

REFERENCES

- Ahmad, I., & Bokhari, M. U. (2013). The combine effect of synchronous and asynchronous e-learning on distance education. *International Journal of Computer Science Issues (IJCSI)*, 10(1), 546. Retrieved from <https://ijcsi.org/papers/IJCSI-10-1-1-546-550.pdf>
- Albiladi, W. S., & Alshareef, K. K. (2019). Blended learning in English teaching and learning: A review of the current literature. *Journal of Language Teaching and Research*, 10(2), 232-238. <http://dx.doi.org/10.17507/jltr.1002.03>
- Al-Saai, A., Al-Kaabi, A., & Al-Muftah, S. (2011). Effect of a blended e-learning environment on students' achievement and attitudes toward using e-learning in teaching and learning at the university level. *International Journal for Research in Education*, 29, 34-55. Retrieved from http://search.shamaa.org/PDF/Articles/TSIjre/IjreNo29Y2011/ijre_2011-n29_034-055_eng.pdf
- Al-Saleh, Reema. S. S. (2018). EFL teacher's attitudes towards blended learning in Tabuk, Saudi Arabia. *International Journal of Information Research and Review*, 5(1), 5065-5071. Retrieved from <https://www.ijirr.com/sites/default/files/issues-pdf/2605.pdf>
- Azizan, F. Z. (2010). Blended learning in higher education institution in Malaysia. In *Proceedings of regional conference on knowledge integration in ICT (Vol. 10, pp. 454-466)*. Retrieved from http://library.oum.edu.my/oumlib/sites/default/files/file_attachments/odl-resources/4334/blended-learning.pdf
- Bakeer, A. (2018). Students' attitudes towards implementing blended learning in teaching English in higher education institutions: a Case of Al-Quds Open

- University. *International Journal of Humanities and Social Science*, 8(6), 131-139. <https://doi.org/10.30845/ijhss.v8n6p15>
- Balida, D. A. R., Crisostomo, A. S. I., & Gustilo, R. C. (2018). ATTITUDES OF HIGHER EDUCATION TEACHERS AND STUDENTS TOWARDS BLENDED LEARNING AMID COVID19 PANDEMIC. Retrieved from <https://www.researchgate.net/publication/346563048>
- Berry, R. S. (1999). Collecting data by in-depth interviewing. Retrieved from <http://www.leeds.ac.uk/educol/documents/000001172.htm>
- Bersin, J. (2004). *The blended learning book: Best practices, proven methodologies, and lessons learned*. John Wiley & Sons.
- Bingimlas, K. A. (2009). Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. *Eurasia Journal of Mathematics, science and technology education*, 5(3), 235-245. <https://doi.org/10.12973/ejmste/75275>
- Bonk, C. J., & Graham, C. R. (2012). *The handbook of blended learning: Global perspectives, local designs*. John Wiley & Sons.
- Center for Systems Science and Engineering (CSSE). (2020). COVID-19 Dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU). Retrieved from <https://coronavirus.jhu.edu/map.html>
- Chaeruman, U. A., & Maudiarti, S. (2018). Quadrant of Blended Learning: a Proposed Conceptual Model for Designing Effective Blended Learning. *Jurnal Pembelajaran Inovatif*, 1(1), 1-5. <https://doi.org/10.21009/JPI.001.01>

- Chou, S. W., Sun, S. Y., & Ju, S. M. (2000). Application of distance learning: An exploratory study of teachers and students in vocational education. *Chung Hua Management Review*, 3, 123-134.
- Dangwal, K.L, & Lalima. (2017). Blended Learning: An Innovative Approach. *Universal Of Education Research*, 5(1), 129-136. <https://doi.org/10.13189/ujer.2017.050116>
- Fadde, P. J., & Vu, P. (2014). Blended online learning: Misconceptions, benefits, and challenges. *Online learning: Common misconceptions, benefits, and challenges*, 33-48. <http://peterfadde.com/Research/blendedonline13.pdf>
- Ikhwan, E. J. Q., & Widodo, P. (2019). Attitude Conception: The Role of Blended Learning in Environmental Education. *Online Submission*, 2(6), 53-62. <https://doi.org/10.32996/ijllt.2019.2.6.7>
- Kaur, M. (2013). Blended learning-its challenges and future. *Procedia-social and behavioral sciences*, 93, 612-617. <http://doi.org/10.1016/j.sbspro.2013.09.248>
- Kemenag RI. (2022). Quran Kemenag. www.Quran.kemenag.go.id
- KM Eshreteh, M., & Hisham Siaj, A. (2017). Attitudes of english-major students and teachers towards using blended learning in the english department at Hebron University. *International Journal of Research in English Education*, 2(4), 51-65. <http://ijreeonline.com/article-1-66-en.html>
- Li, J., Kay, R., & Markovich, L. (2018). Student attitudes toward blended learning in adult literacy and basic skills college programs. *Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie*, 44(2).

- Li, L. Y., & Lee, L. Y. (2016). Computer Literacy and Online Learning Attitude toward GSOE Students in Distance Education Programs. *Higher Education Studies*, 6(3), 147-156. <https://doi.org/10.5539/hes.v6n3p147>
- Mahmud, R. (2020, October). Blended Learning Model Implementation in the Normal, Pandemic, and New Normal Era. In *The 5th Progressive and Fun Education International Conference (PFEIC 2020)* (pp. 130-139). Atlantis Press. <https://doi.org/10.2991/assehr.k.201015.021>
- Makhmudov, K., Shorakhmetov, S., & Murodkosimov, A. (2020). Computer Literacy is a Tool to the System of Innovative Cluster of Pedagogical Education. *European Journal of Research and Reflection in Educational Sciences*, 8(5). Retrieved from www.idpublications.org
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. California: SAGE Publications.
- Ogbonna, C. G., Ibezim, N. E., & Obi, C. A. (2019). Synchronous versus asynchronous e-learning in teaching word processing: An experimental approach. *South African Journal of Education*, 39(2). <https://doi.org/10.15700/saje.v39n2a1383>
- Ożadowicz, A. (2020). Modified Blended Learning in Engineering Higher Education during the COVID-19 Lockdown—Building Automation Courses Case Study. *Education Sciences*, 10(10), 292. <https://doi.org/10.3390/educsci10100292>
- Rasmitadila, R., Widayarsi, W., Humaira, M., Tambunan, A., Rachmadtullah, R., & Samsudin, A. (2020). Using Blended Learning Approach (BLA) in Inclusive Education Course: A Study Investigating Teacher Students' Perception. *International Journal of Emerging Technologies in Learning (IJET)*, 15(2), 72-85. <https://doi.org/10.3991/ijet.v15i02.9285>

- Rusdiana, A., Suryana, Y., Hidayat, A., & Mu'in, A. (2020). POE2WE Learning Management Based on Google Classroom Blended Learning (Alternative Models in Learning during WFH Pandemic Covid-19). *International Journal of Psychosocial Rehabilitation*, 24(08), 4994-5005. <http://digilib.uinsgd.ac.id/id/eprint/31014>
- Staker, H., & Horn, M. B. (2012). Classifying K-12 blended learning.
- Tang, C., & Chaw, L. (2013). Readiness for blended learning: Understanding attitude of university students. *International Journal of Cyber Society and Education*, 6(2), 79-100. <https://doi.org/10.7903/ijcse.1086>
- Zenchuk, I. (2019). Kazakhstani Secondary Teachers' Attitudes towards Blended Learning (Doctoral dissertation, Nazarbayev University Graduate School of Education). <http://nur.nu.edu.kz/handle/123456789/4334>