How Teachers Responded to the Policy of Blended Learning: A Case Study at SMAN 1 Selong, East Lombok, West Nusa Tenggara

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Abstract. After two years of school closure, the Indonesian government has announced a new policy addressing the need for further peacetime education and learning. This approach gives teachers the flexibility to manage lessons on both offline and online channels. This study aims to look at the reaction of English teachers to the policy of implementing blended learning, their method of implementing blended learning, and the challenges that English teachers face when conducting blended learning. A case study approach was employed to reveal the phenomenon related to the teaching experience of four teachers at SMAN1 Selong East Lombok, West Nusa Tenggara. The researcher used observations, interviews, and documentation to collect the data. The process of data analysis undertook through subject analysis. The survey's overall results showed that teachers' reaction to the blended learning policy was bidirectional. Three participants took the initiative to implement blended learning, whereas one teacher did not. The study shows a variety of teachers' approaches to dealing with the blended learning policy. In addition, implementing blended learning by three English teachers proved unsuccessful because of their teaching and learning processes dominated synchronous learning activities. The study concludes that four problems are faced by participants of the study when running the policy of blended learning, i.e., (1) the lack of online learning devices, (2) the lack of students' participation due to their dependence on teachers' assistance, (3) the lack of parental supports, and (4) ample of technical constraints that teachers faced in implementing the policy of blended learning.

Keywords: English Lessons · Online Learning · Blended Learning

1 Introduction

The release of Circular Letter No. 36962/MPK.A/HK/2020 by the Minister of Education, Culture, Sports, Science and Technology on March 17, 2020 [1], showed changes in education related to learning policy in the event of an emergency for the spread of Covid-19. Based on this circular letter, students should undertake educational and learning activities at home via an online system. Online learning was done to minimize direct physical contact to break the chain of virus spread. Therefore, this policy was expected to continue learning while ensuring the safety of educators and students. Despite the

expectation that the online learning process would be effective and safe, many problems arose after online learning was implemented for two years in Indonesia.

Previous studies conducted during the Indonesian school closure show that implementing online learning in Indonesia faces some problems. Authors like Damayanti and Irwan [2], Bhuana and Apriliyanti [3]; and Soepriyanti, Waluyo, Sujana, and Fitriana [4] discovered that English teachers encounter common problems when implementing online learning, including limited knowledge and skills in using and utilizing online devices, lack of parental support, and poor student performance. In addition, teachers were reported to have difficulty designing and providing online learning materials due to inadequate training in internet technology.

When the new-normal era began, schools were opened, and students returned to class as usual. However, strict protocols and reduced learning time were applied. As a reaction to this issue, the Indonesian government has announced a new policy on teaching and learning approaches in New Normal schools. This policy was drafted in 2021 as part of four ministerial decisions [5]. Under this policy, after the COVID-19 pandemic period, the educational learning process should be implemented through two educational channels, i.e., face-to-face and online.

Based on these guidelines, school teachers should use online and offline channels for learning. This policy assumes that schools can implement face-to-face learning modes, but the online learning mode should continue to be used as a learning approach. In this regard, the Minister of Education [6] said the adaptation of online technology for learning should continue despite the arrival of the New Normal. Online technology for education and learning activities should continue to become part of Indonesia's education system. Internet technology in schools was expected to provide many opportunities for teachers and school leaders to develop creativity for adopting different teaching and learning models. The blended learning approach will be partially used to support face-to-face learning systems.

The above phenomenon has motivated the researcher to seek further explanations of how Blended Learning was implemented by English teachers in SMAN 1 Selong, East Lombok. This school was selected for the current case study due to several reasons. First, the school is one of the best-equipped state schools in East Lombok. Therefore, the English teachers in this school are considered to be more ready to readjust the teaching and learning system than the rest of the schools. The school has a complete learning facility and hosts regular training courses on using technology in teaching and learning. Second, based on the researcher's conversation with the English teachers in the school, the school held a shift system that divided the students into two groups. Half of the students had to study face-to-face at school, and the other half had to study online. The researcher wanted to know how teachers dealt with the demand for a new blended learning system. Three research questions are formulated for the purpose: (1) how did English teachers react to the introduction of blended learning in new peacetime schools? (2) How did English teachers implement blended learning? Furthermore, (3) what problems did English teachers have when conducting blended learning?

According to Gasevic, Siemens, and Dawson [7], blended learning combines traditional face-to-face and online and technology-based instruction. In this relation, Lalima

and Dangwal [8] define *blended learning* as a concept for designing the e-learning process using both face-to-face and assisted information and communications technology (ICT). Thus, Blended Learning combines direct, indirect, collaborative, and computer-aided learning. Pedagogically, according to Horn and Staker [9], blended learning is an educational approach that combines online learning materials with opportunities for online interaction with traditional teaching methods. Similarly, Friesen [10] explains that blended learning creates various learning opportunities that combine the Internet, digital media, and face-to-face education. The latter requires the physical presence of both teachers and students. From all these explanations, it can be inferred that (1) blended learning combines classroom and online learning. (2) It is inseparable from using technology in the implementation process. (3) The learning process is not limited to the classroom and can be completed remotely. (4) The learning process allows teachers and students to express themselves creatively.

According to Almpanis, Miller, Ross, Price, and James [11] there are two main settings for implementing the blended learning approach: synchronous and asynchronous settings. In a synchronized environment, learning occurs in real-time, allowing teachers and students to communicate directly through two-way communication. A synchronized environment gives the teacher a first-hand look at the learning process that the student has experienced. Bower, Dalgarno, Kennedy, Lee, and Kenny [12] Synchronous learning modes are similar to regular learning. Communication takes place in real-time. Teachers present and discuss learning materials through classical interactions. The teachers can post materials on the website in advance, and students will be assigned to access the materials assigned for web-based conference activities. In blended learning, synchronous learning can include real-life face-to-face meetings, video meetings, Google Meet, and chat rooms. In this situation, the teacher can give direct feedback to the student during and after the learning process.

On the contrary, learning in asynchronous settings is more individualized. It increases student flexibility in accessing materials and interacting with other students via the Internet platform. In this learning environment, teachers offer students many opportunities to explore learning or materials published on online platforms. Researchers such as Lucas and Moreira [13] agree that the flexibility of asynchronous learning allows students to reflect on their learning inputs in their own time. Asynchronously, teachers can develop various learning materials through video recordings, documents, news, and more. These will be published on the online platform. Therefore, students can access it in their time to further discuss and interact with the teacher. Like synchronous learning, asynchronous learning is typically done using media such as email, Moodle, and Google Classroom.

Further, Chaeruman and Maudiarti [14] divide the more detailed learning settings of blended learning into four learning modes. The first mode is called live sync mode. In this framework, the learning process is carried out face-to-face between the teacher and the student simultaneously and in the same place. Teachers provide learning materials or conduct face-to-face learning in the classroom. Activities can take the form of group discussions in the classroom or direct practice in the field. The second is called virtual sync mode. In this learning environment, the learning process is simultaneous, but the teacher and student are in different locations. The learning process for this approach can be performed using synchronous learning technologies such as voice conferencing,

web-based conferencing, and video conferencing. The third mode is called self-managed asynchronous configuration. In this setting, the learning process is intended for individual students who perform learning activities independently. In other words, students are not limited by space and time. The fourth mode is known as a coordinated asynchronous mode. In this learning environment, students can explore learning resources on their own time and collaborate with others to understand the nature of learning resources, giving them more flexibility in the learning process. The collaboration space allows students to discuss, evaluate, and compare what they have learned from their learning resources. All of these explanations show that the teacher's role in the blended learning approach is to facilitate the student's learning process by providing independently accessible learning resources.

To explain the phenomenon under study in this research, the researcher uses behaviorism and constructivism as substantive theories. Behaviorism theory is used to explain the concept of synchronous learning, while constructivism is used to cover the concept of synchronous learning. The synchronous learning mode of blended learning is closely related to behavioral learning theory. The rationale is that the teacher controls the interaction in face-to-face discussions in this learning mode. In this learning model, the learning process is systematically designed using the time and learning activities set by the teacher. In addition, asynchronous learning activities relate to the learning concepts contained in constructivist learning theory. Learning activities enable students to study independently through teacher-created learning materials in an asynchronous environment. In this learning process, the teacher and the student do not meet in person, but the teacher acts as a facilitator to better understand the material the student is learning. When applying blended learning, teachers and students perform several learning phases.

According to Ramsay [15], student activities based on blended learning methods have three phases: information retrieval, information acquisition, and knowledge integration. The first phase is information retrieval, where students collect information and understanding related to the material or subject they are studying. In mixed learning-based learning, students choose a wider variety of information sources because the learning process combines different methods of providing materials, learning models, and technology-based media that can support student information retrieval. For example, when a face-to-face lesson is held, students can receive information from the teacher's direct lessons. Students also have access to information about learning materials learned through online learning resources created by teachers. The next step is information gathering. At this stage, students process the information they receive to gain new understanding and knowledge related to the material or topic under investigation. This process can be done by students individually or in groups.

For this reason, teachers instruct students to build an understanding of the material they are learning and to present the results of the understanding achieved, for example, by holding class discussions and presentations individually or in groups. The final step is the integration of knowledge. In this case, the student rearranges the information received to make it the student's knowledge. At this stage, the teacher can provide additional explanations for the material and correct any misunderstandings by the students.

Many studies have been conducted on using blended learning techniques in English classes. The first research was from Setyowati, Sukmawan, and El-Sulukkiyah [16] The

study looked at mixed learning of reading and writing activities in the EFL setting. This study explains the steps of essay reading activities in the English setting and what they entail. This study was conducted at PGRI Wiranegara University, East Java, Indonesia. The data collection included interviews, personal chat documentaries, and student essays. The data were then analyzed qualitatively. Results of the study show that students were initially hesitant and anxious about blended learning, but they soon became accustomed to it and could recognize the virtues of digital technology skills.

The second study was reported by Firdaus and Astutik [17] pertaining to the use of blended learning in teaching English at Sidoarjo Senior High School. This study employed a qualitative descriptive method. This study's objectives were to identify in detail the implementation of blended learning to ensure the teaching and learning process continues, especially in English learning. Two English teachers and two students from SMA Negeri 1 Porong served as the study subjects. The method used to collect data for this study was based on observations and interviews. The result of this study was indicating SMAN 1 Porong had successfully implemented blended learning, Especially for English lessons. The findings of this study did not clearly show what the study's objectives were; this could be seen from the lack of conformity between the research objectives and the findings produced during the research process. The data collection methods and techniques in this study were not able to show the validity of the data generated due to the data collection techniques and the respondents involved.

The third study review was written by Alfiyati [18]. The title of this study is The ability of EFL teachers to integrate ICT into blended learning classes for Indonesian vocational high school interns. In order to examine the readiness of Vocational High School English teachers to teach internship students by incorporating ICT in blended learning and the challenges they experience, this study used a survey approach. All 100 teachers of the vocational high school in Pasuruan Regency took part in the survey. The study's findings provide some information, including teachers are comfortable with the use of certain applications such as spreadsheets, presentation software, Internet and email, social media, and any other free application on the mobile phone. The respondents demonstrated a positive attitude toward using ICT. The similarity of this research with the research to be carried out by the researcher lies in the discussion topic. At the same time, the difference lies in the type of research conducted.

The last research report reviewed was written by Kusuma, Santoso, and Myartawan [19]. This research explored the influence of the Blended Learning method in a writing class. The design of this study is mix-method research, with the purpose is to explore the influence of the blended learning method on the teaching of recount text writing and examine students' perception of the implementation of the method. The data were collected by using pre-test, post-test, and open-ended interviews. The qualitative data were analyzed using an independent samples t-test, while qualitative data obtained from interviewing students were transcribed, categorized, and interpreted using interactive model analysis. The findings of this research demonstrate that blended learning is an effective method for teaching writing recount text for senior high school.

2 Methods

In this study, we used a qualitative approach by designing a case study. This study focused on understanding the phenomena associated with the practice of blended learning from the perspective of four English teacher study participants. This study followed the idea shared by Gay, Mills, and Airasian [20] that the goal of qualitative research is to seek a detailed understanding of the phenomenon based on the perception of the subject of study. This study design guided researchers to obtain comprehensive data to answer their research questions. In addition, this study focused on three substances: the reaction of English teachers to the policy of implementing mixed learning, the process of implementing mixed learning by English teachers, and the problems faced by English teachers during the implementation of mixed learning. This study was qualitative. The research topic was deliberately selected for a deeper understanding of a particular phenomenon, the subject of the study. The subject of this study was four English teachers from SMAN 1 Selong in East Lombok, Indonesia, in 2021/2022. Several reasons why this school was chosen:

a. During the transition period, the new regular school adopted a shift system that divides each class into two. Half meet at school, and the other half study independently at home.
b. Based on the results of preliminary observations by researchers, the schools selected supported educational institutions to carry out mixed learning. It's like having a device for proper internet access and blended learning.
c. The school provided training on using technology and implementing blended learning in the teaching and learning process.

To find out the answers to the study's questions, the first process was conducting an interview. To clarify the participants' perspectives, the researchers used a semi-structured interview with four English teachers at SMAN 1 Selong. Researchers have developed an interview guide in the form of a list of topics. The interview lasted about 40 to 50 min for each participant. Then, the participants were given an interview guide and informed consent prior to the interview. They were informed that the interview was not intended to reveal their mistakes. The interview was intended for research purposes only.

The second process was by observation. Collecting data was done directly by observing people and places on the research site. The observation was used to examine how participants conducted the teaching-learning process during classroom interactions. The last data collection was done by collecting documents of the study. In this research, the researcher requested relevant documents from the participants, such as teachers' lesson plans, students' exercise books (LKPD), Google Classroom, and the like. In addition, since the study process took place during the COVID 19 pandemic, the entire process of gathering information or data in this research was carried out by complying with the health protocol for COVID 19.

Finally, the data obtained for this research was analyzed through qualitative data analysis procedures. Further, the researcher used thematic analysis techniques to account for the phenomenon under investigation. In analyzing data through thematic analysis, this research followed the six steps of data analysis proposed by Braun and Clark [21],

i.e., (1) Familiarization with the data, (2) Coding the data, (3) Generating themes, (4) reviewing themes, (5) defining and naming themes, and (6) writing up the findings. The results of the data from the interview were transcribed, grouped, and sorted according to the emerging themes. The data were then triangulated with other sources of data. The researcher checked the consistency of every type of data. The relevant data were grouped into sub-themes until they were saturated.

3   Results and Discussion

3.1   Results

The present study yielded two different types of teachers' reactions regarding the policy to implement blended learning in school during the new normal situation. Of the four participants studied, three stated that they used blended learning in the learning process. Below are excerpts from the interviews.

> *"I apply blended learning to almost all materials and lesson plans—especially last year when we carried out distance learning. We apply Blended Learning because we cannot learn face-to-face, as usual, so we deliver all the material online. I use google meet because it does not take up too much quota." (RP1)*

> *"During the COVID-19 pandemic, the government recommended fifty-fifty learning, 50% using offline and 50% using online. This system is not what the teacher wants but the government's recommendation because during the Covid period, students and students are not allowed to do face-to-face in full, so like it or not, we also have to do blended learning, namely, there are offline classes, and there are online classes too." (RP2)*

> *"At the coming of new era positively because with blended learning teachers are directed to be more creative in innovating during the learning process. Now that is a bit of a hassle for students because they are now directed to study independently. We still keep on doing it as the condition permits." (RP4)*

> *"Unlike other teachers, the third participant (RP3) stated that she did not employ blended learning in the teaching-learning process. She explained that she did not have the background knowledge and skills to run blended learning. She explained her reason shortly, I do not use blended learning. I only gave additional assignments for homework, and that too was a normal homework assignment, not online. For example, students usually answer questions in a written text. If they must have an assignment, I usually give them a pen-paper assignment, not an online assignment." (RP3).*

Based on the classroom observations, the information from RP1, RP2, and RP4 about implementing blended learning was consistent with the data from the interviews. Data from the observations showed that the first respondent (RP1) used blended learning in three settings: virtual sync, live sync, and self-direct sync. On the other hand, the second respondent (RP2) and the fourth respondent (RP4) used two settings: virtual learning and lived synchronous learning. These participants provided the researcher

with several documents, such as Google Classroom, Learning Management System, Online Assessment Tools, and samples of online tests.

In addition, interview data showed that participants had different reasons for using the blended learning model. The three participants said the reasons for introducing blended learning were relatively similar. They used blended learning to comply with government directives. They expressed the good side of using blended learning. The first participant, RP1, said that

> *"Blended learning allowed her and her colleagues to employ many different learning resources in the face-to-face and virtual classrooms."* She explained this relation, *"In my class, students practice doing assignments as usual. We are getting used to using the facilities available on Google Platform; this is what keeps my classes interactive. Children can see the material we convey, and they can write down the answers they understand. There is a pretty good interaction process; only that online learning is bound to have problems. We try to minimize these obstacles."*

In line with this, the fourth participant (RP4) stated a similar statement *"I am not used to blended learning; I learn hard until I get used to it. Students tend to be more adaptive than us, but some love to learn face-to-face. This system's beneficial aspect is that"* if there are students who cannot take online classes, they can ask their friends what their assignments are that day. So basically blended learning makes students ready to learn anywhere.* Another positive aspect of blended learning was uttered by RP1 and RP4. These participants believed blended learning could improve teachers' ability to use technology as a learning medium. In this regard, RP4 stated that *"submitting learning materials and assignments became easy as teachers did not have to come and pick them up."*

Similarly, the learning sources, such as handouts, can be made virtually. "*With the Google platform, I can share the learning materials virtually. The learning platform has complete learning objectives, plots, reading materials, task training exercises, material explanations, Etc. Thus, they are instrumental and meaningful for the students."* In line with this, RP2 stated similarly about blended learning, *"Blended learning has motivated my students to learn English and enhances their creativity. Learning today is not like the old days. So that is the advantage with blended learning."*

Unlike her peers, the third participant, RP3, admitted that she did not use blended learning for two reasons. First, there was no clear policy to instruct teachers to implement blended learning. She thought the policy was optional, and teachers could adopt or reject the policy. Second, RP 3 considered that she felt more comfortable with face-to-face class meetings only. She thought she could not use an online platform for a class meeting because she had never had any training regarding blended learning. She said, *"I do not have any experience running Google Classroom or other platforms."*

Observational data show that teachers most often used a synchronous learning environment, both live and virtually synchronous. The learning process performed by the first respondent (RP1) showed that learning activities performed online are similar to learning activities performed offline. The blended learning settings used by the first respondent (RP1) were dominated by virtual sync settings combined with live sync. In

the main activity, the teacher explained the materials. The explanation lasted about 30 min, and there was a question and answer session between the students and the teacher. The last activity was carried out by giving students tasks related to the text discussed. The assigned task was taken from the distributed LKPD. For students who could not follow the learning process through Google Meet or attend class lives, teachers distributed materials via WhatsApp.

The offline meetings were not much different from that of online learning. Teacher-controlled activities are explained in the classroom or teacher-centered. Observation data from the first respondent (RP1) showed that asynchronous attitudes were not widely used in the classroom due to limited learning time. For offline activities, the teacher gave a more detailed explanation of the material previously taught in online mode. Asynchronous learning was used to share additional material through learning links and information resources.

The second participant (RP2) and the fourth one (RP4) also used the same activity. Synchronous learning mode was the mainstream learning process. The teacher approached the class with an activist approach. The teacher's story dominated the class. Therefore, students did not have the opportunity to explore asynchronous activity using internet resources. The teachers perceived they mainly used WhatsApp to send learning resources and student assignments. In addition, the data from the observation and documents study from the three respondents showed that the files sent in asynchronous learning settings were similar to the hard copy of the teaching modules and students' exercise book available in the school.

Despite some success, teachers also experienced problems and difficulties when implementing blended learning. Results of data analysis generated three significant problems faced by teachers, i.e., 1) the students have problems related to personal learning devices such as internet access, 2) students' low participation and lack of independence in blended learning through online learning, 3) lack of parental support, and 4) the implementation of blended learning was constrained by learning time that had not ideal.

The first problem regarding the use of technology, three participants stated that during the online, blended learning process, many students were unable to participate in the learning process due to internet data limitations and interference with the devices used. These issues occurred when the teacher performed virtual synchronous learning. The following two excerpts indicate the problem.

"I found many problems with blended learning. I had to be in front of the computer to serve my students. It is a bit tricky situation. Many of them asked questions about online platforms. I think students did not get used to the online learning platform because there is no training for them before" (RP2)

"Our trouble is….we cannot monitor students directly through cellphones, but with Google Meet, it is possible. However, it is not optimal because many children show their faces, but they cannot participate fully. In Google classroom, we can only post assignments, the same as in WA, but we cannot interact." (RP4)

The data from the observations show the same. Teachers struggled to manage the various abilities of students attending online classes. As a result, teachers had to re-explain or give additional information related to the same material when they had face-to-face classroom sessions. These teachers contended that some students had shown that they could not learn independently due to a lack of technical equipment or similar support. Some did not even participate in the learning process due to poor internet connection at home.

Additionally, participants informed that because of the lack of learning devices owned by students, the level of students' engagement in the blended learning was far from the expectation. Some facts were noted from the observation. In this relation, RP1 admitted, *"student attendance is not 100%. This happens due to economic constraints and lack of support from parents too. When we meet face-to-face in the classroom, we re-explain a little more about the material"* Similarly, RP2 commented that the implementation of blended learning in her school did not run quite effectively. In the same way, participant RP4 contended that students did not participate well in the classroom interaction. When the teacher delivered various learning materials such as videos or YouTube, they tended to be passive and did not engage in further conversation.

The data show that the subsequent problem was related to students' inability to adjust to the demand of learning independently. Results of observations indicate that students still demanded teachers' direction and explanation regarding the assignments given. Many of them even left teachers' online assignments undone. They said they preferred having copies of assignments for a face-to-face meeting. In this case, participant RP 2 stated that her students had difficulties adjusting to the blended learning mode's demand because they thought the blended learning was not real. Thus, she said, *"students seem to be unenthusiastic to learn English through online learning."*

The last problem is related to the weak role of parents in assisting students while studying. Participants RP 1 and RP4 explained students' low morale in participating in the blended learning due to the lack of support from their parents. The statement made by RP4 below represented participants' views about parental participation in the implementation of blended learning:

> *"The fundamental challenge is that there is assistance from parents when their children are studying at home. Many parents do not care. One day when the class started studying, I checked students' attendance. I called one of the students' names, but nothing happened. Later, I called him again and asked where he had been. He said his parents told him to go to the market. So, when students study from home, their parents think they are on regular vacation". (RP4)*

3.2   Discussion

The study yields those three respondents, RP1, RP2, and RP4 employed blended learning in the learning process, but one respondent, RP3, did not. In general, there were three reasons why three teachers employed blended learning: (1) meeting with government directives to implement blended learning; (2) the use of blended learning can motivate teachers to improve their IT knowledge and skills (3) the use of different learning media and learning resources can improve teachers' performance in sustaining the learning

process. Despite such positive results, the study found that one teacher who did not use blended learning due to (1) unclear instructions to implement blended learning, (2) respondents' preference to teach offline or face-to-face learning, and (3) participants felt that benefit of the blended learning process was simple, and therefore it was more easily understood by the students. It referred to the two major theories used for the current study, behaviorism, and constructivism. The findings indicate that the teachers employed the behaviorist and constructivist learning theories in running the blended learning. The two theories were included in synchronous learning and asynchronous learning. The synchronous learning model was shown in the learning mode where the teacher and students meet face-to-face, offline and online. The learning process was arranged in this learning mode as the theory suggested. The teacher directly controlled the students' learning activities. The teacher gave a series of instructions and exercises when the learning process was in progress; then, the teacher saw the student's response to the teacher's instructions. Through the process, the teacher directly evaluated the students' developments and problems when learning took place.

Conversely, asynchronous learning activities also took place during online learning. The asynchronous learning led students to learn independently through learning materials prepared by the teacher. Students received assignments and checked the online platform independently. In this case, the teacher's role was as a facilitator for students to understand or clarify concepts they had not yet known.

Further, this study adopted theory from Chaeruman and Maudiarti [14], who divided blended learning settings into four categories. The first mode was known as a live synchronous mode. In this setting, the teaching-learning process is held face-to-face directly between teachers and students at the same time and place. The activities could be in the form of group discussion and direct practice. The second set was virtual synchronous mode. In this study setting, the learning process was carried out simultaneously, but the teacher and the students were in different places. The learning process of this approach could be run with synchronous learning technology such as audio-conference, web-based conferences, and video conferences. The third model was a self-directed asynchronous setting. In this setting, the learning process was aimed for the individual students to carry out the learning activities independently. In other words, students were not limited by space and time. The last mode was known as a collaborative asynchronous setting. In this study setting, students did the learning process by collaborating with their peers. In the collaborative space, they could discuss, evaluate, and compare what they understand from the learning resources.

Another theory used in this study to look at blended learning in an ideal teacher organization is Ramsay's [15] theory. According to Ramsay [15], student activities based on blended learning methods had three phases: information retrieval, information acquisition, and knowledge integration. The first step was to find the information. When searching for information in mixed learning-based learning, students vary because the learning process combines different methods of providing materials, learning models, and technology-based media that can support student information retrieval. I was able to select various information sources. The next step was information gathering. At this stage, students process the information they receive to gain new understanding and knowledge related to the material or topic under investigation. This process can be done

by students individually or in groups. For this reason, teachers instruct students to build an understanding of the material they are learning and to present the results of the understanding achieved. The final step was the integration of knowledge. In this case, the student rearranges the information received to make it the student's knowledge. At this stage, the teacher can provide additional explanations for the material and correct any misunderstandings made by the student.

However, the blended learning used by the teacher could not be classified as ideal. The results of the data analysis showed that synchronous learning activities seemed more dominant than asynchronous learning activities. This was evident from the strong tendency of teachers to apply the principles of activist learning theory. Asynchronous learning performed by teachers was just a tool for providing educational modules that are also used in regular face-to-face lessons. The student did not allow the student to study independently. As a result, it is not possible to implement a series of processes of knowledge search, knowledge acquisition, and knowledge integration.

Furthermore, related to the problems teachers face in implementing blended learning, from the data analysis carried out, the implementation of online learning dominated the problems teachers face. In the implementation of blended learning, four general problems arise, including 1) the lack of learning devices such as internet access, 2) the lack of students' participation due to their dependence on teachers' assistance, 3) the lack of parental support, and 4) ample of constraints that teachers faced in implementing the policy of blended learning.

4   Conclusion

Results of the study show that teachers' responses to the policy of blended learning were bi-directional. Three participants implemented the blended learning model, while one teacher did not implement the policy. Further, the implementation of blended learning by the three English teachers did not succeed because all of these teachers focused their teaching and learning process on synchronous learning activities, whereas the asynchronous mode of learning was neglected. In general, participants of the study used conventional teaching methods which deemphasize students' participation. The study concludes that there are four problems that are faced by participants of the study when running the policy of blended learning, i.e. (1) the lack of online learning devices, (2) the lack of students' participation due to their dependence on teachers' assistance, (3) the lack of parental supports and (4) ample of technical constraints that teachers faced in implementing the policy of blended learning.

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