An Effective Blended Learning Approaches for Business Management Students: A Post-pandemic Learning Modality to the Educational Systems in Indonesia and Philippines

Benita Aquino-Meneses

Institute of Accounts, Business, and Finance, Far Eastern University
Morayta St., Sampaloc Manila City, 1000 Philippines
bmeneses@feu.edu.ph

Abstract: The goal was to propose appropriate learning methods to implement in virtual and physical classrooms if face-to-face sessions were reinstated in Indonesia and Philippines. Moreover, it provides information on how to use blended learning modalities effectively for business management students in the educational system in ASEAN countries. This study employed a descriptive research design. It is a quantitative study of the elements that influence the effectiveness of blended learning in the educational system for business management. All data were collected using a digital questionnaire using a Google Forms link scannable with a QR code. To detect significant differences in the variables, SPSS was used to summarize, analyze, and interpret data using one-way ANOVA statistical treatment. Four hundred eight (408) participants from Indonesia and the Philippines share similar and differing ideas on applying effective blended learning to their respective educational systems. There are no results that strongly agree or disagree with effective and ineffective blended learning. As a result, most business management students adapt studying differently than the traditional classroom, whereas some struggle with virtual learning. Thus, Indonesia and Philippine educational systems must continue to provide a mixed physical and virtual classroom. The results will immensely benefit public and private educational institutions in developing post-pandemic teaching practices. The findings could be used to develop a foundation for understanding the factors influencing effective and hybrid blended learning in the educational system for post-pandemic business management students.

Keywords: effective blended learning, educational system, learning modality

Introduction

COVID-19 has a variety of effects on various people. It affects the sick person, including the private and public sectors. This period tremendously influenced *educational systems*, particularly the student's learning patterns. It evolves into a new learning platform, virtual learning, intending to expand students learning options. In virtual learning settings, students engage with and access information in ways that they would not or could not in a traditional classroom. Many teachers also employed virtual learning for a long time, throughout lockdown. During lockdown, most schools and colleges in the country are not prepared to provide instructions for students. However, some private universities in Metro Manila, Philippines, already have Learning Management System (LMS) platform and continue to develop their modules, which remain a problem for other schools and universities due to the unavailability of digital solutions and learning materials. These problems have been addressed during the pandemic, and the Philippine local government unit partially resolved it by distributing free gadgets for a prepaid internet connection to utilize free, open, and virtual classrooms on the internet. Students, even those from low-income backgrounds, got a quality education and equitably distributed essential resources through the Department of Education as remedy of the Philippine government administration ((Montemayor, 2021).

Meanwhile, according to Yen Nee Lee' article on the CNBC website (2020) on the educational system in Indonesia, "Distance learning has a detrimental impact on educational outcomes and qualities," the Indonesian Minister stated, "because it takes a long, long time for people to adapt to new ways of teaching and learning. Furthermore, many students find any form of online learning exceedingly difficult." Resembling the Philippines, many schools in Indonesia were closed during the pandemic. Only 40% of Indonesians have access to the internet, with the majority living in urban areas like the capital city Jakarta. Several initiatives have been taken to address the issues, including TV stations airing instructional programs since they believe that televisions have a wider audience than the internet. Additionally, they would streamline the curriculum to concentrate on fundamental literacy and numeracy abilities, providing teachers more time to adjust to distance learning. Similar to the Philippines government, they spend national budget funds allotted on equipment, such as laptops and tablets, and subsidize mobile data for students to expand their access to distance learning. These are the subject areas where most students struggle mightily to complete any kind of online learning. Government must take steps to prevent increasing educational gaps for students with limited access to the internet.

The pandemic has already had severe repercussions, with long-term social and economic implications for countries such as Indonesia and the Philippines. According to the United Nations Educational and Scientific Cultural Organization Commissioner in Canada, "Most governments worldwide have temporarily closed educational institutions to fight the spread of the COVID-19 pandemic" (Deslandes-Martineau, M. et.al., 2020). Several countries have implemented localized closures, affecting further millions of students. Almost 200 countries shut down their schools, interrupting the education of almost billions of students. Some schools recognized the problems their students faced and were willing to be flexible and proactive in dealing with them, especially if they already had significant parental participation. This has seen the most improvement and development (Mineo L., 2021).

In *educational systems*, a new normal emerged across both countries. It has also begun to acknowledge the effectiveness of virtual learning. Learning occurs between the instructor and learners who are geographically separated during the educational process. This style of education includes deploying learning materials into various *learning modalities,* such as Modular Distance Learning and Online Distance Learning. According to research conducted before the pandemic, online teaching mode is more successful than traditional classroom training, except for courses that require hands-on instruction (Carol & Burke, 2010).

Blended learning is operationally defined as a hybrid type of learning via a virtual room and actual classroom that may be used during the post-pandemic period of business management students. Blended learning aids the acceleration of a student-centered approach due to the volatile growth in using new information technology in nearly all education and training elements. This method combines traditional classroom and virtual learning resources as a medium of education, with the learning tools aiming to improve students' learning experiences by continuing phase of incorporating computers and the internet into the learning process. Oxford Dictionary defined the blended learning as a style of education in which students learn via electronic and online media and traditional face-to-face teaching. In facilitating blended learning through internet connections, the average internet connection speed in the ASEAN is one of the concerns (Barriero Jr., 2017). Also, as opposed to popular belief, implementing blended learning is a difficult task. Educators may disagree on what constitutes "pedagogically valuable," but the essence of hybrid education is clear, it uses online technology to supplement, transform, and improve the learning process.

According to Giarla, A. (2020), all students, regardless of age, learn in different ways, and teaching techniques should reflect this by creating programs that cater to visual, auditory, and kinetic learners. The extensive incorporation of technologies will enhance teaching, knowledge retention, engagement, responsibility, and enjoyment. Blended learning is more essential than ever, regardless of the business, from schools to corporations, and all walks of life. Digital Marketing Institute (Anonymous, 2018) website stated blended learning has a positive advantage for teachers and students. According to their study, teachers can visualize and track each student's progress, making it easier to spot signs of a student struggling or demonstrating educational strengths and intervening accordingly. Educators can look at metrics to see what programs and modules entice most students. They discovered that blended learning, which emphasizes technology, reaches students better than

traditional methods. Online forums can link instructors and students more successfully by catering to a student's chosen way of communication. Students will benefit from continuous peer support, with increased retention by incorporating technological components into their lessons. It will help students change their thoughts about their writing and encourage self-learning, where students are forced to look for information online independently rather than relying on a lecturer in a classroom setting.

Blended learning has certain *drawbacks*, but they are surmountable, as Priscila (2020) stated. For instance, the transition phase, lack of motivation, basic technology knowledge, plagiarism, and credibility problem are the example of the downside. The transition phase of the students is already acclimated to a conventional strategy, switching to a new one is difficult. The participants' motivation may be reduced based on how it facilitates blended learning. Only some people, tasks, subjects, or organizations might fit the blended learning paradigm. It should think about which strategy will work best for them. To take online courses and finish assignments, participants must have a basic understanding of technology. If the students do not know how to use a screen or are not interested in it, they will not learn much from it. The problem of plagiarism in the e-learning industry is well-acknowledged. Online students may find it challenging to resist the urge to use their computer or smartphone as a research tool while they are studying.

Prior pandemic disadvantages are commonly found in the adaptability of teachers and students to technology. If the instructor maintains an eye on student feedback, develops technological skills, and provides excellent courses, the negative influence can be reduced or even diverted into positive activities (Winstead S., 2016). Hunt V. (2016) stated that blended learning, like any other technique, and self-paced learning combined with face-to-face training can be useful when used properly. There is a chance of the advantages being outweighed by the drawbacks because only some students can learn on their own. While some of them may be inspired by this contemporary educational environment, others may find it confusing. Meanwhile, we believe that this method's disadvantages are bearable. If instructors closely monitor their students and give them solid support, more good courses will be taught.

The freedom to learn synchronously or asynchronously, online or in a classroom, in person or virtually, alone or in groups meant a lot in the *learning modality* of the students. It creates a personalized, immersive, and human-driven mobile, instant, and micro-format learning experience necessitating creativity, imagination, and the right tools. A well-designed blended learning environment is modally and financially beneficial (Weglowska, 2019). However, Hunt V. (2016) opposed this belief by stating that, "blended learning at tertiary level is a poor strategy for this group of students because motivation is so important. Managing motivation and developing a unique curriculum for each student can occasionally become serious issues." This article aims to:

- o *determine the effectiveness and ineffectiveness of blended learning approaches in Indonesia and the Philippines' tertiary business management students' learning environments; and ascertain whether it is feasible to continue adopting blended learning in these two countries even when the classes are being held in traditional classroom settings.*
- o Hypothesis: *There is no significant difference in effectiveness and ineffectiveness of blended learning strategies of the business management students when the classes are being held in traditional classroom settings in Indonesia and the Philippines.*

Literature Review

Online and hybrid learning could better serve students' academic demands in times of crisis, such as a pandemic, conflict, or natural disaster. Using information and communication technology-based technologies transformed the entire teaching into a learner-centered pedagogy, making teachers/educators and students possess the most fundamental technological skills (Bordoloi & Das, 2021).

Another study said that the natural outcome of the World Wide Web and the internet is blended learning, which has become the most popular style of education in many industrialized nations. The last 200 years have seen the impact of online technology on education and every facet of human endeavor. As it became more popular, blended learning emerged. However, a lot of research is

conducted in underdeveloped nations, such as those in the ASEAN Region. Certain issues exist since there are more students and teachers in emerging nations than in industrialized ones. Furthermore, due to advancing innovative applications, hardware, and electronic communications capabilities, technology adoption is far higher in developing nations. The study emphasis can shift because blended learning is constantly evolving (Gaol & Hutagalung, 2020).

It is sufficient to mention that the most crucial aspect of implementing distance learning was the students' readiness. For the learning objective to be met, a student-centered approach must be implemented, considering their physical difficulties, financial limitations, and mental health. Ironically, no one would have predicted that the COVID-19 pandemic would change how technology is used in education and future pedagogical tactics (Muslim & Bakar et. al., 2022). According to Lalima and Dangwal (2017), implementing blended learning requires complete commitment and the involvement of educational managers, authorities, and educational establishments. It requires an organized design encompassing everyone on the educational spectrum, from top to bottom of the educational hierarchy.

Universities should know how the learner's characteristics, design elements, and learning outcomes are combined, which are markers of blended learning effectiveness. Blended learning aims to raise learners' levels of knowledge construction so they can develop analytical skills. This has the potential to significantly increase the number of competent learners who will graduate as creative and innovative workers capable of meeting the needs of the labor market. Since technology is less shocking to students, blended learning designs have potential. To facilitate effective learning through technology, particularly in the developing world, universities and other learning institutions should keep focusing on blended learning approaches by installing LMS and reliable internet connection (Justice Kintu, Zhu, & Kagame, 2017).

By re-evaluating the ideas of instructional delivery, place, time, and how learners are gathered, blended learning could take advantage of these changes and transform the fundamental operations of educational systems. Blended learning can offer more dynamic, rich learning experiences by using new online education formats, LMS, and increasingly rich device experiences.

Methodology

The study was written using descriptive-survey research design. It was quantitative research to determine whether blended learning is an effective or ineffective learning modality to the educational system during pandemic. The research participants comprised 408 students from selected public and private universities in Surabaya, Indonesia and Metro Manila, Philippines who attended synchronous classes comprising 125 and 283 tertiary level students, respectively.

The tool utilized was a two-part questionnaire to assess variables of effective and ineffective blended learning in the educational system for business management students in both nations following the pandemic. Participants responded by ticking options and ranking them on a scale of one to four: [4] Strongly Agree, [3] Agree, [2] Disagree, and [1] Strongly Disagree. The survey was provided randomly using Google Forms link with QR code, spread over numerous social networking sites by their professorial lecturers during their synchronous session of the second quarter of the year 2021.

In this study, the respondent's selections were measured, and brevity was achieved by eliminating extraneous words. The proponent conducted structured questionnaire interviews with its respective designated professorial lecturer, comparable to the distributed questionnaire to the participants, to support the quantitative results. Furthermore, the Cronbach's Alpha based on a standardized item of twenty questions of the survey questionnaire passed with 0.875, considered a favorable result of the study.

To tabulate the data for analysis and interpretation using Microsoft Excel and SPSS, the purposive non-probability sampling process of discovering elements of effective and ineffective blended learning for business management students as their learning mode to the education system is one of the strategies being applied.

After data gathering, results were analyzed and interpreted using statistical treatments of descriptive statistics of Indonesia and the Philippines. The data were described through weighted

arithmetic mean and One-Way ANOVA to evaluate the proponent's assumption in this research, the significant and not significant level of the findings, with differences at the margin of error of 0.05 or 5%.

Findings and Discussion

The following tables and figures show the intervening data of the influencing elements of effective and ineffective blended learning for business management students as their learning modality in the educational system in Indonesia and the Philippines:

Table 1. Determining Factors of the Effective Blended Learning for Business Management Students in Indonesia and the Philippines

Q#	Determining Factors N(df) = 408	WX	Indonesia Verbal Interpretation	Rank	WX	Phillipines Verbal Interpretation	Rank
1	Maximizes and saves time	2.94	Agree	7	3.10	Strongly Agree	5
2	Self- paced learning	2.87	Agree	8	.05	Strongly Agree	6
3	Student-centered learning	2.74	Agree	9	2.99	Agree	8
4	Develops technological adeptness	3.36	Strongly Agree	1	3.17	Strongly Agree	1
5	Provides immediate feedback of Performance	2.69	Agree	10	3.04	Strongly Agree	7
6	Uses advanced collaboration tools	3.14	Strongly Agree	2	3.14	Strongly Agree	3
7	Q3wOpportunity for Make-up classes	3.00	Strongly Agree	6	3.15	Strongly Agree	2
8	Real time results	3.06	Strongly Agree	5	3.11	Strongly Agree	4
9	Improves self-discipline and responsibility	3.12	Strongly Agree	4	3.17	Strongly Agree	1
10	Improves reading and writing skills(correct usage of grammar)	3.13	Strongly Agree	3	3.11	Strongly Agree	4
	Over-all Interpretation	3.00	Strongly Agree		3.10	Strongly Agree	

Table 1 indicates the determining factors of effective blended learning for business management students in Indonesia and the Philippines. "Develop technical adeptness" ranks as the most important aspect in evaluating the effectiveness of blended learning, according to participants from Indonesia and the Philippines. Yee Nee Lee (2020) explained why both nations spend money from their national budgets on devices like laptops, tablets, and subsidies for mobile data for students to increase their access to distance learning and improve the quality of the educational system through their students' digital adaptability. In addition, the Philippines participants firmly concur that using their own blended learning will "increase self-discipline and accountability." Participants from Indonesia and the Philippines in the lowest-ranked determining criteria of effective blended learning shared the same perspective on "student-centered learning," which logically exists when the classes are held in synchronous and asynchronous sessions where students study independently through digital learning materials.

The participants in the Philippines also rated "strongly agree" the rest of determining factors of the effective blended learning responses, such as "improves self-discipline and responsibility," "opportunity for make-up classes," "uses advanced collaboration tools," "real results," "improves

reading and writing skills specifically correct usage of grammar," "maximizes and save time," "self-paced learning," and "provides immediate feedback of performance." While participants from Indonesia rated "agree" to the determining factors, such as "maximizes and saves time," "self-paced learning," and "provides immediate feedback of performance," effective blended learning still has a positive result. It means that when the students are forced to look for information online on their own rather than relying on a lecturer in a classroom setting, this variable encourages self-learning and helps students change the way they think about their learning, as stated in an article on the Marketing Digital Institute website (2016).

Table 2. Determining Factors of Ineffective Blended Learning for Business Management Students in Indonesia and the Philippines

Q#	Determining Factors N(df) = 408	Indonesia			Phillipines		
		WX	Verbal Interpretation	Rank	WX	Verbal Interpretation	Rank
1	No face-to-face interaction	2.82	Agree	7	2.73	Agree	8
2	Technical difficulties (i.e., internet connection)	3.58	Strongly Agree	1	3.22	Strongly Agree	2
3	Non-compliance of requirements	2.82	Agree	7	2.96	Agree	6
4	Internet connectivity dependence	3.32	Strongly Agree	3	3.09	Strongly Agree	4
5	Increase cheating incidence (Compromise honesty)	2.87	Agree	6	2.84	Agree	7
6	Certain students can fall behind	3.51	Strongly Agree	2	3.19	Strongly Agree	3
7	Confusion with unexplained lessons	3.51	Strongly Agree	2	3.25	Strongly Agree	1
8	Increases students' complacency	3.26	Strongly Agree	4	2.97	Agree	5
9	Not applicable to all types of learners/students	3.51	Strongly Agree	2	3.22	Strongly Agree	2
10	Negative perception toward Instructor's performance	3.21	Strongly Agree	5	2.96	Agree	6
	Over-all Interpretation	3.24	Strongly Agree		3.04	Strongly Agree	

Table 2 depicts the determining factors of the ineffective blended learning for business management students in Indonesia and the Philippines. The participants in both countries have the same rated "strongly agree" as the highest rank to determine ineffective blended learning factors. Philippines' participants are "confusion with unexplained lessons." Conversely, Hunt V. (2016) claimed that blended learning for university-level students is a terrible technique because motivation is crucial. Managing motivation and creating a special curriculum for each student can occasionally become very difficult. As for Indonesian participants, the highest rank of ineffective blended learning is "technical difficulties (i.e., internet connection)," but ranking second in the Philippines with the same interpretation, "Strongly Agree." This response is unavoidable given that Indonesia and the Philippines, with respective internet connection speeds of 7.2 and 5.5 mbps among ASEAN nations, are ranked fifth and sixth globally (Barriero Jr., 2017). Since blended learning "is not relevant to all types of learners/students," it is ineffective for both participants. According to the EasyLMS website, the transition phase can be challenging if the students are already used to a traditional approach. Participants' motivation may be lowered depending on how blended learning is facilitated. Only some individuals, tasks, subjects, or organizations are fit for a blended learning model.

Indonesia and the Philippines have different responses to the ineffective blended learning factors such as "increases students' complacency" and "negative perception toward instructor's performance" also rated "strongly agree" for participants from Indonesia but not in the Philippines, which rated them "agree" as the lowest rank of the of indicators "increase cheating incidence or

compromise honesty," "non-compliance of requirements," and "no face-to-face interaction." According to Winstead S. (2016), this situation can only be avoided if the instructor monitors student feedback, develops technological proficiency, and offers top-notch courses. This lessens the negative effect or even redirects toward constructive activities.

Table 3. One-Way ANOVA of the Significant Differences in Determining Factors of Effective Blended Learning for Business Management Students between Indonesia and the Philippines

Variables (N = 410)	Sig.	Interpretation**	Null Assumption Decision
Maximizes and saves time	.019	Significant	Reject
Self-paced learning	.033	Significant	Reject
Student-centered learning	.001	Significant	Reject
Development technological adeptness	.001	Significant	Reject
Provides immediate feedback of performance	.001	Significant	Reject
Uses advanced collaboration tools	.924	Not Significant	Failed Reject
Opportunity for make-up classes	.029	Significant	Reject
Real time results	.703	Not Significant	Failed Reject
Improves self-discipline and responsibility	.505	Not Significant	Failed Reject
Improves reading and writing skills	.887	Not Significant	Failed Reject

**Significant difference level at 0.05

Table 3 shows the One-Way ANOVA of the significant differences in determining factors of effective blended learning for management students between the Philippines and Indonesia. A significant difference between and within groups of students (F $(5,408 = 4.013, 3.439, 12.351, 7.621, 21.178, 3.568)$, $p < 0.05$). Tukey's HSD was used to determine the nature of their differences. It was discovered that determining factors of effective blended learning for business management students of learning modality to the education system resulted to mean and standard deviation of Indonesia (M = 30.06, sd = 8.19) and the Philippines (M = 31.31, sd = 7.92), there were both significant and not significant different from either of the two groups.

Therefore, for indicators "maximize and saves time," "self-paced learning," "student-centered learning," "development technological adeptness," "provides immediate feedback of performance," and "opportunity to make-up classes," the null hypothesis is interpreted as "reject," whereas indicators "uses advanced collaboration tools," "real time results," "improves self-discipline and responsibility," and "improves reading and writing skills" are interpreted "failed reject" as the determinants of effective blended learning modality in educational systems of both countries.

Table 4. One-Way ANOVA of the Significant Differences in Determining Factors of Ineffective Blended Learning for Business Management Students between Indonesia and the Philippines

Variables (N = 410)	Sig.	Interpretation**	Null Assumption Decision
No face-to-face interaction	.316	Not Significant	Failed Reject
Technical difficulties (i.e., internet connection)	.001	Significant	Reject
Non-compliance of requirements	.009	Significant	Reject
Internet connectivity dependence	.001	Significant	Reject
Increase cheating incidence (Compromise honesty)	.702	Not Significant	Failed Reject
Certain students can fall behind	.001	Significant	Reject
Confusion with unexplained lessons	.001	Significant	Reject
Increases students' complacency	.001	Significant	Reject

Not applicable to all types of learners/students	.001	Significant	Reject
Negative perception toward Instructor's performance	.316	Not Significant	Failed Reject

**Significant difference level at 0.05

Table 4.0 shows the One-Way ANOVA of the significant differences in determining factors of ineffective blended learning for management students between the Philippines and Indonesia. A significant difference between and within groups of students (F (5,408 = 1.155, 36.993, 4.787, 16.856, 29.091, 16.592, 24.338, 24.837, 15.002), p < 0.05). Tukey's HSD was used to determine the nature of their differences. It was discovered that determining factors of effective blended learning for business management students of learning modality to the education system resulted to mean and standard deviation of Indonesia (M = 32.32, sd = 7.76) and Philippines (M = 28.64, sd = 9.15) were substantially different from either of the two groups except to one of the indicators, "increase cheating incidence."

Therefore, for indicators "technical difficulties (i.e. internet connection)," "non-compliance of requirements," "internet connectivity dependence," "certain students can fall behind," "confusions with unexplained lessons," "increases student complacency," "not applicable to all types of learners/students," and "negative perception toward instructor's performance," the null hypothesis is interpreted as "reject," while indicators "face-to-face interaction" and "increases cheating incidence (compromise honesty)" null hypotheses are interpreted "failed reject" as the determinants of ineffective blended learning modality in education systems of both countries.

Conclusion

The findings could be used as a foundation for understanding the characteristics that contribute to effective blended learning for business management students in the post-pandemic educational system. Indonesian and Filipino participants have parallels and variances regarding how beneficial and unproductive blended learning is for them.

These two countries' business management students agree on student-centered learning, but when it comes to maximizing and saving time, self-paced learning, and providing rapid feedback on performance, Indonesian students only agree on determining elements of efficient blended learning. The remaining influencing variables regard blended learning as a sustainable option. It implies that business management students can continue learning through synchronous classes, and face-to-face is an alternative necessary to their degree as part of both nations' educational systems.

Except for the signs that enhance students' complacency and critical perceptions of instructors' competence, the deciding variables of ineffective blended learning are similar in both nations. Since technical and internet connection reliability issues, blended learning has become ineffective. Furthermore, their belief that certain students may fall behind may be based on misunderstandings with unclear lectures or may not apply to all types of business management students.

As a result, while most business management students learn in a synchronous classroom setting, some of them cannot adjust to virtual learning. The innovation in the educational systems of Indonesia and the Philippines still needs to offer a mixed physical and virtual classroom or innovative blended learning to their educational systems.

Suggestions for Future Research

The findings above lead to recommendations for schools, and institutions, to further research an effective and ineffective blended learning methodologies for business management students. This can be fixed and/or avoided with the appropriate hybrid blended learning.

The continuity of online with traditional classroom settings will not end with trainings and good implementation. This necessitates detailed reviews of class activities in a planned and "pedagogically

valuable manner" in order to demonstrate the essence of "hybrid education" using online technologies to support the learning process.

The lecturer can simply deliver lectures both via online and in traditional classrooms, and then upload lectures, videos, and exams. However, this does not imply that hybrid blended learning is taking place. By utilizing hybrid blended learning of different materials dynamics, LMS instructions, and learning style settings over the internet, students can be engaged in a customizable manner regardless of learning modality. A well-designed blended learning environment is modally and financially beneficial (Weglowska, 2019)

Blended learning can be applied a variety of various courses and training. The emphasis finding the ideal balance for a specific training or learner, not on which arrives first, online or traditional. It also neglects whether e-Learning or instructor-led trainings are more important.

Acknowledgments

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