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Blended Learning During Pandemic Corona Virus:

Teachers' and Students' Perceptions

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Abstract

The pandemic coronavirus is forcing educational institutions to shift rapidly to distance and online learning. It forces teachers and students to apply blended learning even though they may not be ready to teach and learn in fully online contexts. Hence, this research aims to explore teachers' and students' perceptions at Parahikma Institute of Indonesia regarding the use of blended learning as media learning during the pandemic coronavirus. This research was a qualitative design applying phenomenology. The technique of selecting participants was convenience sampling. The participants of this study consist of nine students from the third, fifth, and seventh semesters who were enrolled in the English Education Department and three lecturers who taught English at Parahikma Institute of Indonesia. This study utilized semi-structured interviews as the single data collection method. The data collected were analyzed using thematic analysis. The result of this study covered two parts, namely the teachers' and students' perceptions. In terms of teachers' perception, the teachers reported some advantages regarding blended learning such as effective learning, autonomous learning and easy to use. However, there were challenges for the teachers in teaching through blended learning such as poor internet connection, time-consuming, and less experience. On the contrary, regarding students' perceptions, students also reported benefits the blended learning like flexible learning, motivation, interaction, and improving their ICT skills. In addition, poor internet connection and incomprehensible materials were considered as the problem that hampers their learning.

Keywords: blended learning; corona virus; perceptions,

Introduction

The use of Information and Communication Technologies (ICT) in this modern era has become necessary and inevitable. One of the popular things in ICT is an internet. Internet is not only as communication tool but also as a part that includes all side of human life like education, business, industry, etc. People usually use the internet for browsing, uploading, downloading, and social media activities. It is really easy to access internet because gadgets, smartphones, and laptops supported it.

In the education sector, the internet is a perfect device in learning that indicates flexibility and expediency to students while offering endless opportunities for teachers in innovative teaching. By using internet, the material is designed electronically, focused on encouraging and involving teachers and students to apply blended learning system. Blended learning is learning that combines online and face-to-face learning.

Over the past few years, a growing number of studies have explored the teachers' and students' perceptions of blended learning for learning environment. Some studies (e.g., BakarNordina & Alias, 2013; Friatin, Rachmawati, & Ratnawati, 2017; Ja'ashan, 2015; Kosar, 2016; Mohsen & Shafeeq C. P, 2014: Pitaloka, Anggraini, Kurniawan, Erlina, & Jaya, 2020) conclude that blended learning in the learning process had some advantages such as usefulness, easiness, flexibility, satisfaction, and effectiveness. Nevertheless, other studies have found some disadvantages of blended learning, for instance, the lack of skills in using technology, network problems, and waste of time (Aldosemani, Shepherd, & Bolliger, 2019; Rombe, 2014;   Sari & Wahyudin, 2019).

Despite a growing body of research discussing the perceptions of teachers and students in implementing of blended learning, there are still limited studies, especially in the pandemic corona virus context. As we know, the pandemic corona virus is forcing educational institutions such as universities to shift rapidly to distance and online learning. It forces teachers and students to apply blended learning even though they may not be ready to teach and learn in fully online contexts. Therefore, to fill the gap in this research, the current research aims to exploring teachers' and students' perceptions in Indonesia regarding the use of blended learning as media learning during pandemic corona virus.

Blended learning has several definitions that have been proposed by some scholars. Stein and Graham (2014) defined blended learning as flexible, efficient, and effective from online learning experiences combined with learning face-to-face. Furthermore, Gruba and Hinkelman (2012) explained that blended learning is learning activities that utilize mostly 45% of online learning and the rest of face-to-face learning. In short, blended learning is a combination of face-to-face and online learning experiences (Garrison & Vaughan, 2008). In conclusion,

blended learning has some face-to-face class meetings, and some class sessions are replaced with online learning.

The perceptions of blended learning as media learning have been investigated in previous studies. There are some positive perceptions of blended learning, such as useful, helpful, efficient, motivated, satisfied, and flexible. However, some researchers who conducted a study of blended learning found negative perceptions, namely network problems, low skill to use technology,   and waste of time. Those are presented briefly in the following.

Mohsen and Shafeeq (2014) studied EFL teachers' perceptions of Blackboard applications. This study investigated teachers' perceptions of Blackboard as blended learning with 32 EFL teachers as participants who were selected from two universities in Saudi Arabia. To collect data, the author used questionnaires and interviews. It was found that teaching English through Blackboard as blended learning could enhance students' motivation to learn a lesson and make teaching English more successful. Most participants also stated that blended learning is easy to use and supports students' communication with teachers anyway.

In a more recent study, Kosar (2016) considered EFL instructors' perception of blended learning in Turkey. This study focused on finding out perceptions of instructors' regarding blended learning. There were 32 EFL instructors as participants of this study.   The author used a questionnaire to collect data. This study confirmed that learning through blended learning was flexible and increased learners' motivation. Further, blended learning as a learning environment could make learner more autonomous than face-to-face.

In a follow-up study, Aldosemani, Shepherd, and Bolliger (2018) reported that instructors' perceptions in a blended learning environment had been conducted in Saudi Arabia with 124 instructors as participants from 14 different colleges. A picture of Saudi instructors' perception of blended learning was provided in this study at an emerging university in central Saudi Arabia. The instrument of this study used questionnaires. This study found that blended learning could give easy access to course materials in real-time and flexibility. Most instructors also mentioned that they understood the role of teaching through blended learning.

BakarNordina and Alias (2013) explored students' perceptions using blended learning in history. The purpose of this study was to find out students' feedbacks in history after following the blended learning style. There were 70 students as participants who were studying at the Malay State of Perak. An interview and text analysis were used to gather data. This study concluded that blended learning was satisfaction and usefulness for students to understand the lesson. Moreover, most participants mentioned that blended learning could be helpful in the learning environment.

Similarly, Ja'ashan (2015) also investigated students' perceptions and attitudes towards a blended learning course in English at the University of Bisha.This study focused on identifying students' opinions about blended learning to 130 students who were enrolled in the English department. The questionnaire was used from

this study and showed that blended learning could make students satisfied in learning English. Additionally, blended learning can help them learn English in a collaborative, interactive, and engaging manner, improving their English language skills.

Likewise, Rombe (2014) also examined students' perceptions of the blended learning environment in the CALL course at the Christian University of Indonesia, with 64 students as respondents. This study aimed at exploring students' perceptions of the functions of blended learning. The author implemented an interview to collect the data. The result of this study revealed that most students mentioned that blended learning could improve their computer and internet skills from data collected. Besides, blended learning could develop students' creativities and critical thinking in learning.

Furthermore, Friatin, Rachmawati, and Ratnawati (2017) described students' perception of mid transitioning into academic reading digital needs. The aim of this study was to determine the students' perceptions of the application of blended learning in terms of utility, satisfaction, and motivation at one of the private universities in Ciamis, West Java. The participants were 30 students who were enrolled in academic reading. The data were collected through questionnaires. This study reported that blended learning could increase utility, motivation, and satisfaction in the students learning environment. In addition, the concepts of blended learning could support students' to be active in learning.

Moreover, Warman (2018) also explored students' perceptions of using WhatsApp as blended learning on reading comprehension. The participants were 40 students of the second semester at STMIK-AMIK Riau. The author found the benefits of learning through blended learning. A questionnaire and an interview were designed to collect data. This study stated that learning using WhatsApp as blended learning could help students learn English in useful, helpful, and practical ways. Moreover, it can improve students' motivation in the learning environment through blended learning.

Another study, Sari and Wahyudin (2019), also explained students' perceptions using Instagram as blended learning in an English course at the University of Teknokrat Indonesia, with 116 students who were respondents from the faculty of engineering and computer science. This study aimed at exploring the students' perceptions with the implementation of blended learning through Instagram. The data obtained were from observation, questionnaires, and interviews. This study showed that blended learning through Instagram made the students enjoyable and accessible learning activities. The author also assumed that Instagram is one of the tools that are useful in pedagogical field of study for EFL learners.

In addition, Pitaloka, Anggraini, Kurniawan, Erlina, and Jaya (2020) conducted at one public university in South Sumatera regarding undergraduate EFL students'

perceptions of blended learning reading course. The purpose of this study was to investigate students' comments on blended learning in a reading course. There were 18 students of the first semester chosen from the English education study program as participants. This study used observation, documentation, and semi-structure interviews as an instrument to collect the data. The author confirmed that blended learning has some advantages in learning a reading course. The advantages were divided into five terms: ease to use, challenging learning, flexibility, easy to understand materials, and learning variations.

Some studies revealed the drawbacks of blended learning from teachers' perceptions. Mohsen and Shafeeq (2014) revealed that some teachers could not use blended learning and waste time to use it. Similarly,Kosar (2016) found that blended learning made instructors increase assignments. The instructors also mentioned that they need the training to use blended learning. Most of them also mention that there is no access to the internet. Additionally, some instructors were frustrated towards implementing blended learning because consuming more time to control course (Aldosemani, Shepherd, & Bolliger, 2019).

Ja'ashan (2015) mentioned that slow internet connectivity, lack of face-to-face interaction, taking more time, and ease to cheat are students' negative perceptions of blended learning. Previously, Rombe (2014) also reported that students' negative perceptions of blended learning are caused by internet connectivity and social isolation. Meanwhile, Sari and Wahyudin (2019) stated that deficiency of social contact interaction is a problem when students want to ask the teachers about the material and cause students misunderstanding in learning. The other disadvantages of blended learning from students' negative perceptions, mostly caused by network problems or internet connectivity, are significant problems in a learning environment. It can lead to limited time to finish courses or tasks (Pitaloka, Anggraini, Kurniawan, Erlina, & Jaya, 2020).

This literature review highlights the history of the development of the world of education that combines the use of technology and face-to-face interaction in forming advantages and disadvantages in the learning process with the application of blended learning. One of the advantages of blended learning is teachers' and students' satisfaction in teaching and learning using technology. However, having a poor internet connection is a significant barrier to blended learning.

In line with the statement above, the current study is interested in knowing the use of blended learning towards teachers and students more detail. In addition, there are still limited perceptions about the implementation of blended learning affected by the corona virus, especially in Indonesia. Therefore, to fill the gap, the current study formulates the research question as follows: (a) What are the teachers' perceptions of blended learning during corona virus pandemic? (b) What are the students' perceptions of blended learning during corona virus pandemic?

Methodology

There are twelve participants of this study that consisted of nine students from the third, fifth, and seventh semesters who were enrolled in English Education Department and three lecturers who taught English at the Parahikma Institute of Indonesia. The reason of choosing this university because it applied blended learning as concepts in a learning environment. Furthermore, convenience sampling was used as the technique of selecting participants. It is recommended because easy participation was based on their availability without any specific criteria (Given, 2008).

This study employed phenomenology design which aim at exploring teachers' and students' perceptions of blended learning during pandemic corona virus. Phenomenology design is an approach to understanding social reality based on people's experiences (Gray, 2004). In gathering the data information, an interview used as a method in this research. Participants interviewed in a semi-structured about their perceptions of blended learning during pandemic corona virus.

For data analysis, thematic analysis was used to analyze the results of data collection. This analysis is a concept in a qualitative data collection strategy based on segmentation, category, summary, and reconstruction that have been a reduction (Given, 2008). Data interviews from participants' was transcribed and then labeled as the themes of the data.

Findings

To explore the teachers and students` perceptions of blended learning during pandemic corona virus, the current study used semi-structured interviews to collect the data with three lecturers and nine students as respondents. Their responses in the interview would be categorized and then built into themes.

Teachers' perceptions of blended learning

Based on teachers' responses in the semi-structural interview, it showed that they had the same main points about blended learning, which can be described in two categories: advantages of blended learning and challenges in blended learning.

Advantages of blended learning
Effective learning

When the teachers were asked whether blended learning effective during pandemic corona virus, two teachers commented that blended learning was more effective in teaching during pandemic corona virus. Teacher 1 mentioned that "Before corona, it was not very effective, especially in my class. Meanwhile during this pandemic corona, it is more effective. To be honest, blended learning is more effective during the pandemic corona". Similarly, teacher 3 commented that "In the current conditions, it is helpful and useful to preventing the transmission of covid.

It is effective because it can create discussion forums in the LMS. I can teach by using video. Then, I can also add assignments".

Furthermore, blended learning also helped teachers in teaching because of its flexibility. Teacher 3 said that "sometimes, if any of my students are sick, they can still learn in my class ".

Autonomous learning

The teachers were also asked whether they felt that students are more autonomous in learning with the blended learning system, all interviewees agreed that the blended learning system was implemented, making students learn more autonomously. Teacher 2 stated that "in blended learning, students are required to be more autonomous in learning because we only direct students in learning online, for example, having to download and watch videos without being supervised". Similarly, teacher 3 mentioned that "I feel they can be autonomously because they can repeat the learning material and ask questions that are not clear". In addition, teacher 1 said that "for us as teachers, it is enough to send learning materials, links and wait for questions".

Easy to use

When asked about whether they understood the use of blended learning, all interviewees said that they understood the use of blended learning. This was due to the training that campus is often held on understanding the use of technology for teachers. Teacher 1 said that "it is enough because it is supported by the existence of the LMS and the frequent trainings that are held [by IPI]". Similarly, teacher 2 commented that "actually, I had known how to use it". Furthermore, teacher 3 mentioned that ".... yesterday there was a training from campus but I didn't participate. I am sure that I can learn on my own, and I think I can, even though if I study alone'.

Challenges in blended learning
Meanwhile, they also mentioned some challenges to deal with when applied blended learning, such as poor internet connection, time consuming, and less of experiences.

Poor internet connection

When the teachers were interviewed whether the main challenge in teaching using blended learning, two interviewees stated that problem network was the main challenge in teaching using blended learning. Teacher 2 said that "the network is a major challenge. Most of the students complain about the network, such as no network or bad network. Especially for synchronous is difficult, such as zoom applications, because it requires many internet data". Similarly, teacher 1 mentioned that "the problem is when there is miscommunication between the teacher and the student. Sometimes, the one has problems is the student. When we

want to present learning, they are inactive due to network problems".

Time consuming

When asked about whether they felt they were spending more time with the blended learning system, all interviewees stated that they need more time to arrange the materials. Teacher 2 commented that "in my opinion, online learning, takes more time than if we teach offline, because there are many preparations that I assume should have unique materials and creative learning". Furthermore, teacher 3 said that "for obstacles, need more preparation. If online, I have to prepare a special time to make a PowerPoint, then record myself for make teaching videos". In addition, teacher 1 mentioned that "At the face-to-face time, 2x45 minutes is enough. Meanwhile, if we are blended, it is not enough because we usually need more time to understand the material which taught".

Lack of experiences

When interviewed the other challenges whether there are still challenges other than network problems in teaching using blended learning, two interviewees revealed there are still challenges in teaching using blended learning, such as lack of motivation and lack of skill to create interesting material. Teacher 1 stated that "in my reason for the LMS, I have not fully mastered it, due to factors from myself who do not always practice it". Another reason also revealed by teacher 2 said that "for me, there are still challenges. The challenge is to create interesting content, the challenge to make students really to understand what we teach, and making easy material for students to understand because online and face-to-face are very different".

Students' perceptions of blended learning

The students' responses in the results interview showed that they also had the same main points about blended learning, which can be described in two categories: advantages of blended learning and challenges in blended learning.

Advantages of blended learning

These blended learning advantages were divided into four themes: flexible, motivated, interactive, and improved ICT skills.

Flexibility

When asked about whether this blended learning was useful for learning during pandemic coronavirus, five students responded that blended learning offered flexibility. They could be complete the materials wherever and whenever they wanted to. Student 1 stated that "actually this blended learning has been

helpful for me because we can complete assignments anywhere and anytime. The term is flexible because we can manage the time in studying". Similarly, student 2 also commented in the following extract below:

> "In my opinion, it is good because making easier for me to do my assignments. For example, when a lecturer gives an assignment and collected on that day, we can do and send assignments on that day. Honestly, it helps because we can manage time to study and do assignments".

Moreover, student 3 mentioned that "it is useful because if we get assignments from lecturer, there is no need to bother coming to campus to collected assignments. With online, assignments can be collected quickly. I feel this effect during corona". Furthermore, student 7 said that "in my point of view, it is flexible because if there is an assignment, we can immediately to know the deadline. Therefore, we can manage time to do assignments".   In addition, student 9 also revealed that

> "For me, it is useful because sometimes the lecturers and students do not have time to face-to-face during corona, therefore online learning is a solution to replace the face-to-face class. In addition, it can also reduce additional costs such as paper printing and transportation costs".

Motivation

When asked about whether they felt motivated in learning with the blended learning system, five interviewees revealed that they were motivated when they had some learning problems by using blended learning. They felt that it was challenging learning, especially when they did not understand the material had been taught. Student 1 said that "if the class is online, we are required to learn autonomously, therefore, my knowledge will be automatically increase because of the existence of technology as a learning tool". Similarly, student 2 commented that "it can motivate me because I can practice to learn autonomously. For example, when I don't know the discussion of the material, I can use google to find out the difficult materials in learning". Furthermore, student 3 mentioned that "personally, it motivate me to study because if I don't understand the material, I can find out by browsing the internet".

Moreover, student 4 stated that "I motivated because we are learning online, so automatically the material provided by the lecturer is not always sufficient. Therefore, sometimes I usually ask friends or open google if there is material that is difficult". In addition, student 9 argued that "I mostly search the internet if there is material that is not understood".

Interaction

When asked about whether blended learning could facilitate their interaction with other students, seven interviewees said that they could have social interaction eventhough they are distance. They also reported that it could help them in sharing knowledge. Student 1 reported that "I feel my interactions with my friends because

most of the lecturers direct us to doing group assignments, so automatically there will be more communication interactions with friends". Moreover, student 2 commented that "sometimes when we have assignments, I usually communicate with my friends when I have difficulties both in doing assignments and learning materials". Similarly, student 3 mentioned that "if we have assignments in online, I usually communicate with my friends and sometimes discuss with each friends via WhatsApp".

Furthermore, student 5 said that "if I don't understand the material given by lecturer, sometimes I ask friends who understand the material, so I think my interactions with friends are active". Another commented, student 7 argued that "I usually discuss with my friends about the materials and sometimes if we are constrained like a network or no computer, sometimes I usually uses one laptop for four friends to attend in zoom applications".

Moreover, student 8 also revealed that "if I don't understand the material provided by the lecturer, I usually ask my friends via WhatsApp and also ask for he/she assignments that have been done". In addition, students 9 said that "when there is teamwork assignment, I usually communicate with each friends to divide tasks. I also usually communicate via WhatsApp when there is a deadline task".

Improving ICT skills

Students were also asked whether the blended learning system could improve their ICT skills, all of the interviewees had the same opinion about increasing their ICT skills. Student 1 said that "with this blended learning, I can operate the computer better wherever and whenever I am, especially the most influential one is setting the features of the zoom meeting application". Student 2 also said that

> "Something related to online, I directly practice the features. For example, when in the early pandemic of corona, I was still unfamiliar with the zoom application, but because I often practiced myself, I finally knew how to operate the zoom application".

Similarly, students 3 mentioned that "improving my ICT's abilities. For example, I previously didn't know how to use technology such as zoom, google, and others. Personally, there is an increase because when I use technology, because I practice it". Furthermore, student 4 also commented that in extract below:

> "For ICT, I can be able to install a projector and prepare a seminar. For the new experience, I think the zoom application has improved because we are required to know what features are used in online seminars".

Another comment, student 5 stated that "improving my ICT skills because when I do assignments, I usually use a laptop and network. So, like it or not, I have to be able to know how to use a computer to do assignments in LMS, Google Classroom and papers". Additionally, student 6 also commented that "for ICT, there

are improvingregarding using the application. Like how to make a room in the zoom application and using google drive. I had never learned it before blended learning applied".

Moreover, student 7 revealed that "during my time at IPI, my ICT skills improved, from using word applications and PowerPoint. It has sharpened my ability to learn about computers. Meanwhile online learning during corona, I also got to know about using application zoom". Besides, student 8 reported that "I can become literate using technology. Unlike before, sometimes I am afraid to use computers because I don't know how to use technology, but now I know. Especially since corona, my ability to use zoom applications has increased". In addition, student 9 also stated that "improving my ICT skills, because there are so many lecturers teaching us about using online applications such as zoom, google meet, LMS, google classroom and WhatsApp".

Challenges in blended learning

Some students also reported that they also had some challenges dealing with learning by using blended learning, such as internet connection and incomprehensible materials.

Poor internet connection

When the students asked about whether there are challenges when learning with a blended learning system, eight students answered that poor internet connection is a major barrier when learning online during pandemic coronavirus. Student 1 argued that "since Covid, internet access, especially in my village, has been difficult, so I am usually to be late for online learning". Similarly, student 2 stated that "the network problem is very influential too because not all friends have a good network, including myself, who have difficulty getting a good network when in the village". Same with student 1, student 3 also argued that "the challenge is on the network. Since Covid, we have been told to learn from home, but usually in my village it is difficult to get a network. Moreover, it also requires much quota to be able to complete the material".

Furthermore, student 4 also mentioned that

> "The main problem for me and my friends is the network because we are in different village where it may be difficult to reach the network. While in each villages there is a different network capacity, so indirectly the problematic network is the main factor".

Additionally, student 5 also mentioned that "the usual challenge is on the network because everything is completely by online and not all my friends have much quota but network problems are usually a problem when learning online". Besides, student 7 commented that "the challenges are problem networks and quotas. Sometimes when I study online, I usually stop suddenly because my quota has run out".

Moreover, student 8 also said that "I usually have problems on the network

because that is the main factor for me. Usually, when there is a course in the zoom, my connection often breaks". In addition, student 9 mentioned that "the challenges are on network and memory capacity, because sometimes during the rainy season, the network doesn't support it and much material should be downloaded".

Incomprehensible materials

The students were also asked if there were other challenges when learning with blended learning besides a bad internet connection, three students answered that they did not understand the material when studying online. They preferred face-to-face learning to online learning because they can interact directly with the teacher. Student 4 revealed that "personally, I better understand the material when learning full offline because I can ask questions directly to the lecturer compared to online learning that sometimes have problems on the network". Similarly, student 5 stated that "honestly, I prefer to learn face-to-face because I can get involved directly with the lecturers. Sometimes in online learning, most lecturers give assignments, but there is no response". In addition, student 6 also commented that "if understanding the material, I prefer it to be full offline because I am immediately understands when the lecturer explains it".

Discussion
Teachers' perceptions

Based on the results of teacher interviews, the current study found that teachers' perceptions of blended learning could be categorized into two aspects, namely advantages and challenges in teaching using blended learning. The teachers pointed out some advantages of blended learning, such as effective learning, autonomous learning, and easy to use. In terms of effective learning which as the main point in the advantages of blended learning, two of three teachers said that blended learning helped them in providing learning material to students because of its flexibility. In other words, teachers could carry out teaching activities online wherever and whenever they want. This is also supported by Aldosemani, Shepherd, & Bolliger (2019) research which stated that learning with the blended learning system could provide easy, real-time, and flexible access to the material.

Furthermore, in terms of autonomous learning, most of the teachers argued that it could increase students' autonomously in learning with this blended learning system. This aligns with Kosar (2016); Mohsen and Shafeeq (2014) research which concluded that blended learning as a learning environment could make students more autonomously than face-to-face and improved students' motivation to learn a lesson.

In addition, the last advantage of blended learning is easy to use. Most of the

teachers stated that they have known the features of blended learning. This is supported by frequent trainings on how to use and apply blended learning. In this regard, this is related to the research of Aldosemani, Shepherd, and Bolliger (2019), which stated that most of the teachers understood the role of teaching through blended learning.

The teachers also mentioned some challenges in implementing blended learning, such as poor internet connection, time consuming, and less experience. Poor internet connection was a significant problem for teachers when teaching with blended learning because not all students have a good network. In relation with this problem, Kosar (2016) stated that not all students have access to an internet connection.

Another problem faced by teachers was a time consuming. When creating material, the teachers felt that they must have much time to compile and organize the material to be taught. This is related to research conducted by Aldosemani, Shepherd, and Bolliger (2019). They stated that some teachers felt frustrated in implementing blended learning because they spent more time controlling the course.

The last problem reported by the teacher was the lack of experience in implementing blended learning. Two of three teachers stated that other challenges in blended learning lack of motivation, which caused teachers to be less proficient in applying blended learning, and a lack of making interesting material, which caused students to feel bored and inactive when they learning.

Students' perceptions

Based on the results of student interviews, it is known that most students mentioned that blended learning also has advantages and challenges in learning. Students reported several advantages, such as flexible, interactive, motivated, and improved ICT skills. However, some students also reported that blended learning also had challenges such as poor internet connection and incomprehensible of the material being taught. In terms of advantages such as flexibility, most of the students commented this was very useful for students in their learning during the corona virus pandemic. In other words, they can follow the learning if they are connected to an internet connection.

In addition, students are also motivated to learn when they have difficulty understanding the material. In line with Warman (2018) research, he summarized that blended learning are useful, helpful, and practical ways to help students learn English. He also stated that it could improve student motivation in the learning environment. Furthermore, a study conducted by Friatin, Rachmawati, and Ratnawati (2017) pointed out that blended learning could increase utility, motivation, and satisfaction in the students learning environment.

Another advantage of blended learning is increased interaction between students. Most of students said that blended learning made student interaction with other students increased; this aligns with Ja'ashan (2015) research, which

concluded that blended learning can help students learn English in an interactive and engaging manner.

The last advantage of blended learning is the increase in students' ICT skills. Students reported that there was a significant increase in their ICT skills during blended learning. This is also related to the research of Rombe (2014), which concluded that blended learning could improve students' computer and internet skills.

Students also mentioned challenges in blended learning such as poor internet connection. The students commented that most of them had network problems that made them miss the material. Regarding this issue, this is supported by previous studies (e.g., Ja'ashan, 2015; Rombe, 2014; Pitaloka et al., 2020), which concluded that most of these are caused by network problems or internet connectivity, which is a significant problem in the learning environment.

Another problem that students face in blended learning was incomprehensible materials. Three of nine students commented that online learning with the blended learning system made them not interested, and making them not understood the material. One of the factors that influence it was the absence of teacher feedback on students.

Conclusion

This study yields several findings. First, teachers perceived that blended learning has some advantages; effective learning, autonomous learning, and easy to use. Meanwhile, they also mentioned some challenges to deal with when applied blended learning, they are poor internet connection, time consuming, and less of experiences. Second, students perceived that the implementations of blended learning are flexible, motivated, interactive, and improved ICT skills. Nevertheless, some of them reported that they also had some challenges dealing with learning by using blended learning, such as internet connection and incomprehensible materials.

Despite these findings, this study has several limitations. First, the data collection method only used an interview instrument. Second, there is still a lack of participants to explore more profound perceptions of blended learning. Apart from these limitations, this study can contribute to the literature on blended learning during the corona virus pandemic. Besides that, it can also make practical contributions for teachers and educators to design blended learning by considering this study's findings. In addition, for further research can investigate the implementation of blended learning on a large scale. It is also suggested to probe deeper into the perceptions seen by teachers and students by using an instrument questionnaire and observation.

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