THE ROLE OF BLENDED LEARNING MODEL IN LEARNING FOR STUDENTS

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ABSTRACT
The COVID-19 pandemic past years is a big challenge for education worldwide because education has to be done virtually to stop the spread of the COVID-19. Diverse geographical conditions in Indonesia consisting of highlands, valleys, lowlands, mountains and some areas that are far away from cities make students difficult to connect to the internet and thus, virtual teaching is challenging. One form of learning that is able to develop independence student learning is blended learning, this learning model combines online and offline learning. This form of learning model enable students to learn effectively and efficiently, more easy access to teaching materials, and ultimately increase independence student learning because learning is done independently. This study concludes that blended learning can be considered as an efficient approach of distance learning in terms of students' learning experience, student-student interaction as well as student instructor interaction and is likely to emerge as the predominant education model in the future.
Keywords: Blended Learning; Language Learning; Learning Model

ABSTRAK
Pandemi COVID-19 beberapa tahun terakhir menjadi tantangan besar bagi dunia pendidikan karena pembelajaran harus dilakukan secara virtual untuk menghentikan penyebaran COVID-19. Kondisi geografis yang beragam di Indonesia yang terdiri dari dataran tinggi, lembah, dataran rendah, pegunungan dan beberapa daerah yang jauh dari kota membuat siswa sulit terhubung ke internet sehingga pengajaran virtual menjadi tantangan. Salah satu bentuk pembelajaran yang mampu mengembangkan kemandirian belajar siswa adalah blended learning, model pembelajaran ini menggabungkan pembelajaran online dan offline. Bentuk model pembelajaran ini memungkinkan siswa belajar secara efektif dan efisien, lebih mudah mengakses bahan ajar, dan pada akhirnya meningkatkan kemandirian belajar siswa karena pembelajaran dilakukan secara mandiri. Studi ini menyimpulkan bahwa blended learning dapat dianggap sebagai pendekatan pembelajaran jarak jauh yang efisien dalam hal pengalaman belajar siswa, interaksi siswa-siswa serta interaksi instruktur siswa dan kemungkinan akan muncul sebagai model pendidikan yang dominan di masa depan.
Kata kunci: Blended Learning; Pembelajaran Bahasa; Model pembelajaran

INTRODUCTION

The world two years ago is suffered by the COVID-19 pandemic, which causes serious health and death risks. To see the extent of the spread of the virus to other individuals, the World Health Organization (WHO) has imposed a health protocol for individuals to implement physical distancing (World Health Organization, 2020). The Indonesian government has made policies on education in emergency situations and study-from-home guidelines. According to the news on Kompas.com PSBB policy is contained in article 4 paragraph 1 PP 21/2020 which reads, "Large-scale social prohibitions include at least: school and work holidays; religious activity; and / or activities in public places or facilities ". The emergence of the Covid-19 pandemic has caused all learning activities in Indonesia which were previously face-to-face learning turned into online learning. Unfortunately, not all regions can access the internet due to various problems such as location, thus preventing people from doing distance or virtual learning (Prahmana et al., 2021).

Pratama and Mulyati (2020), Offline classroom has a challenge, namely the learning process is too short so that the delivery of the material is not carried out completely and optimally. Regarding learning problems in areas without internet connectivity or in remote areas, the Indonesian government has not provided the right solution, resulting in a loss of enthusiasm among students, students' families, and teachers (Irawan, 2020). Even though their environment is less supportive and accommodating, Students must continue their education and develop their abilities. But This leaves teachers and parents confused about how to remedy this situation, because it cannot be resolved unilaterally. Significant initiatives or concrete actions are needed by the government or other organizations to accurately address the problems of this sector. One way that can be done in places that do not yet have internet access is to create a learning model that uses other networks in the area (Friedman, 2020).

One of the learning models to facilitate students well is blended learning. Innes and Wilton (2018) explain that "The simplest definition of the term blended learning is the use of traditional classroom teaching methods together with the use of online learning methods for the same students studying the same content in the same course". Albiladi and Alshareef (2019) stated that blended learning is an instructional strategy in which face-to-face and online learning are combined by reducing the classroom study hours. Blended learning provides flexibility of place, time, and the choice of a more varied learning method. Teachers and students not only carry out teaching and learning activities with offline classes but can do virtual classes as well.

Blended learning is growing in popularity in higher education, leading to a shift in pedagogical approaches from one-way instruction to interactive student-

centred approaches with the support of technological modalities. It has been recognized that the benefits of Blended learning are manifold. Online interactions improve students' practical skills in terms of course technicalities (Wilson & Greig, 2017) and foster positive attitudes toward the use of interactions and satisfaction with interactive learning (Lee, 2017). Several studies have found that blended learning has a significant impact on students' learning and academic performance in different courses compared to traditional face-to-face classes (Shu & Gu, 2018; Vo, 2017).

Based on the statement above, this study will explain about the role of blended learning in learning for students. The researcher will formulate and find out about the implementation of the blended learning and also the effectiveness about the blended model learning for students on learning media. The researcher hopes this study can give contribution to many parties, as follows: As a prospective teacher, the result of this study can be used as a reference and knowledge as a determination for dealing with all forms of problems blended learning in the world of education in the future. Furthermore, It gives them experiences in implementation of blended learning model and It improves their understanding about the blended learning model is not only for online classroom but also give information about mix between offline and online classroom. Finally, the result of this study can be a source of information and references on things needed if they want to conduct the similar study.

RESEARCH METHOD

This research uses the *Systematic Literature Review* (SLR) method, with a descriptive qualitative approach to the search results of several studies. *Systematic Literature Review* (SLR) is a way of identifying, evaluating and interpreting all available research that is relevant to the question or problem of the topic under study (Yunanto & Rochimah, 2017). The research stages carried out are, article collection, article reduction and article review. The first step was to search for keywords "effectiveness of blended learning method". There were about 14,500 articles published in the past 5 years, including articles, proceedings, books, theses, and theses on the application of blended learning at various levels of education from elementary schools to universities and 48 articles were collected. The second step is to reduce the articles so that the literature review is in accordance with the topic contained in this article. The reduction carried out by researchers was to select articles and proceedings, articles from national and international journals, articles published from 2017 until this article was written, selection articles and proceedings that discuss blended learning in the world of education which is divided into several levels ranging from elementary school to university. The next step is to review the articles that have been collected and

reduced according to the specified criteria. In the article review stage, the researcher explained the role and implementation of blended learning in education and the effect of blended learning on students. Some of these steps are taken so that teachers, lecturers, and teaching staff can easily implement, develop and innovate with blended learning implement, develop and innovate with the blended learning model.

DISCUSSION
Blended Learning
Definition of blended learning

The simplest definition of the term blended learning is the combination of traditional classroom teaching methods and online learning for the same students studying with the same content in the same course. Learning can take place in different modalities, often distinguishing between face-to-face classroom instruction and virtual learning, as well as asynchronous and synchronous learning (Chaeruman, Wibawa, & Syahrial, 2018). There are also blended programmes, in which students study some courses in face-to-face classrooms and other courses are delivered fully online.

In other words, blended learning is a term applied to the practice of providing instruction and learning experiences through some combination of both face-to-face and technology-mediated learning. During the technology-mediated components of these learning experiences, students are not required to be physically together in one place but may be connected digitally through online communities. According to Yene (2020) stated blended learning is a mixture of e-learning and multimedia technologies, such as video streaming, virtual class, online text animation combined with traditional forms classroom training.

According to Dwiyogo (2021, p.19) mentions that the Blended Learning model is a learning that mix face-to-face learning with online learning that uses technology as a medium to achieve the learning objectives that have been set. Furthermore, for instance, one blended learning course could involve students attending a class taught by a teacher in a traditional classroom setting while also completing online components of the course independently, outside of the classroom, on an online learning platform.

Classroom instruction time may be replaced or augmented by online learning experiences, and online learning can include varying degrees of interaction or just time alone in independent study and learning activities. However, in a quality blended learning experience, the content and activities of both in-person and online learning are integrated with one another and work toward the same learning outcomes with the same content. Learning outcomes are changes in individual behaviour which includes the cognitive, affective, and

psychomotor domains. This change in behaviour is obtained after students complete their learning program through interaction with various learning resources and learning environments (Rusmono, 2017). The various learning experiences are synthesised, complement each other, and are planned or orchestrated to run in parallel.

Blended learning is sometimes called hybrid or mixed-mode learning. Ana Sutisna (2016) suggests that Hybrid learning is a learning method that combine two or more methods and approaches in learning to achieve learning process goals. These systems of instructional design use many types of teaching and learning experiences and vary in design and implementation across teachers, programmes and schools. The potential variations of mixed-mode learning are virtually endless; a good way to get a sense of the range of possibilities is to consider some examples:

- In one school, several teachers held mixed classes in their respective classes. On the one hand, the entire program decided to make blended learning an educational option for all students; All teachers work together to learn and manage to teach in one integrated teaching system.
- Video-recorded lectures, live stream videos, and other digitally enhanced learning opportunities may be a student's primary classroom communications with other students and the teacher. In some cases, students may work on online lessons, projects, and assignments independently at home or elsewhere, meeting with the teacher only occasionally to assess progress, discuss their work, ask questions, or receive help with difficult concepts. In other cases, students spend all day in a traditional school class, but spend more time online and working independently than being taught by a teacher.

The Implementation of Blended Learning

Online learning is known to emphasize Internet-based courses provided synchronously or asynchronously with the use of different devices. Students can be offered the possibility of anywhere, anytime learning and interacting with instructors and other students (Singh, V., & Thurman, A., 2019). While a synchronous learning (Offline Learning) environment is structured for students and teachers to attend live lectures with real-time social interactions and instant responses (Littlefield, 2018), asynchronous learning is established to learn indirectly with the independent learning approach. Blended learning could be divided into three complex models;

The first model, blended presentation and interaction, has classroom engagement as its primary component, with support from out-of-class, online exercises. The flipped classroom or *flipped curriculum* approach is a common example of this model, with students viewing podcasts or other online resources

independently, followed by classroom-based tutorials or seminars for group learning based upon these resources.

The second is the *blended block* model (sometimes called a *programme flow model*), in which a sequence of activities, or "blocks," is structured to incorporate both face-to-face learning and online study, usually with consideration for both pedagogical goals and practical constraints. For example, a course for geographically distributed learners or working professionals may have limited opportunities for classroom-based learning and therefore begin with a block of intensive face-to-face sessions, followed by blocks of online study and collaboration through online tutorials, possibly followed by a further block of face-to-face learning or group presentations.

The third model is fully online but may still be considered blended if it incorporates both synchronous learning (for example, online tutorials) and asynchronous activities (for example, discussion forums). Thus, blended learning covers one or more of the following three situations:
- Combining instructional of modalities (or delivery media).
- Combining instructional of methods.
- Combining online and face-to-face of instruction.

Before conducting this paper, the researcher looked for several studies previous ones whose themes intersect and are relevant to the current research carried out by researchers, namely those related to the implementation of Blended Learning and Distance Learning Implementation (online). Some of these studies are as follows:
- The implementation of blended learning based on the previous study with the title "Adaptasi Blended Learning di Masa Pandemi COVID-19 untuk Pembelajaran Bahasa Inggris di Sekolah Dasar" conducted by (Susanti & Prameswari, 2020), Result of this research During distance learning all the students do the online learning. Then the teachers must find the new ways of teaching to deal with this pandemic covid-19 problems, and also the parents of students as much as possible can supervise and facilitate their children in their online learning needs.
- The implementation of blended learning based on the previous study with the title "Membangun Kemandirian Belajar Mahasiswa Melalui Blended Learning Di Masa Pandemi Covid-19." conducted by (Yuliati, 2020),Result of this research Blended Learning becomes one of the learning models that can develop independence student learning, because Blended-based learning can combines online and face-to-face learning. Based on in his study, blended learning is effective for improving independent student learning and can be used as an alternative learning during the Covid-19 pandemic in increasing independence study.

- The implementation of blended learning based on the previous study with the title "Analisis Keefektifan Pembelajaran Online di Masa Pandemi Covid-19" conducted by (Dwi, 2020), Results of this research shows that online learning that is carried out during the pandemic it is considered less effective, due to limited facilities and infrastructure as well as the unpreparedness of technology education. By seeing The research description above shows online learning in the future pandemic is not effectively used, it is hoped that research on this implementation of Blended Learning can be a reference model lessons that can be implemented, especially during a pandemic.

- The implementation of blended learning based on the previous study with the title "Implementasi Blended Learning Dalam Program Pendidikan Jarak Jauh Pada Jenjang Pendidikan Menengah Kejuruan" conducted by (Mughni, 2018), Result of this research shows that the implementation of Blended Learning includes learning planning activities, learning implementation, and Learning evaluation. In this research, several factors were also found inhibitor and supporter of learning. The research focuses his research on 4 aspects of learning, such as: planning, implementation, evaluation, and inhibiting and supporting factors of Blended Learning.

Based on those studies, in general there has been many previous studies discussing the implementation of Blended Learning. The application of Blended Learning tends to be popular among university academics, senior high school, only a few have been applied at the previous school level. The purpose of this study with previous studies, namely to find out and examine various conditions and research situations from the application of blended learning. This research focuses on the implementation of blended learning in distance learning and becomes a learning reference in the new normal era by looking at previous study on the implementation of distance learning (online) which is considered to be ineffective, especially during this pandemic.

The Effectiveness of Blended Learning

According to Owston (2019) stated that both in-class tutorials and online lectures were perceived to have higher overall satisfaction compared to blended learning. Hong (2018) and Vo (2020) reported that learning effectiveness of blended learning varied depending on the type of knowledge being taught and the social presence of instructors. Rasheed (2020) explained that the effectiveness of blended learning from two perspectives. From perspective of the students, they may lack the self-regulation competence to handle the demands of blending learning. From the perspective of the instructors, they may not be provided with adequate tools and resources to design and develop the required course materials for blended learning. These studies advocated that further investigation on blended learning is needed.

Furthermore, Based on the previous study conducted by (Wei et al., 2017) conducted a three-month quasi-experiment in which the traditional in-class instruction and blended learning were compared, and found the latter group reported higher achievements. Zhang and Zhu (2018) also reported that students in blended learning groups had better academic performances than those in traditional face-to-face learning mode. Sahni (2019) found that students in blended learning groups tended to have higher learning achievements and were more motivated.

Zou (2020) identified that a blended learning of online materials was more effective in encouraging students' collaboration and interaction for active learning. Through a quasi-experiment design, Thai (2020) found that students in blended learning performed better than pure online learning, and also reported a higher perceived flexibility. Based on previous study conducted by (Susanti & Prameswari, 2020), The researchers used the media Google meet and Google classroom, from the results obtained students can interact directly with other students and also with their teachers online.

Based on the previous study statements of the experts above, for creating an effective blended learning environment means making appropriate choices and overcoming the challenges that come with the use of technology. The following challenges and recommendations were identified in recent study on teacher perspectives, conducted by Athabasca University and the Commonwealth of Learning (Cleveland-Innes, Ostashewski, Mishra, Gauvreau, & Richardson, 2017);

Technology access: A critical first step is to know which resources are available to your students. Is there limited bandwidth, unreliable Internet connectivity, or lack of devices as laptops or smartphones? Once you are clear about access, you can choose learning activities with the technology in ways that allow all to participate.

- Design: Creating the appropriate in-person and online activities means designing courses with the pedagogic principles of both and integrating technology in a way that supports meaningful learning.
- Safety and security: Create awareness of cyber-malice and ensure security interventions against unethical learning practices, academic dishonesty, identity theft and bullying are in place.
- Skill development, support and training: Both students and instructors must have technological literacy and competence with technology applications.
- Motivation: Students need adequate motivation when engaging in a wide range of often shifting learning modalities, some of which may require significant skill development.

Characteristics of Blended Learning
The CABLS framework

Wang (2015) CABLS framework addresses six dependent parts of a blended learning system. The framework offers a transparent read of the six subsystems (teacher, learner, institution, learning support, technology, and content influence the blended learning environment) that interact with each other in an exceedingly blended learning setting (Wang et al., 2015). These subsystems operate as dynamic units instead of silos of isolation (Wang et al., 2015). The CABLS will offer stakeholders a higher understanding of the various parts of blended learning which can facilitate build the method a lot of effective (Wang et al., 2015). This framework will function a inner spirit to drive blended learning analysis and institutional adoption of cohesive blended learning environments.

Table 3.1.
The six elements of the CABLS framework

LEARNERS	The learner's role changes or adapts when the learner first joins or is new. Elements and methods in the system. Most importantly, well-researched changes from passive learners to active learners. This is the key to supporting and training lifelong learners. Traits identified as important in a 21st century society.
TEACHERS	Teacher roles are also new in mixed environments and evolve with students Both work together and adapt to each other and to the other her four elements of the system. There is an assumption that teachers who practice blended learning adapt to pedagogy. Suitable for blended learning as well as learners preparing to tackle learning increase productivity in a 21st century society characterized by diversity. These "teachers" are identified by new designations such as moderators, mentors, and advisorsand moderator
CONTENT	Subject matter continues to have a significant impact on the delivery of learning content. Content refers to the topic and the material elements used to engage the learner in the process of working on that topic. Interactive, dynamic and media-rich materials available online create opportunities for teachers and learners to add content before, during and even after the class experience. Dynamics between learners, teachers, technology, learning aids, and educational institutions influence content selection and use. This complex engagement of multiple learning modes influenced by many factors provides opportunities for deep content learning
TECHNOLOGY	Technology generally refers to the devices or mechanisms that enhance the human ability to get things done, the creation and use of technological means, and their interrelationship with life. New technologies are tested and adapted for new uses or discarded if they have no significant value. Learning technology requires new roles for learners and teachers, and new ways to access and work with content. Many there is research on technology for learning in many environments with different learner groups, leading to a wide range of results. Much testing and research is still needed to determine the application, challenges and outcomes of learning technology. In this

	paradigm, technology must be viewed as part of the system. Blended learning where all elements are related.
LEARNER SUPPORT	Helping learners master content and become effective learners should be part of education. This framework includes learning support, highlighting the development needed to become a competent blended learner and the ongoing support needed when systems are complex. Support may include technical troubleshooting, access to materials, learning how to communicate effectively online, and all other customary support services for understanding content and tasks. In addition, online learning has a certain level of independence, and once mastered, it has lifelong benefits. However, it requires a framework of support from different learners. For Wang et al. (2015) learner support means "academic support focused on helping learners develop effective learning strategies, such as tools to address specific learning tasks".
ISNTITUTION	Just like classroom learning requires fixed-installation buildings, desks, lighting, and other accessories, blended learning requires technological infrastructure and a digital janitor. Institutional support is a necessary, if not sufficient, condition for successful blended learning.

The aim of the CABLS framework is to "provide a deeper and more precise understanding of the dynamic and adaptive nature of mixture learning" (Wang et al., 2015). This system approach allows novices in blended learning to consider important interaction components when creating and delivering a blended learning course or program.

Seven Blended Learning Structures

There are many factors to consider when choosing how to combine face-to-face and online teaching and learning activities. In some cases, most interaction between students and teachers and the provision of in-person instruction takes place directly in the classroom, while materials and additional activities are provided online. Also, most of the classroom activities take place online, with infrequent face-to-face meetings to help solve problems and build community. Some hybrid arrangements allow students to choose which activities to complete online and which to do in the classroom.

Ideally, blends are personalized so that each individual student can use the blend that best suits their age, situation, and learning needs. These are called a la carte models. Students choose to take courses entirely online or entirely face-to-face, and when designs are available, when to attend face-to-face classes, when to watch videos, download reading materials, and more. Choose a mixed course, complete assignments online or choose.

This type of personalization is not always available. Most importantly, students should be able to function well as learners in either single-mode or mixed-mode teaching methods, even if they are not in their own preference or optimal situation. Teachers are valuable coaches who help students cope with any

learning situation. It is the teacher's and learning designer's responsibility to provide the best mix of activities for the subject matter, learner needs, and curriculum requirements. Not all unique and interesting mixed learning designs are one-size-fits-all.

Below are seven sample configurations of blended learning activities, offered by O'Connell (2016) for you to consider for your teaching situation. These examples of blended learning are drawn from higher education but can be shaped to fit any teaching and learning situation.

- Blended face-to-face class: Also sometimes called the "face-to-face driver model," the blended face-to-face class model is based in the classroom, although a significant amount of classroom time has been replaced by online activities. Seat time is required for this model, while online activities are used to supplement the in-person classes; readings, quizzes or other assessments are done online at home. This model allows students and faculty to share more high-value instructional time because class time is used for higher-order learning activities such as discussions and group projects.

- Blended online class: Sometimes referred to as the "online driver model," this class is the inverse of the blended face-to-face class. The class is mostly conducted online, but there are some required in-person activities such as lectures or labs.

- The flipped classroom: The flipped classroom reverses the traditional class structure of listening to a lecture in class and completing homework activities at home. Students in flipped classes watch a short lecture video online and come into the classroom to complete activities such as group work, projects or other exercises. The flipped classroom model can be seen as a sub-model of the blended face-to-face or blended online class.

- The rotation model: In this model, students in a course rotate between various modalities, one of which is online learning. There are various sub-models: station rotation, lab rotation and individual rotation. Some of these sub-models are better suited to K–12 education; station rotation, for example, requires students to rotate between stations in the classroom at an instructor's discretion. Others work well on a college campus; the lab rotation model, for example, requires students in a course to rotate among locations on campus (at least one of which is an online learning lab). In the individual rotation model, a student rotates through learning modalities on a customised schedule.

- The self-blend model: While many of the blended learning models on this list are at the course level, self-blending is a programme-level model and is familiar to many college students. Learners using this model are enrolled in a school but take online courses in addition to their traditional face-to-face

courses. They are not directed by a faculty member and choose which courses they will take online and which they will take in person.

- The blended MOOC: The blended MOOC is a form of flipped classroom using in-person class meetings to supplement a massive open online course. Students access MOOC materials — perhaps from another institution or instructor if the course is openly accessible— outside of class and then come to a class meeting for discussions or in-class activities. In 2012, according to Campus Technology, San Jose State University piloted a blended MOOC using MIT's Circuits and Electronics course, with students taking the MOOC out of class while face-to-face time was used for additional problem solving (LaMartina, 2012).

- Flexible-mode courses: Flexible-mode courses offer all instruction in multiple modes — in person and online — and students choose how to take their course. An example of this is San Francisco State University's hybrid flexible (HyFlex) model, which offers classroom-based and online options for all or most learning activities, allowing students the ability to choose how they will attend classes: online or in person (Beatly, 2016).

The blended learning is a model that mix traditional learning (face to face) with online learning. Based on the previous study conducted by (Istiqomah, 2021), the characteristics of blended leaning such as:

a. Learning that combines direct learning (face to face), independent learning, and online learning (online).

b. The role of teachers and parents is very important in carrying out learning because the teacher is a facilitator for students in delivering learning material while parents are supporters in providing impulse and encouragement to students during the learning process.

c. The learning resources are accordance with face-to-face learning materials and their application is based on virtual learning, as well as a comprehensive sight of today's rapidly developing technology to support the learning process.

d. Parents should be able to operate current technology-based learning media so that they can support students in conducting virtual learning during the COVID-19 pandemic past years.

The Purposes of Blended Learning

The purpose of the blended learning is to help educators and students for the development of learning to be even better according to with the learning style used previously. Based on the previous study conducted by (Maulana, 2020) explain the purpose of blended learning is to help students to improve their ability when learning is adapted to their learning style, opportunities provided for teachers and educators who can do it themselves, contain of benefits, growing

steadily, and the schedule is more flexible for students with integration of this learning system. Face-to-face classes make students more active and interactive. On the other hand, students' online classes are served content that is full of knowledge that students can access anywhere.

Advantages and Disadvantages of Blended Learning

The advantages and disadvantages of the blended learning model have a positive side and a negative side in the learning model because every learning model that is applied or used by the teacher must have good and bad values. Based on the previous study conducted by (Kusniasari, 2021; Maulida, 2020) mentions the advantages of blended learning, namely students are more flexible to learn independently with the material that has been provided online, students can make discussions with teachers or other students without having to wait face to face in class, teaching and learning activities can be managed and controlled by the teacher, materials can be added with available internet facilities, teachers can ask students to take quizzes, provide feedback, the test results can be used, and students can exchange files with each other.

Furthermore, Based on the advantages mentioned above, there are also disadvantages of blended learning. According to Maulana (2020) and Hima (2017) mentioned the disadvantages of blended learning, namely the variety of media that used, so that if the facilities and infrastructure do not support it will be difficult to set up, in fact this blended learning model really needs access internet, if the network is not stable then students will find it difficult to follow learning if it is done online, people still do not understand how to use technology, and the facilities that students have are not evenly distributed such as the internet or gadgets.

Table 1.
Advantages and Disadvantages of Blended learning.

Advantages	Disadvantages
The material is read and studied before learning begins, students are free to study independently with the material that has been provided online	The variety of media used, so if the facilities and infrastructure do not support it will be difficult to implement.
Students can have discussions with teachers or other students without having to wait face-to-face in class.	The facilities that students have are not evenly distributed such as the internet or computers.
Students who study outside of face-to-face hours, teachers can control and manage	The community, teachers, and students or parents still do not understand how to use technology.
Materials can be added with available internet facilities	The lack distribution of the internet network makes it very difficult to carry out the learning process with this model.
Teachers can ask students to take	Sometimes lost communication due to poor network

quizzes, provide feedback, and test results can be used, students can exchange files with each other.	quality.

CONCLUSIONS

In summary on the results of the analysis above, the researchers can conclude that the blended learning has the explanation. Thus blended learning model is a learning model that mixes face-to-face learning with online learning. The implementation the blended learning, it can help the learning process delivery of teaching materials is easier and more fun so that students participating in learning does not feel bored and can also help educators in the delivery of material either directly or indirectly.

Blended learning has many benefits that must be developed in the world of education. The blended learning model make students' learning motivation increase because with this type of blended learning is very helpful for educators in provide learning materials for students. In the learning model this type learning has advantages and disadvantages that must be considered by the teacher before delivering the subject matter. The advantage of the blended learning model is that the role of educators and parents is very important It is important to monitor the progress of your child. Meanwhile, the disadvantages is the learning media needed is very diverse so that if the facilities and infrastructure are not adequate it will difficult to apply blended learning model.

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