The ongoing convergence of blended learning classroom in new normal: Teachers' and students' perspectives in higher education

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Abstract

Since Covid-19 was declared a pandemic, educational technology has become trended by playing E-learning. Teachers and students are forced to transform from traditional classes into E-classrooms. However, full e-learning did not give students a massive impact yet, and lately, they have become less motivated since it provided no real communication (Mese & Sevilen 2021). Integrating face-to-face learning (direct interaction) and technology-based learning (digital communication) becomes promising (Garrison &Vaughan, 2008; Rianto, 2020). This study explored the perspectives of 3 pre-service teachers and 27 students towards the blended learning (BL) practices in the EFL context. The setting was the English education department, Universitas Borneo Tarakan. The data were collected using online interviews to gain in-depth information. The findings uncovered that the teachers and students gave positive perspectives to apply this model to the new normal. In addition, BL could reshape the teachers' roles by applying multiple technology use in the teaching and learning process. BL was also able to broaden students' learning experience and provide them with a technology-based world. This study highlighted some implications, including the need for pre-service teachers' professional development that ultimately will help teachers assist students in succeeding in blended learning.

***Keywords**: face-to-face learning; online learning; blended learning; new normal*

INTRODUCTION

Today the integration of technology and education is an exhilarating time. Ramli (2018) stated that teachers and students are forced to transform from traditional classes into E-classrooms in education. As a positive impact, during the covid-19 pandemic, learning online theoretically makes it possible for students with limited flexibility and resources to attain outstanding education through a single internet connection. Many online learning issues make students more available, accessible, and affordable. Numerous aspects of online education increase

students' availability, accessibility, and affordability. On the other hand, online education delivery can suffer huge limitations. Online education was found ineffective and inadequate for students' development because there were many problems faced by students when they followed online learning. Negative impacts affect students' motivation because there is no social interaction with teachers and peers, a discrepancy between expectations and content, administrative problems, and learning environment management (Garrison & Vaughan, 2008; Mese & Sevilen, 2021). Overall, the time when technology and education come together is fascinating. Teachers and students in education are being compelled to transition from traditional classrooms to E-classrooms due to the covid-19 pandemic.

The excellence of E-learning programs brings real challenges. Pandemic gives massive and ongoing impacts like effectiveness, flexibility, cost-efficiency and time saving, and ease in learning (Sharma, 2020). However, Physical learning will never be changed by virtual classrooms. Possibly they will blend two different learning environments. It seems that technology cannot replace teachers and face-to-face classrooms (Kerres & Witt, 2003), but teachers can widely use technology to improve education. Combining the advantages of online learning and traditional classroom learning environments has led to a new learning environment, often referred to as "blended learning" (Kharb & Samanta, 2016). Blended Learning has been widely accepted as "a new normal" instructional practice, but the attempts to look for the right blend formula are still ongoing through continuous quality evaluation. Quality evaluation of BL implementation, particularly in higher education, requires dialogue between elements at the macro-level (inspectorate, accreditation bodies), meso-level management) and micro-level (faculty and students) (Setyaningsih, 2020). Blending direct lectures with technology gives growth to blended learning and flipped classrooms; this kind of learning atmosphere can raise the students' learning potential. Students can control their learning very flexibly, thereby developing new skills leading to lifelong learning (Dhawan, 2020). Therefore, blended learning has taken advantage of technology with traditional approaches to teaching and learning. Blended learning offers a practical and efficient platform for utilizing different teaching strategies and has the potential to maximize the advantages of both face-to-face and online learning (Kharb & Samanta, 2016). However, with the continued existence of traditional teaching and learning methods, blended learning has included the benefits of technology. Continuous quality evaluation is still being used to find the optimal blend formula. Combining direct lectures with technology, blended learning and flipped classes gain traction. Students can exert considerable influence over their learning, thereby gaining new abilities and establishing a foundation for lifelong learning.

To face the change, integrating face-to-face learning (direct interaction) and technology-based learning (digital communication) becomes promising (Garrison &Vaughan, 2008; Rianto, 2020). Therefore, it is urgent to identify how the teachers and students were prepared to meet this new teaching and learning phase. Furthermore, teachers and students need to equip their knowledge of BL and involve technology in interactive activities. Besides that, students required a sufficient understanding of the concept of blended learning to have another learning experience supported by the practice of using technology in their lives.

Online learning has been considered optimistic. Dhawan (2020) has found that online learning offers student-centred learning and great flexibility of time and location. It customizes our procedures and processes based on the needs of the learners, maintains a human touch to their lectures, creates a collaborative and interactive learning environment, and teachers can provide students feedback immediately. In addition, through online learning, students have resilient solutions to use kinds of platforms or applications to interact and work (Mark & Semaan, 2008). Although the benefits of online learning have been fulfilled, the weaknesses of online learning also have been experienced by students because there is no direct communication (human touch) between students and their teachers and peers. Students and teachers face technical difficulties that hinder and slow down the teaching-learning process. Students' non-serious behaviour can also hamper the flexibility of online teaching and learning because they have different confidence and capabilities. At the same time, they are frustrated and confused because of overburdening of online assignments and learning instruction. The notions of blending classroom-based learning and online or distance education might come to bring another nuance of learning into the new normal (Bonk & Graham, 2006). Together, previous experts indicate that teachers and students must be prepared to tackle the challenges of this new era of education. Direct connection (in person) combined with technology-based learning (by digital communication) is a potential strategy for adapting to change. Technology presents challenges to both students and teachers, causing them to be hindered and slowing down the teaching-learning process.

The successful practices of blended learning are more than just tips and techniques; they need an understanding of the critical concepts in blended learning and what makes it effective. Wang et al. (2015) stated that blended learning could provide a more fruitful, accurate understanding of the dynamic and adaptive nature of learning. Successful blended learning can be reached when all elements are combined, and their roles are well implemented, such as teachers, technology, content, students, learning atmosphere, and institution support. Huang (2016) found that online learning was more beneficial while face-to-face learning encouraged the learning of world knowledge and facilitated the expansion of learners' interests in learning English. The research findings shed light on how face-to-face and online learning interact with each other in the blended learning context so that the learning situation can be well integrated into English learning. The application of the blended learning approach in foreign language teaching has become quite prevalent in language classes worldwide. Blended learning supplements face-to-face teaching and learning environments with different kinds of technology-based instruction. Sun and Qiu (2017), outlining a framework of the blended learning model in college English teaching applicable in China's EFL class environment using a case study, found that the research participants perceived the model to be valuable and helpful for the improvement of their English proficiency. In addition, it was found that the participants in the experimental class received higher scores for their post-test at the end of the study.

Currently, EFL education is surrounded by blended learning and its features, which are used as a practical approach. As an effective EFL practice, blended learning has restructured the educational context and paved the way.

In fact, blended learning cooperates EFL educators with various interactive language activities while it is a double component, integration of face-to-face education and technology-generated approaches (Rahim, 2019). Teachers need high efforts for successful blended learning practices. Some studies found some challenges met by the teachers in applying the BL model. Bisriyah (2020) emphasized that blended learning was not a homogenous concept since it means different things to different people. Besides, teachers in the blended courses experience several challenges; hence constant support and persistent effort from all the components, including the affiliated institution, should be given to achieve the potential benefits of this learning mode. Mulyono et al. (2021) found that insufficient training and support on blended learning were the primary challenges that constrained teachers from designing and managing the blended learning activities, consequently preventing them from addressing technical issues that emerged during blended learning practices.

On the contrary, blended learning is effective when there is institutional support through the provision of professional education and the opportunity for redesigning courses for the most appropriate blend (Bliuc et al., 2007; Ridwan et al., 2020). These studies clearly indicate that blended learning gives people a better sense of how learning changes and adapts. Mixed learning can be successful when all elements, such as teachers, technology, material, students, learning environment, and institutional support, are blended and their responsibilities are well executed.

METHOD

This research applied descriptive qualitative design to undercover comprehensive summarization of teachers' and students' perspectives towards blended learning practices in the new normal. The primary data were taken from a questionnaire and interview questions about the ongoing convergence of blended learning. The interview questions for students were adapted from Nordina and Alias (2013), Ja'ashan (2015), Rombe (2014), Friatin et al. (2017), Warman (2018), Sari and Wahyudin (2019), and Pitaloka et al. (2020). Meanwhile, the interview questions for teachers were adapted from Mohsen and Shafeeq (2014), Kosar (2016), and Aldosemani et al. (2019).

The participants were selected through a purposive sampling technique. The participants of this study were three pre-service teachers and 27 students who will possibly meet the teaching and learning process in the new normal from the English department in Universitas Borneo Tarakan. An online semi-structured interview through Google Form was implemented to attain in-depth information about their knowledge, challenge, and expectation on blended learning practices for both teachers and students in the new normal. The data were collected during e-learning.

The collected data were analyzed qualitatively. The data of the interview were reduced to result in the core information. Then, it was displayed in more systematic and comprehended data to obtain the findings of the study. The data were verified and concluded to get credible and objective data to answer the research questions. The results of the study were interpreted based on the research questions to find out the teachers' and students' perspectives, including their knowledge, challenges, and expectations towards BL practices in the new normal.

RESULTS AND DISCUSSION

This research covered the knowledge, challenges, and expectation of teachers and EFL students on blended learning practices in the new normal. There were three teachers and 27 students who participated in this study.

Teachers' perspectives

Teachers acknowledged that the implementation of blended learning would be challenging not only the content and technology usage they have to prepare but also the quality of teachers is also a concern. Besides that, the learning atmosphere should be created as convenient and healthy as possible, and significant support from the institution will also affect the successful blended learning implementation.

Support and infrastructures

Blended learning practices can not be separated by the institution's support and facilities. To support the activity of learning, the role of the institution is very important. As an example, institutions should preserve the platform of the Learning Management System, which can cover all participants without any problems, and it must be easy to understand and easy to apply. The finding of this research revealed that the institution's support in preserving the platform was not optimal. It could be seen that the capacity of the server for the platform was not covering the whole needs of students in the learning process. Besides, the electricity power was often unstable, which resulted in the loss of the internet connection.

> *The implementation of blended learning needs our preparation because it will give more challenges such as internet connection, readiness, and technical support or facility (teacher 1).*

Internet connection becomes a crucial part, and limited internet access will create a big worry in employing blended learning (Garrotte Jurado et al., 2010; Gunathunga & Hewagmage, 2015). Typically, students are from remote areas, where the connection is not always stable. Therefore, teachers should facilitate online materials and resources or engage students in online discussions on inaccessible and friendly platforms and provide online assignments more flexibly outside of the class. Meanwhile, during face-to-face learning, online activities can be offered as long as an internet connection is afforded by the institution to reduce students' costs. Besides, because BL is a student-centred approach, the learners should consistently make changes, adapt, and engage. Teachers need to support them in being tough and lifelong learners as a fundamental aspect of 21st-century society (Wang, Han, and Yang, 2015). Moreover, not only does classroom-based learning require facilities, but blended learning also necessitates technological organization and digital operators. The institution needs to support sufficient conditions for successful blended learning. Blended learning and professional development need support from institutions and are considered critical to succeed in the efforts of blended learning practices (Moskal et al., 2013).

Professional development

The challenges of language teaching require well-developed teachers to engage creative learning strategies, students' learning styles, and technology use. The practice of blended learning was on the students' and teachers' workload as one of the boundaries projected by the faculty. Designing and developing a blended learning module and learning instruction will need a great amount of time. This study noted that lack of training on composing blended learning modules and instruction increased the challenges in applying blended learning. Nevertheless, to develop successful blended learning, a good combination between online learning material and the content of face-to-face sessions has to be grasped so that they can complement each other (Kharb & Samanta, 2016).

> *BL can be well implemented when we make a big effort to develop creativity and innovation in teaching. To develop creativity and innovation, it needs some training and assistance from the institution (Teacher 2).*

BL practice definitely has challenges like accessibility problems, poor or intermittent internet bandwidth in some regions, increased workload of teachers, lack of training and/or acceptance of technology and methodologies (Gunathunga & Hewagmage, 2015). To succeed in blended learning practices, teachers need meaningful professional development. It is required to provide active learning opportunities to increase teachers' skills, knowledge, collaboration, and prompt change in the classroom practice (Birman et al., 2000). Professional development should provide examples of instructional strategies, including implementation, to connect what is learned in the professional development to the existing classroom (Belland et al., 2015). Teachers must have an awareness of how the online environment may impact their pedagogy (Archambault & Crippen, 2009). Technology, Pedagogy, and Content Knowledge (TPACK) will support teachers' creativity and innovation to implement learning strategies, technology usage, and varied online sources. It is also a framework to measure such self-efficacy to put more perseverant efforts (Ramli *et al.*, 2019; Baleghizadeh *et al.,* 2013), confidence levels (Koehler & Mishra, 2005), and self-reflection (Ropp, 1999). Online learning, in fact, has not been completed in the classroom, but the practice of the BL approach in the new normal will absolutely assist teachers and lecturers improve the learning delivery considered as learners while participating in some training programs like webinars, conferences, workshops, and comparative study (Saboowala and Mishra, 2021). Considering all of this evidence, it seems that accessibility issues, inadequate or intermittent internet connectivity in some places, increased teacher burden, lack of training, and/or adoption of technology and methodology are additional hurdles that BL practice faces. People who use blended learning techniques need meaningful professional development to learn actively. TPACK (Technology, Pedagogy, and Content Knowledge) provides teachers with the tools and resources they need to apply new teaching methods, incorporate technology into the classroom, and draw on a wide range of online resources.

The positive impact of BL

BL can exploit the advantages of both physical and virtual environments such as collaboration, interaction, and communication of students, comprehension,

analytical skills, and group integration. Blended learning offers flexibility in terms of availability (Otrel-Cass et al., 2014). Data from the survey showed that applying blended learning gave benefits to the teaching-learning process. Even though the application of blended learning was not completely achieved, the students felt that they enjoyed the process rather than just online learning. They said that the process of blended learning was flexible, and the interaction between teacher and students was good enough.

> *Blended learning practices are challenging. I realized the positive impact of blended learning practices. Blended learning offers teachers collaboration, flexibility, interaction, and deeper learning (Teacher 3).*

In other words, blended learning enables the teachers to prepare online materials from anywhere at any time, and students can access it from their smart gadgets while adoring the benefits of face-to-face support and instruction. Besides, teachers can widely explore the global, authentic resources and materials that meet the students' level of knowledge and interest. In blended learning, teachers will focus on deeper learning because they are valuable coaches for helping students manage any learning situation, and the designers to offer blended activities that best suit the subject, the learners' needs, and the curriculum requirements (O'Connell, 2016). Moreover, through blended learning, teachers will gain some benefits like flexibility both in time and place, accessibility, and convenience. Their active participation in online and offline learning classes will increase a conducive environment leading to better engagement and learning (Saboowala & Mishra, 2021). The evidence presented in this section suggests that teachers can make online materials from anywhere at any time, and students can access them from their smartphones while still getting face-to-face help and instruction. In addition, teachers have access to a vast range of tangible resources and materials from around the world that may be adapted to match the needs and interests of their students. Rather than simply providing information, teachers in a blended learning environment can help students develop the skills they need to succeed in various learning environments.

Teachers' incentives
If blended learning is intendedly applied, teachers will have more demanding jobs, which need to become the institution's concern to provide support like training, facilities, and incentives. From the interview with several lecturers, they got incentives from the institution when they developed the materials for the blended learning process. The institution provides some incentives as a stimulus for the lecturers who want to develop the blended learning content and material which is uploaded to the UBT's learning platform.

> *Because BL consumes time and energy in preparation, teaching and learning process, and assessment, I hope there is a concern from the institution to provide concerns and incentives for teachers and sustainable guidance in BL practices (Teacher 1).*

According to Dwiyogo (2011), blended-based learning has at least 6 elements, namely: (a) face-to-face/ online (b) independent learning, (c)

application, (d) tutorial, (e) collaboration, and (f) evaluation. It is more organizational, making teachers spend more time and energy managing and controlling the learning preparation, learning process, and evaluation. Besides, Carmona and Irgang (2020) found that universities predisposed to adopt the BL prepare better-trained teachers with knowledge and skills on digital platforms and are open to new technologies. Universities also encourage and provide teachers alternative platforms to interact with students and encourage them to be active in the BL environment. Finally, motivated, autonomous, disciplined, and committed learners are expected in BL environments. Investigating teachers' perspectives has shown that the adoption of blended learning necessitates planning because it will present additional problems such as internet connectivity, readiness, and technical assistance or facility (teacher). Internet connectivity becomes critical, and restricted internet access makes blended learning a major concern. In order to ensure that all students can use the Learning Management System, it must be accessible and straightforward to implement. The difficulties of teaching a foreign language necessitate teachers who have undergone extensive training in innovative teaching methods, student learning styles, and modern technologies. One of the limits faculty set on blended learning was the time spent on both students and teachers. Teachers can create online resources from any location, and students can access them from any smart device, all while enjoying the advantages of face-to-face education and assistance. Teachers will benefit from blended learning in various ways, including more flexibility in time and location, accessibility, and convenience. It allows teachers to create e-materials while still providing face-to-face assistance and guidance to their students. It is highly organized, requiring teachers to devote more time and effort to managing and controlling the learning preparation, process, and assessment. Universities must also become institutional concerns to provide training, facilities, and incentives.

Students' perspectives

Based on the students' perspectives, they are very curious to know the term blended learning. Before filling out the survey, they searched for some references to understand what BL is. Students seem very optimistic to experience a new atmosphere of learning. Nowadays, they feel bored because they are missing social interaction with their friends, group collaboration, and flexibility during class. All students surely agreed to transform from full eLearning to the implementation of blended learning. Moreover, the students were aware that since E-Learning has been applied, their learning motivation and communication were not well-shaped because all activities were digitally performed synchronously and asynchronously. The students expected that the teaching-learning process with the blended learning model could be continued. As a result, BL is one of the models suggested by many scholars throughout the world, researchers, and educationists to provide learners with a more powerful learning experience.

Collaboration and flexibility

Not only did the teachers expect a new teaching atmosphere, but the students also thought that when blended learning was applied, they had much fruitful

time to study together with their friends, exchange ideas, and complete their tasks.

> *Blended learning will develop collaboration and interaction among friends so we can increase their learning motivation which will affect their progress. Besides face-to-face class, we... can also learn by optimizing online platforms and sources (Student 5).*

> *During online learning, we cannot expose our English practice like a conversation, discussion, and free talk with our friends because we are isolated at home where we do not feel the academic environment supports learning (Student 12).*

During eLearning, students almost stayed at home to virtually attend the class and complete their weekly online assignments. In this situation, collaboration was not well developed because students tended to work by themselves. It is absolutely obvious that the opportunity to discuss and talk freely is quite limited and monotonous when using digital conversation. Students felt collaboration would be more workable in classroom-based learning than in online learning. Olmane-Ozolina (2011) stated that there was no strong description of the proportions of blended learning; generally, the learning sources were delivered and accessed by e-learning tools, and more comprehension and collaboration would be reached in face-to-face lectures. In line with Witt et al. (2004); Hirata and Hirata (2008) stated that, in this current situation, online learning is preferable to traditional classes. Most students preferred online learning to traditional classes, and the mixture of online learning and face-to-face learning was beneficial for students. The study acknowledged that some instructional factors, such as flexibility, a goal-focused approach, as well as closely connected relationships between in-class and online instructions, are indispensable for students to acquire a set of skills and strategies for successful language learners in blended learning environments.

Motivation and satisfaction
Students were really enthusiastic to welcome the blended learning classroom as the new atmosphere after the covid19 pandemic.

> *I feel motivated since I never experienced offline learning in class. Through blended learning, we will have time to meet my friends, more comprehensive feedback, and interact with other students and teachers (Student 3).*

> *It will build satisfaction because when blended, at least it can reduce the cost of the internet. I have many friends living in isolated and remote areas. When online learning, they really struggle to find an internet connection (Student 11).*

Interestingly, this satisfaction is related to offline learning in class, and students felt that the internet costs would be reduced when combined. Meanwhile, some problems were found, in which their internet connection was quite limited while taking online classes, and they never had the opportunity to learn outside of the classroom. Blended learning provided students with learning environments; traditional class and free-form techniques maximizing technology like autonomous learning. They imagined the academic atmosphere would be more

interesting. They could meet their friends to study together. Another method of learning in the new normal, like blended learning, is a students' dream. Blended learning can make it easier to comprehend the materials and interactive communication because of mixing face-to-face class and online learning.

Comprehension

During the pandemic, students experienced online learning to be boring and unengaging.

> *Since we cannot control the internet connection, lecturers did not deliver the lesson well, and we cannot always understand what they state, so in face-to-face learning, we can confirm and review the lesson. Blended learning will complete each other (Student 5).*

> *I do believe blended learning will combine different learning models learning styles and provide direct and digital interaction between me and teachers (Student 27).*

Online learning has so much time and flexibility that students never find time to do it. Students do not have much time and flexibility during online learning. Online learning encountered a big issue for students' personal attention. They prefer reciprocal interaction between the teacher and students, which sometimes becomes difficult. Teachers do not optimally explore students in the learning process since the lack of control and practice. Occasionally, the content of online learning is all theoretical or online assignments without feedback as a reflection to control learning progress. Another issue is the mediocre content from the teacher. More than that, lack of community, procedural difficulties, and worries about understanding instructional goals are the main barriers to online learning (Song et al., 2004).

The physical lectures combined with technology provide growth of blended learning and flipped classrooms. This type can increase students' learning potential to comprehend the materials because they learn anytime and anywhere using their online sources and from the teacher to develop their skills into lifelong learning (Dhawan (2020). However, the government and institutions still distinguish the essential position of online learning in the dynamic world. In summary, for the participants in this study, online learning ran into a major problem regarding students' personal attention. They desired a two-way exchange of ideas between the teacher and the students, but this can be challenging at times. Online learning only has theoretical or online assignments that do not have feedback to help the students keep track of their progress. Additionally, a lack of community, methodological challenges, and concerns about the comprehension of instructional objectives are the primary impediments to online learning.

Challenges in blended learning

Some students assumed that learning would be more challenging in the new normal.

> *It seems really demanding because we will focus on two different learning atmospheres and overburden class activities, so time management is needed.*

Besides that, make sure all students have a good immune system and follow the health protocol (Student 8).

The success of BL needs creative teachers and students. Using the internet with online activities effectively is required to make students survive for education because when face-to-face is held, we will also spend more money on living costs (Student 23).

Using blended learning challenges hopefully make us more adaptive, creative, open-minded, and autonomous because the learning will be supported by a strong interaction with friends and teachers (Student 11).

In the current situation, education is organized using online learning, and possibly there will be an ongoing transformation to face a learning approach using blended learning. It certainly needs a commitment to a healthy learning environment during face-to-face class. Besides that, Students also will spend more on their living costs, transport, housing, and the overall charge of classroom-based learning while they need more technological-based classrooms. Comprehension of materials is the goal of learning because it cannot be reached because of some difficulties. Technology problem is always faced by the students like downloading errors, installation and login issues, audio and video problems, unstable internet, and so on (Song et al., 2004). These results showed that education is currently organized around online learning, and there is a possibility that it may continue to evolve toward a hybrid learning method. Additionally, students will pay more for living expenses, transportation, housing, and the total cost of classroom-based instruction, as they require more technologically advanced classrooms. The students always have problems with technology, such as downloading errors, installing and logging in problems, audio and video problems, unstable internet, and so on, all of which can happen.

In a pandemic situation, education relies on the power of technology to connect all students, teachers, and administrators of institutions. Students do not need to visit their college unless it is an urgent situation because all academic files are filled or provided paperless. Contrary, many factors affect students' willingness to learn, such as monotonous learning, family activities, internet stability, and friends' interaction. In the era of the pandemic, online learning did not fulfil what students needed and achieved. Moreover, internet connection is a common issue and produces a lack of focus. Since the best way to run education nowadays is online learning, students try to utilize what facilities or internet they have because they are almost from remote areas where online learning is very complicated. However, they uncomplainingly survive to obtain their education and avoid learning loss. There is always a hope to prepare digital infrastructures and create more emotionally and intellectually educated generations. Students expect blended learning in Indonesia to be not just a supercilious dream but brings a potential reality. Students' perspectives may be explained that students become bored due to a lack of social connection with their peers, group collaboration, and classroom flexibility. Since E-Learning has been implemented, their motivation and communication for learning have been distorted. All activities are now conducted digitally, both synchronously and asynchronously. Numerous scholars worldwide advocate the use of blended

learning to help students learn more effectively. During e-learning, students are almost always at home because they can watch the class online and do their online assignments each week. Students believed that collaboration would be easier in a classroom than in an online setting. Certain students discovered that their internet connection was rather limited while taking online classes, and they were never allowed to learn outside the classroom. Blended learning offered students learning settings that included regular classroom instruction and free-form strategies that took advantage of technology, such as autonomous learning. Online educators experienced significant difficulty concerning students' personal attention. The internet connection was unstable, teachers could not present the lesson effectively, and they could not comprehend their statements. Another concern was the teacher's mediocre content.

CONCLUSION

Educational technology will very likely bring some remarkable changes to the classroom. It is still early to assess the impact, but it is worth mapping the journey. The integration of face-to-face learning and technological-based learning possibly comes. Teachers now have significant roles to handle the teaching and learning process. It also becomes a challenge to grow their professional development, including well comprehensive content, innovative teaching strategies, and technological competencies. Besides, students are expected to get fresh air to empower their learning experience and achievement. Being more autonomous, motivated, and interactive are a new phase of the learning atmosphere by optimizing the technology usage in varieties of learning sources, methods, and activities in face-to-face and online learning.

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