Jurnal Teori dan Praksis Pembelajaran IPS, Volume 10, No. 1, 2025, Page 19-36
http://dx.doi.org/10.17977/um022v10i12025p19
P-ISSN: 2503-1201; E-ISSN: 2503-5347

Teachers' perspectives on blended learning: opportunities and challenges in social studies education

Deni Sutisna*
Universitas Pendidikan Indonesia, Indonesia
Jl. Dr. Setiabudhi No. 229, Bandung, 40154
denisutisna2@gmail.com

Mamat Ruhimat
Universitas Pendidikan Indonesia, Indonesia
Jl. Dr. Setiabudhi No. 229, Bandung, 40154
mamatruhimat@upi.edu

Kokom Komalasari
Universitas Pendidikan Indonesia, Indonesia
Jl. Dr. Setiabudhi No. 229, Bandung, 40154
kokom@upi.edu

Erlina Wiyanarti
Universitas Pendidikan Indonesia, Indonesia
Jl. Dr. Setiabudhi No. 229, Bandung, 40154
erlina_w@upi.edu

* Corresponding Author

Abstract
This study examines the teachers' perspective on the implementation of blended learning by analyzing the opportunities and challenges in social studies learning and focusing on the teachers' experiences by combining the two in a blended learning model. A descriptive qualitative approach was used with in-depth interviews with semi-structured techniques and reinforced with open-ended questionnaires. This study involved at least 23 social studies teachers from several junior high schools in Bandung City spread from each region starting from the east, west, south, north, and central areas of Bandung City, which include public schools and private schools. The results of the study were analyzed descriptively using thematic analysis techniques. Based on the teachers' perspectives, the results of the study showed that the advantages of implementing the blended learning model include being more effective and efficient, increasing students' enthusiasm for learning, learning being more flexible, more practical, especially in implementing assessments, and learning being more enjoyable. Meanwhile, the disadvantages of learning with the blended learning model include students being less focused while studying, cheating easily, and difficulty controlling students. In addition, technical constraints in implementation and the availability of inadequate facilities and infrastructure are separate problems. Nevertheless, teachers still believe that the blended learning model is quite effective and efficient to be used in social studies learning at the junior

high school level in Bandung City because it can provide a fun and up-to-date learning experience for students, which is closely related to the use of digital technology.

Keywords: *learning models; blended learning; social studies; teachers' perspective; digital applications.*

Received: 23-01-2025; Accepted: 17-03-2025; Published: 30-04-2025.

INTRODUCTION

The blended learning model is a learning model that combines conventional learning with online-based learning (White, 2024)). With this learning model, teachers can provide a more varied learning atmosphere, although teachers need extra time to design and prepare learning (Li et al., 2017). Students can move between situations, from face-to-face learning with teachers to online learning with the help of digital applications that utilize computers or gadgets (White, 2024). Therefore, learning will be more flexible and dynamic because students can gain access to unlimited digital resources, collaborate actively with other students, and interact and receive instructions both outside and inside the classroom (Y. Wang, 2023).

The implementation of the blended learning model has a significant impact, both positive and negative. Based on previous research, it was found that the blended learning model affects student learning satisfaction (Prifti, 2022), increases student learning motivation (Rafiola et al., 2020) and increases student learning effectiveness (Topping et al., 2022). Student involvement in learning provides flexibility and self-confidence to students (Bouilheres et al., 2020), can improve students' cognitive learning outcomes in social studies (Utomo, 2021), teacher skills in developing learning (Thaariq & Anggraini, 2021), and student participation in learning (Sholihah, 2023).

However, implementing blended learning still has problems and obstacles in its implementation, such as the ability of teachers to use technology, the availability of learning facilities, self-discipline problems, and policies (Rasheed et al., 2020; L. Wang et al., 2020; Yaw Koi-Akrofi et al., 2020). In addition, there is concern that the role of teachers will be replaced because there is a shift in learning patterns from conventional to modern, where learning can be carried out independently with the help of digital technology (Baucum-Manross, 2016).

Based on the findings above, there is a contradiction in the research literature. On the one hand, blended learning has a positive impact on the development, results, and psychology of student learning. On the other hand, negative impacts and problems still exist in its implementation. This is natural because each study has its own objectives and research objectives, as does the research we conducted. We try to fill the gap in blended learning model research. We focus on the teacher's perspective in implementing the blended learning model in junior high schools by looking at the advantages and disadvantages of the learning model. The

value of this study lies in how teachers view the effectiveness of the model when implemented in social studies learning.

Although many studies from the teacher's perspective do not discuss the implementation of blended learning models, only a few focus on the learning model aspect. The novelty of this study lies in its emphasis on explicitly analyzing teachers' experiences in implementing blended learning models in schools for social studies learning. We try to see how teachers view the effectiveness of the model based on the shortcomings and advantages that may be found during its implementation; teachers' views can be interpreted. Previous studies have focused more on the impact or influence of blended learning on students; for example, research from (Bouilheres et al., 2020; Ratnawati et al., 2022). Meanwhile, this study aims to analyze teachers' perspectives on implementing blended learning models in junior high schools in social studies subjects, reviewing the advantages and disadvantages of the learning model. We will explore their experiences in implementing blended learning models, the possible shortcomings and advantages they feel, and culminate in teachers' perspectives on the implementation of the model. We hope that this research can provide practical knowledge for teachers as developers and implementers of learning models or for policymakers in supporting and optimizing the implementation of blended learning models, especially in junior high school social studies subjects.

METHOD

This study attempts to analyze the implementation of the blended learning model and its advantages and disadvantages based on the teacher's paradigm. An interpretive qualitative approach is used to answer research questions and understand the reality in the field (K Denzin & Lincoln, 2000). The study was located in the city of Bandung and involved at least 23 social studies teachers from various areas of the city of Bandung, covering East, West, South, North, and Central Bandung. Participants came from public and private schools, with a gender composition of 15 women and eight men aged 25 to 55 years. The determination of participants was based on the results of interviews with the head of the Bandung City Social Studies Learning (*musyawarah guru mata pelajaran*/ MGMP) by considering experience and educational background. Research participants were divided into two groups. The first group consisted of 6 people who became key informants to be interviewed in depth. Respondents in this group were social studies teachers who were considered more experienced because they were active in managing the social studies teacher association in the city of Bandung. The six respondents were the Head of the Social Studies Subject Teacher Group in Bandung City and senior teachers who had been teaching Social Studies for a long time. The six key informants were given codes to facilitate data analysis. The codes given were R1 for the first informant and R6 for the sixth informant. The second group is supporting informants, consisting of 17 teachers; the code for this group ranges from R7 to R23. The technique for determining

informants was purposive. The determination of informants must consider various factors such as experience, knowledge, and teacher specifications.

The data collected in this study were collected in two different ways. For the key instrument, semi-structured interviews were conducted. This aims to make the interview process more flexible and still measurable. In-depth interviews are used to strengthen or confirm the validity of the data. In this way, data from respondents can be more specific, in-depth, and more accurate, so that research questions can be answered more clearly and broadly, and allow respondents to show their true attitudes and feelings in their answers (Beck, 2024). Meanwhile, for supporting participants, data was obtained using an open questionnaire. Open questionnaires were used to explore initial research information related to "whether the blended learning model is still being implemented in schools, and also to see the tendency of using digital applications in blended learning. The research was conducted from June to August 2024 and continued until February 2025. The interview guidelines and questions in the open questionnaire had the same theme. The difference is that if the interview guidelines only contain essential things, then the formulation in the open questionnaire is in the form of questions. The themes of the research questions include the use of learning applications in the classroom, the intensity of the application of blended learning, digital applications used in the learning and assessment process, and the advantages and disadvantages of blended learning, especially in e-learning. Thus, it can be interpreted and concluded that the teacher's views on the application of the blended learning model. Data analysis follows the steps of thematic analysis, which include familiarizing yourself with the data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, and producing the report (Braun & Clarke, 2012). This aims to reveal the perspectives and experiences of teachers in implementing the blended learning model, as well as its weaknesses and strengths. The author describes the data inductively by identifying and grouping them based on the same theme and then providing codes to facilitate data processing from research questions.

RESULTS AND DISCUSSION

As is known, blended learning is a learning model that combines traditional learning with online-based learning. Of course, teachers and students need learning applications as supporting facilities in online learning. Related to this, the research question to reveal the implementation of blended learning begins with identifying the supporting elements of the implementation of the blended learning model, such as the intensity of the use of digital applications in learning and the types of digital applications used in blended learning as well as the weaknesses and strengths of the implementation of the blended learning model from the teacher's perspective. The results of the study can be seen in the description below.

The Intensity and Types of Digital Applications Used by Teachers in Blended Learning Models

The first thing the researchers did was to find out how digital applications were used in the learning process to assess social studies learning. Open questionnaire data showed that all teachers had at least used digital applications for learning and assessment. More specifically, we examined how often teachers used digital applications in learning. The results showed that 16 of 17 respondents often used digital applications in social studies learning, and only one person sometimes used digital applications. This shows that using digital applications in learning is very much needed. Next, we explored how often teachers used blended learning models. Most of them, at least 12 people, answered that they used blended learning models in more than 70% of meetings. In other words, the remaining 30% used other learning models. After that, we asked about the applications used for the learning model. The answers varied; most felt comfortable using the Google Forms and Quizizz applications. In addition, some use LMS (Learning Management System), Google Meet, Zoom Meeting, Kahoot, and others.

Table 1. Quotes illustration theme 1

	Utilization of digital applications in blended learning models
R7	Very often. Because it can help, and I think it's more effective.
R8	Yes, often. Children also like to use applications.
R9	Often, sir. Usually, they like to use Quizizz or Google Forms, I've also used Kahoot.
R10	Very often. Now is the era of learning like that.
R11	Depends, sir. If the internet is good, yes, often. Usually using Google Forms or a school LMS.
R12	Often, sir. Even now, if studying like before, children get bored easily.
R13	Yes, very often. It's become a habit.
R14	Sometimes. Because of something, children become less focused and have difficulty using applications. I have to study first.
R15	Often. It's become a habit. The good thing is that we can be more flexible. Especially using applications like LMS. Khoot, or assessments with Quizizz. Children become more enthusiastic.
R16	Often too. More than 80%, I think I study like that compared to studying normally.
R17	It's become a habit now. So quite often.
R18	Because it's very helpful, I like it. Especially if there are activities. So, children can blend their learning.
R19	Often. Because I think it's crueler. It doesn't make children bored with learning. Because they have to dare to go to class. Then, meet the teacher again. It's different compared to the old learning model.
R20	Often too. But I don't know if it's true or not. But the children seem happy.
R21	Ehm... often. More often in my opinion...
R22	Most of my learning uses digital applications, sir. Mixed too. Sometimes I don't dare to meet face to face. According to the needs and interests of the child.

Source: Data Analysis

Regarding using digital applications in learning, respondents from the interview group stated the same thing. All participants stated that using digital applications in education is a necessity now. There is a tendency for today's students to be separated from digital technology, as noted by four respondents (R2, R3, R4, and R6).

We had asked whether there was a ban from the school on the use of gadgets at school; the head of the community emphasized that the school had no right to prohibit students from bringing gadgets to school, and even other respondents also expressed the same thing. What

they do is only limit their use. For example, in schools (R3, R4, and R5), gadgets are only allowed during breaks or if they are used as a learning tool. Of course, it must be with the teacher's permission. There is also a school R2 where, during class hours, cell phones are collected by each class coordinator, after which they are collected by the teacher on duty and stored in each locker.

Next, we asked about digital applications that are widely used in learning. This is interesting because respondents apply digital applications in learning quite variedly. For example, RI, R2, and R5 often use LMS (Learning Management System), and Google Forms (R3) are also the same, but add the Quizizz application, and Exambro (R4) also uses the application, plus Kahoot and others. They revealed that they are trying to find the proper application that can increase the spirit of learning. Even R3 and R6 allow students to study in class with the application or manually. All are intended only to provide learning comfort for students. This is like the quote from the illustration of theme 1 below.

Table 2. Quotes illustration theme 1

	Topic 1
	Utilization of Digital Applications in the Blended Learning Model
	Intensity of use of digital applications in blended learning
R1	"We often use it for learning or assessment."
R2	"Yes....we can't get away from that."
R3	"Very often, and can help learning become more active."
R4	"Yes, of course..." "I think teachers use." (...)I believe that every school is using this model right now. But maybe some teachers don't realize they are using a blended learning model. Every school uses digital applications and often conducts online learning."
R5	"Yes, and students are more interested. It's just different. Like they are more enthusiastic about learning."
R6	".... what else can we do; it has become a necessity too. And it is more practical, especially during learning assessments."
	Digital applications used in learning
R1	Yes, quite a lot, but I mostly use LMS and Google Forms, Quizizz too.
R2	Yes, it's normal... for example, LMS, Edmodo, and Google Forms often too.
R3	I've tried quite a few, but the ones I use most often are probably Google Forms, Quizizz, Exambro, and others.
R4	"Um... Quizizz, Google form seems to be more frequent than the others."
R5	"I have used Google Forms, LMS, and Quizizz too."
R6	"Various. For example: Edmodo, Google Forms, Exambro, LMS, or WhatsApp Group also have."

Source: Data Analysis

The use of gadgets in the school environment is identical to learning by utilizing digital applications or simply requiring an internet connection. This is a phenomenon in itself in the digital era. We realize that the potential weaknesses and negative impacts of all this are still found. For example, the results of research from Lemay et al. (2021) revealed that online learning can increase stress and add to students' learning burdens. The most fundamental problem related to online learning or digital application-based learning lies in the lack of

schools' ability to prepare gadgets, which has an impact on the difficulty of accessing the digital world (Rasheed et al., 2020). For the first problem in this study, we did not find any potential in that direction, but for the third problem, we still found it. What can be done to overcome it is the commitment of all school residents to solve it.

Apart from these problems, the use of gadgets in schools for educational and learning purposes is increasing, which shows that technology, especially gadgets, has become part of students' daily lives. This is natural because junior high school students are students who are mostly Alpha generation, where, since birth, they have been familiar with digital technology, especially gadgets (Crindle, 2020). These student habits can be used as opportunities to support the success of the learning process because learning with the help of gadgets has more positive and negative impacts (Mawah et al., 2021; Marpuah et al., 2021) and can improve student achievement (Mabaroh & Sugianti, 2021; Madarcos et al., 2024).

Gadgets are used to run digital applications in learning or assessment. This aims to provide convenience. In addition, gadgets are used in blended learning models, where the model attempts to combine conventional learning models with internet-based online learning (Dakhi et al., 2020). In this study, it was found that the use of digital applications among teachers and students was very high. This is by research from Madsen et al., (2018) which said "in the last ten years, the use of gadgets among teachers has increased significantly". This is because digital applications can help teachers change traditional learning models.

If analyzed further, the blended learning pattern applied by social studies teachers in Bandung City results from learning adaptation during COVID-19. All schools were closed during the pandemic, and distance learning was implemented. Like it or not, online learning was implemented. The positive impact is that it helps the evolution from conventional learning to online-based distance learning (Pokhrel & Chhetri, 2021). Even though COVID-19 is over, online learning habits have not been completely stopped. This is where the blended learning model emerged, where this learning provides flexibility for teachers and students to learn more flexibly and provides space to foster student learning independence (Kumar et al., 2021) and improve students' academic achievement (Utomo, 2021; Rafiola et al., 2020; Galimova et al., 2020) and this is what gives teachers the strength to keep moving forward.

The high use of digital applications in learning among teachers is a form of adaptation (Madsen et al., 2018). Adaptation to digital technology is essential in the era of digital learning. Teachers' digital competence must be improved to keep up with all of that (Tsz et al., 2023). Adaptation is needed so that humans can survive in the ever-changing world. This is by the theory that states that biologically, humans will adapt to other cultures so that every different individual can interact (Tomasello, 1999). Humans must adapt to the times, otherwise, there will be a cultural lag, and it will be difficult to develop. At this level, teacher and student adaptation is seen as an important point for the success of the learning process using a model that is considered new. Based on the results of the study, both students and teachers have

adapted to the new learning order. This can be seen from the increasing use of the blended learning model as discussed in the previous paragraph.

Challenges and Opportunities in Implementing Blended Learning Models in Social Studies Learning

Challenges in Implementing Blended Learning

Based on the research results, respondents stated that the problems that often arise in the implementation of the blended learning model lie at the dare or e-learning stage. Meanwhile, at the conventional learning stage, teachers do not experience obstacles. The obstacles or shortcomings felt by teachers at the e-learning stage in implementing learning with the blended learning model are described below.

1) Inadequate Equipment

Based on collected data, respondents revealed that the main problem is often the lack of equipment for implementing the blended learning model, especially during E-Learning. All respondents agreed that issues such as students' gadgets not supporting, students not having gadgets/ laptops/ computers, schools being less able to facilitate the equipment needed, and poor internet networks or even no network are problems that often occur in online learning sessions. This is illustrated in Table 3.

Table 3. Illustrative quote dimension 2

	Disadvantages of Online Learning
R8	The difficulties lie in limited equipment, taking turns with other teachers, the signal, difficulty accessing the link, and students' inadequate cell phones.
R9	Not all students can have internet access
R11	School equipment often competes with other teachers.
R10	Depends on the internet.
R7	Sometimes, some children don't have cell phones.
R12	Internet connection problem.
R15	Wifi problems tend to cause lag or slow down for a long time suddenly.
R23	network constraints.
R13	Student cellphone ownership and quota. Internet Network
R16	Unsupported devices, limited quota/Wi-Fi,
R19	Many students do not participate in learning because they do not have a cell phone, do not have a quota, their cell phone is broken, etc.
R18	Students who do not have a smartphone.
R21	Limited internet quota, student ownership of mobile phones, PCs, or laptops, and network constraints.
R20	Children do not bring cell phones or do not have an internet quota
R21	Internet Network
R22	A small number of students do not have a quota
R14	Students need an internet quota that is not facilitated by the school (Wi-Fi is only for teachers, while students use personal internet data)

Source: Data Analysis

2) Lack of Students' Ability to Use Technology

Second, problems occur due to students' lack of ability to use digital technology. At least 60% expressed this. The issues include students' inability to use learning applications, computers, or gadgets for learning. This can impact students' ability to attend class when the blended learning model is implemented. This problem can be seen in the respondents' answers in Table 4 below.

Table 4. The disadvantages of online learning in terms of students' lack of understanding of using technology

	Disadvantages of Online Learning
R8	Students cannot use gadgets.
R10	Some students are still lacking in technology. Not all students can use it.
R7	Children do not follow all.
R15	Indifferent students do not want to open their cameras; children do not understand how to use computer technology
R14	Sometimes, not all students follow
R13	Children do not understand the application or website they are using.
R19	Many students do not participate in learning.
R18	don't understand the application

Source: Data Analysis

3) Lack of Awareness and Honesty of Students

Apart from the lack of students' understanding of using technology to implement a blended learning model, the next problem is related to students' awareness and honesty. The research data related to these problems can be seen below.

Table 5. Disadvantages of online learning (Student Honesty)

	Disadvantages of Online Learning
R8	Allows students to open new layers
R10	Fraud
R12	Student honesty Sometimes, children play games instead of paying attention to learning.
R20	Children fill in the questions quickly (considered a game)
R14	Today's children are intelligent; sometimes, they can get the correct answer just by copying and pasting, especially in terms of knowledge.
R23	For assessment, "Smart" students can easily access answer keys from applications available on specific platforms, so the answers or scores obtained are not valid under the students' actual conditions.

Source: Data Analysis

From the data above, problems related to student awareness and honesty can be identified. Cheating often occurs during evaluations or assessments based on digital applications. Problems with student honesty include cheating by opening new tabs to cheat, filling in questions carelessly, and even hacking the answer keys that the teacher has prepared in the assessment application. As the teacher has expressed, the validity of the student's answers is sometimes doubtful. The value can be greater than the actual condition. This is according to the research results from Judi (2022), who said, "that unethical practices in learning and assessment are often found because of weak supervision." Therefore, online learning should

be carried out more carefully by considering the prevention of such situations (Dhawan & Shivangi, 2020; Hoi et al., 2021). This should be overcome with better supervision strategies from teachers or schools, because this situation occurs because there are still gaps that students can exploit.

4) Other Challenges

In addition to the three aspects above, the problems that often occur in implementing learning with the blended learning model are diverse, especially in the online learning phase. They are pretty eclectic. Respondents stated that during blended learning in the online learning phase, students' focus decreased, and students were not critical because they always used technology. Some students opened social media or even played games during online learning; this was easy and difficult for teachers to discover because the gadgets or computers used were not specifically for learning, and could only access learning applications, but computers without limitations and protection were used daily by students.

The next is related to the level of student acceptance. Respondents said that sometimes teachers find it difficult to control students, and whether students understand the learning material is a problem. In addition, teachers are also constrained by their understanding of the learning applications used. It is not only students who have difficulties, but it also turns out that teachers experience this. One respondent said that teachers must upgrade themselves to learn new things related to learning applications and to find learning applications that do not confuse students. The applications can be more varied, so students do not get bored using the same learning applications.

Learning with the blended learning model also requires extra preparation and time compared to conventional learning. Respondents said teachers must take time to prepare materials and learning applications. This is necessary because online learning is more challenging in attracting students' attention. Learning materials and applications are prepared so that learning can be more exciting and increase students' enthusiasm for learning. These shortcomings can be seen in Table 6 below.

Table 6. Constraints and disadvantages of online learning

	Constraints, Disadvantages of Online Learning
R10	Students lack focus
R15	can damage your eye health if you use digital or physical applications too often, which can cause you to hunch over if you sit in the wrong position
R14	Students are not critical because they rely too much on technology.
R13	Controlling during the process
R16	Teachers' understanding is still limited
R19	It is not monitored whether the students understand and comprehend the material given. The assessment is only for students who actively work on and submit assignments.
R18	The difficulty of preparing materials or assessments that are interesting to students There are shortcuts that students take by utilizing AI so that their cognitive abilities and creativity are not honed enough.
R22	The disadvantage of written tests in descriptions is that they must be checked manually.
R7	Teachers need a particular time to prepare digital application-based materials.

Constraints, Disadvantages of Online Learning
Teachers must continue to upgrade their understanding and use of various digital applications to avoid student boredom with the same applications. Meanwhile, teachers' time to study is very limited due to the density of teaching and learning hours and other additional tasks.

Source: Data Analysis

Meanwhile, the interview data also showed the same thing, where the shortcomings of blended learning were more apparent in the E-Learning phase than in the face-to-face phase in class. These shortcomings lie in the many obstacles found during implementation (R1, R2, R4, and R6). For example, it stated that the availability of equipment and internet connection were obstacles that often emerged. The head of the teacher community, or R4, emphasized that.

> *".... Yes, not all students have gadgets that support online learning. But actually, schools have tablets provided by the government. Each school is given 70 pieces. However, that is not enough. Teachers sometimes fight. You have to take turns. Meanwhile, learning cannot wait for others. The solution is to use student gadgets temporarily, those that are not available or not supported, then use the school tablet if another class is not using it."*

(R3, R4 and R5) also said that not all parents of students can facilitate their students. In other words, not all parents of students can provide gadgets that support online learning.

In addition to equipment problems, obstacles encountered in Blended learning, especially in the e-learning stage, are related to human resources (R1, R2, R4, and R6). They stated that the lack of experts, teachers not understanding the applications used, and students not using them for the learning process are problems that sometimes cannot be avoided. Not to mention the time. (R3) emphasized that we must prepare more time for online-based learning than for face-to-face learning. This is because it requires preparation for materials, setting learning applications, and setting online classes. It is not easy and requires a lot of time (R3).

Table 7. Illustrative quotes

	Disadvantages of Online Learning
R1	"Oh, that... there are many. Children's cell phones can't be used; children don't have cell phones, there is no internet connection, or the connection is slow. Sometimes, children can cheat by pretending to study when they open social media. Sometimes, they can open Google first and browse the answers when taking a test. So, we have to be careful. There are often errors, too. There must be an operator. There are not enough operators.
R2	"Bad network, lack of computers or gadgets; children play games instead. If there is an error again, it's hard to fix if the teacher doesn't understand.
R3	"Most often, the child's cellphone doesn't support it. Then, the school gadgets are often fought over by other teachers. And sometimes, the children are present, but when called, they are nowhere to be found. Yes. It's because they don't see the rest directly."
R4	"There are many obstacles, sir, for example, frequent errors, cellphones do not support it, and insufficient people understand it. Not to mention students who cannot operate their learning tools or applications. It is not only students but also teachers who are sometimes the same. Even students are busy playing games, opening social media accounts, etc. So those obstacles are the shortcomings. Um ... parental support, too."
R5	is cut off. Not to mention the equipment that does not support it, all of that can be a hindrance. It would be better if every child had a cellphone that supports it. That is the problem.
R6	Sometimes, students do not understand the applications used. Some are busy opening social media or even playing games, and others are. So, sometimes, they are less focused on learning.

Every program implementation will undoubtedly have shortcomings and weaknesses, including applying the blended learning model in Social Sciences Lessons in Bandung City. We can see that the problems that often arise in implementing blended learning occur in the e-learning or e-assessment section. This is contrary to the condition of schools geographically located in the middle of the city. Ideally, the availability of technology and equipment can be better than in schools in rural and remote areas. To note that the condition of education in Indonesia still has an imbalance between schools in urban areas, rural areas, and incredibly remote areas, especially in terms of facilities and infrastructure (Ulfa, 2023). Unlike in developed countries, all schools in urban and rural areas have good standards.

Although digital technology has touched all aspects of human life in cities and villages, its use for education and learning has not been fully distributed. According to a study from (Kormos & Wisdom, 2021). Although schools in rural areas have used digital technology for learning, access is still limited compared to urban areas". Not all schools in rural areas receive modern services, unlike schools in urban areas, which are more evenly distributed in terms of modern education services (Zhang et al., 2018). What's more, if the villages are in poor countries, many aspects, such as economic conditions, parental support, human resources, and the availability of quality teachers, are major challenges in implementing education. (Plessis & Mestry, 2019).

In general, the problems or shortcomings of implementing the blended model are focused on the e-learning phase, not the conventional learning phase. We see that these problems are not significant; they are more technical problems that can be solved if the learning model continues to be implemented, evaluated, and improved. For the issue of students' lack of ability to use learning technology, over time, students' abilities will increase. This is where the role of teachers becomes essential. Teachers must be able to encourage students to adapt to new learning models, methods, or techniques. This is related to the duties and functions of teachers, who can be agents of change for students (Muhammadiah et al., 2022). Teachers must act professionally and adhere to the principles of learning, and must always develop themselves to upgrade their skills (Tatto, 2021).

Opportunities For the Blended Learning Model

Based on the questionnaire results, the advantages of implementing learning with the blended learning model are pretty diverse. 11 of the 17 respondents who filled out the questionnaire stated that the blended learning model is more flexible because it can organize parts of offline learning with online ones. In addition, the advantages felt by teachers, especially in the online learning section, include the teaching and learning process being more practical, saving stationery, being more exciting and fostering student creativity, being more flexible, training student learning independence, and creating a student learning environment with their world. This is based on the results of the questionnaire below.

Table 8. Illustrative quotes

	Benefits of Online Learning and Assessment
R8	make students more focused with the variety of questions and answers given
R9	Faster in assessment
R11	Faster in processing values
R10	Ease of conveying ideas, summaries of learning outcomes in the form of work or evaluations
R7	More practical
R12	The advantages are more practical, engaging for students, and increase creativity.
R15	The value advantage can be obtained immediately. The weakness is that the child's honesty is doubtful.
R14	Not too tired of processing values
R13	More effective and efficient
R16	The advantage of natural learning is that students become enthusiastic and motivated, and the results are immediately visible in the assessment.
R19	More flexible, don't have to talk much
R18	Train students' creativity and independence, and learn according to the students' world or according to their times.
R21	Faster in conducting evaluations and does not use much paper or manual checking time.
R20	faster and more practical
R17	easy and fast to get the results, and zero paper saving
R22	Faster
R23	1. According to students' interests and preferences 2. The material is more accessible for students to access and understand 3. Facilitate teaching and learning activities according to students' learning styles 4. Makes it easier for teachers to deliver exciting and varied material 5. Motivate students to be more creative and innovative

Source: Data Analysis

Interview respondents also felt the same way. In addition to these advantages, another advantage lies in the assessment process. Especially multiple-choice questions. As stated by (R4), "Yes, that's right, the assessment results come out immediately, but if the essay questions are complex, it can't. It's possible, but it's a bit difficult. Maybe if you match, short answers are still possible, but other than that, it can't be done" (R2) added that we still have difficulty implementing assessments in essay form if we want to use the application. We have to be careful. R3 said. "Blended learning based on digital applications can make the learning atmosphere more enjoyable. It can be more interesting if it is related to technology. Especially if learning with educational games. It's more exciting and doesn't make students sleepy".

Table 9. Illustrative quotes, benefits of online learning, and assessment

	Benefits of Online Learning and Assessment
R1	"More flexible, mh... if the assessment results are directly visible, we don't need to come to school; it can be done anywhere."
R2	"It is definitely time efficient. It can be accessed anywhere. Assessment makes it easier for teachers to summarize student results. Um... and of course, it is more interesting. One more thing, the creativity and enthusiasm of students increase."
R3	"A lot for sure. And I prefer blended learning. What I feel remains more enthusiastic when studying online, especially by making educational games. They are enthusiastic because the value is immediately visible. It could be said that creativity and motivation to learn also increase. Because learning is following their world, they are always side by side with gadgets."

R4	"Yes, it is undeniable that although there are many obstacles, there are also advantages and benefits. Fast grades and more mastery of technology, mainly digital. And yes, they are more excited if they learn using digital applications.
R5	Which I think is more effective and flexible. And, of course, it is easier. Especially for learning assessment. More paper-efficient. Economical, right? Of course, it is more interesting for students. They are very enthusiastic when learning in a blended way, especially in the e-learning or e-assessment section.
R6	Which I think is more effective and flexible. And, of course, it is easier. Especially for learning assessment. More paper-efficient. Economical, right? Of course, it is more interesting for students. They are very enthusiastic when learning in a blended way, especially in the e-learning or e-assessment section.

Source: Data Analysis

The advantages of learning with the blended learning model are more focused on the benefits of digital applications that have been felt by teachers and students. Teachers are of the view that blended learning is more effective because it is more flexible, the assessment process is based on e-learning, especially in checking student answers and recapitulation of grades, it is faster, builds a pleasant learning atmosphere, and it creates a learning environment according to the world of students. The results of this study are in line with the research (Topping et al., 2022) who found that blended learning models can improve learning effectiveness.

The use of digital applications in learning is an effort to create a modern learning atmosphere, which aims to attract students' attention because the learning media is in its era. Today's students are a generation that is already attached to technology, especially gadgets, known as Generation Z and Generation Alpha. It is no longer the case if learning in this generation only uses traditional lecture methods (Nicholas, 2020). Teachers cannot be selfish by applying traditional learning methods to students in front of gadget screens every day. Innovation and adaptation of technology in learning are a must (Crindle, 2020). The way students search for and interpret information no longer comes from print media but from social connections and social media that are integrated into the digital world (Ziatdinov & Cilliers, 2021)

In practical terms, digital technology functions to facilitate learning (Clark-Wilson et al., 2020). Teachers should be able to facilitate students through the use of renewable media and learning devices. Of course, the guidelines for the use of media and learning devices must first be understood by teachers and students. At this level, a special strategy is needed to improve competencies related to the use of digital technology in learning. Especially for teachers as learning facilitators. In addition to creating fun learning, it can also foster student skills that are following the demands of the 21st century. 21st-century skills are needed so that students are ready to face problems or challenges in life in a career in the 21st century (Trilling & Fadel, 2009). With easy access like today, of course, it is an opportunity for every teacher to find the right strategy in its application. Therefore, digital literacy competencies are needed for teachers to shape and direct students' digital literacy competencies.

CONCLUSION

Blended learning implemented by junior high schools in Bandung City has been running well. Teachers consider that the implementation of blended learning is more effective than conventional models because it can increase the flexibility of learning and the effectiveness of calculating student work assessments, create a pleasant learning atmosphere, and increase the creativity and interest in learning of junior high school students in Bandung City. Although in its implementation there are still various obstacles, such as technical obstacles to implementation, lack of digital competence of students and teachers, and limited supporting facilities, seen from the relatively high intensity of its use, as well as the advantages of the blended learning model that emerged, this has given rise to the perception of teachers that the blended learning model in social studies learning is better implemented compared to the conventional model. In addition, the blended learning model is a learning model that follows the demands of the times because it is oriented towards the use of digital applications, so that it has the potential to improve student skills that are required by the demands of 21st-century education, especially in the aspect of digital literacy. As a recommendation, the obstacles and shortcomings that arise can be overcome if all school stakeholders can commit to evaluating, improving, and continuously implementing the blended learning model in social studies learning. A real example is that schools can allocate special funds for the procurement of supporting goods for online learning. In addition, training is needed for teachers, such as blended learning design, the use of digital devices, or strategies to increase student engagement in online learning.

This study has limitations, where the results of the study, both advantages and disadvantages, are still general and can change over time. Therefore, we recommend that further research examine the long-term impact of blended learning on student achievement, compare the effectiveness of different digital devices, or examine how blended learning affects social interactions between students.

REFERENCES

Baucum-Manross, L. (2016). *Middle School Teachers' Perspectives of Transitioning from the Traditional Teaching Model to the Blended Learning Model: A Phenomenological Study*. Liberty University ProQuest.

Bouilheres, F., Le, L. T. V. H., McDonald, S., Nkhoma, C., & Jandug-Montera, L. (2020). Defining Student Learning Experience Through Blended Learning. *Education and Information Technologies*, *25*(4), 3049–3069. https://doi.org/10.1007/s10639-020-10100-y.

Braun, V., & Clarke, V. (2012). Thematic analysis. in APA handbook of research methods in psychology, Vol 2: *Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57–71). American Psychological Association. https://doi.org/10.1037/13620-004.

Crindle, M. (2020). *Generation Alpha: Understanding our Children and Helping them Thrive. In TEACH Journal of Christian Education* (Vol. 16, Issue 1). McCrindle Research Pty Ltd. https://doi.org/10.55254/1835-1492.1515.

Clark-Wilson, A., Robutti, O., & Thomas, M. (2020). Teaching with Digital Technology. Zdm, 1-20. https://doi.org/10.1007/s11858-020-01196-0.

Dakhi, O., Jama, J., Irfan, D., Ambiyar, & Ishak. (2020). Blended Learning: A 21st-Century Learning Model at College. *International Journal of Multi Science*, 1(7), 50–65.

Dhawan, & Shivangi. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, *49*(1), 5-22. https://doi.org/10.1177/0047239520934018.

Galimova, K., Kireeva, Z., Khasanova, R., & Ivanov, V. (2020). Blended Learning: Problems And Prospects. *European Proceedings of Social and Behavioural Sciences EpSBS*, 314–322. https://doi.org/10.15405/epsbs.2020.11.33.

Hoi, S. C. H., Sahoo, D., Lu, J., & Zhao, P. (2021). Online learning: A comprehensive survey. *Neurocomputing*, *459*(2021), 249–289. https://doi.org/10.1016/j.neucom.2021.04.112.

Judi, H. M. (2022). Integrity and Security of Digital Assessment: Experiences in Online Learning. *Global Business and Management Research: An International Journal*, *14*(1), 97–107.

K Denzin, N., & Lincoln, Y. s. (2000). *Qualitative Research* (2nd ed.). Sage Publication.

Kormos, E., & Wisdom, K. (2021). Rural Schools and the Digital Divide. *Theory & Practice in Rural Education*, *11*(1), 25–39. https://doi.org/10.3776/tpre.2021.v11n1p25-39.

Kumar, A., Krishnamurthi, R., Bhatia, S., Kaushik, K., Ahuja, N. J., Nayyar, A., & Masud, M. (2021). Blended Learning Tools and Practices: A Comprehensive Analysis. *IEEE Access*, 9, 85151–85197. https://doi.org/10.1109/ACCESS.2021.3085844.

Lemay, D. J., Bazelais, P., & Doleck, T. (2021). Transition to Online Learning During the COVID-19 Pandemic. *Computers in Human Behavior Reports*, 4, 100130. https://doi.org/10.1016/j.chbr.2021.100130.

Li, N., Gao, Z., & Qin, X. (2017). The Theory and Application of Blended Learning. 107(ICEDEM), 121–123. https://doi.org/10.2991/icedem-17.2017.31.

Mabaroh, B., & Sugianti, L. (2021). Gadget Addiction and the Students' Achievement. *International Journal of Social Learning (IJSL)*, *1*(3), 321–332. https://doi.org/10.47134/ijsl.v1i3.59.

Madarcos, C. A., De Vera, M. G., & Manlavi, M. (2024). The Effectiveness of Using Gadgets on Students' Learning Interests and Academic Performance. *International Journal of Education and Teaching Zone*, *3*(1), 1–11. https://doi.org/10.57092/ijetz.v3i1.222.

Madsen, S. S., Thorvaldsen, S., & Archard, S. (2018). Teacher Educators' Perceptions of Working with Digital Technologies. *Nordic Journal of Digital Literacy*, *13*(3), 177–196. https://doi.org/10.18261/issn.1891-943x-2018-03-04.

Marpuah, S., Ainaa, W., Wan, M., Kirin, A., & Mahmudah, U. (2021). The Implications of Modern Technology (Gadjet) For Students Learning Development in University. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(2), 588–593.

Mawah, J., Banik, E., Akter, Y., Deen, J. I., Jahan, A., Akter, F., Paul, A., & Mannan, A. (2021). Prevalence And Impact of The Use of Electronic Gadgets on The Health of Children in Secondary Schools in Bangladesh: A Cross-Sectional Study. *Health Science Reports*, *4*(4), 1–9. https://doi.org/10.1002/hsr2.388.

Muhammadiah, M., Hamsiah, A., Muzakki, A., & Fauzi, Z. A. (2022). The Role of the Professional Teacher as The Agent of Change for Students. *Al-Ishlah Jurnal Pendidikan*, *14*(4), 6887–6896. https://doi.org/10.35445/alishlah.v14i4.1372.

Nicholas, A. J. (2020). Preferred Learning Methods of Generation Z. *Digital Commons @ Salve Regina Faculty*, *1*(1), 1–12.

Plessis, P. du, & Mestry, R. (2019). Teachers for Rural Schools – a Challenge for South Africa. *South African Journal of Education*, *39*(1), 1-9. https://doi.org/10.15700/saje.v39ns1a1774.

Pokhrel, S., & Chhetri, R. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. *Higher Education for the Future*, *8*(1), 133–141. https://doi.org/10.1177/2347631120983481.

Prifti, R. (2022). Self–Efficacy and Student Satisfaction in The Context of Blended Learning Courses. *Open Learning*, *37*(2), 111–125. https://doi.org/10.1080/02680513.2020.1755642.

Rafiola, R. H., Setyosari, P., Radjah, C. L., & Ramli, M. (2020). The Effect of Learning Motivation, Self-Efficacy, and Blended Learning on Students' Achievement in The Industrial Revolution 4.0. *International Journal of Emerging Technologies in Learning*, *15*(8), 71–82. https://doi.org/10.3991/ijet.v15i08.12525.

Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). Challenges in the Online Component of Blended Learning: A Systematic Review. *Computers and Education*, *144*(January 2020), 103701. https://doi.org/10.1016/j.compedu.2019.103701.

Ratnawati, N., Wahyuningtyas, N., & Bashofi, F. (2022). Analisis kemampuan technological, pedagogical, and content knowledge (TPACK) Guru-guru IPS SMP di Malang. *Jurnal Teori dan Praksis Pembelajaran IPS*, *7*(2), 78-87. https://doi.org/10.17977/um022v7i22022p78.

Sholihah, A. M., Umamah, I. S., Vierza, M. F., & Marsida, R. (2023). Using Learning Technology for Social Studies as a Resilient Media During the Pandemic Outbreak. *Jurnal Teori dan Praksis Pembelajaran IPS*, *8*(1), 41–48. https://doi.org/10.17977/um022v8i12023p40.

Tatto, M. T. (2021). Professionalism In Teaching and the Role of Teacher Education. European *Journal of Teacher Education*, *44*(1), 20-44. https://doi.org/10.1080/02619768.2020.1849130.

Tomasello, M. (1999). The human adaptation for Culture. *Annual Review of Anthropology*, *28*, 509–529. https://doi.org/10.1146/annurev.anthro.28.1.509.

Topping, K. J., Douglas, W., Robertson, D., & Ferguson, N. (2022). Effectiveness of online and blended learning from schools: A systematic review. *Review Of Education*, *10*(2), 1–41. https://doi.org/10.1002/rev3.3353.

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. John Wiley & Sons.

Tsz, D., Ng, K., Ka, J., Leung, L., Su, J., Chi, R., Ng, W., Kai, S., & Chu, W. (2023). Teachers' AI Digital Competencies and Twenty - First Century Skills in The Post - Pandemic World. *Educational Technology Research and Development*, *71*(1), 137–161. https://doi.org/10.1007/s11423-023-10203-6.

Ulfa, M. (2023). Marginalisasi Pendidikan Siswa di Daerah 3T: Studi Kasus SMPN 3 Tempurejo. *COMPETITIVE: Journal of Education*, *2*(1), 31–41. https://doi.org/10.58355/competitive.v2i1.13.

Utomo, E. P. (2021). Pengembangan Mobile Learning Berbasis Android untuk Meningkatkan Hasil Belajar Kognitif Siswa pada Pembelajaran IPS. *Jurnal Teori dan Praksis Pembelajaran IPS*, *6*(1), 44–55. https://doi.org/10.17977/um022v6i12021p45.

Wang, L., Huang, Y., & Omar, M. K. (2020). Analysis of Blended Learning Model Application Using Text Mining Method. *International Journal of Emerging Technologies in Learning*, *16*(1), 172–187. https://doi.org/10.3991/IJET.V16I01.19823.

Wang, Y. (2023). Research on Blended Learning in Middle School Mathematics Classes. *Journal of Education, Humanities and Social Sciences*, *22*, 354–362. https://doi.org/10.54097/ehss.v22i.12464

White, J. (2024). *Is The Enriched Virtual Blended-Learning Model the Future of High School?* BLU: Blended Learning Univers.

Yaw Koi-Akrofi, G., Owusu-Oware, E., & Tanye, H. (2020). Challenges of Distance, Blended, and Online Learning: A Literature Based Approach. I*nternational Journal on Integrating Technology in Education*, *9*(4), 27–39. https://doi.org/10.5121/ijite.2020.9403.

Zhang, J., Jin, S., Torero, M., & Li, T. (2018). Teachers and Urban-Rural Gaps in Educational Outcomes. *American Journal of Agricultural Economics*, *100*(4), 1207–1223. https://doi.org/10.1093/ajae/aay009.

Ziatdinov, R., & Cilliers, J. (2021). Generation Alpha: Understanding the Next Cohort of University Students. *European Journal of Contemporary Education*, *10*(3), 783–789. https://doi.org/10.13187/ejced.2021.3.783.

Zufar At Thaariq, Z., & Anggraini, R. (2021). Pengejawantahan Blended Learning untuk Mendukung Kultur Lingkungan Belajar Berbasis Kehidupan Pasca Pandemi. *Jurnal Teori dan Praksis Pembelajaran IPS*, *6*(2), 103–116. https://doi.org/10.17977/um022v6i22021p103.