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The Reconstruction of Blended Learning Teaching Model for Full Online Learning System: A Study on English Education Department in Islamic Universities in Indonesia

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Abstract. The aim of this research was to construct a teaching model that was intended as a standardization and benchmark for lecturers in the online class teaching and learning process during the COVID-19 pandemic in the English Education Department of Islamic religious universities in Indonesia. This problem was identified from the results of pre-observation research which indicated that in Indonesian Islamic religious university institutions, especially in the English Language Education study program, there was not yet clear standardization for conducting full online learning. The product of this research study is in the form of a teaching model developed using the ASSURE method that consists of analyzing the participants' needs, stating the objectives, selecting appropriate strategies, utilizing a technological approach, requiring learners' participation, and evaluating the final product of this study. In developing this research product, the researchers also

conducted a validation process with experts in the field of English teaching strategies. The validation is related to the teaching model, model design, and contextualization. The product of this research has been revised and improved based on the advice from the experts. Furthermore, at the stage of requiring students' participation, the product also underwent trials involving 10 lecturers and 100 students from five different English Education Departments. The results obtained from the trial process were also used by the researchers for perfecting the model so that the teaching model based on blended learning would be an appropriate educational tool to be used in teaching and learning during online learning in the English Education Departments of Islamic religious universities in the future.

Keywords: learning model; blended learning; online learning; COVID-19 pandemic

1. Introduction

In early 2020, the world was interrupted by the COVID-19 pandemic which impacted on all sectors, including the economic and government, as well as the educational sector. Specifically in the world of education, the COVID-19 pandemic affected policies, educational practices and strategies, among others (Contreras et al., 2021). This forced the educational practices at academic institutions in Indonesia, including in universities, to transform completely into a virtual learning-focussed system. The benefit was that although education had been moving towards technological transformation, the pandemic escalated its immediate adoption. Nonetheless, this does not mean the process was seamless or without complications because not all the universities in Indonesia were prepared for or capable of accommodating these changes (Firmansyah et al., 2021).

On May 2nd, 2020, on National Teacher's Day, the Minister of Education and Culture emphasized the need for innovation in education during the pandemic COVID-19 to ensure the quality of education in Indonesia (Ministry of Education and Culture, 2020). This included the importance of English language proficiency among students, especially in the context of online learning. Proficiency in English is crucial for students at all levels, particularly in higher education and for those studying English as a foreign language (EFL), as it is essential for understanding English as a medium of education and communication in the era of the fourth industrial revolution in the field of educational technology. This, in turn, would contribute to the development of a technological advancements in education and enable Indonesia to compete more effectively in various global fields. Therefore, to improve the English communication ability of EFL students during and after the COVID-19 pandemic, a research study was conducted to develop online teaching models. Several courses in the English education study program were selected as subjects for which the teaching models would be developed. Some of the courses developed were selected based on the needs analyses conducted by the researchers.

However, before carrying out the research process, observations were conducted for one semester of the lecturers' and students' teaching and learning, respectively in the six subjects taught in the English education study program. These lecturers and students were randomly selected from five Islamic religious universities in Indonesia. Based on the results of interviews conducted with lecturers and student representatives of the English education study program, it appeared that they were all taken by surprise by the new approach in the form of a full online course. Moreover, this was suddenly being implemented in the middle of their teaching and learning courses in 2020. As far as the lecturers were concerned, they were not fully prepared to provide online lectures because both the lesson plans for one semester as well as the teaching materials that they had distributed among their students were books or materials intended for face-to-face learning.

Initial observations in the form of interviews were also conducted by the researchers with 10 student representatives in the English education study program who had also undergone the online lecture process for almost three semesters during the pandemic. The results of interviews stated that, in general, teaching would continue by means of online lectures. However, the students felt that online learning was not running optimally because there were still various challenges such as limited teaching materials, high students' expectations, assigning assignments and inadequate support systems. This was also acknowledged by the lecturers of the English education study programme who felt that they were not yet fully prepared to face the online learning challenge.

Therefore, the purpose of this research was to develop online-based teaching models as solutions for lecturers and students in the English education study programme in the online teaching and learning programme during the COVID-19 pandemic in the Islamic religious universities in Indonesia. The model was specifically necessary in the English Education Departments which did not yet have a standardized teaching model; therefore the output of this research would be an innovation in this field.

2. Literature Review

The phrase 'blended learning' refers to learning methodologies that incorporate elements of integration or the amalgamation of one learning methodology with other learning methodologies. Blended learning is a contemporary educational topic that has emerged owing to the advancements in globalization and technology. Numerous institutions or professionals have formulated and presented definitions in their respective languages based on the classification of blended learning practices. There are currently four generally accepted definitions of blended learning (Bruggeman et al., 2020): (a) Blended learning is a process of learning that utilizes a mix of diverse Internet-based technologies to attain academic objectives; (b) Blended learning is a fusion of multiple learning methodologies (e.g. constructivism, behaviorism, and cognitivism) designed to achieve maximum knowledge acquisition, whether through technology-based education or not; (d) Blended learning is also a combination of varied learning technology formats, such as videos, online training, and films, with in-person

instruction; and (e) Blended learning is also a combination of learning technology with real-life assignments to impact both learning and teaching positively.

In line with some of the explanations above, Graham (2013) and Heilporn et al. (2021) mention other definitions of blended learning that are often suggested as those that combine several kinds of teaching and learning media modalities; those that integrate several kinds of teaching and learning methods, learning theories, and elements of pedagogical dimensions; or those that integrate the online teaching and learning process with the face-to-face learning process. Based on these definitions, the blended learning method (BLM) can be considered as a combination of the characteristics of traditional learning and electronic learning (e-learning) (Hrastinski, 2019; Smith & Hill, 2019). Furthermore, the BLM is a learning activity that combines face-to-face learning processes with e-learning activities through aspects of learning theory, learning approaches, and learning models to achieve the desired learning objectives.

The advantages of the blended learning model can be an answer to the weaknesses of each of the face-to-face learning and e-learning methods. Moreover, each of these learning models has several advantages. The main advantage of face-to-face lectures is the direct interaction between teachers and students and between students and students. This interaction can create a stronger feeling of connection between students and teachers, both psychologically and emotionally. However, in terms of the weakness of face-to-face learning, the learning process that is carried out is limited by space and time so that learning is felt to be less than optimal from the educator's side (Cancino & Carpedoni, 2020).

The impact of the COVID-19 pandemic in Indonesia in early 2020 had an effect on many sectors, such as the world of education where the central government issued policies to local governments to suspend classes at all educational institutions and replace them with online learning (Yunus et al., 2023). This was done as an effort to prevent the transmission of the Coronavirus in Indonesia. It was hoped that, since no Indonesian educational institutions were carrying out face-to-face activities, the spread of the COVID-19 virus in Indonesia would be minimized. Since various countries globally were also exposed to the COVID-19 virus disease, the lockdown or quarantine policy was one of the efforts to reduce the interaction of crowds in order to curb the spread of this virus (Subarao & Kadali, 2022).

The policies adopted by many countries globally, including Indonesia, extended to the educational process by means of shutting down all educational activities. Educational institutions then had to come up with alternatives and solutions related to continuing the educational process for students who could no longer attend face-to-face classes at their educational institutions. Some of the education-related measures implemented by the government of the Republic of Indonesia regarding the COVID-19 case was online learning for school level students, online lecturing for university students, cancelling the national exams,

withdrawing the computer-based test for the Joint Entrance Test for State Universities (UTBK SBMPTN) and reviewing the National Selection for State Universities (SNPTN) application (Hasniati, 2022).

The adjustment of the policy on the implementation of education during the COVID-19 pandemic was no exception; it also affected policies at religious universities in Indonesia. This led to the leaders of Islamic universities in Indonesia making various efforts in preventing the spread of COVID-19 (Corona) on their respective campuses. One of the steps taken was to change the face-to-face lecture system into distance learning or online lectures from March 2020 to 2022 (Fauzi & Asri, 2021). These steps taken by the leaders of Islamic universities were also fully supported by the Ministry of Religious Affairs which issued a letter No. 697/03/2020 regarding changes to the letter of the Director General of Islamic Education No. 657/03/2020 regarding Efforts to Prevent the Spread of the COVID-19 virus within the Islamic Universities. It stated that all lecturing would take place online until the end of the even semester (December to May) of the 2019/2020 academic year at all Islamic religious universities, both state and private (Hidayat et al., 2021).

Regarding the impact of the COVID-19 pandemic on the education sector, it was necessary for teaching and learning activities during the pandemic era to be conducted online and independently since teachers and students had to remain at home. Some of the direct effects related to this situation were that teachers were forced to adapt to and participate in redesigning the existing learning media as innovations by adjusting to online systems and the use of media. This was also in accordance with the decision of the Minister of Education and Culture of the Republic of Indonesia regarding the Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period during the Spread of the COVID-19 Pandemic (Restian, 2020). The pandemic had resulted in extraordinary changes to the world of education, as every educational institution at all levels was forced to transform at very short notice so that students could adapt to learning from home using online media.

This was certainly not easy, considering that in general the technological preparedness of educational institutions in Indonesia was still limited. According to Munastiwi and Puryono (2021), one of the main problems in Indonesian education related to this was the lack of uniform learning processes and models, both in terms of standardization and the quality of the desired learning targets. This problem was a challenge for both the teachers and students, but especially for educators who are always required to be creative in their teaching and learning process and who now had to adjust the delivery of the teaching material to online learning media. For most of these teachers this was a new experience.

3. Methodology

This study used a research and development (R&D) design in the field of education which aimed to develop an online-based teaching model for the English Education Department of the Islamic Religious University in Indonesia.

In particular, the research development model adapted in this study is the ASSURE (Analyze learner; State standards and objectives; Select strategies, technology, media and materials; Utilize technology; Require learners' participation; and Evaluate and revise) model (Hakim et al., 2020). The ASSURE model has a constructivist philosophical approach, namely behaviourism and cognitivism, therefore it is relatively easy to implement and can be easily developed by every educator in the R&D process (Affandi et al., 2022).

The participants in this study were 100 students of the English Education Department from five Indonesian Islamic religious universities who, until the time of the research implementation process, were still participating in online learning methods, and 10 lecturers who oversaw 10 different courses in the English Education Department. The participant requirements for inclusion in this research were students and lecturers who had experience in the implementation of the face-to-face teaching and learning process (before the COVID-19 outbreak) and who were also currently either teaching or learning online courses.

In this study, participants were involved in the observation stage and initial needs analysis, for which the results of this process were used as the main basis for designing and developing the research products, as suggested by Zubaedi et al. (2018). Furthermore, participants were also involved in the product trial phase to gather input from the field trial process.

For the interview process in the needs analysis and observation stage of this study, the researchers used the semi-structured interview method with 10 lecturers and 10 students as representatives of the research population. This approach allowed for more open and flexible data collection, as semi-structured interviews consist of both pre-designed questions and additional questions based on the context, as mentioned in studies by Kallio et al. (2016), Adnan et al. (2020), and Hakim et al. (2021). This type of interview is considered easier to use as it can be adapted to the respondents' needs.

In terms of data processing for this study, the researchers utilized technical triangulation and source triangulation. Technical triangulation involves using multiple data collection techniques, such as observation, interviews, and documentation, to obtain data from the same source, as referenced in studies by Walsh and Mann (2019), Sileyew (2019), and Natow (2020). The research instrument used for the interviews was a question list, while field notes were taken during the observation and documentation processes.

In this study, a thematic analysis approach was used to analyze the data, drawing on the works of Flick (2014) and Daghigh and Rahim (2021). The analysis process started with the researchers familiarizing themselves with the data by transcribing the interviews, which had been conducted in English as all the participants were English lecturers with ELT qualifications. However, some participants occasionally used *Bahasa Indonesia* when they were unable to find suitable words in English to convey their ideas. Transcribing the interviews

provided the researchers with their initial understanding of the data. They then read through the entire dataset and assigned notes or codes to each statement, representing the content or meaning of the participants' statements. This process was recursive and involved constant back-and-forth movement among the entire datasets. The same procedure was followed for all twenty interview transcripts. Subsequently, the researchers created a 'codebook' that contained the coding list from the interviews, which was categorized and classified into themes. To maintain ethical considerations, codes were used throughout the discussion to refer to each participant, as suggested by Hidayat et al. (2023), in reporting on this research.

4. Result & Discussion

In this development research, the researchers chose the ASSURE model based on several considerations, one of which was that the ASSURE development model was more system-oriented, thus an option for the researchers in producing good learning model designs. Therefore, in accordance with the ASSURE theory, the research was focused on reconstruction, the process of designing and developing learning models for English Education Department programs in Islamic religious universities in Indonesia during the COVID-19 pandemic. From all the research design processes that were created and modified for the development of the ASSURE model by several experts, some of the steps taken by the researchers in developing products follow, some of which are described or designed based on an analysis of research needs. These steps were taken to determine the characteristics of the students, which involves identifying the students' aptitude, mindset, background, and preferences

Analyzing learners

The initial stage of the ASSURE model is the evaluation stage. This stage involves an evaluation of students, environment, and instructional resource requirements.. Moreover, it entails establishing the desired educational outcomes that need to be met to cater to the specific needs of the students. The needs analysis stage is carried out by first analyzing the circumstances and conditions of learning as the main source of information in the learning process. It relates to the implementation of learning, especially during the COVID-19 pandemic. At this stage, researchers made suggestions related to ongoing teaching and learning activities for one semester at the English Education Departments in Islamic universities. The use of observation and field note instruments enabled researchers to analyze the data and describe the actual conditions.

In addition, the researchers also interviewed 25 students representing the English Education Departments of five different Islamic universities. Their aim was to ascertain the procedures and stages of learning in the classroom during the COVID-19 pandemic. They wished to determine whether the students were quite satisfied with the methods of learning as applied by their lecturers. Most of the students indicated that the learning methods of the lecturers differed considerably and there seemed to be no special rules or standards. The students added that some of their lecturers made use of face-to-face virtual lectures

every week by using the Zoom or Google Meet applications. On the other hand, some only used WhatsApp as a teaching and learning tool without any face-to-face meetings at all, while yet others combined the two methods, by using both a virtual face-to-face process and a chat application. Thus, students often felt confused by the differences in the learning processes and suggested their lecturers and universities establish a clear standardization of the teaching and learning process.

This was in line with the results of the analysis conducted by the researchers with lecturers at the English Education Departments of Islamic religious universities. From the results of interviews with five lecturers who teach in the English Language Study Program at five different Islamic universities, it was established that they did have different ways of teaching during the COVID-19 pandemic era. Furthermore, there was no official standardization laid down by their universities or the Ministry of Religious Affairs. According to them, despite their willingness to undertake the fully online teaching process at the beginning of the COVID-19 pandemic, they felt they were not fully prepared for it, both in terms of human resources (HR) and in terms of supporting facilities. Therefore, what they had done for two semesters was more about survival since they were determined that the teaching and learning process should continue. Therefore, the lecturers also hoped that there would be an official learning model and standard that they could apply as their guide for teaching and learning in situations such as the COVID-19 pandemic.

Stating standards and objectives

The next stage was the process of determining the objectives of the research and the design of the product development. At this step the researchers began to design standardization and learning models based on the results of the needs analysis that had been conducted previously. Furthermore, the researchers drafted the design by determining the elements needed in the learning model such as compiling a classification of the needs of the teaching and learning process and the conditions experienced by students, lecturers, institutions during the COVID-19 pandemic. The researchers also collected references that could be used in developing learning models. From the findings of the previous stage, the researchers determined that in designing this research product it was necessary to have a synergy during face-to-face learning which could not be done physically. Therefore, the concept was changed to face-to-face meetings conducted virtually and supported by the learning process, using applications which were already familiar to both lecturers and students. This basic concept was the initial standardization and establishing of objectives formulated by the researchers at this stage.

At this stage the researchers also developed an instrument that would be used to assess the learning model that had been developed. This concept is also supported by the connectivist learning theory that focuses on expanding the connection and networking activities (Chang et al., 2022). The instrument was prepared by considering aspects of the model assessment, namely the feasibility of using it in learning, the feasibility of the technology used, the feasibility of

conforming to circumstances and conditions, and the suitability of the approach used. The instruments were arranged in the form of model evaluation sheets (See Tables 2, 4 & 6).

Selecting strategies, technology, media and materials

The third phase of this development research comprises determining the strategy applied to the learning model. This is also supported by the determination of the media and materials involved in the ongoing research and development process. This development step is the product realization stage at which the learning model is developed in accordance with the design that has been established in the previous stage. After that, this research development product was validated by experts who were judged to have competence in the field of curriculum and English teaching strategies. In the validation process, the validators used instruments that had been prepared in the previous stage with the main assessment criteria being the suitability of the strategy to the current conditions, the suitability of media technology for the teaching process and the compatibility of the media as well as the material in the product developed, namely the teaching model, with the needs of analysis results and the conditions of the educational institution that was the subject of the research. The details of the teaching models as a result of this research can be seen in Table 1:

Table 1: The construction of teaching model of blended learning for full online learning

Meeting	Activity	Teaching-Learning Media
1	Introduction of the course with face-to-face virtual meeting	Zoom/Google Meet
2	Delivery a lecture & giving some contextual examples related to the learning topic	YouTube/Instagram
3	Group discussion about specific topic and giving individual project	WhatsApp group/Telegram
4	Continuing the group discussion and project reflection	WhatsApp group/Telegram/online academic campus portal
5	Face-to-face virtual meeting and project review	Zoom/Google Meet
6	Holding quizzes by maximizing features on Google Classroom	WhatsApp group/Telegram/Google Classroom
7	Group discussion	WhatsApp group/Telegram
8	Mid- Test	Google Classroom/Zoom/Google Forms
9	Delivering a lecture about general topic	YouTube channel/Instagram
10	Face-to-face meeting and mid-test feedback	Zoom/Google Meet
11	Deep discussion related to specific topic and giving a group project	WhatsApp group/Telegram

12	Holding quizzes by maximizing features on Yahoo	Yahoo website
13	Group discussion about specific topic and group project reflection	WhatsApp group/ Telegram
14	Continue the group discussion about specific topic and group project review	WhatsApp group/ Telegram
15	Virtual face to face meeting and all topics review	Google Classroom/ Zoom
16	Final Test	Google Classroom/ Zoom/Google Forms

Utilizing technology

The fourth stage of the research process relates to the use of technology in the research development process. Based on the needs analysis, the objective of this research was to develop a product in the form of a teaching model that could be applied during learning in the COVID-19 pandemic. From first-hand experience it has been established that technology is the main supporting element on which online teaching and learning are based (Mariano-Dolesh et al., 2022). The use of technology in the research process of developing this product was thus imperative. In developing this teaching model, the technology used included Zoom, WhatsApp, Google Classroom, the YouTube channel and the academic system (SIKAD). These applications were the most suitable options for the online teaching and learning process during the COVID-19 pandemic.

Requiring learners' participation

During the next phase, the lecturers applied the teaching model in their respective classes. They included several important aspects related to the field notes. This process is essential for establishing the actual conditions and serves as input for the next step of the research (Weng et al., 2022). After the completion of the trial process, five lecturers and 25 students as representatives of the trial participants were interviewed. The interviews were related to the suitability of applying the teaching model for seven meetings, the level of difficulty, activity steps, learning variations and the application of online learning applications, and the effect on their motivation and understanding of the material being taught.

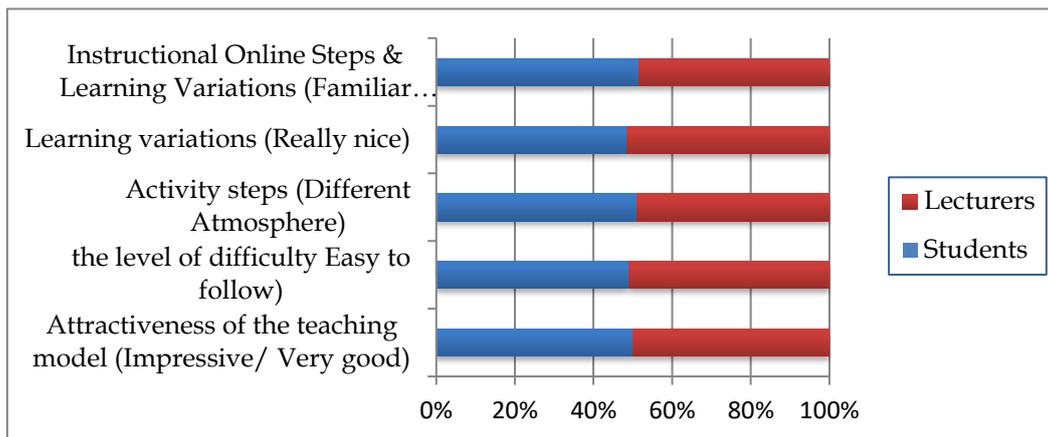


Figure 1: The result of preliminary analysis from students and lecturers

After conducting interviews with the students, it was unanimously agreed that the teaching model created was highly appealing. This was because the teaching and learning methods used by the lecturers was not only focused on one strategy or application but included a variety. The teaching and learning process thus felt more real even though they were using a full online system. This view was also expressed by the five lecturers who had participated in the trial process, namely that the attractiveness of the teaching model that had been developed was impressive. They claimed that this teaching model had introduced new variations to the teaching process and had been proven to increase the participation of the students during classes.

On the aspect of the level of difficulty in applying the teaching model to teaching and learning activities, the lecturers stated that the teaching model that had been developed was not too difficult to implement and relatively easy to follow. However, when the researchers asked whether there were parts that had been difficult to apply during the trial process, the lecturers stated that in some ways they felt they had to be more active and busier than in face-to-face classes. Nevertheless, they understood that it was essential to pay more attention to the students. The students also expressed the same view when asked about the level of difficulty of this teaching model. However, they were not really concerned as they benefitted from more attention from the lecturers. Despite the online learning, they nevertheless experienced a learning atmosphere that closely resembled the face-to-face teaching and learning process. However, some had previously felt the lectures were too monotonous and not varied enough; therefore the online learning process seemed more rigid and they missed the face-to-face learning process.

Regarding the instructional steps and learning variations in the teaching model, the lecturers indicated that the activities and organization of the model were well-designed, with logical and coherent sequencing of steps, and the utilization of various platforms and applications to support the learning process. Similarly, none of the students reported any dissatisfaction with the steps or organization of the teaching model. This indicates that the researchers were successful in

meeting the needs and expectations of both lecturers and students, as identified through the needs analysis conducted.

In terms of applying online learning applications and their effect on students' learning motivation, the lecturers and students responded well. Because the lecturers themselves admitted that previously they had mostly only focused on using one or two online platforms in teaching classes during the COVID-19 pandemic. The main reason was that there was no official online learning process guide or standardization applied by the institution. As a result, most lecturers followed the same teaching and learning process during the COVID-19 pandemic, making only a few adjustments. Therefore, when using the model developed in this study, the lecturers felt that their teaching methods were more varied by using a combination of several platforms such as Zoom, Google Classroom, WhatsApp, the YouTube channel and YouTube, without reducing the essence of the learning process. On the other hand, the students indicated that they appreciated the lecturers using this teaching model because it increase their motivation in learning and enhanced their understanding of the teaching material presented. They expressed the hope that the lecturers would continue to use the same teaching model until the end of the semester.

Evaluating and revising

The final stage of the study involved both formative and summative evaluations. Formative evaluation took place during the development stage of the teaching model, while summative evaluation occurred at the end of the development process using the ASSURE stage, as described by Aktas and Ozmen (2020). As part of the evaluation, a validation process was conducted to assess the feasibility and construction of the developed product. Validators, who were experts in the fields of curriculum as well as the development of teaching materials, and technology in teaching English, were asked to provide an assessment of the learning model's feasibility and offer suggestions and comments on the design. This would serve as a benchmark for revisions and improvements to the final product. The validation process was carried out through virtual meetings with the expert validators, and the data obtained from the model evaluation results were analyzed to determine the validity of the teaching model, as suggested by Asiyah et al. (2018). The instruments used for evaluation and validation included a checklist and a suggestion column. The teaching model's content, design, and context were the three main aspects that were validated by the expert validators. The researchers collaborated closely with the expert validators to ensure that the teaching material modules were adjusted based on their recommendations before they were validated. The results of the expert validation assessment regarding the contents of the development module can be seen in Tables 2 -7:

Table 2: Teaching model content validation instrument

No	Indicator	Assessment					Remarks
		5	4	3	2	1	
1	The reasonableness between instructing substance and standard as well as fundamental capability.		√				Acceptable
2	The reasonableness between the instructing demonstrates substance and the study goals that will be accomplished.	√					Incredible
3	The reasonableness between the title and the fabric talked about.		√				Acceptable
4	Potential definition of the substantial ?		√				
5	Chronological and efficient course of activity of the teaching appear ?	√					Incredible
6	The instructing show can encourage students' comprehension of education.		√				Acceptable
7	Precision in utilizing terms.			√			Neutral
8	Precision in utilizing innovation.		√				Acceptable
9	The educating demonstrate can encourage understudies in Internet based-education.		√				Acceptable
10	The instructional approach can promote face-to-face online meeting between lecturers and learners.		√				Acceptable
11	The instructional approach can encourage interaction between lecturers and learners in a virtual education process.		√				Acceptable
12	There is input within the assessment displayed.		√				Acceptable
13	The reasonableness of the curriculum and instructing model.		√				Acceptable
Total		10	40	3			Incredible
Percentage		81, 54 %					

(Adapted from Asiyah, 2019)

Table 3: Data analysis results from model validation

Validator	Total Item	Optimal Score	Result	%	Qualification	Additional
1	13	65	53	81,54	Incredible	Have to be changed

Based on the results of the development that was carried out, the validation result of the blended learning teaching model during the COVID-19 pandemic was 81.54%. Therefore, from the results of the validation, it can be concluded that the teaching model developed during this research is feasible to use and try out on students during the teaching and learning process (Sartono et al., 2022).

The second expert validation process is related to the design of the teaching model that has been developed. The detailed results of the validation carried out by expert validators can be seen in Table 4:

Table 4: Result of the teaching model design validation design validation process by expert validator

No	Standard	Assessment					Remarks
		5	4	3	2	1	
1	The appeal of the pedagogical approach.		√				Acceptable
2	The lucidity of the instructions for utilizing the teaching methodology.		√				Acceptable
3	The appeal of the packaging of the teaching model.	√					Incredible
4	The visual appeal of the instructional approach model presented.		√				Acceptable
5	The instructional model empowers students to conduct self-evaluation.	√					Incredible
6	The instructional approach embodies the intended outcomes of the syllabus.	√					Incredible
7	The numerical values employed in every educational task.		√				Acceptable
8	The teaching model is amenable to self-directed study.		√				Acceptable
9	The simplicity of operating the teaching model (intuitive).		√				Acceptable
10	The instructional approach can serve as autonomous learning materials.	√					Incredible
11	The pedagogical approach offers the objective of the instructional process.	√					Incredible
12	The pedagogical approach offers comprehensive educational prospects (autonomous).		√				Acceptable
13	The pedagogical approach is in line with the advancement of science and technological development (flexible).		√				Acceptable
14	The pedagogical approach can enhance the virtual instructional process.	√					Incredible
Total		30	32				Incredible
Percentage		91, 43 %					

(Adapted from Asiyah, 2019)

Table 5: Result of data analysis from teaching model design validation

Validator	Total Item	Optimal Score	Result	%	Qualification	Additional
2	14	70	63	91,43	Incredible	Have to be changed

The second characteristic that was evaluated and validated was the teaching model design (Dwijayani, 2019). The percentage of validation results carried out by design expert validators for blended learning teaching models during the COVID-19 pandemic was 91.43%. Thus, based on the results, it can be concluded that the developed model is feasible to use for experimentation on learners during their educational journey.

Table 6: Context appropriate validation of teaching models

No	Standard	Assessment					Remarks
		5	4	3	2	1	
1	Clarity of instructions		√				Acceptable
2	The adherence to language conventions		√				Acceptable
3	The efficacy of sentences		√				Acceptable
4	The ability to convey messages		√				Acceptable
5	The utilization of terminology and icons		√				Acceptable
6	The comprehensibility of queries in the collaborative project section and personal practice drills		√				Acceptable
7	The comprehensibility of visuals presented in every web-based study action		√				Acceptable
8	The comprehensibility of the recapitulation, queries, and discourse		√				Acceptable
9	The appropriateness for the students' academic level			√			Neutral
10	The appropriateness for the students' emotional maturity		√				Acceptable
11	The precision in the application of punctuation			√			Neutral
12	The uniformity in the use of the term 'clarity of instructions'	√					Incredible
Total		5	36	6			Acceptable
Percentage		78,33 %					

(Adapted from Asiyah, 2019)

Table 7: Data analysis of the context suitability validation process

Validator	Total Item	Optimal Score		Result	%	Qualification	Additional
3	12	60		47	78,33	Acceptable	Have to be changed

The final stage in the validation process comprised evaluating the suitability of the context of the teaching model resulting from the development research. Based on the data above, the percentage of suitability context validation from expert validators was 78.33%. In this case, an expert validator stated that the suitability of the context offered in the teaching model resulting from the development research was generally good. Therefore, it was believed that there was no suggestion that was over-emphasized in this section. Based on the results of validation, evaluation, and input from three expert validators, it was

necessary to make revisions based on corrections and suggestions from the three experts so that the final product of this research would be much improved.

Revising product development results

After the validation process by the students, lecturers and experts had been completed, the teaching model was revised based on the corrections and suggestions from the experts. This stage was important in order to ensure a quality final product of the development research (Zalazar et al., 2021). Revisions made by the researchers relate to changes in teaching models that were not in accordance with the needs of the students and lecturers, spelling errors, structures that are not in accordance with the applicable curriculum, and suggestions to use more familiar platforms in teaching online. They stated that the aim of these revisions to the teaching model that had been developed were to ensure its efficacy and that it would meet the required standards in accordance with the objectives of this research. The model was intended as a guide for the learning process in English language study programs in particular and for all lecturers within the Islamic religious and other public universities in Indonesia in general.

Furthermore, all suggestions from the experts such as revising the context, exercises and level of difficulty of the final product were very useful in improving the learning model to develop a better quality product. After passing all these stages, the teaching model was ready to be tested by lecturers in the actual learning process of the students of the English Education Departments of the Indonesian Islamic religious universities.

Final Product

The last stage in this study was to revise the blended learning teaching model over the pandemic or full online learning period as a result of development research. This was compiled based on some comments and inputs given by lecturers and students' representatives during the trial process to produce teaching material products in the form of teaching models. This was considered to be a good solution for the full online learning system during the pandemic. This was also conveyed by three expert validators who recommended the process of improving this teaching model after trials had been carried out so that this teaching model would be excellent in terms of content. Hence, the authors are optimistic that the instructional model resulting from this advancement investigation would be beneficial not only to students in the English Education Departments at Indonesian Islamic religious universities, but also to a wider range of students enrolled in all universities throughout Indonesia.

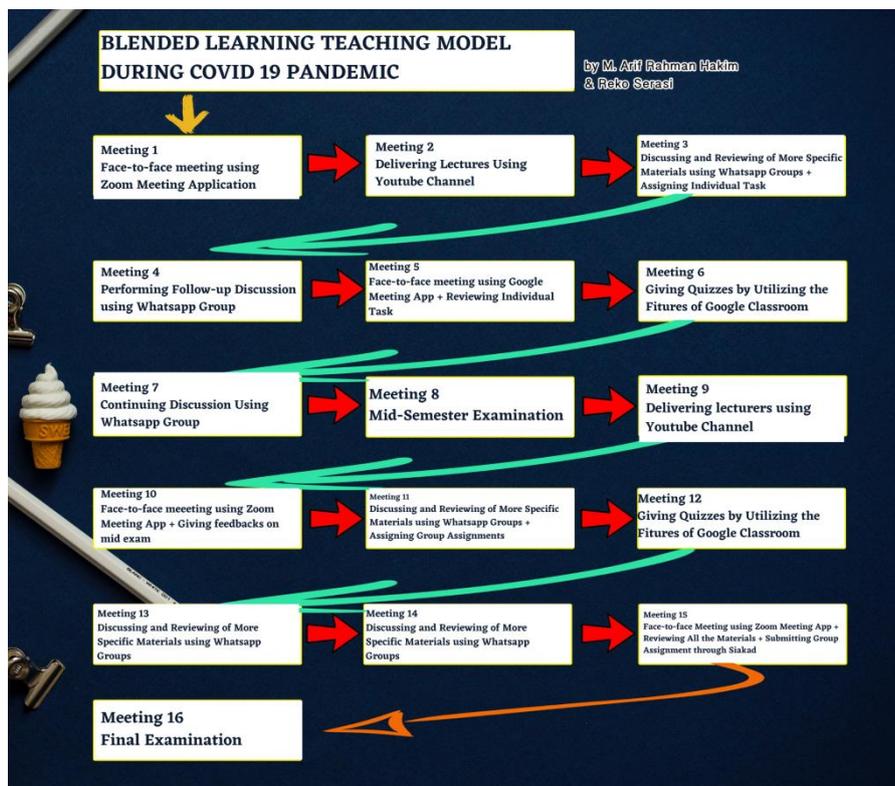


Figure 2: Stages of the blended learning teaching model for the full online learning system during the pandemic in the English Tadris Study Program

5. Conclusion

This research activity was focussed on lecturers and students of the English Education Departments of five Islamic religious universities in Indonesia. The output of this study is in the form of a teaching model that is intended as a standardization and benchmark for lecturers in the teaching and learning process in fully online classes during the pandemic. The product of development research in the form of a teaching model was developed using the ASSURE method. In addition, the study suggests that the fully online learning process in the English language study program in the Islamic religious universities in Indonesia during a pandemic needs to be re-constructed. Clear learning models and guidelines would facilitate the teaching and learning process for lecturers and students, respectively.

Therefore, blended learning is a solution and plays a major role in the reconstruction of this teaching model. However, what needs to be understood is that blended learning, known as a direct face-to-face learning process, has been interpreted as virtual face-to-face learning during a pandemic. Hence, the value of blended learning applied to this teaching model is that it is a virtual face-to-face medium. In addition, the maximum use of technological devices has been utilized as the main support system in the entire teaching process that is also supported by connectivist theory. Therefore the product of this research is expected to be able to make a contribution as an alternative teaching model that

can be applied by lecturers in teaching and learning at Islamic religious universities, especially in the English Education Departments, when faced with a fully online learning situation as experienced during the previous pandemic.

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