

**EFL STUDENT'S PERCEPTIONS OF BLENDED LEARNING
AT INFORMAL SCHOOL: LEARNING EXPERIENCE AND
ENGAGEMENT**

THESIS



KARIYALSI ADINDA

NPM. 210202055

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE, ART AND HUMANITIES
HAMZANWADI UNIVERSITY**

2025

**EFL STUDENT'S PERCEPTIONS OF BLENDED LEARNING
AT INFORMAL SCHOOL: LEARNING EXPERIENCE AND
ENGAGEMENT**

KARIYALSI ADINDA

NPM. 210202055



A Thesis

Submitted to Hamzanwadi University in the Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan* in English Language
Education

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE, ART AND HUMANITIES
HAMZANWADI UNIVERSITY**

2025

ABSTRACT

With the increasing integration of technology in education, blended learning has become a significant approach to enhancing the learning experience, particularly in informal schools. This study examines students' perceptions of blended learning in an informal educational setting, specifically at Rumah Belajar Zahra in East Lombok on July 2025. The study involved 10 students selected from RBZ using maximum variation sampling. Using a qualitative method, this study investigates students' attitudes, experiences, and challenges faced during the implementation of blended learning. The results indicate that most students view blended learning positively, citing increased comfort, flexibility, and access to learning materials as its benefits. However, challenges such as limited internet access and insufficient interaction with teachers were also identified, which slightly hindered their learning engagement. Despite this, students' motivation and confidence in using technology for learning have increased. This study recommends that stakeholders, including teachers, schools, and policymakers, strive to improve technological infrastructure and create a more interactive learning environment. Overall, blended learning has the potential to provide significant benefits for informal education, provided that existing barriers are effectively addressed.

Key Words: *student perceptions, blended learning, experience, engagement*

ABSTRAK

Dengan semakin terintegrasinya teknologi dalam pendidikan, pembelajaran campuran telah menjadi pendekatan yang signifikan untuk meningkatkan pengalaman belajar, terutama di sekolah-sekolah informal. Penelitian ini mengkaji persepsi siswa terhadap pembelajaran campuran dalam lingkungan pendidikan informal, khususnya di Rumah Belajar Zahra di Lombok Timur pada bulan Juli 2025. Penelitian ini melibatkan siswa-siswi yang belajar di RBZ yang dipilih sebanyak 10 orang dengan metode maximum variation sampling. Menggunakan metode kualitatif, penelitian ini menyelidiki sikap, pengalaman, dan tantangan yang dihadapi siswa selama implementasi pembelajaran campuran. Hasil penelitian menunjukkan bahwa sebagian besar siswa memandang pembelajaran campuran secara positif, dengan menyebutkan kenyamanan yang meningkat, fleksibilitas, dan akses ke bahan pembelajaran sebagai manfaatnya. Namun, tantangan seperti akses internet yang terbatas dan interaksi yang kurang dengan guru juga diidentifikasi, yang sedikit menghambat keterlibatan belajar mereka. Meskipun demikian, motivasi dan kepercayaan diri siswa dalam menggunakan teknologi untuk belajar meningkat. Penelitian ini merekomendasikan agar pemangku kepentingan termasuk guru, sekolah, dan pembuat kebijakan berupaya meningkatkan infrastruktur teknologi dan menciptakan lingkungan belajar yang lebih interaktif. Secara keseluruhan, pembelajaran campuran memiliki potensi untuk memberikan manfaat signifikan bagi pendidikan informal, asalkan hambatan yang ada ditangani secara efektif.

Kata Kunci: *persepsi siswa, pembelajaran blended, pengalaman, Keterlibatan*

DECLARATION

I declare this thesis doesn't contain material which has been accepted for the award of any another degree or diploma in my university, not does it contain material previously published or written by any another person, except where duct to reference is made in the text of the thesis.

Pancor, August 25th 2025



Kariyalsi Adinda
NPM. 210202055

APPROVAL

**EFL STUDENT'S PERCEPTIONS OF BLENDED LEARNING AT
INFORMAL SCHOOL: LEARNING EXPERIENCE AND ENGAGEMENT**

KARIYALSI ADINDA

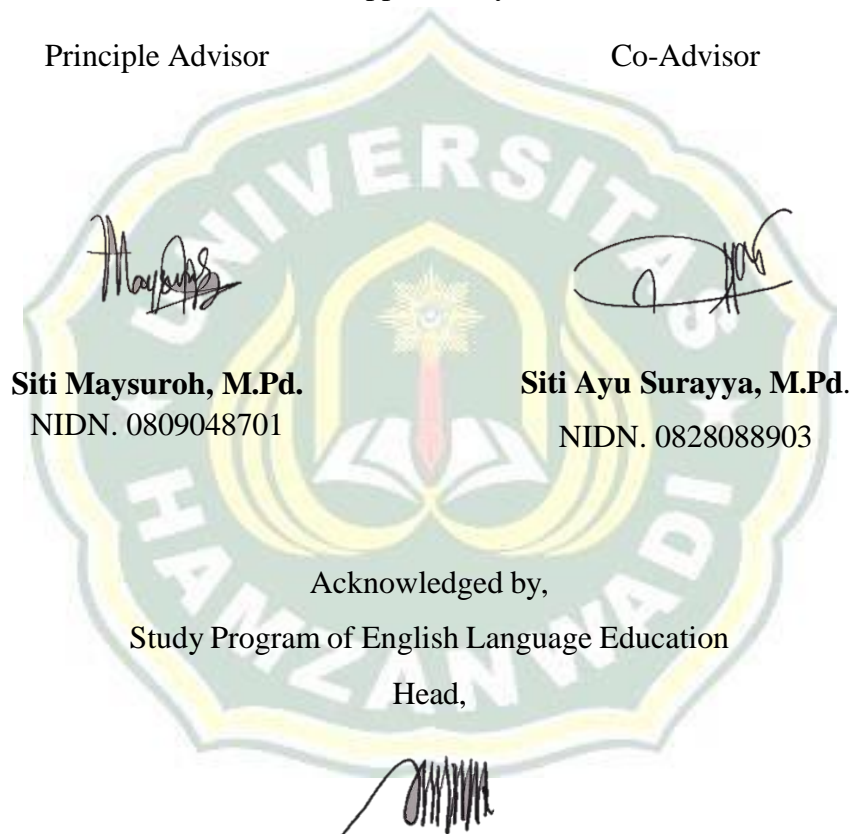
NPM. 210202055

This is to certify this thesis has been approved
by the advisors for thesis defense

Approved by,

Principle Advisor

Co-Advisor



Siti Maysuroh, M.Pd.
NIDN. 0809048701

Siti Ayu Surayya, M.Pd.
NIDN. 0828088903

Acknowledged by,
Study Program of English Language Education
Head,

M. Adib Nazri, M.Pd.
NIDN. 0824038801

RATIFICATION

**EFL STUDENT'S PERCEPTIONS OF BLENDED LEARNING AT
INFORMAL SCHOOL: LEARNING EXPERIENCE AND ENGAGEMENT**

KARIYALSI ADINDA

NPM. 210202055

Accepted by the Board of Examiner as the Requirements for the Degree of
Sarjana Pendidikan in English Language Education Program on August 25th 2025

Board of Examiners,

M. Junaidi Marzuki, M.Ed. M.A.

TESOL

NIDN. 0831128617

(Chairman)

08-09-2025



Siti Maysuroh, M.Pd.

NIDN. 0809048701

(Member 1)

08-09-2025



Siti Ayu Surayya, M.Pd.

NIDN. 0828088903

(Member 2)

08-09-2025



Acknowledged by:

Faculty of Language, Art and Humanities

Dean,



Dr. Drs H. Mohzana, S.Pd. M.Pd.

NIP. 196112311983011071

DEDICATION

Alhamdulillah. praise be to Allah SWT. Who has given me extraordinary favors, given me strength, equipped me with knowledge. For all my struggles to this point, I dedicate it to the great people who have always been an encouragement, the reason I am strong so that I can complete this thesis.

1. Especially, for my parents. Mr. Muhammad Sapardi who has become the best motivator in my life so that I can finish college, and Mrs. Tusrianti I thank you for your services, accompaniment of prayers and encouragement that are endlessly given in accompanying every journey in completing education to this level, may the grace of Allah SWT always accompany your blessed life and always be given health.
2. I would like to thank for myself, who has always been strong, patient, and struggled through every stage after stage in going through every process of life such as undergraduate education to get this point you are very great.
3. I dedicate this simple thesis to you. My thesis supervisors. Mrs. Siti Maysuroh, M.Pd and Mrs. Siti Ayu Surayya, M.Pd thank you for your guidance, criticism and suggestions and for spending a lot of time very patiently and understandingly in helping the process of working on my thesis. Being one of the children of your guidance is a blessing for which I am grateful. I thank you very much, hopefully your hard work will be paid off.
4. For my extended family, thank you for all the support and help that has been given during the process of working on my thesis. I can't thank you enough

for all the attention, affection and love from my family that kept me mentally awake during the process of making my thesis.

5. To my best friends, whose names I can't mention directly here. I am really lucky to have friends like you who is always a place to share stories of complaints and share happiness together, I say thank you.

MOTTO

“Believe yourself for everything and world can believe you,
say love for your life”

ACKNOWLEDGEMENTS

I would like to express my gratitude and praise to Allah SWT, which enabled me to complete this thesis titled “*EFL Students Perception of Blended Learning at Informal School: Learning Experience and Engagement*”. This thesis would not have been possible without support and assistance of various individuals. Therefore, with utmost humility, I would like to extend my heartfelt thanks for myself and my beloved parents, for their endless love, support, prayers and unwavering sacrifices. My thesis advisor, Siti Maysuroh, M.Pd. and Siti Ayu Surayya, M.Pd for their guidance, advices and constructive criticism throughout the research process.

The faculty members and staff at Hamzanwadi University, for imparting knowledge and guidance during my academic journey. My friends and colleagues, for their encouragement and assistance during the thesis writing process. The students and tutors at Informal school RBZ, for generously sharing their time and experiences as part of this research. All those whom I cannot mention individually, for their support and assistance in various forms.

May all the support and assistance provided receive due recognition from Almighty. I dedicate this thesis to all who have contributed, and may the findings of this research contribute to the advancement knowledge.

Pancor, 25th of August 2025



Kariyalsi Adinda

TABLE OF CONTENTS

| | |
|---|-----|
| TITLE | i |
| ABSTRACT | ii |
| ABSTRAK | iii |
| DECLARATION | iv |
| APPROVAL | v |
| RATIFICATION | vi |
| DEDICATION | vii |
| MOTTO | ix |
| ACKNOWLEDGEMENTS | x |
| TABLE OF CONTENTS | xi |
| LIST OF FIGURES | xiv |
| LIST OF TABLES | xv |
| LIST OF APPENDICES | xvi |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of the study | 1 |
| B. Focus of the Study | 3 |
| C. Purpose of Study | 4 |
| D. Significance of the Study | 4 |
| CHAPTER II LITERATURE REVIEW AND RESEARCH QUESTION | 5 |
| A. Blended Learning | 5 |

| | |
|---|-----------|
| 1. Definition of Blended Learning | 5 |
| 2. Benefits of Blended Learning..... | 5 |
| B. Students Perception..... | 6 |
| C. Learning Experience | 6 |
| D. Student Engagement | 7 |
| E. Relevant study | 8 |
| F. Theoretical Framework | 9 |
| G. Research Question | 10 |
| CHAPTER III RESEARCH METHODOLOGY | 11 |
| A. Research Design..... | 11 |
| B. Setting of the Study | 11 |
| C. Participants of the Study | 12 |
| D. Data Collection Methods..... | 12 |
| 1. Definition of Key Terms | 12 |
| 2. Instrument of the Study | 13 |
| 3. Technique of Collecting Data..... | 15 |
| E. Data Analysis Technique Data..... | 16 |
| F. Trustworthiness | 18 |
| CHAPTER IV RESULT AND DISCUSSION | 19 |
| A. Research Result | 19 |
| 1. Result of Portfolio | 19 |

| | |
|---|-----------|
| 2. Result of Interview | 23 |
| B. Research Discussion | 27 |
| 1. The Students' Perspective of the Effectiveness a Blended Learning at Informal School..... | 27 |
| 2. Students' Perceptions of the Experience and Engagement in Blended Learning at Informal School..... | 29 |
| CHAPTER V CONCLUSION AND SUGGESTION | 32 |
| A. Conclusion..... | 32 |
| B. Suggestion..... | 32 |
| REFERENCES | 34 |

LIST OF FIGURES

| | |
|------------------|----|
| Figure 1. 1..... | 17 |
|------------------|----|

LIST OF TABLES

| | |
|-----------------|----|
| Table 1. 1..... | 22 |
|-----------------|----|

LIST OF APPENDICES

| | |
|---|----|
| Appendix 01, instrument of the study..... | 38 |
| Appendix 02, Portfolio Result..... | 42 |
| Appendix 03, Interview Result..... | 43 |
| Appendix 04, Documentation..... | 45 |

CHAPTER I

INTRODUCTION

A. Background of the study

Blended learning becomes an innovative approach that effectively integrates the strength of both traditional and digital methods to enhance the overall learning process. According to Garrison and Kanuka (2004), Blended learning integrates digital technology with traditional classroom interactions to enhance student engagement and learning outcomes. It allows students to learn flexibly and independently, while still getting direct guidance from the teacher, thus significantly improving learning outcomes (Graham, 2011). Although students have to learn independently with this method, teachers can engage students and help them become more active and effective learners by incorporating online resources into their regular classroom activities (Simbolon, 2021). Thus, blended learning is quite desirable to be implemented in various educational institutions, especially informal school.

Informal schools are used as supplementary education, such as music courses, private tutoring, and others (Syaadah et al, 2022). This is generally done for those who feel they need education as an addition to the formal education they are receiving. According to Rachmawati (2020), informal schools can be an effective alternative solution to meet educational needs outside formal schools by integrating offline and online learning. Informal school are currently redesigning their curriculum to incorporate digital tools into the learning process to adapt to the millennial era (Zubaidah, 2018).

One of the informal school in Masbagik that implements a blended learning system as an effort to improve the quality and access to learning (Zainuddin, 2018). This informal school namely Rumah Belajar Zahra, an informal school offering English classes for all ages, has implemented blended learning, which can enhance the learning experience and student engagement. Some previous studies also discuss informal schools that are relevant to this study

There are several previous study are relevant with this research, the first was conducted by Simbolon (2021) the study discussed the perceptions of students in one of the university about blended learning. Although the study has shown students positive perceptions of blended learning and its benefits, there is limited research that comprehensively evaluates its effectiveness in improving students' motivation, experience and engagement in the context of informal education in Indonesia.

The second relevant study was conducted by Thamrin and Kurniawan (2023) who stated that informal schools such as English language courses make a great contribution to English language teaching because informal schools are described as a form of enrichment for students who have learn English at school.

Therefore, further research is needed to examine in depth how blended learning implementation affects academic achievement and skill development objectively, as well as the factors that support or hinder its effectiveness in various educational contexts. However, there is a lack of studies that directly implement the effectiveness of blended learning especially among informal

education, particularly using qualitative methods that combine portfolio and interview instrument.

After a review of previous research on English language learning in informal school settings shows that the environment affects the effectiveness of learning, and thus affects students' perceptions of the environment, which in turn affects how much they learn (Brown 2009; Entwistle 1991). In fact, it is crucial to understand how students perceive the learning environment or classroom. This has a direct impact on the educational process and student engagement. According to Wreight (2017) students' perceptions determine their motivation and interest in learning. The results of this study come from the perceptions of students in formal schools, while few studies have raised the theme of student perceptions in informal schools.

Therefore, the aim of this study is to determine and explore the perceptions of EFL students in informal schools with regard to the blended learning environment. The results of this study will be helpful to the administration of the tutoring center and related tutors in developing more effective teaching strategies that satisfy the needs of their students.

B. Focus of the Study

Based on the background of the study above, the researcher is interested in conducting a study entitled “*EFL Students Perception of Blended Learning at Informal School: Learning Experience and Engagement*”. This research focuses on students' perspective of the effectiveness using blended learning

during learning process and students' perceptions of the experience and engagement of learning English as a foreign language in blended learning.

C. Purpose of Study

Based on the statement of the problem, this study aims:

1. To find out the students' perspective on the effectiveness of blended learning during the learning process.
2. To obtain information and explore students' perceptions of blended learning experiences and engagement in English.

D. Significance of the Study

The significance of this research are expected to provide information:

1. For readers, this research is expected to provide information to readers about blended learning in an informal school environment, especially in English language learning.
2. For students, it is expected to provide insight into students' perceptions of blended learning, so that students can be more active and motivated in the learning process, and get a more effective and enjoyable learning experience.
3. For teachers, it can be helpful to know the efficacy of their current instructional strategies so that teachers can improve their instructional to better suit students' needs.
4. For other researchers, it helps researchers to increase knowledge about students' perceptions of blended learning in an informal school environment in learning English.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH QUESTION

A. Blended Learning

1. Definition of Blended Learning

Blended learning is a combination of face-to-face and online learning designed to enhance the learning experience. According to Annisa (2014) also expressed her opinion about blended learning namely, "Blended learning is a pattern that mixes the teaching system applied through the face to face method along with teaching and learning that is carried out through online (by using online/internet products).

In blended learning, the face-to-face learning process is often referred to as traditional because it is not associated with the use of technology in it while online is definitely utilizing digital technology such as applications, web and so on. This is in accordance with Merrow (2012) who stated about blended learning that, blended learning is some mix of traditional classroom instruction and instruction mediated by technology. This means that blended learning is a mixture of traditional learning methods with modern technology based learning methods.

2. Benefits of Blended Learning

Regarding the flexibility of time and place, it is very beneficial because blended learning allows students to access learning materials anytime and anywhere. This is particularly beneficial for students who have other commitments, such as work or family responsibilities. With this flexibility, students can manage their learning time according to their personal needs, according to Knowles (1980),

who emphasize the importance of learning tailored to individual needs and experiences.

The next benefit is related to student engagement. Interactive and collaborative learning methods in blended learning increase student engagement. Students are not only recipients of information, but also actively participate in the learning process through group discussions, collaborative projects, and feedback from the instructor. The above statement is in accordance with the opinion of Garrison et al. (2000) indicating that social, cognitive, and teaching engagement in online learning environments can improve the overall learning experience.

B. Students Perception

Perception refers to how individuals observe and interpret objects or phenomena through their senses, including sight, hearing, and touch. These sensory inputs are then analyzed and processed to create a coherent and meaningful understanding of the information. According to Pareek (1996), as cited in Fitriana et al. (2016), perception is a system for sensory stimuli or data that receives, selects, organize, analyses, tests, and reacts. Perception is a person's concept of an object which then stimulates to analyses and think critically.

C. Learning Experience

Learning experience is the process by which individuals acquire knowledge, skills and attitudes through interaction with the environment, either directly or indirectly. In his book entitled *Experiential Learning: A Practical Guide for Educators* Gonzales (2021) states that the importance of experiential learning as an effective method to increase student engagement. Experiential learning can occur

in a variety of contexts, including in the classroom, at work, or in everyday life. This process involves reflection on the experience, which helps individuals to understand and internalize the information gained.

D. Student Engagement

Student engagement is a very important concept in education, especially in the context of experiential learning. Student engagement refers to the level of students' active participation in the learning process, which includes cognitive, emotional, and social aspects. According to Fredricks, et al. (2004), student engagement consists of three dimensions: cognitive engagement, which involves thinking and understanding; emotional engagement, which includes feelings and attitudes towards learning; and social engagement, which relates to interactions with peers and teachers. In experiential learning, students are not only the recipients of information, but also play an active role in creating knowledge through direct interaction with their environment. This can be done through various methods, such as community-based projects, internships, simulations and collaborative learning (Gonzalez, 2021).

Student engagement in experiential learning can contribute to better learning outcomes. Research shows that students who are actively engaged in the learning process tend to have higher retention rates, better academic performance and greater satisfaction with their learning experience (Baker, 2020). Thus, creating an environment that supports student engagement through experiential learning is an important step in improving the quality of education and preparing students for future challenges.

E. Relevant study

Previous research related to this research were the first research from Simbolon (2021) with title “*EFL Students Perceptions of Blended Learning in English Language course: Learning Experience and Engagement*”. The research discusses blended learning in the field of formal education by combining face-to-face meetings with the use of online methods. This is a similarity found with this research but some differences between the two studies are very clear the first is in terms of the use of digital technology this research still uses Google classroom which is generally very well known to be used during the Covid-19 period, but this research focuses on the use of web learning on the internet such as learning games that attract students to make the learning process more interactive.

The second research that was also relevant to this study from Al Zumor (2013) with the title “*EFL Students Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for improvement*”. This research that discusses about students' perceptions of blended learning. The research emphasizes the importance of blended learning. Blended learning is implemented in a university but there is still little research on learning experiences and student engagement in blended learning especially in a tutoring environment, as it is still rare to find research in the field of non-formal education.

The Third research was from Thamrin and Kurniawan (2023) with the title “*Non Formal English Toward Students Speaking Performance*” who stated that informal schools such as English language courses make a great contribution to English language teaching because informal schools are described as a form of enrichment for students who have learnt English at school.

This research shares similarities with the main topic of students' perceptions of blended learning. However, this study differs in several aspects. It employs a qualitative method using portfolio and interview instruments to explore the perceptions of EFL students, particularly within the informal school setting. Differing from previous studies that focused on university students and students in formal schools but used different instruments, this research offers insights into students' perceptions of blended learning in informal schools that has received little attention. It is hoped that this study serves as a valuable initial step toward beginning to address the learning needs of students in informal educational environment.

F. Theoretical Framework

The research refers to two theories, the first was Constructivism Theory (Piaget, J. 1976) this theory emphasizes that learning is an active process in which students construct their own knowledge through experience. Positive experiences can increase student motivation and learning success (Gonzalez, 2021; Baker, 2020). In the context of blended learning, that is combination of face-to-face and online learning that aims to enhance students' learning experience (Annisa, 2014; Merrow, 2012).

The second theory was Engagement Theory (Kearsley et al., 1998). This theory states that student engagement in learning is essential to achieve effective learning outcomes. This engagement is important to learning outcomes and improve students' positive perception in blended learning (Fredricks et al., 2004; Garrison et al., 2000). Perception is the way students perceive and interpret their learning

experiences, which affects their attitude and motivation towards the learning process (Pareek, 1996; Fitriana et al., 2016).

G. Research Question

Based on the background and focus of the study, the research questions are formulated as follows:

1. How is the students' perspective of the effectiveness a blended learning at informal school?
2. What are students' perceptions of the experience and engagement in blended learning at Informal school?

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, this research tried to explore information related to the perceptions of EFL students using Blended learning. Thus, that to analyzed students' perceptions the appropriate research method was qualitative research method. Qualitative research is a form of research that examines the quality of people, events, conditions, or materials (Fraenkel et al., 2011).

The qualitative approach was used because this study focuses on an in-depth study of the nature of the phenomenon being researched (Asrobi & Surayya, 2021). The results of the research can be things that include sentences or words rather than numbers to collect information about student perceptions of blended learning English.

B. Setting of the Study

This research was planned to be conducted in one of the informal school, namely Rumah Belajar Zahra or RBZ tutoring in East Lombok Regency, West Nusa Tenggara Province. The researcher choose this place because this informal school applied blended learning method in its learning process. The participants in this study can be took from the students of the informal school in East Lombok who are studying and followed blended learning in the institution.

C. Participants of the Study

In this study, participants was selected through maximum variation sampling. This sampling technique aims to select individuals who possess diverse characteristics related to the study's focus, allowing for a comprehensive exploration of different perspectives. By including participants with varying backgrounds, experiences, and levels of understanding such as those with quick comprehension abilities and those with more difficulty. The study can capture a broad range of insights into the phenomenon under investigation.

According to Patton (2002), maximum variation sampling helps researchers identify common themes across diverse groups, providing a deeper understanding of the variability and complexity of the studied issue. The goal were to obtain rich, detailed data that reveals both similarities and differences in participant experiences related to the use of blended learning

D. Data Collection Methods

1. Definition of Key Terms

a. Blended Learning

Blended Learning is teaching approach that combines traditional face to face classroom methods with online learning activities and digital resources. This model aims to enhance flexibility, accessibility, and engagement in the learning process by integrating in-person and virtual instructional methods (Graham, 2006).

b. Students Perceptions

Explanation Students Perceptions according to Schunk (2012) are the students' attitudes, beliefs, and overall understanding regarding a particular learning method or experience. These perceptions influence motivation, engagement, and the effectiveness of the learning process, providing valuable insights into the students' attitudes and experiences toward blended learning (Schunk, 2012).

c. Learning Experience

According to Dewi and Suryadi (2018) learning Experience are refers to the overall process, interactions, and encounters that learners go through during the learning process. It encompasses cognitive, affective, and psychomotor aspects and influences student's motivation, understanding, and attitudes toward the material being.

d. Engagement

Engagement are denotes the level of active participation, attention, and motivation of learners during the learning process. Engagement includes emotional, cognitive, and behavioral aspects that demonstrate students' involvement in learning activities and significantly impact learning success (Fredricks et al., 2004).

2. Instrument of the Study

In this study, researchers used several tools or instruments in collecting data. Here are some instruments that researchers used:

a. Portfolio

Portfolios function as instruments that facilitate the collection, organization, and reflection on learning experiences during the implementation of blended learning in a written work. This portfolio offers insights into students' progress, engagement, and their perceptions of the effectiveness of blended learning. Arifin (2018) stated that the utilization of portfolios as an authentic assessment instrument enables students to showcase their competencies, comprehension, and introspections concerning the learning process. This, in turn, furnishes researchers with substantial and authentic data for qualitative research.

b. Interview

Interviews are one of the most commonly used data collection methods in research. Interviews are used to obtain information relating to facts, beliefs, feelings, desires and so on needed to fulfil research objectives. Interviews require both parties to meet and interact directly thus that the objectives are achieved and the data obtained is good and accurate (Rosaliza, 2015).

In this study, researcher using semi- structured interview. This have prepared questions, but the researcher can add questions based on the respondent's answers, thus semi-structured interviews can help researchers to explore respondents' answers more deeply (Kvale & Brinkmann, 2015). This type of interview includes flexibility in organizing the questions even though there are already questions listed.

3. Technique of Collecting Data

a. Portfolio

The first step in data collection is to distribute portfolio sheets to students in informal schools. A portfolio is a collection of works, documents, and reflections that reflect the learning process and achievements of students during a certain period (Arifin, 2018). The data collection process through portfolios involves students in the creation and collection of written works in the form of texts. According to Rianty (2019), the integration of portfolios in qualitative research not only serves as an assessment tool but also as a medium for expressing students' subjective views and experiences that are difficult to obtain through other methods. Thus, this method not only facilitates self-assessment and reflection but also provides authentic insights to researchers about students' perceptions and engagement.

b. Interviews

The next step is to conduct interviews with several participants selected based on their portfolio results. The selection will be made randomly based on portfolio results that show a positive perception of the use of blended learning in the learning process.

These interviews aim to explore in depth the views, experiences, and perceptions of students regarding blended learning. The questions in the interview are flexible, Nunan (1999) states that semi-structured interviews are very effective in educational research because they provide researchers with the flexibility to explore more in-depth answers based on participants' responses, allowing them to follow the flow of the conversation and explore the answers.

E. Data Analysis Technique Data

In this study, data analysis was conducted simply in accordance with the Miles and Huberman (1994) model, based on the instruments used, such as portfolios and interviews. The researcher used some steps as follows:

1. Data Collection

Based on the portfolios are filled in by the students, data was collected from the students' portfolios containing their written work on learning activities during blended learning. This tool was used as a reference for interviews related to students' perceptions of blended learning.

Following that, interviews was conducted with selected students based on their portfolio outcomes. These interviews aim to explore students' experiences and engagement in blended learning within an informal school environment. The interviews was conducted in person to facilitate the researcher in asking more detailed questions.

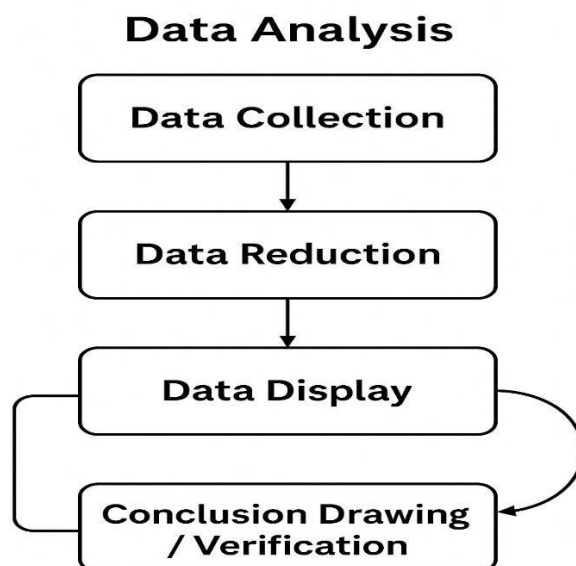
2. Data Reduction

Researchers was reread all data, such as data from portfolios and interviews, then organize and filter it based on important themes, such as perceptions, engagement, challenges, and suggestions for self-development. Information that is relevant and supports the research focus is selected systematically, while irrelevant data is deleted. This reduction in data helps researchers simplify the data so that it is easier to analyze in depth.

3. Data Display

The reduced data was organized and presented in a systematic manner to facilitate understanding and interpretation. The presentation

format is descriptive narrative, whereby researchers can compile a complete explanation of patterns and themes, as well as describe the experiences, perceptions, and strategies of participants through structured paragraphs. The second presentation method involves direct quoting, which includes direct quotes from participants as authentic evidence of the findings. These quotes were used to reinforce interpretations and provide direct voices from respondents. The final data presentation method used thematic tables, which organize data into tables containing categories, subcategories, and supporting data examples. This helps identify common patterns, trends, or relationships between themes. The purpose of data display was to make the analysis clearer and more transparent, and to facilitate readers in understanding the correlation between the data obtained and its interpretation.



Miles and Huberman

Figure 1. 1

F. Trustworthiness

Based on Lincoln and Guba's (1985) criteria for establishing trustworthiness in qualitative research, the Trustworthiness section can be articulated as follows:

1. Credibility

This study ensures credibility through data triangulation by collecting information from multiple sources, such as portfolios and interviews. Additionally, member checking will be conducted by verifying interpretations with the participant to confirm that their perceptions are accurately represented.

2. Transferability

Rich, detailed descriptions of the research context, participants, and procedures are provided to allow readers to determine the applicability of the findings to other settings. The purposive sampling of participants with diverse characteristics enhances the depth and transferability of the data.

3. Dependability

The research process is systematically documented, including data collection, analysis, and decision-making steps. An audit trail is maintained to ensure that the study can be reviewed and replicated if necessary, thereby ensuring dependability.

4. Confirmability

The findings are supported by direct participant quotes and transparent data analysis procedures to establish confirmability. Reflexivity is practiced by the researcher to acknowledge potential biases and ensure that interpretations are grounded in the data rather than researcher bias

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

In this chapter, it describes the result of this research on student perception of blended learning. The primary purpose of this chapter is to answer research question based on the research question that the researcher outline at chapter II. The data from research analysis used Miles and Huberman's theory with four steps. There are data collection, data reduction, data display and conclusion. The detailed explanation was presented as follows:

1. Result of Portfolio

The research began on 14th of July 2025, located at RBZ in Danger Village, Masbagik District. In this activity, researcher started distributing sheets of portfolio and then explain to students what they do used this sheets. After that students first written their essay about perception blended learning at RBZ. The last, researcher collected the portfolio from students.

There are some criterias to categorization the topic from student portfolio. The first is background experience, next is about good experience and then are disadvantages and solution the last is progress desire. Here are the results according to criteria from student perspective:

Table 1.2

| No | Name | Learning Experience & Engagement | | |
|-----|----------|----------------------------------|---------|------|
| | | Good | Neutral | Poor |
| 1. | NA (S1) | ✓ | | ✓ |
| 2. | NL (S2) | | | ✓ |
| 3. | AK (S3) | ✓ | | |
| 4. | FF (S4) | ✓ | | |
| 5. | FA (S5) | | ✓ | ✓ |
| 6. | MR (S6) | ✓ | | |
| 7. | LY (S7) | ✓ | | |
| 8. | SA (S8) | ✓ | | |
| 9. | IM (S9) | | | ✓ |
| 10. | SL (S10) | ✓ | | |

Based on the table, students have positive perceptions of blended learning such as comfortable and enjoyed learning it provides convenience, broad access material better and experience of using technology to access various material, as said by S1, *“I feel comfortable learning from home and have broader access to learning materials”*. Similar to S4 perception about experience in blended learning, it can access more learning materials, also said that by S4, *“My experience of using blended learning is access to more diverse learning materials”* and then experience using new technology, that statement reinforced by S3, *“with this method, I learnt to use technology to access various material”*.

But they also experience obstacles related to internet connection, difficulty understand some material, lack interaction, unfocused, distracted, get sleepy and boredom, as stated by S1, *“unstable internet connections”*. Besides that Blended learning experience related to difficulties in understand the material. That also stated by S2, *“I sometimes have difficulty understand some material”*. Furthermore, another opinion related to their experience is the lack of interaction between teachers and students, similar statement which supported by S5, *“I find quite difficult because the lack of interaction between teachers and students”*

Subsequently, solutions they implement are quite diverse and demonstrate their adaptation in blended learning as hotspot form other devices, take a notes, drink coffee, and make study schedule, that said by S5 and S6, *“using hotspots and creating flexible study schedules”*. Another opinion said to overcome sleepiness while studying usually drinks coffee, this statement emphasized by S7, *“I usually drink coffee to get rid of my sleeping”*. Their desire to continue using blended learning in the future shows the level of acceptance and benefits they feel.

In addition, the researcher also collected the data through reviews written by students on one of RBZ’s digital platforms. On the platform, students provided reviews related to the tutoring centers and their perceptions of blended learning. Good student learning experience while at RBZ such as helping students learning at school in advance because they have been prepared beforehand in tutoring and also students comfort when learning, that said by S1, *“Understand school material easily and help*

learning result". The next, in contrast review from S2, "*It was little difficult to understand material but the environment was quite comfortable for me*".

Table 1. 1

| Categorization | Total of Appearances | Percentages (%) | Descriptions |
|-------------------------------|-----------------------------|------------------------|---|
| Positive Perceptions | 15 | 37.5 | Students feel comfortable and enjoy the learning experience. |
| Good Experiences | 10 | 25 | Positive experiences related to access to materials and use of technology |
| Disadvantages | 8 | 20 | Problems encountered during blended learning |
| Solutions and Progress Desire | 7 | 17.5 | Problem solving and students' expectations for improving learning |

Based on the data that has been described above, it can be concluded that good experiences while learning are closely related to the difficulties they experience such as in understanding the material which is quite difficult because it is caused by the internet connection but it can be overcome by hotspot through other devices. Most of the difficulties that students face on average have problem solving that is appropriate to support future good experiences during learning.

2. Result of Interview

Based on the results of the students' portfolios, the researcher selected three participants to be interviewed about their experiences and engagement while learning using blended learning. The interview used by the researcher was a semi-structured interview, where the researcher had more freedom to ask questions in more detail but still within the context of the topic.

Participants selected for interviews based on portfolio results consist of three categories: students with positive opinions, neutral opinions, and negative opinions. The results of interviews with these three participants were analyzed to identify any differences and similarities that emerge.

In terms of learning experiences, students had quite interesting impressions, both positive and negative. The learning experience was quite interesting because students were able to use the latest technology, such as new learning applications they had just encountered, enabling them to learn new technologies, that stated by S1, *“The learning experience was quite interesting. Initially, we used WhatsApp and combined it with the latest application that I had never encountered before”*. WhatsApp was indeed widely used by many people for communication, and this was leveraged for blended learning. However, students encountered a new application as a medium for learning, which naturally captured their attention because it introduced something new to them.

Similarly, in terms of understanding the material, students understand the material well, but sometimes they lack understanding in certain areas.

By using a blended learning method, material that is not well understood can be easily accessed via the internet to improve understanding. That also stated by S1, *“This learning method helps me easily access related material when I encounter material that is quite difficult.”* By using this method, students become tech-savvy, making it easier for them to learn more about the learning material independently from various reading sources available on the internet, which are very comprehensive with a wide range of topics. Additionally, other positive experiences, such as when completing assignments, are also very helpful because students can access the necessary material. That also supported by S1, *“When there are assignments, I am greatly assisted because I can seek help through similar practice questions”*. By using this method, students become tech-savvy, making it easier for them to learn more about the learning material independently from various reading sources available on the internet, which are very comprehensive with a wide range of topics.

On the other hand, in terms of engagement, it was found that students who actively participated in class discussions and regularly completed their assignments were more likely to achieve higher grades. This is because active participation in class helps students feel proud of themselves and enthusiastic about learning. As a bonus, active students receive extra credit from their teachers. As stated by S1, *“I am quite active in class discussions and diligent in completing assignments”*, even though the method used was a mixture of online and offline, the students remained enthusiastic about learning, which made them engaged and actively participated during the

learning process. Of course, teachers must make learning more engaging to capture their attention. And another stated by S1, *“I feel proud because I am active and enthusiastic, and I receive extra credit from my teachers”*. It turns out that actively involved students receive recognition from teachers in the form of extra points, which can be awarded during the reporting of learning outcomes at the end of the semester. This helps students feel more motivated and enthusiastic about future learning.

For interactions between teachers and students, this occurred as usual, meaning that interactions between students and teachers were quite good, but interactions between students were slightly reduced. This may be due to students' difficulty in focusing, as they are distracted by electronic devices used during learning and also internet connectivity issues. That said by S1, *“My interaction with the teacher is as usual, but my interaction with my peers is less intense. This may be caused by internet disruptions and distractions from the electronic devices we use during learning”*. For the student I interviewed, she felt that his interactions occurred as usual during offline learning, but his interactions with her classmates decreased. This occurred because they were distracted by their own gadgets, causing them to focus more on themselves, which led to a decrease in interactions among students.

The results of the second interview are explained in this section, there are a lack of understanding of the learning material, but the students were able to complete the assignments even though they did not fully understand

the material, so they searched for the material they did not understand on the internet. That stated by S3, *“I find it a bit challenging to understand the material, but I can complete the assignments because I can get help from AI or Google”*. Students faced difficulties while working on tasks, such as not understanding the task material. They sought assistance through Google or AI by searching for similar exercises, and were able to resolve their issues effectively.

Regarding student engagement, they actively participate in asking questions during discussions via WhatsApp. As said by S3, *“I am quite active in asking questions when I want to clarify assignments I don't fully understand”*. Students have quite good engagement, especially when asking about tasks that they do not fully understand, so students must be brave enough to communicate even though it is not face-to-face. Additionally, there is a lack of comfort regarding the understanding of the material. Thus, the common challenges faced are that some tutors assign a lot of assignments, leading to a backlog of tasks. That said emphasize by S3, *“Tutors give a lot of assignments during blended learning because students have more flexible and free time”*. During blended learning, students usually have a lot of time and their schedule is very flexible for studying and doing assignments, so teachers usually give a lot of assignments to be done at home to fill their free time.

In addition, the interaction between teachers and students is considered insufficiently intensive due to time constraints. That was stated by S3, *“Our*

interaction during learning is insufficient in my opinion due to time constraints” Students feel that they have limited time when studying because it takes place online, which is certainly different from offline learning, which offers flexibility in terms of study time. Regarding focus also supported by S3, *“I am less focused because I am distracted by internet disruptions, which hinder my ability to concentrate during learning”*. Internet disruptions during learning most often disrupt students’ concentration because communication with teachers is often interrupted, which disrupts the delivery of material from teachers.

B. Research Discussion

1. The students’ perspective of the effectiveness a blended learning at informal school

The results of this study indicate that students' perceptions of blended learning in informal schools such as Rumah Belajar Zahra (RBZ) show a positive trend, although there are also several challenges that need to be addressed. The majority of students feel that blended learning provides a more flexible and interactive learning experience, which ultimately increases their motivation and engagement in the teaching and learning process.

The statement by Garrison and Kanuka (2004) that blended learning integrates the power of digital technology with face-to-face interaction to enhance students' learning experiences, enabling them to learning independently and interactively. In addition, Simbolon (2021) adds that

positive learning experiences and feeling more independent and active in managing their own learning also strengthen positive perceptions of this method. Both emphasize that the success of blended learning does not only depend on technological aspects, but also on the experiences and perceptions of students that build their own motivation in the learning process, thereby forming a positive view of this system.

The use of technology in blended learning opens up opportunities for students to learn in a more flexible and interactive way. According to Schunk (2012), positive learning experiences can increase student motivation and engagement, both of which are important factors for successful learning. In add-on, according to Wright (2017), students' perceptions and motivations towards technology-based learning environments are greatly influenced by their experiences during the learning process. Wright asserts that when technology is used effectively and provides enjoyable and meaningful experiences, it can increase students' intrinsic motivation to learn.

However, the results of the study also revealed significant obstacles, particular those related to technology access and device readiness. Students who have stable access to the internet and adequate devices tend to feel comfortable and satisfied with their learning experience. Conversely, students who encounter technical obstacles experience frustration and decreased motivation, which can hinder the effectiveness of blended learning. Wright (2017) asserts that students' perceptions and motivation are greatly influenced by environmental factors and access to technology,

where the inability to access technology smoothly can cause frustration and reduce students' motivation to learn. Meanwhile, Zainuddin & Keumala (2018) highlight the importance of technological infrastructure and facility readiness in the success of blended learning, noting that insufficient devices and unstable internet access can hinder the learning experience and reduce the efficiency of the learning process. Both experts stress that technological readiness is vital to ensuring the effectiveness and success of blended learning, as well as minimizing the obstacles faced by students.

2. Students' perceptions of the experience and engagement in blended learning at Informal school

Regarding the learning experience, the results show that the use of blended learning can enrich learning activities through a variety of methods such as online discussions, independent assignments, and the use of digital learning resources. This supports Graham's (2011) claim that blended learning enables students to learn more independently and actively, and to develop digital competencies that are important in today's digital age. Additionally, according to Garrison (2008), effective blended learning relies heavily on students' self-directed learning skills without it, students may struggle to maximize the potential benefits of blended environments, thus highlighting the importance of fostering self-regulation and time management skills within the learning process.

From an engagement perspective, social factors and environmental support are important aspects. According to Wreight (2017), students'

perceptions of their learning environment greatly influence their motivation and level of engagement. In this context, students who feel supported by teachers and parents demonstrate higher levels of participation and more positive learning experiences. Conversely, a lack of support can lead to feelings of uncertainty and a lack of enthusiasm in participating in blended learning activities. Supporting this view, Fredricks et al. (2004) emphasized that social support from teachers and peers fosters a sense of belonging and emotional engagement, which are crucial for sustained motivation.

Overall, these results indicate that the success of blended learning implementation in informal schools is greatly influenced by several key factors. First, infrastructure readiness and access to technology must be prioritized so that all students have equal opportunities to access digital learning resources. Second, the role of teachers in providing encouragement, motivation, and guidance is crucial in helping students overcome obstacles and enhance their learning experiences. Third, environmental factors, including support from parents and teachers, play a significant role in enhancing student engagement and motivation.

The results of this study suggest that the development of technological training and understanding of time management needs to be provided to students so that they can fully utilize the advantages of blended learning. Additionally, policies focused on improving digital education facilities in informal schools can help reduce access gaps and inadequate learning experiences. As a result, blended learning can be optimized as an

innovative solution in informal education, enriching learning experiences,
and enhancing students' academic performance comprehensively.

CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusion

Based on the results of a study conducted on students' perceptions of blended learning at Rumah Belajar Zahra (RBZ), it can be concluded that students' perceptions tend to be positive. Students feel comfortable and enjoy the blended learning process, as it offers convenience, broad access to materials, and the experience of using technology that supports their learning process. However, on the other hand, there are some significant challenges, such as limited internet access and inadequate technological devices, as well as a lack of intensive interaction between teachers and students due to time and technological constraints.

These results are consistent with Kearsley et al (1998) Engagement Theory, which states that student engagement has a significant effect on learning outcomes. In addition, the positive experiences developed through the use of technology in blended learning are also consistent with Piaget's (1976) constructivism theory, which emphasize that active learning processes and direct experiences can improve students' knowledge construction and motivation.

B. Suggestion

Based on the findings in this research, the researcher proposes some suggestions.

1. For Informal School

Informal schools need to improve their technological facilities, such as stable internet access and adequate equipment, so that students' learning experiences can be optimized. In terms of learning materials, schools need to develop and compile interesting and interactive learning materials in order to increase student engagement and motivation during the blended learning process. Most importantly, teachers need to be trained in the effective use of information technology to create a more interactive and enjoyable learning process.

2. For Students and Teacher

Students are expected to be more active and independent in overcoming technological obstacles and making optimal use of available facilities, while educators are expected to provide more intensive guidance and assistance, as well as improve communication and interaction with students to ensure that the learning process remains effective.

3. For Government

The government is expected to provide adequate technological facilities and facilitate training in the use of technology for teachers and students in informal schools. The government should also formulate policies that support the development of blended learning, particularly in informal schools, so that the learning process can take place in a sustainable and equitable manner.

REFERENCES

- Al Zumor, A.W., Al Refaai, I. K., Eddin, E. A. & Al Rahman, F. H. (2013). EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement. *Canadian Center of Science and Education*, 6(10).
- Annisa, N. (2014). Blended Learning. *Yogyakarta: Pustaka Belajar*.
- Arifin, S. (2018). Penggunaan Portofolio sebagai Instrumen Penilaian Otentik dalam Pembelajaran Seni Budaya. *Jurnal Pendidikan dan Kebudayaan*, 3(2), 150-165.
- Asrobi, M., Surayya, S.A., & Prasetyaningrum, A. (2021). Voices of Indonesian EFL Learners on Synchronous Learning amidst COVID-19 Pandemic. *Register Journal*, 14(2), pp. 225-242.
- Baker, M. (2020). The Role of Experience-Based Learning in Higher Education: A Literature Review. *Jurnal Penelitian Pendidikan*, 113(4), 345-356.
- Baker, S. (2020). Student Engagement and Learning Outcomes. *Educational Research Journal*.
- Brown, G. (2009). Motivation and learning environment. *Journal of Educational Psychology*, 101(3), 345-357.
- Dewi, P. S., & Suryadi, D. (2018). The influence of learning experiences on students' learning motivation. *Journal of Education and Learning*, 5(2), 123-134.
- Entwistle, N. (1991). Understanding student learning: Implications for teaching and assessment. *London: Routledge*.

- Fitriana, R., Saputra, I., & Noviana, D. (2016). Students' perceptions of blended learning implementation in English language learning. *English Education Journal*, 7(2), 181-194.
- Fraenkel, J. R., Wallen, N. E., & Hyun, helen H. (2011). How to Design and Evaluate Research in Education (eighth edi, pp. 424–440). *McGrawHill*.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
- Garrison, D.R., & Kanuka, H. (2004). Blended Learning: Uncovering Its Transformative Potential in Higher Education. *The Internet and Higher Education*, 7(2), 95-105).
- Garrison, DR, Anderson, T., & Archer, W. (2000). Critical Inquiry in Text-Based Environments: Conference on Computers in Higher Education. *Internet and Higher Education*, 2(2), 87-105.
- Gonzalez, A. (2021). Experience-Based Learning: A Practical Guide for Educators. *Routledge*.
- Gonzalez, M. (2021). Experiential Learning: Principles and Applications. *Jakarta: EduMedia*.
- Graham, C. R. (2006). Blended learning systems. *The Handbook of Distance Education*, 3(2), 159-171.
- Graham, C.R. (2011). Theoretical Foundations of Blended Learning. In: Blended learning in practice. *Springer*, pp. 3-23).

- Kearsley, G., & Shneiderman, B. (1998). The Theory of Engagement: A Framework for Technology-Based Teaching and Learning. *Educational Technology*, 38(5), 20-35.
- Knowles, M. S. (1980). Modern Practices in Adult Education: Andragogy versus Pedagogy. *New York: Association Press*.
- Kvale, S. & Brinkmann, S. (2015). InterViews: Learning the Craft of Qualitative Research Interviewing. *Sage Publications*.
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. *Sage Publications*.
- Morrow, J. (2012). Blended learning, but to what end? *The Morrow Report*.
- Morrow, J. (2012). The Future of Education: Blended Learning. *Harvard University Press*.
- Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis: An Expanded Sourcebook. 2nd Edition. *Sage Publications*.
- Nunan, D. (1999). Second language teaching methods. *Heinle & Heinle*.
- Pareek, U. (1996). Perception: The Key to Understanding Behavior. *New Delhi: Tata McGraw-Hill*.
- Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3rd ed.). *Sage Publications*.
- Piaget, J. (1976). The Child and Reality: Problems of Genetic Psychology. *New York: Basic Books*.
- Rachmawati, F. (2020). Pengembangan Pembelajaran Berbasis Teknologi Digital di Sekolah Informal sebagai Solusi Alternatif Kebutuhan Pendidikan. *Jurnal Pendidikan dan Pengembangan*, 15(2), 123-135.

- Rianty, S. (2019). Penggunaan Portfolio sebagai Instrumen Penilaian Otentik dalam Pembelajaran. *Jurnal Pendidikan dan Pengajaran*, 12(3), 45-59.
- Schunk, D. H. (2012). Learning theories: An educational perspective. *Pearson Education*.
- Simbolon, N. E. (2021). EFL students' perceptions of blended learning in English language course: learning experience and engagement. *Journal on English as a Foreign Language*, 11(1), 152-174.
- Syaadah, R., Al Asy Ary, M.H., Silitonga, N. & Rangkyu, S.F. (2022). Pendidikan Formal, Pendidikan Non Formal dan Pendidikan Informal. *Jurnal Pendidikan dan Pengabdian Kepada Masyarakat*, 2(2), 125-131.
- Thamrin, M. H. & Kurniawan, T. (2023). Non-Formal English Course Towards Students' Speaking Performance. *Jurnal Inovasi Ilmu Pendidikan*, 1(3), 120-129.
- Wright, P. (2017). Students' perceptions and motivation in learning environments. *Educational Psychology Review*, 29(2), 225-245.
- Zainuddin, Z., & Keumala, C. M. (2018). Blended learning method within Indonesian higher education institutions. *Jurnal Pendidikan Humaniora*, 6(2), 69-77
- Zubaidah, N. (2018). 400 perguruan tinggi jalankan kuliah online [400 Universities offering online learning mode]. *SindoNews*.

Appendix 01, Instrument of the study 1

A. Portfolio sheets

Topic of essay Portfolio

- 1. Background Experience
- 2. Good experience
- 3. Advantages and solution
- 4. Progress desire

To facilitates the data collection researcher used the portfolio sheets
here is the format of portfolio sheets :

STUDENTS REFLECTION

Name: _____

Class: _____

BLENDED LEARNING AT RUMAH BELAJAR ZAHRA

B. Interview Guide

Interview Sheets

Name :

Class :

Instrument Semi Structured Interview

Based on Kvale & Brinkmann Theory (2015)

A. Learning Experience

| No. | Indicator and Description | Question & Answer |
|------------|--|--|
| 1 | Common experiences during the learning process | Can you tell us about your experience during this blended learning? Were there any memorable moments or different from previous learning experiences? Answer: |
| 2 | Understanding of the material | How do you think this learning experience helped you understand the subject matter? Answer: |
| 3 | Change in attitude or motivation | After participating in this blended learning activity, have there been any changes in your perspective towards learning? Answer: |
| 4 | Satisfaction and comfort | Did you feel comfortable and satisfied during this learning process? Why? Answer: |

| | | |
|---|--------------------------------|--|
| 5 | Results gained from experience | What are some of the positives you feel from this learning experience? Answer: |
| 6 | Challenges and solutions faced | Were there any obstacles or challenges you experienced during this learning process? How did you deal with them? Answer: |

B. Student Engagement

| No. | Indicator and description | Question & Answer |
|-----|--|--|
| 1 | Level of active participation in the learning process | How often and actively do you participate in these blended learning activities? From discussions, assignments, or other online activities? Answer: |
| 2 | Motivation and Enthusiasm when participating in activities | How do you feel and what motivates you to participate in these learning activities? Did you feel enthusiastic or did you feel forced? |

| | | |
|---|--|--|
| | | <p>Answer:</p> <p>.....</p> |
| 3 | Emotional and social aspects of learning | <p>Do you feel connected and comfortable interacting with friends or teachers during the learning process?</p> <p>Answer:</p> <p>.....</p> |
| 4 | Obstacles in maintaining engagement | <p>Are there times when you find it difficult to stay focused or engaged in this study? How did you overcome this?</p> <p>Answer:</p> <p>.....</p> |
| 5 | Changes in motivation after following blended learning | <p>After participating in this learning process, has your motivation to learn changed? If so, how has it changed?</p> <p>Answer:</p> <p>.....</p> |
| 6 | Expectations and suggestions for improving engagement | <p>What do you think can be done to make this learning process more active and motivated?</p> <p>Answer:</p> <p>.....</p> |

Appendix 02, Portfolio Result 2

ESSAY WRITING

Name: Nisa April

Class: 9

BLENDED LEARNING AT RUMAH BELAJAR ZAHRA

At first, I learned using blended learning very different and feel awkward. The material presented also felt more difficult to understand because I learn independently. And find additional information myself. In blended learning, I am active in participating, active discussion, doing assignments. I feel comfortable with blended learning, because I can study according to my home, access to materials easy to obtain, I can interact well with teachers and friends. During blended learning, my difficulty was maintain consistently, requiring high discipline and sometime an unstable internet connection disrupted the online learning. After participating blended learning, I hope to improve my understanding of the material, develop learning independent and hope relevant skills. I think blended learning effective because it combines the flexibility of offline learning with direct interactions. This allows for a more comprehensive understanding and takes into account different learning styles.

Appendix 03, Interview Result 3

Transcript Interview

1. Experience

R: How often and actively do you participate in these blended learning activities?

S1: blended learning is quite interesting. There are some complaints when learning, such as not being able to adapt and internet connection problems. However, I was able to learn about the latest learning applications when using blended learning.

R: How do you think this learning experience helped you understand the subject matter?

S1: I understand and sometimes don't understand, but it helps me to be able to access the material easily.

R: did you feel comfortable and satisfied during this learning process?

Why?

S1: I feel a little comfortable and can relax, but it makes me feel unmotivated because I don't get to meet my friends.

R: what are some of the positive you feel from this learning experience?

S1: First, it greatly helps with assignments. Second, it allows me to use the latest technology for learning; and third, I don't have to go anywhere.

R: Were there any obstacles or challenges you experienced during this learning process?

S1: usually just an internet connection problem

2. Engagement

R: How often and actively do you participate in these blended learning activities? From discussions, assignments, or other online activities?

S1: I actively participated in class discussions and was diligent in completing assignments.

R: How do you feel and what motivates you to participate in these learning activities? Did you feel enthusiastic or did you feel forced?

S1: I feel proud when participating in class and enthusiastic because it will be an added value for the teacher.

R: Do you feel connected and comfortable interacting with friends or teachers during the learning process?

S1: Our interactions are normal between teachers and students, but there is less interaction between students.

R: Are there times when you find it difficult to stay focused or engaged in this study? How did you overcome this?

S1: It may be difficult to focus because I'm distracted by devices such as mobile phones, and usually because internet disruptions cause you to lose focus.

R: What do you think can be done to make this learning process more active and motivated?

S1: Perhaps what students can do is to take turns answering questions posed by the teacher to all students

Appendix 04, Documentation 4







UNIVERSITAS HAMZANWADI

Sekretariat: Jalan TGKH. M. Zainuddin Abdul Madjid No. 132 Pancor-Selong Lombok Timur Telp.(0376)21394, 22953 Fex. (0376) 22954 E-mail: universitas@hamzanwadi.ac.id
Website : <http://www.hamzanwadi.ac.id>

KONTRAK KERJA BIMBINGAN

Yang bertanda tangan dibawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb:

BULAN PERTAMA : untuk Pendaftaran Proposal
BULAN KEDUA : untuk Instrumen Penelitian
BULAN KETIGA-KELIMA : untuk Bimbingan Skripsi

Demikian kontrak bimbingan ini dibuat dengan sebenarnya untuk dipedomani dan dilaksanakan sebagaimana mestinya.

Pihak Pertama
Pembimbing Petama

Siti Maysurroh, M.Pd

Pembimbing Kedua

Siti Ayu Surayya, M.Pd

Pancor, 19 April 2025.....

Pihak Kedua
Mahasiswa Bimbingan

Karyalsi A. A. A. A. A.

Mengetahui
Dekan Fakultas Bahasa Seni dan Humaniora
Universitas Hamzanwadi

Dr. Drs. H. Mohzana, S.Pd. M.Pd
NIP. 19611231 1983 01 1 071



UNIVERSITAS HAMZANWADI

Sekretariat: Jalan TGKH. M. Zainuddin Abdul Madjid No. 132 Pancor-Selong Lombok Timur Telp.(0376)21394, 22953 Fex. (0376) 22954 E-mail: universitas@hamzanwadi.ac.id
Website : <http://www.hamzanwadi.ac.id>.







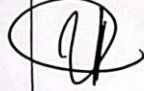


BERITA ACARA BIMBINGAN SKRIPSI

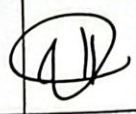
1. Nama Mahasiswa : Karyalsi Adinda
2. Nomor Pokok Mahasiswa : 210202055
3. Semester : 8
4. Fakultas : FBSH
5. Jurusan/ Program Studi : Pendidikan Bahasa Inggris
6. Dosen Pembimbing : 1. Siti Maysuroh, M.Pd
2. Siti Ayu Surayya, M.Pd
7. Judul Skripsi :

EFL Student's Perceptions of Blended Learning at Informal School: Learning Experience and Engagement

8. Jadwal bimbingan

| NO | Tanggal Konsul | Materi Bimbingan | Tgl. Revisi Persetujuan | Paraf | |
|----|----------------|--|-------------------------|-------|----|
| | | | | I | II |
| 1 | 19/4-25 | revise outline | | | |
| 2 | 30/4-25 | - revise outline - revise Bab I, II, III - add intro before stating the points | | | |
| | | - reorder the background of study - reuse the template - revise the theoretical framework etc. | | | |

| | | | | | |
|----|---------------------------|---|-----------------|---|---|
| 3 | Kamis, 08 Mei 2025 | <ul style="list-style-type: none"> - Revise purpose of student - Add references for background - Add the gap - Add the research design | | |  |
| 4 | Rabu, 21 Mei 2025 | <ul style="list-style-type: none"> - Revise the introduction - Add the figure - Revise the citations - Bring the language test first interview sheet. | | |  |
| 5 | Rabu, 28 Mei 2025 | <ul style="list-style-type: none"> - Add a analysis figure - change the instrument - add the previous studies | | |  |
| 6 | Rabu, 04 Juni 2025 | ACC chapter I, II, & III | 04 Juni 2025 | |  |
| 7 | Kamis, 19 Juni 2025 | Chapter 1-3 | |  | |
| 8 | | Chapter 1-3, proposal. Acc | 23/6-25 |  | |
| 9 | 4 Agustus 2025 | - Add the student's review | | |  |
| 10 | 11 Agustus 2025 | | | |  |
| 11 | 14 Agustus 2025 | <ul style="list-style-type: none"> - Add citation on your discussions - Explore the evidences - use APA style for the references | | |  |

| | | | | | |
|----|--|------------------------------------|------------------|--|---|
| 12 | | ACC! | 22/ 08/ 25 | |  |
| 13 | | Thesis 1-5. | 25/ 8-25 | | <u>Thys</u> |
| | | Thesis 1-5 | 26/ 8-25 | | <u>Thys</u> |
| | | Acc Congratulations! | | | |

Pancor, ..27.....Agustus.....2025
Ketua Program Studi



(..M..Adib..Nazri..M..Pd...)
NIDN. 0024038801



PEMERINTAH KABUPATEN LOMBOK TIMUR
**BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Jl. Prof. M. Yamin No. 57 Komplek Kantor Bupati Lombok Timur Blok G Lt. 3 Tlp. (0376) 21371

Selong, 08 Juli 2025

Nomor : 070/1289/PD/VII/2025
Lampiran : -
Hal : Permakluman Penelitian

Yth. Pimpinan Rumah Bimbel Zahra
di Tempat

*Bismillahirrahmanirrahim
Assalamu'alaikum Warahmatullahi Wabarakatuh*


Menunjuk surat Dekan Fakultas Bahasa, Seni, dan Humaniora Universitas Hamzanwadi Nomor : 316/UH.FBSH/LT/2025, Tanggal 07 juli 2025, perihal permohonan izin penelitian. Untuk itu, dipermaklumkan bahwa kegiatan Penelitian dilaksanakan di Wilayah Kerja Bapak/Ibu/Saudara oleh:

Nama : **KARIYALSI ADINDA**
NIM : 210202055
Alamat : Masbagik
Pekerjaan : Mahasiswa
Instansi / Badan : Universitas Hamzanwadi
Tujuan / Keperluan : Untuk memperoleh data
Judul / Tema : Ef Student's Perceptions Of Blended Learning At Informal School
: Learning Experience And Engagement
Tanggal Pelaksanaan : 08 Juli s/d 08 Oktober 2025
Nomor Telepon : 081774961031

Untuk kelancaran pelaksanaan perihal dimaksud kiranya kepada yang bersangkutan dapat dibantu seoptimal mungkin dan atas bantuan serta kerja sama yang baik kami sampaikan terima kasih.

*Billahittaufiq Walhidayah
Wassalamu'alaikum Warahmatullahi Wabarakatuh*

KEPALA BAPPEDA
KABUPATEN LOMBOK TIMUR,


H. M. ZAIDAR ROHMAN, S.STP., M.H.
Pembina Utama Muda (IV/c)
NIP 197512181995111001

Tembusan:

1. Kepala Bakesbangpoldagri Kab. Lombok Timur di Selong;
2. Dekan Fakultas Bahasa, Seni, dan Humaniora Universitas Hamzanwadi Selong di Selong.