

THE ANALYSIS OF STUDENTS' PERCEPTIONS IN HYBRID CLASSROOM USING LEARNING MANAGEMENT SYSTEM (LMS)

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Abstract

This qualitative descriptive case study delves into the perceptions of students regarding the utilization of a Learning Management System (LMS) in a hybrid classroom setting and elucidates the challenges encountered by students while using the LMS. The research involved five junior high school students selected based on specific criteria and characteristics. Employing observation and interviews as the primary instruments, the study unfolded in distinct stages. The findings revealed varying perceptions among the students, with three displaying a positive outlook toward the use of LMS in hybrid classes, while the remaining two exhibited a negative perception. Challenges identified encompassed a lack of enthusiasm in engaging with both online and offline learning through the LMS, intermittent connectivity issues, tight deadlines, and difficulties in comprehending the instructional content delivered via the LMS.

Keywords: Perceptions, Learning Management System (LMS), Hybrid Learning Media

I INTRODUCTION

Technology has evolved into an integral component of education, fundamentally reshaping conventional teaching methods. The onset of the pandemic marked a profound transformation in education, swiftly transitioning from traditional approaches to digital platforms. This shift propelled emerging technologies to rapidly augment the responsibilities of educators, elevating the significance of technology as a defining attribute for 21st-century teachers.

A teacher must always be on the lookout for novel methods to communicate information in class. Both in terms of classroom teaching methods and approaches. It is because, throughout time, technology has grown in popularity among the general population, particularly among young learners who are glued to social media. In this scenario, teachers are challenged to develop novel teaching approaches that would pique students' interest in learning English. According to Masri et al. (2007), teaching is a complicated process impacted by a number of elements, including quality instruction, student intellect, abilities, and interests, as well as motivation, school, home, and parental encouragement. Teaching junior high school students who are just starting English is not the same as teaching students who already know the foundations of English since they have a different perspective. They are not the same as pupils who have mastered the fundamentals of English, thus the method of instruction must alter as well, such as the use of technology in the classroom.

According to Pratama (2012), Gen Z, often known as the internet generation, is a young generation that is maturing and flourishing with significant freedom in digital technology. Technology may help students become better participants, and it can also help idle students become active learners. Students in junior high school can select between conventional and online games. Today, mobile phones, laptop computers, and other types of technology are widely used. As a result, people are beginning to develop and build various sorts of apps with various goals, such as Google Classroom, Edmodo, Open Learning, Schoology, and SEVIMA. Some of the programs mentioned above are Learning Management Systems (LMS) that strive to deliver information and teachers in class.

According to Alias and Zainuddin (2005), learning management system (LMS) is a type of software or web-based system that is used to design, implement, and evaluate a learning process. In most cases, a learning management system enables a teacher to design and distribute material online, track student involvement, and analyse student achievement. Since COVID-19 has spread throughout the country, Learning Management Systems (LMS) have become popular in education systems, such as in Indonesia, because they can assist many teachers in providing their classes and students. Students do not have to worry about missing a class or forgetting their notes because they can learn whenever and wherever they want with an LMS. Furthermore, the use of LMS in a learning class does not imply that we abandon the traditional method of teaching.

Furthermore, the researcher merged it into a hybrid class so that, in addition to dealing with COVID-19, it can also encourage students to study in class, and all they need to prepare for LMS is a

laptop or mobile phone and a stable internet connection. Using the example above, if there is an application that can be used not only for pleasure but also as a learning tool if we put some learning material in it, we may grab students' interest by emphasizing on learning. Based on this, the researcher uses a learning management system (LMS) in a hybrid class at school to discover the students' perspectives and challenges.

The researcher hopes that this study will be useful both theoretically and practically. Through theoretical means, the researcher hopes that this type of method will provide useful information for the school and will serve as a reference for teachers teaching in hybrid classrooms. The findings of this study can be used as a reference and evaluation tool for teachers when implementing a learning management system in a hybrid class. Finally, future researchers can expect this research to generate information, knowledge, and new insights in the field of education, particularly in English, that can be implemented in the future.

II LITERATURE REVIEW

2.1 PERCEPTIONS

When it comes to observing the same item (object), everyone has a different point of view. This difference of opinion will be accompanied by divergent behaviour or conduct. Perception is the term used to describe this point of view. Perception is what determines how a person perceives the world. Furthermore, according to Kotler (2013), perception is the process by which we select, arrange, and translate sensory information to create a picture of the world that represents something. Meanwhile, perception, according to Guspa and Rahmi (2017), is essentially a human interpretation process that everyone goes through when interpreting information about the world, whether through sight, hearing, emotions, or scent.

Perception, according to Walgito (2003), has three components: 1) Cognition, which is concerned with all points of view, expectations, ways of thinking/gaining knowledge, and past experience, including everything gleaned from data from independent opinions; 2) Affection: This aspect is concerned with the personal emotional states of certain objects, as well as everything related to the evaluation of good and bad based on one's emotional factors. 3) Conation: The aspect of conation concerns the motivation, attitude, behaviour, or activity of an individual according.

According to Gibson et al., as cited in Rahmatullah (2014), there are two factors that influence perception: 1) Internal elements that influence perception are essentially internal factors such as physiological attention, interests, needs, emotions, experiences, and memories. 2) External factors influencing perception include aspects of the environment and the objects within it. Elements can alter one's perception of the world and influence how they feel or accept it. Extrinsic factors that influence perceptions include the colour of objects, the stimulus, the uniqueness and contrast of the stimuli, the intensity and power of the stimulus, and the stimulus's movement.

2.2 LEARNING MEDIA IN TEACHING

According to Siregar et al., (2019), technology and learning are inextricably linked; they must coexist peacefully. E-learning is one approach to using technology for both instructors and learners; therefore, blended learning should be implemented in learning activities and using technology as a media. Furthermore, Arsyad (2002) defines media as any type of intermediary used by humans to disseminate or propagate ideas, ideas, or viewpoints so that the ideas, ideas, or viewpoints put forward reach the intended receiver. Media, according to Karo and Rohani (2018), is anything that can be caught by human perception and serves as an intermediary, medium, or instrument in the communication process (teaching and learning process). The term media is derived from the Latin word *medius*, which means middle, intermediate, or beginning. In Indonesian, the term medium means "between" (expressing one's point of view) or "in the middle" (stating size). Media, in general, refers to anything that serves as a vessel, instrument, or means of communication. In conclusion, media is defined as an intermediary or introduction instrument used to convey messages or information from a source to the intended audience.

Asyar (2012) defines the term "learning media" as "everything that might transfer or spread messages from sources in a planned manner, such that there is a favourable learning environment where the recipient can carry out the learning process effectively and efficiently." Meanwhile, Djamarah (2010) defines learning media as "any medium that can be used as a message distributor to achieve learning goals." Then, learning media, according to Arsyad (2011), is a tool that can help students learn

both inside and outside of the classroom. It is also a component of learning resources or physical vehicles in the student environment that hold instructional information and can motivate students to study. As a result, because learning is a communication process that occurs within a single system, learning media play an important role as a component of the learning system. Communication does not occur without the media, and the learning process, like communication, does not function efficiently. Media learning is an important component of the learning system. Based on the foregoing, learning media is defined as anything that can channel messages and excite students' minds, feelings, and will. As a result, it can aid in the development of the learning process in the classroom.

2.3 HYBRID LEARNING

Hybrid learning is an educational design method that combines online learning with teaching in a physical classroom, similar to traditional face-to-face schooling. Hybrid learning, according to Hendrayati and Pamungkas (2013), is a method that combines innovation and technological progress through an online course with engagement and collaboration from traditional teaching models. Surjono (2010) defines hybrid learning as teaching that integrates all methods of learning, such as online, live, or face-to-face. Furthermore, Bibi and Jati (2015) define hybrid learning as the result of a combination of face-to-face learning approaches and internet sources. Sutisna (2016) defines hybrid learning as a learning technique that combines two or more learning methodologies and approaches to meet the goals of the learning process.

According to Thorne (2003), hybrid/blended learning combines face-to-face instruction in a traditional classroom with online learning that can be accessed at any time and from any location. Another type of blended learning is a virtual conference between instructors and students. Where they permit students to be in a separate location while making comments, asking questions, answering, interacting with educators, or interacting with other students. Bersin (2004) defines hybrid/blended learning as the combination of various training media (technology, activities, and event types) to create an optimal training program for a specific audience. The term blended refers to traditional instructor-led instruction supplemented by other forms of electronic media. The definition of blended learning approach makes use of several different types of eLearning and may be supplemented with instructor-led instruction in other live formats. According to Ali Massoud et al. (2011), hybrid or blended learning is simple in theory but complicated in practice. Because it combines traditional learning with internet-based learning, hybrid learning, also known as blended learning, is simple to implement.

Hybrid learning, also known as blended learning, is a synthesis of various approaches to learning. As a result, blended learning can be defined as a learning strategy that combines two or more learning approaches to achieve the learning process's goal. One example is the use of web-based learning in conjunction with face-to-face learning methods. Blended learning is also known as hybrid learning or blended learning. As a result, hybrid learning is defined as learning through a combination system of learning methods that includes online or online methods (outside of class) and direct meeting methods for several hours (inside class).

2.4 LEARNING MANAGEMENT SYSTEM (LMS)

A learning management system, according to Ellis (2009), is an operating system used for administrative purposes, documentation, reporting activities, teaching and learning activities, online activities, and e-learning and training materials, all of which are done online. Moreover, A learning management system (LMS), according to Riyadi (2010), is software that is used to create web-based online lecture materials and manage learning activities and their outcomes. A Learning Management System (LMS) or Course Management System (CMS), as defined by Amiroh (2012), is a software program used by educators, including universities and schools, as an internet-based learning media. Then, according to Mahnegar (2012), a Learning Management System (LMS) is a program or application that is used to manage online learning and includes material, placement, management, and evaluation.

According to Jöns and Hoyler (2013), a Learning Management System (LMS) is a technology platform for managing, documenting, administering, delivering, and serving academic training course programs. LMS appears to be a name for a learning management system that employs software to aid educators and students in their learning. The learning management system (LMS) serves as a medium for delivering course materials, connecting students to relevant online resources, providing homework and tests, facilitating dialogue and interaction between instructors and learners, conducting assessments, and fostering cooperation and communication in an online learning environment (Jansen et al., 2020).

According to Zohreh et al ., (2023) Six categories were used to group metacognitive learning management systems (LMSs): learning tools, administrative tools, collaboration and communication tools, assessment tools, course material development and distribution tools, and SRL AI technologies. Group tools, synchronous and asynchronous communication tools, and interactive learning environments are examples of collaborative and communication tools. Group tools facilitate synchronous and asynchronous communication, giving students the chance to collaborate, foster critical thinking, and share ideas.

III METHOD

In this study, the researcher used a qualitative descriptive case study research approach to describe existing phenomena in a natural setting, with a focus on features, quality, and interrelationships between activities. According to Moleong (2007), qualitative research is research that aims to understand the concept of what the subject research experiences holistically and through description in the set of speech and language, in a specific natural context, using various natural methods. Case study technique, according to Walgito (2010), is a method for studying and investigating an event or phenomenon involving an individual, such as a person's life history. Case study research required a large amount of information as well as data integration. This study used the case study technique because it allows for a detailed, in-depth examination of a specific instance or phenomenon, providing insight into complex real-life situations. According to the description, the researcher intended to use a qualitative descriptive case-study research technique because it is appropriate for the scope of the research, which was to examine students' perceptions of using the recommended media to determine how far their English language abilities could progress.

This study focused on a group of junior high school students. Concerning which class to investigate, the researcher looked at 5 students in 8th grade who had characteristics such as one student with a high score, two students with a middle score, and two students with a low score. The score was chosen from their most recent English score. The standards for the five pupils are determined by their English language exam results. Following their selection, an interview was extended to the five students. In an environment free from intervention, the interview was conducted utilising a semi-structured format. Subsequently, the interview transcripts were decrypted and thoroughly examined.

Data analysis is a method of converting data into information in order to make the features of the data easier to understand. It is also useful for finding answers to research-related issues. Data analysis can also be defined as an action performed to convert research data into knowledge that can then be used to reach a conclusion. The information gathered from the interviews was manually transcribed for analysis. and after that underwent a thematic analysis. Through this procedure, a number of themes may be determined, allowing researchers to analyse the data and produce a number of study results.

IV DISCUSSION

During the observation, it was discovered some components of the students' use of the LMS were weak, namely in the areas of student activities and student creativeness. In terms of student activity, it was discovered from the research finding that some students lacked the ability to examine the content supplied by the teacher, to uncover the essential concepts of the material taught, and to challenge the ideas transmitted by others during online learning. This also occurred in terms of student creativeness; observations revealed that some students were not engaging in the learning activities carried out and were not making the most use of their time in learning activities that took place utilizing the Learning Management System media.

However, there are students that are excellent in both student activities and student creativeness during the observation, such as asking questions rigorously, coming up with suggestions for the topic being given, and questioning the perspectives of other students. These students can also grasp the essential skills, are more serious about learning activities, and can make the greatest use of time while online and offline learning with an LMS is taking place. The preceding was then reinforced by the findings of interviews performed by researcher with five students about the use of LMS.

Some of them, student A, student B, and student D, indicated that the usage of LMS was not excellent and that it was difficult to grasp the content supplied by the teacher. However, student E stated that the use of LMS in learning was less effective or efficient. Student E believes that the usage of LMS in learning process is quite helpful for students because the material given can be repeated. Moreover, student C also stated that he feels more comfortable to study in hybrid class due to the material given

less and easy to understand. Last, the school in question requires Arabic courses from students, this is one of the reasons why they claim that studying through LMS is difficult to grasp. "Because when I am still studying at home and in class, I still cannot understand Arabic, because everyone learns Arabic in Islamic boarding school... and I cannot fully understand it... (student B, personal information, May 20, 2022)".

Based on the interviews, several forms of LMS are utilized in online learning in hybrid classrooms, including Google Classroom, Zoom, YouTube, and WhatsApp. For the time being, WhatsApp is more commonly utilized to distribute assignments and learning materials. Students are grouped together and given content in the form of a PDF, followed by the assignment. Also, sending learning materials in the form of PDF files. "For now. We use WhatsApp (mobile chatting application). When the first outbreak we used Google Classroom and sometimes zoom or YouTube. (Student D, personal information, May 20, 2022)". So, based on the explanation provided above, it can be concluded that three of the five samples or students observed and interviewed had a positive perspective on the use of the LMS in the hybrid class, while two of them had a negative perspective.

Aside from discovering diverse perspectives voiced by students, the researcher also discovered several challenges encountered by students when learning to utilize LMS at hybrid class. Of the five selected samples, three stated that they sometimes have a difficulty in participating in online learning, student stated that the time for collecting assignments or deadlines set by the teacher was too short while the assignments were numerous, and the most difficult challenge for them was understanding in a material and internet connection. "... Internet connection in my phone is sometimes bad when I do an assignment on WA... (student A, personal information, May 20, 2022)".

Students experience a variety of problems when learning and completing assignments online utilizing the LMS, and they have varied strategies for solving them. Student B, student C, and student E all responded that laziness was their greatest challenge. The most reason why they mentioned laziness as their biggest challenges because due to the school schedule that start in the early morning even though it is online or offline section at LMS. "... the challenge is the laziness... (student B, student C, and student E, personal communication, May 20, 2022)" Student A claimed his main issue was the online assignment deadline, which he said was too short, and for student D stated that his challenge while learning online and offline using LMS is the difficulty to understand the material provided by teacher. "...the challenge is the deadline that too short and hard to understand the lesson... (student A and student D, personal information, May 20, 2022)" Based on the foregoing description, it can be stated that the major challenges students encounter when studying or finishing assignments in hybrid classes using the Learning Management System (LMS) are laziness, poor internet connection, a short deadline and difficulty understanding the subject.

According to Guspa and Rahmi (2017), perceptions is essentially a process of human interpretation which everyone experiences in interpreting information about the world, whether through sight, hearing, emotions, or scent. From the interview with the participants, majority of them said that the use of LMS in learning class is not good enough. It made it harder for them to understand some material such as Arabic and English. They find it harder to get information quickly from the material given by the teacher unlike when they are in conventional class. Talking about the use of LMS in education is very broad and not always easy to use especially the internet. According to the findings of interviews with participants, they prefer to read offline rather than online using LMS because it is more useful to read, but they mostly love reading online too depending on the subject.

The LMS can help them do both first-hand by combining their intention of reading with their aim to enhance their English. It is simple to use the LMS and can be done anywhere and at any time. No doubt the LMS can help them managing, documenting, administering, delivering, and serving academic training courses programs. With the same statement as mentioned in Jöns and Hoyler (2013), Learning Management System (LMS) is a technology platform for managing, documenting, administering, delivering, and serving academic training courses programs. They prefer to read offline due to internet connection issues and the difficulty of understanding the material provided in LMS. Internet connection is the most formidable foe of users of the Learning Management System or LMS application, particularly students. Statement above is supported by Ellis (2009), a learning management system is operating system that is used for administrative purposes, documentation, reporting activities, teaching and learning activities, and online activities, as well as e-learning and training materials, all of which are done online. That is why the internet connection problem is also related to the use of LMS in hybrid class, when the internet connection is stable the student can enjoy to read and do assignment online.

Sudina (2016) found out that each LMS can be used effectively and be quite beneficial to students and teachers as a means of Virtual Class. However, LMS appears significantly different in terms of usability. This means that there are LMS that respondents consider to be simple to use, as well as LMS that they consider to be quite difficult to use. From the interview that was done with the participants, the researcher found it is true that some application and platform is quite hard to use. The participants preferred WhatsApp rather than Google Classroom. This is line with research done by Adzharuddin and Ling (2013), who concluded that an LMS is a vital tool for students since it allows them to stay up to date on their courses while also providing them with fast updates about their daily activities. Although people who utilize LMS may encounter certain difficulties, this is all part of the process of understanding and adjusting to a new system.

Based on the interview with the participants, they are indeed having a difficulties or challenges when using LMS in understanding material and doing assignment given by teacher. Fitriani (2020) finds in her publication that learning management system apps made by institutions and those offered by the government, such as Google Classroom, Edmodo, Moodle, and SEVIMA Edlink. In observation and interview, the researcher found that the participants said that they use several application and platform in hybrid learning process such as Google Classroom, WhatsApp, Zoom, and YouTube. Taufiqurrochman et al., (2020), in their study, they discovered which LMS is the best, most comfortable, and most appropriate LMS application platform for learning Arabic, and their answer is Edmodo, while Google Classroom is recognized as the most popular LMS program.

In observation and interview, the researcher found a different perspective because the participant said Arabic course is not appropriate or suitable for LMS because it is hard to understand and they are not using Edmodo in their daily study. Based on the theory of perception influencing factors mention in the above, the researcher found that the student perception above is quite relevant with the theory. These perception influencing factors include in the two factors based on Gibson et al., cited in Rahmatullah (2014). It is true that the internal and external factor very influential in the learning process that students do while online such as feeling lazy, lack of interest, and the situation of the learning environment.

V CONCLUSION AND SUGGESTION

The objective of this study is to know students' perceptions of using learning management system (LMS) in hybrid class in junior high school and the challenges for students of using learning management system (LMS) in hybrid class in junior high school. Based on the research findings and discussion above, the researcher concluded that using LMS media in online learning is not only beneficial but also successful for students because they find it difficult to understand and because they are unable to discuss the assignment directly with friends, particularly for Islamic boarding school students who are needed to learn Arabic. They employ numerous online platforms available during online learning, such as Google Classroom, Zoom, YouTube, and WhatsApp, for LMS. However, WhatsApp is now the most active or commonly used online platform because, in addition to being simple to use, it allows students to connect directly with their lecturers. Furthermore, the usage of LMS poses various issues or challenges for students who utilize it, such as intermittent internet problems, difficult to understand the material, assignment deadlines that are too short, and emotions of lazy that develop when online learning via LMS takes place. Based on the findings above, students have their own perspectives and challenges when it comes to LMS in hybrid class, such as learning in LMS is rough and not efficient, internet connection become the main issue when using LMS, and also it is hard to understand the material provided by teacher.

The researcher would like to suggest other researchers to conduct further studies on this topic. Future researcher may investigate the same title, but with different data, for example: future researcher might investigate or take data in different Junior High School' thesis conclusion, so that the result will be more advance. In addition, it will be interesting to compare the Junior High School student' that uses Islamic boarding school, thesis conclusion and regular Junior High School students' thesis conclusion in terms of the students' perception and students' challenges. For Student, the researcher recommends that students, particularly junior high school pupils, understand and learn more about technology. Because the years pass, the use of technology becomes increasingly crucial in carrying out various operations. In this situation, the education sector is no exception, since the LMS platform is one of the technologies that will continue to exist long after the COVID-19 epidemic has passed. As a result, by actively mastering technology, students may avoid feeling lazy, uninterested, and unable to utilize LMS properly.

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