Indo Green Journal
https://idngreen.com/index.php/green

e-ISSN: 3025 – 4574, p-ISSN: 3025 – 2679
Volume 4 Nomor 2 Tahun 2026
Halaman: 1881 – 1903

RESEARCH ARTICLE

Social Presence, Teacher Guidance, and Instructional Clarity in Blended EFL Learning: Students' Perceptions from an Indonesian Secondary School

Muhammad Fadli[1], Nurneni Sulfia Kaharuddin[2], Muhammad Fauzan[3]
[1]Water Resources Management, Faculty of Fisheries Science and Business, ,Health and Technology Institute of Permata Ilmu, Maros, Indonesia[1]
Junior High Scholl 11 State of Makassar, Makassar Indonesia[2] Vocational School 1 State of Makassar, Makassar, Indonesia

muhammad.fadli@itkpi.ac.id[1], nurnenisulfia@gmail.com[2], ochankchank10@gmail.com[3]

Kata Kunci:
Pembelajaran Campuran, Bahasa Inggris Sebagai Bahasa Asing, Persepsi Siswa, Sekolah Menengah, Kehadiran Sosial, Kehadiran Guru, Pembelajaran Online dan Tatap Muka

Abstrak

Pembelajaran campuran telah menjadi pendekatan umum dalam pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL) di sekolah menengah di Indonesia dan di seluruh Asia Tenggara, mencerminkan pergeseran dari pengajaran tatap muka sepenuhnya ke pengajaran yang dimediasi secara digital. Meskipun memiliki potensi untuk meningkatkan fleksibilitas, akses terhadap sumber daya, dan keberlanjutan pembelajaran, pengalaman siswa dengan pembelajaran campuran masih bervariasi, terutama di sekolah menengah negeri dengan tingkat infrastruktur dan kesiapan digital yang berbeda. Studi ini bertujuan untuk mengkaji persepsi siswa terhadap pembelajaran campuran dalam pengajaran EFL di SMAN 3 Maros, dengan fokus pada manfaat yang dirasakan, tantangan, dan keseimbangan antara komponen daring dan luring. Dengan menggunakan desain penelitian deskriptif, data dikumpulkan dari siswa kelas dua belas melalui kuesioner dan wawancara. Hasilnya menunjukkan bahwa siswa umumnya menghargai fleksibilitas dan akses ke bahan pembelajaran yang disediakan oleh pembelajaran campuran, tetapi menghadapi tantangan terkait terkait dengan konektivitas internet, literasi digital, dan interaksi yang terbatas selama sesi online. Hasil ini menunjukkan bahwa efektivitas pembelajaran EFL campuran tidak hanya bergantung pada mode pengajaran tetapi juga pada kualitas implementasi dan dukungan institusi.

Key Word:
Blended Learning, English As A Foreign Language, Student Perception, Secondary School, Social Presence, Teacher Presence, Online And Face-To-Face Learning

Abstract

Blended learning has become a common approach in English as a Foreign Language (EFL) instruction in secondary schools in Indonesia and across Southeast Asia, reflecting a shift from exclusively face-to-face teaching to digitally mediated instruction. Despite its potential to enhance flexibility, resource accessibility, and learning continuity, students' experiences with blended learning remain uneven, particularly in public senior high schools with differing levels of infrastructure and digital readiness. This study aims to examine students' perceptions of blended learning in EFL instruction at SMAN 3 Maros, focusing on perceived benefits, challenges, and the balance between online and offline components. Using a descriptive research design, data were collected from twelfth-grade students through questionnaires and interviews. The findings show that students generally appreciate the flexibility and access to learning materials provided by blended learning, but face challenges related to internet connectivity, digital literacy, and limited interaction during online sessions. These results indicate that the effectiveness of blended EFL learning depends not only on instructional mode but also on implementation quality and institutional support.

Information Production:
© 2026 *by the authors of this article. This work is licensed under an Attribution-ShareAlike 4.0 International (CC BY-SA*

PENDAHULUAN

Blended learning has become a defining feature of English as a Foreign Language (EFL) instruction in secondary schools in Indonesia and across Southeast Asia, reflecting a profound transformation in educational practice marked by the transition from exclusively face-to-face teaching to digitally mediated instruction. This transformation represents more than a technical adjustment in delivery mode; it signals a structural reconfiguration of how teaching, learning, and interaction are organized within formal schooling. As digital platforms increasingly coexist with traditional classroom instruction, blended learning has moved from a peripheral innovation to an institutionalized practice embedded in everyday school routines. In

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

language education, particularly EFL, this shift carries significant pedagogical implications because effective language learning relies heavily on sustained interaction, timely feedback, and continuous practice—elements that are directly shaped by the design and implementation of blended learning environments.

The growing prominence of blended learning is closely aligned with broader educational agendas that emphasize flexibility, accessibility, and learner autonomy. Research has shown that the integration of digital technologies into classroom instruction can expand students' access to learning materials, support continuity of instruction beyond physical classroom boundaries, and encourage self-directed learning behaviors. In EFL contexts, technology-mediated instruction can expose learners to authentic language input, multimedia resources, and extended opportunities for practice that are often difficult to accommodate within limited classroom time. These affordances are particularly relevant in secondary education, where curricular demands are high and students are expected to develop both linguistic competence and independent learning skills in preparation for further education or the workforce.

Recent studies in Southeast Asian educational settings suggest that many schools have rapidly adopted learning management systems, video conferencing tools, and digital assessment platforms, thereby normalizing hybrid modes of instruction. This normalization indicates a growing readiness among educators to operate within blended environments and to integrate online components into their pedagogical practices (Sukma et al., 2023; Atmojo & Nugroho, 2020). However, readiness at the institutional or teacher level does not automatically translate into positive learning experiences for students. While blended learning is often promoted as an innovative solution for improving instructional quality, its actual effectiveness depends on how learners experience, interpret, and respond to the instructional environment.

Importantly, blended learning is not merely a question of combining online and offline instruction but involves complex pedagogical, psychological, and social dimensions. Students are required to navigate multiple learning spaces, manage transitions between modalities, and assume greater responsibility for organizing their learning activities. These demands can foster autonomy and flexibility, but they can also generate confusion, disengagement, or inequity when adequate support is lacking. In EFL learning, where progress depends on active participation and communicative engagement, the quality of students' experiences within blended learning environments becomes especially critical.

A substantial body of educational research has demonstrated that students' perceptions and attitudes toward instructional environments play a decisive role in shaping engagement, motivation, and learning outcomes. In technology-supported learning contexts, positive learner perceptions are consistently associated with higher levels of participation, satisfaction, and academic achievement. Conversely, when students perceive blended or online instruction as unclear, inaccessible, or unresponsive to their needs, they are more likely to disengage or participate superficially. These findings suggest that perception is not merely a subjective reaction but a meaningful indicator of how instructional designs function in practice. Understanding students' perceptions is therefore essential for evaluating the pedagogical value of blended learning, particularly in language education where learner involvement is fundamental to skill development.

Recent empirical studies further suggest that blended learning can support differentiated instruction by accommodating diverse learner needs through flexible pacing, varied instructional media, and multiple forms of interaction (Li, 2022; Ożadowicz, 2020). Such flexibility is often cited as a key advantage of blended learning, especially in heterogeneous classrooms where students differ in language proficiency, learning preferences, and access to external support. However, the realization of these benefits is highly contingent on contextual factors, including technological infrastructure, digital literacy, and institutional support. Without these enabling conditions, blended learning may fail to deliver its promised advantages and may even exacerbate existing disparities in learning opportunities.

In public secondary schools, particularly in developing or semi-developed regions, disparities in access to technology remain a persistent concern. Studies conducted between 2021 and 2025 indicate that uneven internet connectivity, limited device availability, and variations in students' digital competence continue to shape educational experiences in significant ways (Graves et al., 2021; Adeleye et al., 2024; Pettalongi et al., 2024; Arhimah et al., 2025). These constraints are especially salient in EFL classrooms, where online components often involve listening activities, interactive tasks, and digital submissions that require stable connectivity and functional devices. When such conditions are not met, students' ability to engage meaningfully with blended instruction is compromised, influencing both their learning outcomes and their perceptions of instructional effectiveness.

Moreover, recent research highlights that even when basic access is available, students' digital literacy plays a crucial role in shaping their learning experiences. Learners who lack confidence or competence in using digital platforms may struggle to follow instructions, manage assignments, or participate in online

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

interactions effectively (Price & Winchester, 2025; Mphuthi, 2025). These difficulties can lead to frustration, reduced engagement, and negative perceptions of blended learning, regardless of the quality of instructional content. As a result, blended learning environments may inadvertently privilege students with higher levels of digital capital while marginalizing those who are less digitally prepared.

These challenges underscore the importance of examining blended learning not only as an instructional model but also as a lived educational experience shaped by material, institutional, and social conditions. While policy-level initiatives often emphasize infrastructure development and technological integration, the success of blended learning ultimately depends on how students experience and evaluate instruction in their everyday learning contexts. In EFL education, where learning is inherently interactive and communicative, understanding students' perspectives is particularly important for identifying whether blended learning environments support or hinder essential learning processes.

Over the past decade, research on blended learning has expanded rapidly, reflecting its growing adoption across educational levels and contexts. In language education, particularly EFL, blended learning has been widely examined as a pedagogical approach that combines the strengths of face-to-face instruction with the affordances of digital technologies. Recent studies conducted between 2020 and 2025 emphasize that blended learning can enhance flexibility, increase access to instructional resources, and support learner-centered pedagogies when implemented thoughtfully. In secondary school contexts, researchers have increasingly focused on how blended learning reshapes classroom interaction, assessment practices, and students' engagement with learning tasks. This growing body of literature provides valuable insights into the potential of blended learning, yet it also reveals important limitations and unresolved questions that warrant further investigation.

A significant strand of recent research has explored the effectiveness of blended learning in improving language learning outcomes. Quantitative studies conducted in various EFL contexts suggest that blended learning can lead to comparable or improved achievement compared to traditional face-to-face instruction, particularly when online components are aligned with curricular goals and supported by clear instructional guidance. For example, studies in Southeast Asia report positive associations between blended learning and students' vocabulary development, reading comprehension, and overall language proficiency when digital resources are integrated systematically into classroom instruction. These findings have contributed to a generally optimistic view of blended learning as a viable instructional model for EFL education. However, many of these studies focus primarily on measurable outcomes and pay less attention to how students experience blended learning processes on a day-to-day basis.

Alongside outcome-oriented research, a growing number of studies have examined students' perceptions, attitudes, and satisfaction with blended learning. Recent publications highlight that students' perceptions play a mediating role between instructional design and learning outcomes, influencing motivation, engagement, and persistence. Studies conducted in secondary and tertiary education contexts consistently show that learners who perceive blended learning as well-organized, interactive, and supportive tend to report higher levels of engagement and satisfaction. Conversely, negative perceptions—often linked to unclear instructions, limited interaction, or technical difficulties—are associated with disengagement and lower perceived learning gains. These findings reinforce the view that students' perceptions are a critical dimension of blended learning effectiveness rather than a peripheral concern.

Despite this growing recognition, much of the existing perception-focused research remains concentrated in higher education settings. University students are often the primary participants in studies examining attitudes toward blended or online learning, largely because of easier access to participants and established digital infrastructures in tertiary institutions. As a result, the experiences of secondary school students—particularly those in public schools—are comparatively underrepresented in the literature. This imbalance is problematic because secondary school learners differ significantly from university students in terms of cognitive development, learning autonomy, and dependence on teacher guidance. Consequently, findings derived from higher education contexts cannot be assumed to apply directly to secondary EFL classrooms.

Recent studies that do focus on secondary education often adopt broad survey approaches that capture general attitudes toward blended learning without sufficiently contextualizing students' experiences within specific school environments. While such studies provide useful overviews, they may overlook how local conditions—such as school routines, scheduling practices, teacher strategies, and infrastructural constraints—shape students' perceptions of blended learning. In public senior high schools, where class sizes are often large and resources unevenly distributed, blended learning may function very differently from how it does in well-resourced or private institutions. This raises important questions about the transferability of

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

existing findings and underscores the need for context-sensitive research.

Another prominent theme in recent literature concerns issues of access, equity, and digital divide in blended learning implementation. Studies published since 2021 consistently report that unequal access to devices, internet connectivity, and digital support remains a major challenge in many educational systems. In Southeast Asian contexts, researchers have documented persistent disparities between urban and rural schools, as well as between students from different socioeconomic backgrounds. These disparities influence not only students' ability to participate in online learning components but also their confidence and competence in using digital tools. Such findings suggest that blended learning may reproduce or even amplify existing educational inequalities if structural barriers are not adequately addressed.

Importantly, recent research also highlights that access alone is insufficient to ensure meaningful participation in blended learning. Even when students have access to devices and internet connections, variations in digital literacy significantly affect their learning experiences. Studies conducted in 2024 and 2025 emphasize that students who lack digital skills may struggle with navigating learning management systems, interpreting online instructions, or engaging in virtual discussions. These challenges can lead to frustration, reduced engagement, and negative perceptions of blended learning. However, many studies treat digital literacy as a background variable rather than examining how it interacts with instructional design and classroom practices to shape students' experiences.

At the teacher and school level, recent literature underscores the importance of pedagogical readiness and institutional support in determining the quality of blended learning implementation. Studies indicate that effective blended learning requires teachers to design coherent learning sequences that integrate online and offline activities rather than treating them as separate or disconnected components. Research conducted in secondary school EFL contexts suggests that when teachers lack sufficient training or confidence in using digital tools, online components may become task-oriented and interaction-poor. Such implementation patterns can undermine the communicative and interactive nature of language learning, leading students to perceive blended learning as less effective or less engaging than traditional instruction.

Conversely, studies also show that supportive school policies, professional development opportunities, and clear institutional guidelines can enhance the coherence and effectiveness of blended learning practices. Schools that provide ongoing training, technical support, and pedagogical guidance are better positioned to align blended learning with curricular objectives and student needs. Nevertheless, even within supportive institutional environments, students' experiences of blended learning may vary widely depending on classroom-level practices. This variation points to the importance of examining blended learning at the level of actual classroom implementation rather than relying solely on policy intentions or institutional frameworks.

Recent pedagogical research further emphasizes the centrality of interaction and feedback in blended EFL learning. Language acquisition theories consistently highlight the role of communicative interaction, corrective feedback, and meaningful practice in developing language competence. Studies published in the last five years suggest that blended learning environments must be deliberately designed to support these processes, particularly in online components where interaction does not occur naturally. When online sessions are dominated by one-way content delivery or isolated assignments, opportunities for language use and feedback are reduced. Students' perceptions of interaction quality therefore provide important insight into whether blended learning environments support or constrain core language learning processes.

Another emerging line of research explores how blended learning affects students' sense of agency, autonomy, and responsibility for learning. While blended learning is often associated with increased learner autonomy, recent studies caution that autonomy should not be assumed as an automatic outcome. Secondary school students, in particular, may require explicit scaffolding to manage time, tasks, and expectations across multiple learning modalities. Without such scaffolding, blended learning may place excessive demands on students, leading to stress or disengagement. However, empirical evidence on how secondary EFL students perceive and manage these demands remains limited, especially in public-school contexts.

Taken together, the recent literature paints a complex picture of blended learning in EFL education. On the one hand, blended learning is widely recognized as a promising approach that can enhance flexibility, access, and instructional diversity. On the other hand, its effectiveness is highly contingent on contextual factors, including infrastructure, digital literacy, teacher practices, and institutional support. While numerous studies document general benefits and challenges, fewer investigations provide detailed, school-level accounts of how students experience blended learning as it is actually practiced in specific educational settings.

This situation reveals a clear and explicit research gap. Despite the growing institutionalization of

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

blended learning in secondary education, there is a lack of context-specific empirical evidence that examines students' perceptions of blended learning in public senior high school EFL classrooms, particularly in Southeast Asian contexts. Existing studies tend to focus on higher education, aggregate data across diverse contexts, or emphasize outcomes without sufficiently exploring students lived experiences. As a result, there is limited understanding of how blended learning is perceived by secondary school students who navigate varying levels of access, digital competence, and instructional quality in their daily learning routines.

More specifically, the literature lacks in-depth evidence on how students in public senior high schools evaluate the balance between online and offline components of blended EFL instruction, how they perceive interaction and feedback across modalities, and how structural and pedagogical conditions shape these perceptions. This gap is particularly significant because students' perceptions influence engagement, participation, and ultimately learning outcomes. Without addressing this gap, efforts to improve blended learning risk being guided by generalized assumptions rather than grounded understanding of students' experiences in real classroom contexts.

Although blended learning has been widely discussed and increasingly institutionalized in secondary education, the existing body of research reveals a notable imbalance between the pace of implementation and the depth of contextual understanding. Much of the current literature emphasizes what blended learning can offer in principle—such as flexibility, accessibility, and learner-centered instruction—rather than how it is actually experienced by students in specific school contexts. This gap is particularly evident in EFL education at the secondary school level, where instructional success depends heavily on sustained interaction, feedback, and guided practice. While numerous studies acknowledge the importance of students' perceptions in shaping engagement and learning outcomes, fewer investigations provide detailed, context-specific accounts of how students perceive blended learning as it is enacted in everyday classroom routines.

One of the most prominent gaps in the literature concerns the underrepresentation of public senior high schools in blended learning research. A significant proportion of existing studies focus on higher education or private institutions, where access to technology, institutional support, and student readiness are often relatively high. As a result, findings from these contexts may not accurately reflect the realities of public secondary schools, which frequently operate under more constrained conditions. In public senior high schools, variations in infrastructure quality, class size, and student socioeconomic background can significantly influence how blended learning is implemented and experienced. However, empirical evidence capturing students' perspectives in these settings remains limited, particularly in Southeast Asian contexts where public schools serve diverse student populations with uneven access to digital resources.

Another critical gap relates to the tendency of existing studies to adopt broad, decontextualized approaches to measuring students' perceptions of blended learning. Many studies rely on standardized questionnaires that assess general attitudes or satisfaction levels without sufficiently situating these perceptions within specific instructional practices. While such instruments can identify overall trends, they may fail to capture how particular features of blended learning—such as scheduling arrangements, interaction patterns, or feedback mechanisms—shape students' experiences. In EFL classrooms, where learning outcomes are closely tied to opportunities for communication and corrective feedback, this lack of contextual specificity limits the explanatory power of existing research.

Furthermore, the literature often treats blended learning as a homogeneous model, overlooking the wide variation in how it is designed and implemented across schools and classrooms. In practice, blended learning can take many forms, ranging from carefully integrated models that align online and offline activities to loosely structured arrangements where online components function as add-ons rather than integral parts of instruction. Studies that aggregate data across diverse implementations may obscure important differences in students' experiences and perceptions. As a result, there is insufficient understanding of how specific implementation patterns influence students' evaluations of blended learning, particularly in language education contexts where coherence between modalities is essential.

Recent research also highlights the importance of interaction and feedback in blended EFL learning, yet there remains a gap in empirical studies that examine these dimensions from students' perspectives in secondary school settings. While theoretical and pedagogical literature consistently emphasizes interaction as a core component of language learning, many empirical studies focus on technological features or learning outcomes without directly examining whether students perceive blended learning environments as interaction-rich or feedback-supportive. This omission is significant because students' perceptions of interaction quality can influence their willingness to participate, practice language skills, and persist in learning tasks. Without understanding how students experience interaction across online and offline modalities, it is difficult to assess whether blended learning fulfills its pedagogical objectives in EFL

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

instruction.

In addition, although issues of access and digital literacy are widely acknowledged in the literature, they are often discussed at a general or policy level rather than examined in relation to students' lived experiences. Studies frequently report that unequal access to devices and internet connectivity poses challenges for blended learning, yet fewer investigations explore how these challenges shape students' daily learning routines and perceptions of instructional effectiveness. For example, limited connectivity may affect students' ability to participate in synchronous activities, submit assignments on time, or receive timely feedback, thereby influencing their overall evaluation of blended learning. However, such experiential dimensions remain underexplored, particularly in public secondary school EFL contexts.

Another notable gap concerns the interaction between structural constraints and pedagogical practices in shaping students' perceptions of blended learning. Existing research often treats infrastructure, teacher readiness, and instructional design as separate factors, without sufficiently examining how they intersect in real classroom settings. In practice, students' experiences of blended learning are shaped by the combined effects of technological access, teacher strategies, and institutional routines. For instance, even well-designed instructional materials may fail to support learning if students lack reliable access or if teachers are unable to sustain interaction across modalities. Conversely, strong pedagogical practices may mitigate some structural limitations. The absence of integrated analyses that consider these interactions limits the ability of current research to inform practical improvements in blended learning implementation.

The literature also reveals a temporal gap in understanding how students adapt to blended learning over time. Many studies capture students' perceptions at a single point, often shortly after implementation, without considering how perceptions may evolve as students become more familiar with blended learning routines. In secondary education, where students are still developing learning strategies and digital competencies, perceptions may change as learners gain experience navigating online platforms and balancing offline and online tasks. However, there is limited empirical evidence documenting how students in public senior high schools interpret and evaluate blended learning as an ongoing instructional practice rather than a temporary adjustment.

Taken together, these limitations point to a broader gap in the literature: the lack of in-depth, context-sensitive research that foregrounds students' perceptions of blended learning in public secondary school EFL classrooms. While the general benefits and challenges of blended learning are well documented, there is insufficient understanding of how students experience blended learning as it is actually practiced within specific institutional and cultural contexts. This gap is particularly consequential in EFL education, where learning effectiveness depends on interaction, feedback, and sustained engagement—processes that may be significantly altered in blended environments.

Within the Indonesian and Southeast Asian contexts, this gap becomes even more pronounced. Although regional studies have documented the rapid adoption of blended learning and identified broad challenges related to access and infrastructure, fewer investigations provide school-level evidence that captures students' voices in detail. Public senior high schools in these regions often face unique constraints related to funding, teacher workload, and student diversity, which may shape blended learning experiences in ways not captured by large-scale or cross-institutional studies. As a result, there is a pressing need for research that examines blended learning from the perspective of students within specific public-school settings, particularly in EFL classrooms where instructional demands are complex and interaction-intensive.

In light of these gaps, the central problem addressed in the present study concerns the limited empirical understanding of how students in public senior high schools perceive blended learning in EFL instruction. Specifically, there is insufficient evidence describing how students evaluate the balance between online and offline components, how they experience interaction and feedback across modalities, and how structural and pedagogical conditions influence these perceptions. Without such evidence, educators and policymakers lack a robust basis for refining blended learning practices to better support language learning and equity.

This problem is not merely academic but has practical implications for instructional design and educational policy. If students perceive blended learning as fragmented, inaccessible, or interaction-poor, the potential benefits of technology integration may not be realized. Conversely, understanding students' positive and negative perceptions can inform targeted improvements in teaching strategies, platform use, and support systems. Addressing this gap therefore requires research that moves beyond generalized claims and examines blended learning as it is enacted and experienced in specific school contexts.

Accordingly, the present study positions itself within this gap by focusing on students' perceptions of blended learning in a public senior high school EFL context. By examining how students experience blended

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

learning in their English classes, the study seeks to generate context-specific insights that complement existing research and address the limitations identified in the literature. This focus on students' perspectives provides a foundation for understanding not only whether blended learning works, but how and under what conditions it supports meaningful language learning in public secondary schools.

Building on the preceding discussion of the literature and the identified research gaps, it becomes evident that a more focused and context-sensitive investigation is required to advance understanding of blended learning in secondary school EFL education. While blended learning has been widely promoted as an innovative and flexible instructional approach, its effectiveness cannot be assumed independently of how it is perceived and experienced by learners. In public senior high school contexts, where infrastructural constraints, diverse student backgrounds, and varying levels of digital readiness intersect, students' perceptions provide a critical lens through which the quality and impact of blended learning can be evaluated. Without systematically examining these perceptions, blended learning risks remaining a policy-driven or technologically oriented initiative rather than a pedagogically grounded practice that genuinely supports language learning.

The central problem that motivates the present study lies in the limited empirical understanding of how blended learning is perceived by students in public senior high school EFL classrooms. Although existing research acknowledges that students' perceptions influence engagement, participation, and learning outcomes, there is insufficient evidence describing how these perceptions are formed within specific instructional arrangements that combine face-to-face and online learning. In particular, little is known about how students evaluate the balance between online and offline components of blended learning, how they experience interaction and feedback across modalities, and how contextual factors such as access, digital literacy, and teacher practices shape their overall learning experience. This lack of context-specific evidence constitutes a significant gap in the literature, especially given the increasing institutionalization of blended learning in secondary education.

In response to this problem, the present study is designed to examine students' perceptions of blended learning as implemented in English language instruction at a public senior high school, namely SMAN 3 Maros. In this setting, blended learning is organized through a structured schedule that alternates between face-to-face and online sessions, providing students with sustained exposure to both instructional modes. This arrangement creates a distinctive context in which students can reflect on and compare their learning experiences across modalities. By focusing on twelfth-grade students who have experienced blended learning as part of their regular English instruction, the study aims to capture perceptions that are grounded in routine classroom practice rather than temporary or experimental arrangements.

The primary objective of the study is to describe and analyze students' perceptions of blended learning in EFL instruction, with particular attention to how they experience and evaluate online and offline components in relation to their learning needs. Specifically, the study seeks to identify perceived strengths and benefits of blended learning, such as flexibility, access to learning resources, and opportunities for independent learning, as well as perceived challenges, including issues related to interaction, feedback, access, and digital competence. By examining these dimensions, the study aims to provide a nuanced account of how blended learning functions from the students' perspective in a public secondary school context.

In addition to its descriptive aim, the study also seeks to clarify how students' perceptions are shaped by the quality of blended learning implementation. Rather than treating blended learning as a uniform or monolithic model, the study recognizes that students' experiences are influenced by specific instructional practices, school routines, and contextual conditions. As such, the research is guided by the assumption that understanding students' perceptions can reveal strengths and weaknesses in blended learning design and enactment that may not be apparent through outcome measures alone. This focus aligns with recent calls in educational research to move beyond questions of whether blended learning works and toward deeper exploration of how and under what conditions it supports meaningful learning.

The study is further motivated by the recognition that EFL learning presents particular pedagogical demands that may be intensified or altered in blended environments. Language learning requires sustained opportunities for interaction, communicative practice, and responsive feedback, all of which can be affected by the shift between online and offline instruction. By examining students' perceptions of these elements within a blended learning framework, the study seeks to contribute to a more informed understanding of how blended learning can be designed to support the core processes of language acquisition. This focus is especially important in secondary education, where students are still developing linguistic competence and learning strategies and may be more dependent on structured guidance than learners in higher education.

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

The significance of the present study lies in its potential contributions to both theory and practice. From a theoretical perspective, the study contributes to the growing literature on blended learning by foregrounding students' perceptions in a public secondary school EFL context. While much existing research focuses on higher education or emphasizes technological and outcome-oriented dimensions, this study provides context-specific evidence that highlights how blended learning is experienced by secondary school students in their everyday learning environments. By situating students' perceptions within the broader framework of blended learning implementation, the study offers insights into the interplay between instructional design, contextual constraints, and learner experience.

From a practical standpoint, the findings of the study are expected to inform teachers' instructional practices and school-level decision-making related to blended learning. Understanding how students perceive different aspects of blended learning can help teachers refine their use of online and offline activities, enhance interaction and feedback mechanisms, and address challenges related to access and digital literacy. For school leaders and policymakers, the study provides empirical evidence that can support more informed planning and resource allocation, particularly in public schools where constraints may limit the effectiveness of blended learning initiatives. By highlighting students' voices, the study underscores the importance of aligning blended learning policies with learners' actual experiences and needs.

Moreover, the study contributes to discussions of equity and inclusion in blended learning implementation. By examining students' perceptions in a public senior high school context, the research sheds light on how blended learning may be experienced differently by learners depending on their access to technology, digital competence, and instructional support. These insights are critical for ensuring that blended learning does not inadvertently widen existing educational disparities but instead supports more equitable learning opportunities. In this sense, the study aligns with broader educational goals that emphasize fairness, access, and quality in teaching and learning.

Finally, the study makes a methodological contribution by demonstrating the value of perception-based inquiry in evaluating blended learning practices. Rather than relying solely on achievement data or teacher reports, the study centers students' perspectives as a legitimate and informative source of evidence. This approach recognizes students as active participants in the learning process whose experiences and interpretations provide meaningful insight into instructional effectiveness. By adopting this perspective, the study responds to calls for more learner-centered research in education and contributes to a more holistic understanding of blended learning in EFL contexts.

In summary, the present study addresses a clear and explicitly identified gap in the literature by examining students' perceptions of blended learning in a public senior high school EFL setting. It seeks to describe how students experience blended learning, identify perceived strengths and challenges, and clarify how online and offline components are evaluated in relation to learning needs. Through this focus, the study offers significant theoretical and practical contributions that can inform future research, instructional design, and policy development related to blended EFL learning in secondary education.

Despite the growing body of research on blended learning, empirical studies that specifically examine students' perceptions of blended English as a Foreign Language (EFL) instruction in public senior high schools remain limited, particularly in contexts where online and offline learning are implemented as regular instructional routines. Existing studies tend to focus on learning outcomes or higher education settings, leaving a gap in understanding how secondary school students experience and evaluate blended learning in their everyday classrooms. Addressing this gap, the present study aims to explore students' perceptions of blended EFL learning by identifying perceived strengths and difficulties and clarifying how students evaluate online and offline instructional components in relation to their learning needs. The novelty of this study lies in its context-specific focus on a public senior high school setting, providing student-centered evidence that contributes to the refinement of blended learning design and supports more equitable and interaction-rich EFL instruction.

Student perception is widely recognized in educational research as a central construct for understanding how learners experience, interpret, and evaluate instructional processes. Perception is commonly conceptualized as a mental and evaluative process through which learners make sense of learning environments, teacher actions, instructional materials, and learning tasks, subsequently forming judgments that may influence motivation, participation, and learning outcomes. From a general psychological perspective, perception involves the interpretation of sensory stimuli that enables individuals to understand and respond to their environment (Cherry, 2020). However, in educational contexts, perception extends beyond sensory input to include cognitive and affective processes through which learners select, organize, and interpret information encountered during learning activities. This process is shaped by prior experiences,

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

expectations, and internal frames of reference, which together influence how students judge the effectiveness and meaningfulness of instructional experiences.

Within educational psychology, student perception is not treated as a passive reflection of instructional conditions but as an active interpretive process that mediates the relationship between teaching practices and learning outcomes. Research suggests that learners' perceptions of instructional clarity, teacher support, and learning relevance can shape their engagement and persistence in learning tasks. In this sense, perception functions as both a cognitive filter and an evaluative lens through which students assess whether learning environments support or hinder their academic efforts. Studies across educational levels consistently indicate that positive student perceptions are associated with higher engagement, stronger academic self-concept, and more favorable learning behaviors, while negative perceptions may lead to disengagement or surface-level participation.

In EFL education, student perception occupies a particularly important position due to the interactive and practice-oriented nature of language learning. Language acquisition requires sustained exposure, meaningful interaction, and responsive feedback, all of which are influenced by how learners perceive instructional conditions. Research in EFL contexts frequently frames student perception through dimensions such as perceived teaching quality, academic self-efficacy, learning engagement, and perceived usefulness of instructional activities. These dimensions reflect learners' evaluations of both external instructional factors, such as teacher strategies and learning resources, and internal factors, such as confidence in their own language abilities. Consequently, perception in EFL learning is closely linked to students' willingness to communicate, participate in classroom activities, and invest effort in language practice.

Methodologically, student perception is often operationalized as a measurable construct using structured instruments designed to capture learners' evaluative judgments. In educational and language research, validated questionnaires and attitude scales are commonly employed to assess perceptions related to instructional clarity, learning support, and learner confidence. Instruments such as context-specific perception and attitude questionnaires are typically developed with attention to reliability and validity to ensure that they accurately reflect learners' experiences in particular instructional settings. Recent methodological work emphasizes that perception measures should be sensitive to contextual variation, as students' evaluations may differ depending on subject matter, instructional mode, and learning environment (Furqon et al., 2023; Lu & Ramanair, 2025). This highlights the importance of designing perception studies that are grounded in the specific educational contexts being investigated.

Recent research further suggests that student perception should be understood as a dynamic construct that evolves over time rather than a fixed attitude. Learners' perceptions may change as they gain experience with particular instructional approaches, develop greater familiarity with learning technologies, or adjust their expectations based on classroom routines. In blended learning environments, for example, students' initial perceptions may be shaped by novelty or uncertainty, while later perceptions may reflect adaptation to online platforms and hybrid instructional structures. This temporal dimension underscores the need for perception-focused research that captures learners' experiences within sustained instructional practices rather than one-time interventions.

Across the literature, there is growing recognition that student perception serves as a critical indicator of instructional quality, particularly in technology-supported learning environments. Rather than viewing perception merely as subjective opinion, contemporary studies treat it as a meaningful source of evidence that can inform instructional design and pedagogical decision-making. By examining how students perceive learning environments, researchers and educators can identify strengths and limitations in instructional practices that may not be evident through achievement data alone. In EFL education, where affective factors such as confidence and anxiety play a significant role, understanding student perception is especially valuable for designing learning experiences that support both linguistic development and learner engagement.

Taken together, the literature positions student perception as a theoretically grounded and methodologically robust construct that bridges cognitive, affective, and contextual dimensions of learning. In the context of blended EFL instruction, examining student perception provides insight into how learners experience the integration of online and offline components, how they interpret instructional support and interaction, and how these experiences shape their engagement with language learning. This theoretical foundation supports the use of student perception as a central lens in the present study, enabling a nuanced examination of blended learning as it is experienced by learners within a specific educational context.

Perception in educational settings is widely conceptualized as a multidimensional construct that encompasses cognitive, affective, and evaluative components. Across psychological and educational

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

literature, perception is not treated as a singular mental response but as a complex process through which individuals interpret stimuli, attach meaning, and form judgments about their experiences. This multidimensional view is particularly relevant in learning contexts, where students simultaneously process instructional information, experience emotional responses, and evaluate the effectiveness or relevance of learning activities. Within this framework, students' perceptions of learning environments reflect not only what they observe but also how they cognitively interpret instructional cues and emotionally respond to teaching practices.

The cognitive component of perception relates to how learners interpret information, instructions, and learning tasks. In classroom settings, this involves students' understanding of learning goals, task requirements, and instructional clarity. When instructional expectations are perceived as clear and coherent, students are more likely to engage meaningfully with learning activities. Conversely, ambiguous instructions or poorly integrated learning components may lead to confusion and negative perceptions. In EFL learning, cognitive interpretation plays a crucial role because language tasks often require students to infer meaning, follow procedural guidance, and apply linguistic rules in communicative contexts. Students' perceptions of task clarity and instructional structure therefore shape their willingness to participate and their confidence in using the target language.

In addition to cognitive interpretation, affective responses form a central component of perception. The affective dimension refers to learners' emotional reactions to learning environments, including feelings of interest, enjoyment, anxiety, or frustration. Research in educational psychology consistently shows that affective responses influence motivation and engagement, particularly in language learning where anxiety and self-confidence are salient factors. In blended EFL contexts, affective responses may be shaped by students' comfort with technology, their sense of connection with teachers and peers, and their perceived ability to cope with online learning demands. Positive affective perceptions can foster sustained engagement, whereas negative emotions may hinder participation and reduce the perceived value of instruction.

The evaluative component of perception involves learners' judgments about the quality and effectiveness of instruction. This includes assessments of teaching strategies, learning resources, feedback credibility, and overall learning support. Evaluative judgments are often informed by both cognitive understanding and affective experience, making perception a synthesized response rather than a fragmented one. In EFL classrooms, students frequently evaluate whether instructional activities meaningfully support language development, whether feedback is timely and useful, and whether learning tasks are aligned with their needs and proficiency levels. These evaluative perceptions influence students' decisions to invest effort, seek help, or disengage from learning activities.

The formation of student perception is also shaped by experience and expectation. Educational research emphasizes that learners do not enter learning environments as blank slates; rather, they bring prior experiences, beliefs, and expectations that influence how they interpret new instructional situations. Repeated exposure to particular classroom routines, teaching styles, and assessment practices contributes to the stabilization of perception over time. In this sense, perception functions as a cumulative construct, gradually formed through ongoing interaction with learning environments. For EFL learners, repeated experiences with interaction quality, feedback practices, and task design play a decisive role in shaping judgments about the effectiveness of instruction.

Contextual change is another important factor in the formation of perception. Studies on learning environments suggest that shifts in instructional context—such as changes in learning space, modality, or technological mediation—can lead to corresponding changes in how students perceive learning. When instruction moves from conventional classrooms to technology-mediated or blended environments, students may reinterpret their roles, responsibilities, and expectations. Research examining learning in technology-rich contexts indicates that such shifts can alter students' perceptions of instructional goals, interaction norms, and teacher presence. Although much of this research has been conducted in higher education or technical settings, the underlying implication is relevant for secondary education: changes in instructional modality can reshape perception by altering the cues through which learners make sense of learning situations.

In blended learning contexts, the alternation between offline and online instruction introduces multiple layers of perceptual interpretation. Students must navigate differences in interaction patterns, communication channels, and feedback mechanisms across modalities. These differences can influence how learners perceive instructional consistency and support. When online and offline components are perceived as well integrated, students are more likely to view blended learning as coherent and supportive. However, when modalities are perceived as disconnected or uneven in quality, students may develop fragmented or negative

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

perceptions of the learning experience. This highlights the importance of examining perception formation within blended learning as a process shaped by modality transitions rather than as a static attitude.

From a methodological perspective, the multidimensional nature of perception has implications for how it is studied and measured. Contemporary research emphasizes the need for instruments and analytical approaches that capture cognitive, affective, and evaluative dimensions simultaneously. Rather than relying on single-item measures or overly general attitude scales, perception research increasingly adopts multi-dimensional frameworks that reflect the complexity of learners' experiences. This approach allows researchers to identify specific aspects of instructional environments that contribute to positive or negative perceptions, thereby providing more actionable insights for pedagogical improvement.

The literature underscores that student perception is a dynamic and context-sensitive construct formed through the interaction of cognitive interpretation, affective response, and evaluative judgment, all of which are shaped by experience, expectation, and instructional context. In blended EFL learning environments, understanding the components and formation of perception is essential for interpreting how students experience the integration of online and offline instruction. This conceptual grounding supports the present study's focus on student perception as a key lens for examining the effectiveness and coherence of blended learning in secondary school EFL contexts.

Student perception is widely recognized as a central construct in educational inquiry because it captures how learners interpret instructional practices, learning environments, and the perceived meaningfulness of learning activities. From a psychological perspective, perception is understood as a process grounded in sensory experience and cognitive interpretation that enables individuals to make sense of stimuli in their environment (Cherry, 2020). When applied to educational contexts, perception extends beyond the act of noticing instructional stimuli; it involves how learners organize information about teaching practices, interpret instructional cues, and evaluate whether learning experiences are comprehensible, supportive, and worthwhile. This evaluative dimension makes perception particularly relevant for examining instructional approaches that require learners to navigate complex and changing learning environments, such as blended learning.

The literature consistently emphasizes that student perception is not a singular or uniform reaction but a multidimensional phenomenon shaped by interacting cognitive, affective, and evaluative processes. In instructional settings, learners simultaneously interpret information (cognitive), experience emotional responses (affective), and form judgments about instructional quality and usefulness (evaluative). These components do not operate independently; rather, they interact to produce overall perceptions of learning experiences. Educational research suggests that these perceptions are influenced by prior learning experiences, self-beliefs, classroom norms, and repeated exposure to particular teaching practices. As a result, perception develops over time and becomes a reference point that students use to evaluate subsequent learning situations.

In this sense, student perception serves a dual role in learning processes. On one hand, it functions as an outcome that reflects how students judge instructional effectiveness, clarity, and support. On the other hand, it operates as a mechanism that influences engagement, participation, and persistence in learning tasks. This dual function has been widely discussed in educational psychology, where perception is linked to motivational constructs such as self-efficacy and engagement. Learners who perceive instruction as supportive and meaningful are more likely to invest effort, participate actively, and persist in the face of difficulty. Conversely, negative perceptions may lead to disengagement or surface-level participation, even when instructional content is well designed.

Within EFL education, the role of student perception becomes particularly salient due to the interactive and practice-oriented nature of language learning. Language acquisition requires learners to take communicative risks, engage in interaction, and respond to feedback, all of which are influenced by how students perceive instructional conditions. Research in EFL contexts frequently conceptualizes student perception through dimensions such as perceived teaching quality, academic self-efficacy, and learner engagement. These dimensions reflect learners' evaluations of both external instructional factors—such as task design, teacher feedback, and interaction opportunities—and internal factors, including confidence in using the target language. Consequently, perception in EFL learning is closely tied to students' willingness to communicate and their sustained involvement in language practice.

Methodologically, the study of student perception has evolved toward the use of validated and context-sensitive measurement instruments. Rather than relying on ad hoc or single-item measures, contemporary perception research emphasizes the importance of psychometrically sound instruments that can capture multiple dimensions of learners' judgments. Scales such as the Reader Self-Perception Scale

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

(RSPS) and other context-specific attitude questionnaires are commonly used to assess students' perceptions of competence, instructional support, and engagement. Recent methodological contributions highlight the need to balance reliability with contextual relevance, ensuring that perception measures accurately reflect learners' experiences within specific instructional settings (Furqon et al., 2023; Lu & Ramanair, 2025). This methodological orientation underscores the view that perception is not a generic attitude but a context-bound construct that must be studied within the learning environments in which it is formed.

In blended learning contexts, the importance of student perception is further amplified by the distributed nature of instruction across online and offline spaces. Learners are required to interpret different instructional cues, interaction patterns, and expectations depending on the learning modality. As a result, perception plays a critical role in shaping how students make sense of instructional coherence, teacher presence, and learning support across modalities. The literature suggests that when students perceive alignment between online and offline components, blended learning is more likely to be experienced as coherent and supportive. Conversely, perceived inconsistencies or imbalances between modalities may contribute to fragmented learning experiences and reduced engagement.

The literature positions student perception as a theoretically grounded and methodologically robust construct that provides valuable insight into how instructional practices are experienced by learners. By examining perception, researchers can move beyond surface descriptions of instructional models and gain a deeper understanding of how learning environments function in practice. In the context of blended EFL instruction, focusing on student perception allows for a nuanced analysis of how learners experience the integration of online and offline learning, how they evaluate instructional support, and how these evaluations influence engagement and learning processes. This conceptual foundation supports the present study's use of student perception as a key lens for investigating blended learning in secondary school EFL contexts.

A consistent theme in recent research on blended and online learning in EFL contexts is that instructional effectiveness is strongly shaped by the quality of interaction, the credibility and timeliness of feedback, and learners' sense of social presence. Across studies that examine blended formats in language education, interaction is repeatedly positioned as the pedagogical "engine" that sustains engagement, because it creates opportunities for learners to produce language, negotiate meaning, and adjust their output in response to others. In blended settings, these processes do not occur automatically; they depend on whether the design of online and offline components preserves communicative exchange and supports responsive teacher and peer participation. Evidence in this area suggests that when interaction is intentionally facilitated—through structured discussion, collaborative tasks, and teacher responsiveness—students tend to report more positive perceptions of blended learning, and educators likewise view blended formats as workable and beneficial for language instruction (Kumarasamy et al., 2020; Nguyen, 2024). These findings imply that the "blend" is pedagogically meaningful to the extent that it sustains a communicative ecology rather than merely distributing content across platforms.

Within this interaction-centered perspective, social presence becomes a key explanatory construct for why some blended EFL implementations are perceived as supportive while others feel fragmented or impersonal. Social presence refers to students' sense that teachers and peers are "there," accessible, and responsive within the learning environment. In practice, social presence is produced through interactional cues—such as timely replies, dialogue that acknowledges learners' contributions, and visible teacher facilitation—rather than through the mere use of technology. In EFL learning, where confidence and willingness to communicate are often fragile, the perceived absence of social presence can reduce participation and increase avoidance behaviors, especially in online sessions. Conversely, when blended learning environments maintain social presence, learners are more likely to interpret tasks as meaningful, feel accountable to peers, and persist through communicative challenges. This pattern is consistent with research that links perceived interaction quality to more favorable student perceptions of blended learning experiences (Kumarasamy et al., 2020; Nguyen, 2024), reinforcing the argument that social presence operates as a bridge between instructional design and learner engagement.

Another body of evidence, including systematic review research, highlights that blended learning can strengthen learner autonomy and motivation, which in turn supports engagement and academic performance (Chuane et al., 2022; Ramalingam et al., 2022). In EFL contexts, autonomy is commonly expressed through learners' initiative to practice outside class time, select supplementary resources, revise written work, or engage in self-paced listening and reading. Motivation is likewise reinforced when students perceive progress, receive feedback that clarifies next steps, and experience supportive peer interaction. However, contemporary research increasingly cautions against treating autonomy and motivation as automatic outcomes of moving learning activities online. Instead, these outcomes appear contingent on design features

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

that help students regulate learning effectively—such as clear task instructions, realistic workload pacing, explicit success criteria, and feedback structures that turn online participation into learning rather than mere compliance. Thus, the literature suggests a conditional relationship: blended learning can amplify autonomy and motivation when the learning environment provides scaffolding and guidance, but it may weaken them when students face unclear expectations and limited support (Chuane et al., 2022; Ramalingam et al., 2022).

The centrality of interaction and participation is further supported by research examining engagement processes and their educational impact. Studies on participation emphasize that engagement behaviors are meaningfully shaped by learning contexts and experiences (Umphrey et al., 2008), indicating that participation is not simply a student trait but an outcome of instructional conditions. For blended EFL classrooms, this perspective underscores that online and offline components should be designed to protect students' opportunities to ask questions, engage in dialogue, and receive corrective input. Where online sessions are reduced to one-way content delivery, passive viewing, or task posting with minimal response, interactional density declines, feedback loops weaken, and social presence becomes harder to sustain. Over time, such conditions can shift students' perceptions toward viewing the online component as less effective or less "real" than face-to-face learning, not because the modality is inherently inferior, but because communicative opportunities are reduced. This line of argument positions students' perceptions as a valuable diagnostic indicator: negative perceptions may signal not resistance to technology, but shortcomings in interaction design and feedback practices.

Taken together, the literature suggests that interaction, feedback, and social presence function as interdependent mechanisms that shape how students experience blended EFL learning. Interaction provides the communicative practice necessary for language development; feedback directs learners' attention to gaps and supports improvement; and social presence sustains motivation and participation by making the learning environment feel responsive and relational. Systematic review evidence adds that autonomy and motivation can be strengthened in blended contexts, but only when instructional design supports self-regulation through clarity, structure, and meaningful feedback (Chuane et al., 2022; Ramalingam et al., 2022). This thematic synthesis implies that evaluating blended learning effectiveness—particularly from the student perspective—should not focus primarily on the presence of technology, but on whether blended routines maintain interactional quality, credible feedback, and a sense of connected participation across modalities.

METODE PENELITIAN

This study employed a descriptive qualitative research design to investigate students' perceptions of blended learning as implemented in English language instruction at SMAN 3 Maros. A descriptive qualitative approach is appropriate when the research objective is to portray participants' views, evaluations, and interpretations of an educational phenomenon as it occurs in a natural setting, rather than to examine causal relationships or test hypotheses. In the present study, blended learning—organized through a combination of face-to-face and online sessions—constitutes a complex instructional practice that requires attention to how students interpret instructional clarity, interaction quality, and learning support across modalities. Prior research indicates that students' perceptions of online and offline learning often differ in meaningful ways, particularly in secondary education, making a descriptive qualitative design suitable for capturing these variations in experience and judgment (Rahim & Chandran, 2021; Rojabi, 2020).

Although the study is primarily descriptive, it is theoretically informed by existing literature on modality preference and student perception in EFL learning. Previous studies have shown that students often value face-to-face learning for its immediacy of feedback, clearer instructional cues, and stronger interaction, while online learning is frequently associated with flexibility but also with challenges related to motivation and communication (Wieczorek et al., 2021; Yuzulia, 2021; Wang et al., 2022). By adopting a qualitative descriptive design, the study aims to document how these tendencies manifest in a specific blended learning context and how students evaluate the integration of online and offline instruction in their English classes.

The research was conducted at SMAN 3 Maros, a public senior high school where blended learning is implemented as a regular instructional practice in English classes. In this setting, English instruction for twelfth-grade students is organized through scheduled face-to-face sessions on certain days and online learning sessions on others, creating a structured blended learning routine. This context provides a relevant setting for examining students' perceptions, as learners have sustained experience with both instructional modes and can meaningfully compare their learning experiences across modalities.

Participants in this study were twelfth-grade students enrolled in English classes at SMAN 3 Maros. The selection of participants was based on purposive sampling, focusing on students who had experienced blended learning over an extended period and were therefore able to reflect on its strengths and challenges.

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

This sampling strategy aligns with qualitative research practices that prioritize information-rich cases capable of providing insight into the phenomenon under investigation. Ethical considerations were observed throughout the study, including voluntary participation and the assurance of confidentiality.

Data were collected using questionnaires and semi-structured interviews to capture both the breadth and depth of students' perceptions of blended EFL learning. The questionnaire was designed to elicit students' evaluative judgments regarding key aspects of blended learning, including instructional clarity, interaction, feedback, motivation, and perceived effectiveness of online and offline components. Rather than functioning as a standardized measurement instrument, the questionnaire served as a descriptive tool to identify dominant perception patterns and to guide further qualitative exploration.

Semi-structured interviews were conducted to gain deeper insight into students' experiences and interpretations of blended learning. The interview protocol focused on students' experiences with face-to-face and online instruction, perceived strengths and difficulties of each modality, and how blended learning supported or constrained their English learning. Semi-structured interviews were chosen to allow consistency across participants while also providing flexibility to probe emerging themes. This combination of data collection methods supports triangulation by enabling cross-validation of findings from different sources, a common strategy in qualitative educational research.

Data analysis followed a qualitative descriptive approach aimed at identifying recurring patterns and themes in students' perceptions. Questionnaire responses were first examined to identify general trends and areas of convergence or divergence in students' evaluations of blended learning. Interview data were then transcribed and analyzed thematically through an iterative process of reading, coding, and categorization. Initial codes were derived from the research focus on instructional clarity, interaction, feedback, motivation, and modality comparison, while additional codes were generated inductively from the data.

The analysis emphasized preserving participants' perspectives and language while organizing findings into coherent thematic categories. Rather than seeking deep theoretical abstraction, the analysis aimed to provide a clear and faithful representation of students' perceptions as expressed in their own accounts. This approach is consistent with descriptive qualitative methodology, which prioritizes transparency and closeness to the data over interpretive complexity.

To ensure the trustworthiness of the study, several strategies commonly recommended in qualitative research were employed. Credibility was enhanced through data triangulation, as findings were derived from both questionnaires and interviews. Consistency in data collection procedures and the use of a common interview guide contributed to dependability. To support confirmability, analytic decisions were grounded in participants' responses rather than researcher assumptions, and illustrative excerpts were used to support thematic interpretations.

Although the study does not aim for statistical generalization, its methodological rigor supports analytic transferability by providing a clear description of the research context, participants, and procedures. This allows readers to assess the relevance of the findings to similar educational settings, particularly public secondary school EFL contexts where blended learning is implemented as a regular instructional practice.

This section presents the findings of the study concerning students' perceptions of blended learning in English instruction at SMAN 3 Maros. The findings are based on questionnaire responses from 35 twelfth-grade students in class XII MIPA 4. The questionnaire comprised 20 statements divided equally between online and face-to-face learning components and organized into three perception indicators: Receiving, Understanding, and Evaluation. These indicators were used to capture how students initially received instructional input, how they comprehended learning processes and materials, and how they evaluated the effectiveness of online and offline instruction. The presentation of findings is structured by perception indicator, followed by a synthesis comparing students' perceptions across learning modalities.

At the receiving level, the findings indicate a generally positive perception of face-to-face instruction compared to online learning. Most students reported that they were more attentive and responsive during offline English classes, particularly when teachers explained learning objectives and introduced lesson content directly. Face-to-face sessions were perceived as facilitating clearer initial engagement, as students could immediately observe verbal and non-verbal instructional cues and ask questions without hesitation. This pattern suggests that physical classroom interaction plays an important role in shaping students' initial reception of learning activities in EFL contexts.

In contrast, students' perceptions of online learning at the receiving level were more mixed. While some students acknowledged that online platforms enabled access to materials and instructions, a noticeable proportion reported difficulty maintaining attention and focus during online sessions. Issues such as delayed communication, distractions in the home environment, and reduced immediacy of teacher presence

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

influenced how students initially received online instruction. These findings align with previous research indicating that online learning environments may weaken students' attentional engagement at the early stages of instruction, particularly in secondary education settings.

Compared with prior studies that often report generally positive student attitudes toward blended learning as a whole, the present findings offer a more differentiated view by highlighting modality-specific differences at the receiving level. Rather than perceiving blended learning uniformly, students distinguished clearly between how they initially engaged with offline and online instruction, suggesting that reception is sensitive to interactional immediacy and learning context.

At the understanding level, the findings reveal a stronger preference for face-to-face learning in supporting comprehension of English materials. Students reported that they understood explanations, examples, and task instructions more clearly during offline sessions. The opportunity to receive immediate clarification, observe demonstrations, and engage in real-time interaction with teachers and peers contributed to stronger perceived understanding. This was particularly evident for grammar explanations, reading comprehension tasks, and speaking activities that required guided practice.

Online learning, by comparison, was perceived as less effective in supporting understanding, especially when instructions were text-based or when feedback was delayed. Several students indicated that they sometimes completed online tasks without fully understanding the material, relying instead on guesswork or peer assistance outside the instructional platform. These perceptions suggest that online instruction, when not accompanied by sufficient scaffolding and interactive explanation, may limit students' depth of understanding in EFL learning.

These findings extend existing literature by demonstrating that challenges in online learning are not limited to motivation or access issues but also affect students' perceived comprehension of learning content. While previous studies often emphasize flexibility as a key advantage of online learning, the present study shows that flexibility alone does not guarantee understanding, particularly for secondary school EFL learners who may require more structured guidance.

At the evaluation level, students demonstrated a clear tendency to evaluate face-to-face learning as more effective and satisfying for English learning than online instruction. Offline classes were commonly perceived as more meaningful because they allowed for richer interaction, clearer feedback, and a stronger sense of teacher support. Students evaluated face-to-face instruction as better aligned with their learning needs, particularly for speaking practice and interactive activities that require immediate response and correction.

Online learning received more cautious evaluations. While students recognized certain benefits, such as flexibility and easier access to materials, these advantages were often outweighed by perceived weaknesses related to reduced interaction, lower motivation, and limited feedback. As a result, online instruction was frequently evaluated as supplementary rather than central to effective English learning. This evaluative pattern indicates that students viewed online learning as useful under certain conditions but not as an equal substitute for face-to-face instruction.

In comparison with earlier research that reports high student satisfaction with blended learning formats, the present findings suggest that satisfaction is conditional and modality-dependent. Students' evaluations were shaped not by the presence of technology itself but by how well each modality supported interaction, understanding, and feedback. This distinction contributes to the literature by emphasizing the evaluative role of students' learning needs rather than generalized attitudes toward blended learning.

When the three perception indicators are considered together, a consistent pattern emerges: students perceived face-to-face learning as superior to online learning across receiving, understanding, and evaluation dimensions. While online learning was acknowledged for its practical benefits, such as flexibility and accessibility, it was perceived as less effective in fostering engagement, comprehension, and meaningful interaction. This suggests that, in the studied context, blended learning functioned more as a complementary arrangement rather than a fully balanced integration of modalities.

Importantly, these findings differ from some prior studies that portray blended learning as inherently enhancing student engagement and autonomy. In contrast, the present study indicates that secondary school students may experience blended learning asymmetrically, valuing offline instruction more strongly while viewing online components as supportive but limited. This difference may be attributed to contextual factors such as students' developmental stage, instructional design, and the quality of interaction within online sessions.

Overall, the findings answer the research objective by identifying perceived strengths and difficulties of blended learning and clarifying how students evaluate online and offline components in relation to their

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

learning needs. The results underscore that students' perceptions are shaped by the extent to which each modality supports interaction, understanding, and feedback—core elements of effective EFL learning. These insights provide empirical support for refining blended learning practices to better align online instruction with students' expectations and learning requirements.

The *Receiving* indicator captures how students initially perceived the clarity, accessibility, and immediacy of instructional information and interaction cues across online and face-to-face learning modes. At this level, perception reflects students' first contact with instructional guidance, platform usability, and interaction signals that shape their readiness to engage in learning activities. The analysis distinguishes between online and offline receiving experiences to illustrate how modality influences students' initial engagement with English instruction.

For online learning, students' responses indicate a mixed perception of instructional clarity and accessibility. Several questionnaire items attracted substantial disagreement, suggesting that online receiving was not consistently perceived as supportive. Regarding the adequacy of platform instructions, a majority of students expressed dissatisfaction: only 14 out of 35 students agreed that instructions for using the online platform were sufficient, while 21 students disagreed (Questionnaire No. 2). This result suggests that many students encountered difficulties at the initial stage of online learning, particularly in understanding how to navigate or utilize the platform effectively. However, perceptions were more favorable with respect to basic usability. Most students (23 out of 35) agreed that the online platform was clear and easy to use, although a notable minority still disagreed (Questionnaire No. 4). This indicates that while the platform interface itself was generally accessible, usability alone did not compensate for the perceived lack of instructional guidance.

Further findings reinforce this pattern. When asked whether teaching and learning activities across language skills were always explained clearly in online learning, a larger proportion of students expressed agreement, yet disagreement remained visible, indicating uneven clarity in instructional explanations (Questionnaire No. 6). In addition, students reported difficulty equating online learning processes with face-to-face routines. More than half of the respondents disagreed that they could complete online learning tasks in the same way as face-to-face learning (Questionnaire No. 7). Collectively, these responses suggest that online receiving was characterized by partial accessibility: while students could access materials and platforms, many did not perceive the instructional cues and guidance as sufficiently clear or equivalent to offline learning routines.

In contrast, students' perceptions of face-to-face receiving were overwhelmingly positive across all items. Every student agreed that face-to-face sessions helped them study learning content in detail (Questionnaire No. 11), indicating strong confidence in the clarity and depth of offline instruction. Similarly, all respondents agreed that interaction between teachers and students was better during face-to-face meetings (Questionnaire No. 13), highlighting the importance of direct interaction in shaping students' initial engagement. When asked whether they could obtain answers to learning problems through face-to-face learning, most students expressed agreement (Questionnaire No. 10), reinforcing the perception that offline settings provide immediate and accessible instructional support. Most notably, all students agreed that face-to-face interaction was more meaningful to them than online interaction (Questionnaire No. 14).

Taken together, the Receiving indicator reveals a clear and consistent pattern: students perceived face-to-face learning environments as offering clearer instructional cues, stronger interaction, and more accessible learning support than online environments. While online learning provided basic access and usability, it was perceived as less effective in supporting students' initial engagement and understanding of learning expectations. This finding aligns with recent research emphasizing the role of social presence and interaction comfort in shaping students' early engagement with learning activities. Face-to-face environments tend to reduce ambiguity, lower anxiety, and strengthen students' sense of connection with teachers, thereby enhancing the receiving phase of learning (Mohammed & Muhammad, 2024; Tabassum & Saad, 2024).

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

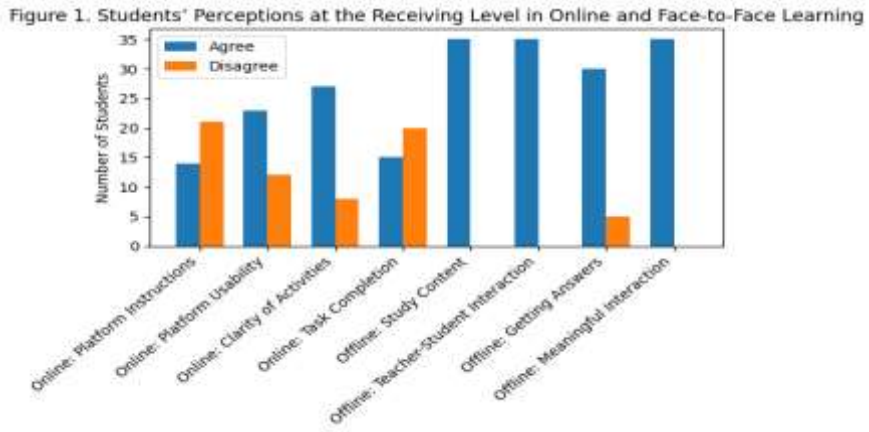


Figure 1. Students' Perceptions at the Receiving Level in Online and Offline Learning

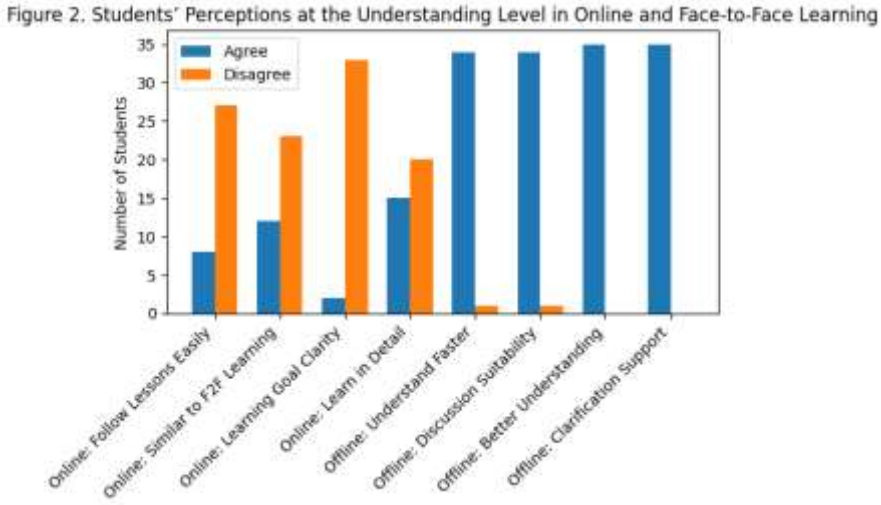


Figure 2. Students' Perception at the Understanding Level in Online and Offline Learning

The *Understanding* indicator examined whether students perceived themselves as able to follow lessons, comprehend learning materials, and achieve effective learning outcomes in online and face-to-face instructional modes. This indicator reflects students' perceived depth of comprehension and their ability to make sense of learning objectives, explanations, and discussion processes within each modality.

As illustrated in Figure 2, students' perceptions of *online understanding* reveal substantial difficulties. A clear majority of students reported that online learning did not help them follow lessons easily, and most did not perceive online learning as comparable to face-to-face instruction in terms of learning experience. The most pronounced weakness appears in learning-goal clarity, where almost all students reported difficulty clearly understanding the purpose of learning through online instruction. Although some students acknowledged that they could learn English in detail on the online platform, disagreement remained dominant, indicating that perceived depth of understanding was limited. Taken together, these findings suggest that online learning, while accessible, did not consistently support students' comprehension of lesson flow, learning purposes, or conceptual depth.

In contrast, students' perceptions of *face-to-face understanding* were overwhelmingly positive across all items. Nearly all respondents indicated that face-to-face interaction helped them understand material more quickly and effectively, and that discussion activities were more suitable in offline settings. Complete agreement was recorded for items related to overall understanding and clarification support, demonstrating that students perceived face-to-face instruction as providing immediate explanations, richer discussion, and clearer resolution of learning difficulties. These results indicate that students viewed offline instruction as decisively superior for comprehension, discussion, and conceptual clarity in EFL learning.

The Understanding indicator highlights a sharp modality contrast. While online learning posed challenges related to clarity of goals, ease of following lessons, and depth of understanding, face-to-face learning was perceived as strongly supportive of comprehension and learning effectiveness. This finding extends previous blended-learning research by showing that secondary-school EFL learners may experience online instruction as cognitively demanding and less transparent, particularly when instructional goals and

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

explanations are mediated through digital platforms. The results reinforce arguments in the literature that reduced instructional clarity and communication constraints in online environments can negatively affect understanding, motivation, and engagement (Wang et al., 2022; Jiang et al., 2022; Derakhshan et al., 2023; Liang, 2023).

The *Evaluation* indicator reflects students' judgments regarding the clarity of assessment criteria and the perceived helpfulness of evaluation practices in online and face-to-face learning environments. This indicator is important because evaluation not only measures learning outcomes but also shapes students' understanding of expectations, progress, and areas for improvement in EFL learning.

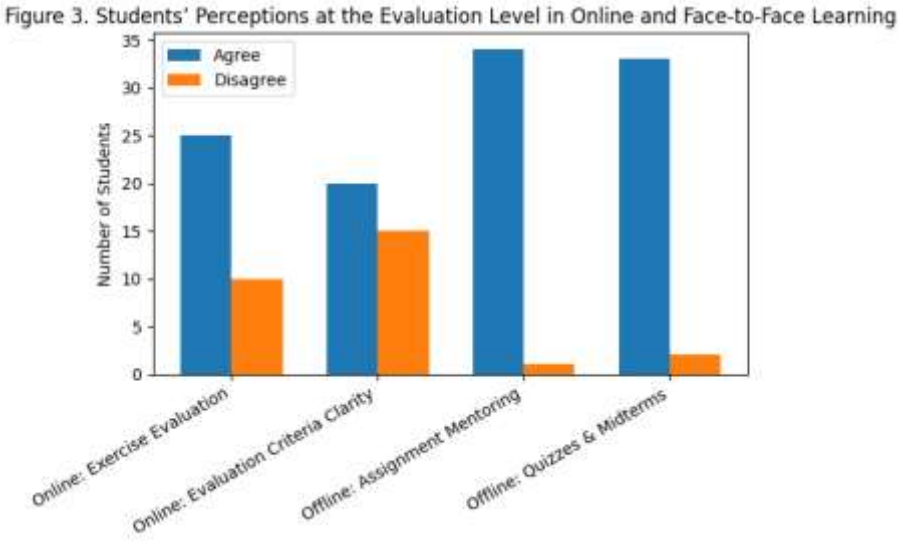


Figure 3. Students' Perception at the Evaluation Level in. Online and Offline Learning

As shown in Figure 3, students' perceptions of *online evaluation* were generally positive but not unequivocal. Most students agreed that the evaluation of exercises on the online platform was conducted well, indicating that online systems were perceived as workable for administering and scoring tasks. However, perceptions became more divided when students evaluated the clarity of online assessment criteria. A substantial minority reported difficulty understanding evaluation criteria when these were delivered online, suggesting that assessment transparency may be weakened when criteria and feedback are mediated primarily through digital platforms. This pattern indicates that while online evaluation can function effectively at a procedural level, it may not consistently support students' interpretive understanding of assessment expectations.

In contrast, students' perceptions of *face-to-face evaluation* were overwhelmingly positive. Almost all respondents reported that mentoring on assignments during offline sessions was highly helpful, highlighting direct teacher guidance as a central strength of face-to-face evaluation practices. Similarly, quizzes and midterm assessments conducted in face-to-face contexts were perceived as effective tools for measuring learning and supporting reflection on progress. These findings suggest that students valued not only the assessment outcomes themselves but also the accompanying interaction, explanation, and mentoring that occurred in offline settings.

The Evaluation indicator reinforces the modality contrast observed in the Receiving and Understanding indicators. While online evaluation was perceived as adequate for administering exercises, face-to-face evaluation was judged as more supportive, transparent, and meaningful due to the presence of mentoring and immediate feedback. This result aligns with recent studies emphasizing that teacher presence—expressed through guidance, clarification, and dialogic feedback—substantially enhances students' satisfaction and perceived effectiveness of assessment in blended learning environments (Ji et al., 2024; Gillani et al., 2025; Liu & Mantuhac, 2024).

Across the three perception indicators—Receiving, Understanding, and Evaluation—a consistent pattern emerges: students evaluated face-to-face learning as markedly stronger than online learning. Offline items repeatedly received near-unanimous agreement, particularly for interaction quality, comprehension support, and mentoring-based evaluation. Several face-to-face statements reached complete or near-complete agreement, underscoring students' strong endorsement of offline learning benefits.

Online perceptions were more variable. Students tended to rate platform usability and exercise evaluation positively, yet they reported significant limitations related to clarity of learning purposes, ease of

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

following lessons, and depth of understanding. From a theoretical perspective, this preference for face-to-face learning is consistent with interaction and social presence frameworks, which emphasize that direct interaction fosters engagement, reduces anxiety, and supports communicative practice—factors that are especially consequential in EFL learning (Mohammed & Muhammad, 2024; Tabassum & Saad, 2024). At the same time, the mixed outcomes observed in online learning suggest that strengthening structured interaction and feedback routines may improve students' online experiences. Prior research indicates that strategies such as guided discussions, breakout interactions, and explicit feedback loops can enhance engagement and confidence in online language learning (Li & Hu, 2024; Isda et al., 2021). For public-school contexts, attention to mobile-friendly and low-bandwidth design remains an important practical consideration for improving inclusiveness in online components (Atmojo & Nugroho, 2020).

HASIL DAN PEMBAHASAN

This study aimed to examine students' perceptions of blended learning in EFL instruction by identifying perceived strengths and difficulties and clarifying how students evaluated online and face-to-face components in relation to their learning needs. The findings provide a coherent answer to this objective by demonstrating a consistent pattern across all perception indicators—Receiving, Understanding, and Evaluation—namely that students perceived face-to-face instruction as substantially more effective and supportive than online instruction. While online learning was acknowledged as usable and workable for certain tasks, it was not perceived as equivalent to offline learning in terms of interaction quality, comprehension support, and evaluative clarity. These results indicate that students' perceptions of blended learning in the studied context were asymmetrical rather than balanced, with offline instruction functioning as the dominant and preferred mode.

At the receiving level, the findings show that students perceived face-to-face learning as providing clearer instructional cues and more meaningful interaction than online learning. This result directly addresses the research objective related to identifying perceived strengths and difficulties of each modality. The strength of offline receiving can be interpreted through the lens of social presence and immediacy. Face-to-face settings allow students to observe verbal and non-verbal cues, ask spontaneous questions, and receive immediate responses, which reduces ambiguity at the initial stage of learning. In contrast, online receiving was characterized by mixed perceptions: although students generally found the platform usable, many did not perceive the instructional guidance as sufficient. This suggests that technical usability alone does not guarantee instructional clarity. This interpretation is consistent with social presence theory, which emphasizes that learners' sense of connection and responsiveness shapes early engagement with learning tasks.

These findings are largely consistent with previous research reporting that secondary school students often prefer offline learning due to stronger interaction and clearer communication (Wieczorek et al., 2021; Yuzulia, 2021). However, the present study adds nuance by distinguishing between platform usability and instructional guidance. While earlier studies sometimes treat online dissatisfaction as a general rejection of technology, the current findings suggest that students' concerns are more specifically related to the adequacy of instructional cues and interaction support rather than to the technology itself. This distinction represents an important contribution to blended learning research, particularly in secondary EFL contexts.

At the understanding level, the results indicate a sharp contrast between online and face-to-face learning. Students overwhelmingly perceived face-to-face instruction as more effective for understanding materials, following lessons, and clarifying learning goals. Online learning, by contrast, was associated with difficulties in goal clarity, ease of following lessons, and perceived depth of learning. This finding directly answers the research objective concerning how students evaluate learning effectiveness across modalities. The most striking result—the near-unanimous difficulty in understanding learning purposes online—suggests that cognitive clarity is a critical weakness of the online component in the studied context.

From an interpretive standpoint, this pattern can be explained by the cognitive demands placed on learners in online environments. Online learning often requires students to interpret instructions independently, manage learning flow, and infer expectations without continuous guidance. For secondary school EFL learners, who may still rely heavily on teacher scaffolding, this shift can result in cognitive overload and fragmented understanding. This interpretation aligns with research showing that reduced instructional clarity and communication constraints in online learning negatively affect comprehension and engagement (Wang et al., 2022; Jiang et al., 2022). At the same time, the findings differ from some studies in higher education contexts that report comparable understanding between online and offline learning. This discrepancy suggests that learner age, developmental stage, and instructional dependency play a significant

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

role in shaping perceptions of understanding, highlighting the importance of context-specific investigation.

At the evaluation level, the findings reveal a more differentiated pattern. Students generally viewed online evaluation of exercises as adequate, indicating that digital platforms can function effectively for administering and scoring tasks. However, perceptions became less positive when students evaluated the clarity of online assessment criteria. In contrast, face-to-face evaluation—particularly mentoring and in-class assessments—was perceived as highly supportive and meaningful. This finding addresses the research objective related to identifying perceived strengths and difficulties in evaluative practices across modalities.

Scientifically, this result can be interpreted through the role of teacher presence in assessment. Face-to-face evaluation allows teachers to explain criteria, provide immediate clarification, and offer mentoring that contextualizes assessment results. These interactional elements help students interpret feedback and understand how to improve. Online evaluation, while efficient, may lack these dialogic dimensions unless explicitly designed to include them. This interpretation is consistent with recent studies emphasizing that assessment effectiveness in blended learning is strongly influenced by the visibility and responsiveness of teacher guidance (Ji et al., 2024; Gillani et al., 2025; Liu & Mantuhac, 2024). The present study extends this literature by showing that students differentiate between procedural adequacy and interpretive clarity in online assessment.

When considered together, the three indicators reveal a coherent overall pattern: students valued face-to-face learning for its interactional richness, cognitive clarity, and mentoring-based support, while viewing online learning as functional but limited. This pattern partially aligns with prior blended learning research that highlights the benefits of flexibility and accessibility offered by online components. However, the present findings diverge from studies that portray blended learning as inherently enhancing engagement and autonomy. Instead, the results suggest that, in public secondary school EFL contexts, blended learning may operate asymmetrically, with offline instruction carrying greater pedagogical weight.

This divergence can be explained by contextual factors. Many studies reporting high satisfaction with blended learning focus on higher education or well-resourced settings where learners are more autonomous and instructional designs are highly structured. In contrast, the present study was conducted in a public senior high school context, where students may have varying levels of digital literacy and stronger dependence on teacher guidance. This contextual difference helps explain why online learning was perceived as weaker for understanding and engagement, despite being usable for certain evaluative tasks. Thus, the study contributes to the literature by emphasizing that the effectiveness of blended learning is not universal but contingent on learner characteristics and instructional context.

In summary, the discussion demonstrates that the findings are closely aligned with the study's original objectives and provide empirically grounded answers to the research questions. The results confirm that students' perceptions of blended learning are shaped primarily by interaction quality, instructional clarity, and teacher presence rather than by the mere availability of technology. While the findings are broadly consistent with existing theories of social presence and interaction in language learning, they also reveal important differences from studies conducted in other educational contexts. These differences underscore the need for context-sensitive blended learning designs that prioritize structured interaction, clear guidance, and mentoring support, particularly in secondary school EFL settings.

KESIMPULAN

This study set out to examine twelfth-grade students' perceptions of blended learning in English classes at SMAN 3 Maros by comparing online and face-to-face components across three perception indicators: Receiving, Understanding, and Evaluation. The purpose was to identify perceived strengths and difficulties of each modality and to clarify how students evaluated online and offline learning in relation to their learning needs. The findings provide a clear and consistent answer to this objective, revealing that while students valued the blended structure as a whole, they perceived face-to-face learning as markedly more effective than online learning for interaction, comprehension, and instructional support. Across all three indicators, face-to-face instruction received overwhelmingly positive evaluations. Students consistently perceived offline learning as more meaningful, more interactive, and more supportive of detailed understanding and rapid clarification. These perceptions indicate that the physical classroom remains the primary context in which students reliably experience social presence, immediate guidance, and communicative engagement—elements that are particularly crucial in EFL learning. Interpreted through interaction and social presence perspectives, including the Community of Inquiry framework, this preference suggests that students feel more confident, engaged, and less anxious in face-to-face environments, which

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

strengthens their willingness to participate and practice language skills. In contrast, students' perceptions of online learning were more mixed. While the online component was generally viewed as usable and workable—especially for accessing materials and conducting exercise evaluation—it was perceived as pedagogically weaker for following lessons easily and understanding learning purposes. Difficulties related to instructional clarity and goal transparency emerged as the most salient weaknesses of online learning. These findings align with previous research reporting that online EFL learning often suffers from ambiguous instructions, reduced interaction, and communication constraints, which can undermine motivation and engagement. At the same time, the results nuance this literature by showing that students did not reject online learning entirely; rather, they differentiated between its functional strengths and its instructional limitations. The implications of these findings are both pedagogical and institutional. Pedagogically, blended learning should be treated as an integrated design challenge rather than a simple alternation of delivery modes. Online components need to be intentionally designed to reproduce—or strategically complement—the interactional and scaffolding advantages of face-to-face learning. Structured online discussions, guided interaction, and explicit feedback loops represent practical strategies for strengthening online engagement and comprehension. Institutionally, public schools should prioritize equity-oriented approaches, including mobile-friendly and low-bandwidth designs, to ensure that online learning remains accessible and inclusive. Improving the clarity of online learning goals and instructions should be considered a high-impact priority, given its close relationship with motivation and engagement. In terms of contribution, this study provides context-specific evidence from a public senior high school EFL setting and demonstrates the value of a clear indicator-based framework for examining student perception. The findings reinforce existing theories emphasizing the central role of social presence and interaction quality, while also contributing new insight by showing that online components may be positively evaluated for usability and assessment management yet still be judged insufficient for deep understanding. By foregrounding student perceptions, the study offers practical guidance for refining blended learning design and teacher professional development. Several limitations should be acknowledged. The study relied on a single cohort in one school, which limits generalizability. Data were primarily perception-based and did not include direct measures of learning achievement or classroom observation. Future research should therefore involve larger and more diverse samples, incorporate qualitative interviews and observational data, and examine the relationship between perceptions and learning outcomes, particularly speaking performance. Further studies could also explore how instructional clarity, teacher presence, and platform design jointly influence engagement in blended EFL learning. Therefore this study underscores that the effectiveness of blended learning is not determined by technology alone but by how well instructional design sustains interaction, clarity, and support. These insights contribute to ongoing efforts to develop blended EFL learning that is both pedagogically effective and educationally equitable in secondary school contexts.

DAFTAR REFERENSI

Alahmadi, N. S., & Alraddadi, B. M. (2020). The impact of blended learning on EFL students' motivation and achievement. *Journal of Language Teaching and Research, 11*(2), 1–9.

Alsayed, M., & Ta'amneh, M. (2024). Students' perceptions of online and face-to-face learning in EFL contexts. *International Journal of Educational Technology, 9*(1), 45–59.

Amir, M., Tohamba, S., & Nur, S. (2020). Students' attitudes toward blended learning in English language education. *Journal of English Education, 5*(2), 89–101.

Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! Teaching activities and challenges during the emergency remote teaching in Indonesia. *Register Journal, 13*(1), 49–76.

Babak, M., & Masoud, H. (2011). The impact of blended learning on intercultural competence in EFL classrooms. *Language and Intercultural Communication, 11*(3), 205–220.

Baluyot, M. R., Santos, J. P., & Cruz, A. L. (2025). Teacher readiness and instructional quality in blended learning environments. *Teaching and Teacher Education, 124*, 104123.

Cabasan, R. (2024). Institutional support and sustainable blended learning practices. *Educational Management Review, 16*(2), 67–81.

Cherry, K. (2020). *Introduction to perception in psychology*. Verywell Mind.

Chuane, C., Mokoena, S., & Dlamini, Z. (2022). Blended learning and learner autonomy: A systematic review. *Educational Research Review, 36*, 100450.

Coyle, D. (2013). Student perception and learning participation. In *Innovative learning theories* (pp. 245–260). Routledge.

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

Derakhshan, A., Kruk, M., Mehdizadeh, M., & Pawlak, M. (2023). Motivation and engagement in online EFL learning. *System, 112*, 102989.

Dindar, M., Suorsa, A., & Hermes, J. (2021). Digital inequality and online learning participation. *Computers & Education, 170*, 104222.

Furqon, A., Hidayat, D., & Lestari, S. (2023). Measuring student perception in EFL contexts: Instrument development and validation. *Indonesian Journal of Applied Linguistics, 13*(1), 120–132.

Gillani, N., Eynon, R., & Hjorth, I. (2025). Teacher presence and feedback in blended learning. *British Journal of Educational Technology, 56*(1), 89–104.

Graves, J., Smith, K., & Lee, H. (2021). Connectivity gaps and educational inequality. *Education and Information Technologies, 26*, 6789–6805.

Hashemnezhad, H. (2022). Qualitative research rigor and triangulation in applied linguistics. *Journal of Research Design, 7*(2), 33–47.

Isda, I. D., Rahman, A., & Yusuf, M. (2021). Online speaking activities and student engagement. *Journal of Language Teaching, 15*(2), 88–99.

Ji, Y., Park, S., & Kim, H. (2024). Assessment feedback and student satisfaction in blended learning. *Assessment & Evaluation in Higher Education, 49*(2), 234–249.

Jiang, Y., Zhang, L. J., & May, S. (2022). Communication challenges in online EFL learning. *Language Learning & Technology, 26*(3), 1–20.

Karal, H., Cebi, A., & Turgut, Y. (2011). Students' perceptions of learning space changes. *Turkish Online Journal of Educational Technology, 10*(3), 95–105.

Kumarasamy, R., Aziz, A. A., & Ismail, N. (2020). Social presence in blended learning. *Asian Journal of University Education, 16*(3), 45–58.

Li, M. (2022). Personalized pathways in blended learning. *Educational Technology Research and Development, 70*, 1531–1549.

Li, Y., & Hu, G. (2024). Online interaction design and EFL speaking confidence. *Computer Assisted Language Learning, 37*(3), 401–420.

Liang, J. (2023). Instructional clarity and motivation in online language learning. *System, 110*, 102931.

Liu, Q., & Li, Y. (2025). Mobile-first learning design in public schools. *Education Sciences, 15*(1), 77.

Liu, X., & Mantuhac, L. J. (2024). Mentoring and assessment effectiveness in blended learning. *Journal of Educational Assessment, 29*(1), 55–70.

Lu, X., & Ramanair, J. (2025). Psychometric approaches to student perception measurement. *Applied Measurement in Education, 38*(1), 1–15.

Maliphol, M. (2022). Digital literacy gaps in secondary education. *Journal of Educational Technology Systems, 50*(4), 563–578.

Mohammed, A., & Muhammad, S. (2024). Social presence and anxiety reduction in EFL classrooms. *Journal of Language and Social Psychology, 43*(1), 98–114.

Mphuthi, D. (2025). Digital competence and student engagement. *International Journal of Educational Development, 98*, 102746.

Nguyen, T. (2024). Teachers' and students' perspectives on blended learning. *TESOL Quarterly, 58*(1), 211–230.

Nuri, H. (2021). Teacher professional development for blended learning. *Journal of Teacher Education, 72*(4), 501–515.

Ożadowicz, A. (2020). Technology-enhanced learning environments. *Sustainability, 12*(2), 587.

Pettalongi, A., Arhimah, A., & Qaribilla, Q. (2024). Educational access disparities in rural schools. *Indonesian Journal of Education, 9*(1), 14–28.

Price, L., & Winchester, S. (2025). Digital literacy and learning management systems. *Computers & Education, 194*, 104672.

Qaribilla, Q., Arhimah, A., & Pettalongi, A. (2024). Participation inequities in online learning. *Journal of Educational Equity, 6*(2), 77–91.

Rahim, M. N., & Chandran, S. K. (2021). Students' modality preferences in blended learning. *Asian EFL Journal, 28*(3), 44–60.

Ramalingam, P., Govindasamy, R., & Raman, K. (2022). Motivation and autonomy in blended learning: A review. *Journal of Learning Analytics, 9*(2), 23–39.

Rojabi, A. R. (2020). Online learning and student engagement. *Journal of Education and Learning, 14*(3), 12–21.

e-ISSN: 3025 – 4574
p-ISSN: 3025 – 2679

Saks, A. M., & Johns, G. (2011). *Organizational behaviour: Understanding and managing life at work*. Pearson.

Sukma, I., Lestari, D., & Pratama, R. (2023). Teachers' readiness for blended learning. *Indonesian Journal of Educational Research*, *8*(2), 101–115.

Şentürk, B. (2020). Self-directed learning in blended environments. *International Journal of Instruction, 13*(2), 769–786.

Suson, R. (2024). Mobile learning accessibility in public education. *International Journal of Mobile Learning*, *6*(1), 1–15.

Tabassum, M., & Saad, M. (2024). Face-to-face interaction and EFL learner engagement. *Journal of Language Education*, *18*(1), 66–82.

Tohamba, S., Amir, M., & Nur, S. (2022). Learner engagement in blended EFL classes. *Journal of English Language Studies*, *7*(1), 55–68.