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## Broken Textbooks, Booming Tech: A Systematic Look at Blended Learning's Impact on Indonesian English Language Teaching

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**ABSTRACT:** Technology integration in education has brought immense changes in the teaching approach worldwide, including in English Language Teaching (ELT) in Indonesia. A literature review substantiates the argument that integrating the traditional pedagogical approach with web-enhanced learning methodologies presents a practical mode of delivering English Language Teaching (ELT) in Indonesia. It synthesizes findings from diverse studies on the effectiveness, challenges, and strategies of implementing blended learning in an Indonesian setting. The review highlights how blended learning can accommodate various styles of learning, be more flexible in offering access to resources, and be conducive to the delivery of interactive and engaging learning environments. However, it also identifies that while these infrastructures remain limited, digital literacy is not booming yet, and resistance to change still plays a big role. The proposed solutions span government infrastructure support, professional development of teachers on technology integration, and a strategy suggesting the gradual transition stage by stage into the era of blended learning. Conclusively, this research concludes that even with the challenges surrounding it, blended learning offers a viable alternative to enhance quality and access to ELT in Indonesia. It also provides insight for policymakers, educators, and researchers about the future roadmap of education in the digital era.

**KEYWORDS:** blended learning, English language teaching, technology integration

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### I. INTRODUCTION

English Language Teaching (ELT) has been one of the most important means of reaching the top of global communication, higher education, and professional opportunities in the Indonesian educational landscape (Mubarok & Sofiana, 2022). The Indonesian education system, with its diverse linguistic and cultural backdrop, presents unique challenges in ELT. These differences include significant disparities in proficiencies between learners, differences largely dependent on geography and affect access to quality education, and how effectively the methods are applied in the current curriculum (Solikhah & Budiharso, 2019; Yusny, 2013). Therefore, the call to reach higher levels of English proficiency among Indonesian learners is increasing, and new, innovative means need to be sought to increase the effectiveness of ELT.

One of the most recommended solutions for this is blended learning. It is an approach to e-learning that integrates traditional teaching with technology-mediated activities within a particular course/program of study. It also allows for flexible and personalized learning experiences according to individual learner needs, pace, and preferences (Bachtiar, 2023; Banditvilai, 2016). Hence, in the ELT domain, blended learning offers a great opportunity to present students with highly interactive and motivating practice opportunities for language skills and to attempt to avoid some potential deficiencies of traditional methods (Lalima & Lata Dangwal, 2017a).

Blended learning is among the various teaching modalities that have come to be very practical approaches in most countries' educational settings, more so in English Language Teaching (ELT). It includes traditional face-to-face classroom-style content delivery but is combined with online exercises that provide learners with flexible learning, personalization, and higher levels of engagement. The relevance is pronounced in the current digital age, where the fusion of technology in education is a new reality that births even better results than either the traditional instruction mode or the online mode through diverse ways of catering to learners' needs and preferences and taking up language skills development through various strategies (Rahim, 2019). This improvement ensures better visibility, discovery, and use of the target language, especially for distance learners in vocabulary learning through mobile applications. However, it requires teachers to have an exacting method and strategy (Klímová & Pikhart, 2020). An impact is felt over the four usual language learning skills: listening, speaking, reading, and writing, as can be seen from a case study in an Asian university setting (Banditvilai, 2016). These results contribute, at the same time, to improving the language skills and autonomy of the student. Such a blended learning environment is designed for the modern learner, with methodologies that guarantee effective language acquisition through interaction. At the very core of it all, it is a transformative approach within

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ELT that marries the best of the traditional and digital educational paradigms to adequately prepare students in ever-evolving settings.

Blending ELT with digital tools and resources through a blended learning model is, therefore, one way that could bridge the gap between traditional pedagogies and the necessities of today's learners in Indonesia to affect more effective language acquisition. This would conform to global educational patterns and equip Indonesian students to rise in stiff competition in an international environment, which is highly demanding. This, therefore, adds great emphasis to blended learning for better educational outcomes. In that case, maximizing the benefits of blended learning would require proper planning, resource allocation, and ongoing support to the teachers and the learners (Lalima & Lata Dangwal, 2017b).

Based on this background, therefore, the following literature review seeks to pursue three major objectives in using blended learning within English Language Teaching (ELT) in Indonesia. This shall first seek to critically assess the current state of blended learning, its implementation, and how well it is integrated with the educational framework and cultural specifics of Indonesia to attempt to understand the adaptability of the new learning modality with the unique needs of Indonesian learners. It goes on to identify specific benefits, challenges, and effective strategies within the Indonesian context, considering that success factors of blended learning depend on technological infrastructure, the readiness of teachers, and the activities of students. These insights aim to guide stakeholders in leveraging blended learning's potential while addressing its hurdles. Last, the review emphasizes that blended learning enhances students' involvement and motivation, even further improving the acquisition of English language skills; that is to say, it has a great effect on academic progress and future perspectives for Indonesian learners.

Despite the growing interest in blended learning for English Language Teaching (ELT) in Indonesia, there is a notable absence of comprehensive literature reviews that amalgamate insights on its implementation, outcomes, and best practices specifically within the Indonesian context (Sunubi & Bachtiar, 2022). One of the most far-reaching existing studies put in one place insights on implementation, outcomes, and best practices of this programmatic combination within the context of Indonesia. This gets further enhanced because most of the existing studies have focused on a componential view of blended learning or have applied blended learning within their disciplines, not giving an overall view of its effectiveness in the ELT discipline. Further, rapid change in digital learning technologies and methodologies should be carried forward through a best practice, innovative approach relevant to the Indonesian ELT scenario with continual research. The situation brings into focus the critical need to update the literature review which, in this case, is summarizing prior knowledge on the subject but also pointing out areas that remain ripe for more research and innovation so that the potential for the introduction of blended learning within the Indonesian ELT landscape can be fully realized and further advanced.

With this background, the purpose of the literature review will be to gather and summarize the existing studies available related to blended learning approaches and the effect of the use of blended learning in English Language Teaching (ELT) in Indonesia. The study aims to look in more depth into the status of implementing blended learning in ELT, identify strategies and practices, and briefly summarize points that may call for further research. In other words, this work further intends to strengthen the discourse for the advancement of ELT in Indonesia, providing valuable insights and recommendations to educators, policymakers, and researchers committed to pushing forward English language education in innovative and impactful ways with the use of techniques in blended learning.

## II. LITERATURE REVIEW METHOD

The paper is a literature review of the effect of blended learning in English Language Teaching (ELT) in Indonesia. It does give out selection criteria for relevant literature and describes sources and strategies for finding literature. Further, it explains data analysis under the section on data and information collection.

### A. Criteria for Literature Selection

The selected literature was based on some criteria to ensure the included studies are pertinent and of high quality. Firstly, the review attended studies that richly outlined the context of Indonesia, noting this regarding environmental, cultural, educational, and technological perspectives and practices that affect the ELT processes. This will include research conducted in different ELT settings throughout the country, such as public and private schools, universities, language centers, and other entities. This will be able to grant a quite broad overview of the applications of blended learning across different educational levels and environments. Most importantly, the article and study selected recent literature and more relevant insight from blended learning in ELT within the first ten years. This period was chosen given the remarkable advances evident within the period in digital learning technologies and pedagogical approaches to make the findings applicable to the current educational context.

### B. Data Sources and Search Strategy

A systematic search was conducted across multiple academic databases and journals known for publishing research in education, technology-enhanced learning, and language education. Key databases included Scopus, Web of Science, SINTA, and Google

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Scholar, among others. The search also extended to specific educational technology and language education journals, both international and local to Indonesia, to capture a wide range of research outputs.

The search strategy employed a combination of keywords and phrases related to the main themes of the review. The primary keywords included "blended learning," "English Language Teaching," "ELT," "Indonesia," "educational technology," and "digital learning." These terms were used in various combinations (AND, OR) to maximize the search scope and retrieve studies that specifically address the integration of blended learning in ELT within the Indonesian context.

### **C. Approach to Analysis**

Identification is followed by the review of relevant literature to identify, synthesize, and categorize the findings of the studies. In most cases, the analysis is initiated by the screening of titles and abstracts, proceeding to full texts of studies that do not meet the criteria for inclusion, and lastly, to the full texts that remain. Full texts of the remaining articles were later reviewed to comprehensively provide information regarding each study's objectives, methodologies, findings, and conclusions.

The synthesis process, therefore, involved an outline of the studies under major themes that blended learning models used in ELT, benefits and challenges of blended learning, strategies towards effective implementation, and impact on student outcomes. These methods of research have allowed for the finding of patterns and tendencies in the research while at the same time finding the gaps present in the literature, which further investigations should be done. The literature review is approached with a robust method so that there will be comprehensive coverage of the state of blended learning in English Language Teaching in Indonesia, concentrating on its positive impacts, the various challenges it poses, and strategies to make it work better when implemented.

## **III. RESULTS AND DISCUSSIONS**

### **A. Blended Learning Models in Indonesian English Language Teaching**

This review of the literature shows many models of how the so-called "blended learning" should be and is used throughout Indonesia, where each is adapted to its educational context, technological infrastructure, and learning objectives. The most popular models identified include the flipped classroom, hybrid learning, and flexible learning. Below is the discussion, drawing together the findings from the literature on these models and their adaptation in Indonesia, contrasting these findings and bringing them into context with the studies already conducted.

The flipped classroom model has been borrowed into Indonesian ELT settings as a development, which is the reversal of traditional learning activities. In the flipped classroom model, students first explore new content at home, supported by online material; then, they come to class to do interactive activities. This will enable the utilization of classroom time more effectively, where the student will be involved in discussion, peer learning, and individual support from the teacher. Similar research from diverse regions in Indonesia has also found that the application of the flipped classroom model brings encouraging results, not only regarding increased student interest but also regarding their language competence. Abdullah et al. (2019) reported that the flipped classroom model highly contributed to increased performance in speaking English. The application contributed to a larger magnitude increase in the performance of English conversational tasks and resulted in more involvement, commitment, and performance of the undergraduate students. The above findings are consistent with other international research, which has proven that the model is effective in enhancing language learning by availing opportunities for the learners to practice and apply language skills to real communicative situations in an enabled, supportive, and interactive environment (Zainuddin et al., 2019).

Second is the hybrid (or blended) learning model, which involves mainly the mixing of online digital media with a traditional way of class, balancing between students' online and face-to-face interactions. In Indonesia, this model has undergone modification to adapt to the low availability and poor quality of the internet in some areas by providing offline digital resources that complement face-to-face traditional classroom instruction. This kind of learning approach has further increased access to learning materials and allowed students to study according to their pace and time, hence, with due consideration of the differing needs and schedules. However, among them, some of the previous comparative studies found the hybrid model assures the greatest learning effectiveness and an improved inclusive learning environment than those assured by learning only solely online or traditional mode (Riski Dwi et al., 2023). Comparative studies highlight the hybrid model's ability to foster a more inclusive learning environment compared to fully online or traditional methods, echoing findings from international contexts that emphasize its flexibility and adaptability (Tarigan et al., 2022). Zainuddin and Keumala (2018) investigated the blended learning models being adopted by higher education institutions in Indonesia to close the gap between the absence of technological resource provision in conventional learning and that of face-to-face interactions in e-learning. With that, they found that blended learning had made it easy to learn both in class and outside through different digital media. They conclude by emphasizing that the learning activities should not only confine the students to the classroom.

The last model is called flexible learning. Taking a perspective of Indonesian ELT, this model welcomes an approach that allows the learner to choose a way, time, and where he/she learns. It's exactly this latter model that incorporates many approaches to teaching and technologies to ensure that individual differences are catered to. The model has proved to be particularly efficient

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in remote or underserved areas by making students learn experiences that are adaptive and that students are exposed to at least a minimum level (Hafifah & Sulisty, 2020). For instance, Müller et al. (2018) reported a positive attitude of students toward the new study format made possible by increased flexibility as they studied when and where they wanted to, emerging with similar academic achievements compared to traditional formats despite reduced classroom learning time, in the flexible learning course FLEX at Zurich University of Applied Sciences (ZHAW).

Research has proven that flexible learning could result in improved student motivation and engagement, given its ability to empower the learner to take charge of his or her educational process. Higher academic motivation will give the students more chances to increase their use of learning technologies that offer higher academic rewards for effort in both effects McGarry et al. (McGarry et al., 2015). On further investigation, Bi et al. (2013) found that a positive attitude toward technology and the mode of autonomous learning were the key attributes showing a significant effect on student satisfaction with flexible online learning.

To this extent, the adoption of these blended learning models in Indonesia is only a reflection of a larger global trend toward more interactive, student-centered learning environments. On the other hand, contextualizing these models in Indonesian frontiers would be viewed as one infrastructure, teacher training, and cultural lens to view the difficulties faced in implementation (Menggo & Darong, 2022a). For example, some of the innovations included the use of offline digital resources as part of the hybrid models, where internet connection and digital literacy posed challenges. This points toward the need for strategies to become adaptable in a technology-enhanced learning environment. Further, the favorable results of these models in Indonesian ELT, such as increased engagement, motivation, and language proficiency, correspond to the international research on the effectiveness of blended learning and indicate that its principles are general. However, what these specific adaptations in the Indonesian context brought into focus was the need for localized and culturally blended learning approaches to reach the standard requirements (Eryani & Mulyanti, 2021; Paturusi, 2012a).

In this respect, the landscape of blended learning models in Indonesian ELT provides a picture of both innovation and adaptation. A look at how ELT scholars in Indonesia use this form of learning in the classroom provides valuable insight into the global discourse on blended learning within language education. Their success in the country of Indonesia models offers the potential to be a very promising precedent for bridging the divides that have characterized successful learning environments in general.

### **B. Advantages of Blended Learning for ELT in Indonesia**

The integrated BL Model in English Language Teaching (ELT) provides many advantages, especially increased student participation, the realization of personalized learning environments, and improvement in language skills. The benefits have been outlined below.

The blended learning approaches have been found to raise student involvement considerably. Most probably, this approach to teaching will be a situation where students are more likely to actively take part and be responsible for their learning since it involves a blend of face-to-face and online activities. It integrates dynamically from both learning environments to bring an even more active, responsive educational experience that meets individual styles, preferences, and pacing. This makes the model even an interactive learning environment since students and content, with teachers and other students, are able to relate with each other in a very varied and meaningful way. This approach improves the learning process, and it can even prepare students for the digital world since it applies technology in their learning processes and teaches them to be learners, not just literate. It equips students to explore not only in their education but also in their future professional paths. With such a comprehensive approach to learning, students are equipped with the skills to succeed.

Blended learning has further shown the potential for significantly increased student involvement. The face-to-face discussion combined with online activities increases the activity and responsibility of the students to a great level. It, therefore, makes the learning environments merge fluidly, offering a wholesome approach that best fits the individual learning styles and preferences; thus, deeper involvement with the learning material can be realized. Studies have pointed out that when both the student and the teacher are involved in blended learning concerning factors influencing the involvement of students and the teacher, there is substantial improvement in the student's involvement and the learning outcome (Bachtiar, 2022; Dwivedi et al., 2019). This model, therefore, encourages even richer learning for students who can interact with content, teachers, and other students in much more varied and meaningful ways.

Further, developing appropriate digital literacy skills is central to effective learning in a blended environment. Students are expected to be at some level of digital literacy to exploit technology for effective learning (Tang & Chaw, 2016). In this way, this not only improves the learning experience but also prepares the student for this digital world by integrating technology into the process of their education, also inculcating digital literacy right alongside academic knowledge, deemed very important for the student to succeed in the digital world (Newcombe, 2018). All students with skills offered in this area stand a good chance of making it in their academic and future career paths.

This makes blended learning flexible enough for students with diverse needs and different learning styles to follow personalized learning paths. They provide various resources and activities that the student should be able to do online to support

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their preference for learning. It, therefore, means that they are customized to ensure every student stands a chance to get the best out of experience and interaction with the material. For example, a study conducted in the English Department of the Pedagogy and Psychology Faculty at PGRI Wiranegara University showed the existence of varied learning styles among students. In the same way, the study has found that visual, auditory, and kinesthetic styles or their combinations affect achievement variably. The more a student has a learning style, the higher the academic performance, thus indicating the benefits of blended learning in a modus individual's mode of learning (Rayanto & Daryono, 2022).

Furthermore, the internet environment avails the necessary opportunity for students to self-assess and even reflect on his performance, be able to know where he needs to improve, and look for supplementary resources if necessary. This is valuable in ELT, where learners' proficiency and learning styles might be poles apart. Tailoring the learning to the individual's needs ensures that the experience in education is effective and satisfying. The 'blended' learning environments contain courses and technologies for pedagogical approaches of the collaborative and problem-based learning course; the latter supports the achievement of course learning outcomes and the development of language skills, independent learning, and learner motivation (Banditvilai, 2016).

Studies show that with blended learning, language skills such as listening, speaking, reading, and writing can be significantly enhanced. For a learner to learn and grasp the language with much ease, it should be a combination of traditional classroom teaching and digital learning resources to make the environment rich. In addition, the instant feedback learners can acquire from different online platforms enables them to easily identify mistakes in their work and, therefore, become a more effective learning process. All possible materials for English practice and exploration, from interactive language practice to authentic use in video and podcasts, are available on many online platforms to facilitate the learning of English as a foreign language exceptionally (Menggo & Darong, 2022b; Sari & Wahyudin, 2019).

Generally, implementing blended learning in ELT offers significant benefits to the learning process in Indonesia; it brings increased student engagement and helps customize learning experiences while increasing their skills in learning the language. This value underlines the benefit of blended learning being utilized as a teaching approach for the Indonesian context and an increased potential of the approach to bring quality into the English teaching system.

### **C. Challenges of Implementing Blended Learning**

Utilizing a blended learning approach in Indonesian English Language Teaching (ELT) is promising, but this does not come without challenges. The diverse set of challenges has aspects related to technology, teacher training, infrastructure, and culture among its constituent members. It was, in fact, during the review of literature that this was explained: to locate these barriers in an Indonesian context and compare them with the review of literature.

#### **1. Technological Limitations and Infrastructure**

Issues Past research has indicated that, among the barriers, to an extent, the level of technological infrastructure being variant across regions prohibits the implementation of blended learning in Indonesia. This may give most areas, especially remote and rural places, a problem on hand, for the level of access to the internet is never reliable. Hardware necessary for appropriate blended learning is absent from these areas. This is further worsened by the digital divide, whereby students in well-connected urban areas take clear advantage of their rural friends; hence, learning cannot be equal. The result is the translation of huge technological disparities that influence the success of digital learning initiatives through gross constraints on the effective and full participation of students and teachers in an array of online learning components that affect the general effectiveness of even blended models of learning (Dharma, 2019; Mahdan et al., 2018).

This calls for the government and educational institutions to address such challenges through investment in improved technological infrastructure and ensure that digital resources become equitably available in all regions. The lack of teacher education regarding the integration of technologies in teaching processes seriously hampers the implementation of blended learning. This is quite important, as the teacher's role in successful blended learning models is imminent. Many teachers across Indonesia claim that they are not ready, from the point of view of both the gaping level of digital literacy and the level of pedagogical skills, to exploit technologies in their teaching effectively. This necessitates comprehensive professional development programs on methodologies of blended learning. A study by Al-Sindi et al. (2023) has noted that technology must be used in integrating classroom training to enhance the teaching and learning experiences of learners in educational institutions within Indonesia. Finally, this is what all the success of these new technological tools and methods requires: integration. Integration presupposes the necessity of training instructors in applying these technologies and how to integrate them into their programs and classrooms.

Besides, this has been worsened because many teachers are not trained in blending technology in the teaching process. Teachers are and will remain key to the success of any blended learning model. A large share of them currently report feeling unprepared to teach using technology. The gap between digital literacy and pedagogical skills provides one of the most obvious solutions: comprehensive professional development programs with a significant focus on the methodologies of blended learning.

In the setting of the current educational system, the results of the implementation of these training programs indicate that they can certainly boost the teachers' confidence in exploring these complexities in a blended learning environment. Previous studies have

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shown that training of teachers in the successful implementation of blended learning is needed. They also indicate that teachers' readiness is as important as technological infrastructure (Anis Chaeruman et al., 2018; Paturusi, 2012b).

### **2. Cultural Considerations**

Equally, Indonesia has cultural stumbling blocks in adapting to blended learning. The change from a teacher-centered education system to one that is much more oriented toward the student and a holistic, interactive, online environment is a cultural change in most parts of Indonesian society. These new methods would probably be resented by the students initially and received by the parents as something less classic or academic than the standard teaching method.

This can be seen as bringing the need for blended learning into the educational landscape so that it brings added value rather than conflicting with its local educational values and norms (Zainuddin & Keumala, 2018). As a study conducted by Setyaningsih (2020) revealed, while there is awareness of the benefits provided by blended learning, preference over physical classes with face-to-face sessions taking the lead was indicated, showing the country has more cultural inclination towards conventional learning settings. All these clearly show that the strategies presented in blended learning must be adapted according to the cultural and educational expectations of Indonesian learners so that there is a smoother transition and wider acceptance of the various methodologies adopted in blended learning. While Indonesia particularly faces complexity in implementing blended learning, it is characterized by a mixture of technological, infrastructural, and cultural adaptation and teacher training.

However, proper strategic planning could secretly override such hurdles. In this regard, investment in technology infrastructure and huge financial resources for the training of teachers are essential steps toward facilitating effective adoption (Dharma, 2019). Moreover, the culturally sensitive approaches designed further would develop the acceptability and integration in the educational scenario of Indonesia. Via the process of local experiences and the best practices available at an international level, the following stumbling blocks are overridden through the effective strategies devised for this purpose. This study has raised the global discursive base around educational innovation and insightful lessons in acclimatizing to the intricacies associated with implementing blended learning across diverse educational environments (Zainuddin & Keumala, 2018).

In brief, if full integration of blended learning into Indonesian ELT is not a bed of roses, the process does have its thorny obstacles. However, it offers potential advantages for student language learning and involvement that surely rise to the occasion. It can be addressed effectively through a well-thought-out strategy and investment, and the potential of blended learning will be a way to contribute to transformative English language education in Indonesia and beyond..

### **D. Effective Strategies and Solutions**

The great success of implementing blended learning in English Language Teaching (ELT) in Indonesia was shown through the big struggle. Good strategies, institutional support, and evidence for positive impacts on language acquisition and learner motivation amass in favour of the huge potential of blended learning. This section summarizes this and focuses on input from previous literature reviews to capture the above issues well.

On the other hand, best practices in Indonesia were often marked by the use of innovative strategies to address the particular challenges related to technological deficits, teachers' capacity development, and cultural adaptation. Indeed, the phased integration of blended learning was very successful, starting with pilots that are smaller in size and, therefore, allow for careful monitoring and adjustments before broader implementation. This way, prospective barriers to the adoption of the more general model of blended learning could be identified and solved smoothly in a controlled setting (Paturusi, 2012b).

Besides, this is important when developing teaching training programs based on the blended learning pedagogies model. These programs empower teachers with the basic skills and confidence that they can effectively apply in the use of digital tools within their teaching. There is also evidence of the benefits of institutional learning collaborations with technology providers that offer training and access to digital learning platforms and resources. Previous research, therefore, underscores teacher readiness as one of the salient components of successful adoption, pointing it to be one of the key factors in sustained professional development and support (Al-Sindi et al., 2023).

#### *Government Policies, Institution Support, and Community Involvement*

Government policies and institutional support play a crucial role in facilitating the spread of blended learning in ELT. It should focus on policies that include digital literacy and infrastructure development, funding for technology in education, and recognition of the blended learning models in curriculum frameworks. It then spells out very clear guidelines and support mechanisms for educators and their institutions involved in embarking on such projects, telling them that this transition is indeed possible, both technologically and pedagogically. The move goes in line with the Indonesian government's efforts to extend the reach of the internet to the country at large and, of course, bring onboard the rest of the nations in the region.

Such efforts signal a commitment to enhancing the educational landscape but also prepare students for a world in which digital fluency is paramount (Paturusi, 2012b). On the other hand, the institution's technological resources and administration support to see through blended learning approaches successfully. It will include setting up the required resources and setups of the training

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programs for educators that will enable them to make use of these tools in facilitating their teaching effectively. This also extended the involvement to the community, parents, students, and local organizations concerning the change process to blended learning and probably enjoy wider acceptance and support. In this case, community involvement would help answer the issue of cultural resistance in that the perception of blended learning would be positively construed as running parallel to traditional educational practices. These inclusive strategies underscore the aspect of the collective approach in which every stakeholder bears a role in the reshaping of the educational experience, which is more interactive and flexible, aligned with the contemporary digital trends (Jaya Saragih et al., 2020).

### *Impact on Language Acquisition and Learner Motivation*

On the other hand, some studies in Indonesia have evidence that the use of blended learning showed a very positive impact on learners' language acquisition and increased their motivation. The quantitative results showed that English language skills had indeed improved in the case of the blended learning group of students. This mode of learning makes learning more interactive and participative, whereby the student is thereby enabled to take an active part in the process of his language development. This was also reflected in the qualitative feedback of the students and teachers, who observed that motivation and engagement were so much better in an interactive and personalized blended learning environment. Thus, the flexibility of the blended approach in individual differences and its ability to give quick feedback is very effective, thus cementing its place further as a transformative tool in education.

This corresponds to what has been found in numerous international studies mentioned above, which have led to the conclusion that blended learning offers great potential to improve student's achievements in languages and their motivation because it provides them with various flexible and interesting experiences. Technology integration in language learning can further help increase learners' access to resources and, in a way, increase learning style diversity, which can only further invigorate the learning experiences for learners across varying cultural backgrounds (Menggo & Darong, 2022c). The success of blended learning in enhancing English language competence and motivation among learners from Indonesia speaks to the possibilities of blended learning as an applicable pedagogical practice in divergent contexts. This adaptability to meet learners where makes blended learning a valuable model for the future of education worldwide in filling the gap between traditional and digital learning environments.

Summing up the above discussion, it may be inferred that the BL implementation in Indonesian ELT is comprehensive and requires strategic planning, thorough training of teachers, solid institutional support, and taking the community along. Blended learning's fullest potential requires technology, infrastructure, and cultural adaptation challenges to be met. It, therefore, becomes important that the efforts deployed in supporting blended learning initiatives receive validation by the positive impacts on language acquisition and learner motivation and point to enormous benefits that accrue to the students in their educational outcomes and future opportunities. The experiences and strategies from Indonesia give lessons of high value to the global discourse on blended learning and, at the same time, serve as good practices for grappling with challenges on integrating technology into education. However, more development and refinement in these approaches to teaching English are needed, and they will be achieved if a model for educational innovation in Indonesia can be made evident.

## IV. CONCLUSION

The exploration of blended learning within the context of English Language Teaching (ELT) in Indonesia reveals its significant potential to enhance student engagement, motivation, and language proficiency. Despite technological limitations, insufficient teacher training, and cultural adaptation, strategies involving comprehensive professional development, robust institutional support, and active community involvement emerge as crucial for successful implementation. The impact of blended learning on ELT in Indonesia, corroborated by evidence from local studies, aligns with global trends towards more interactive and student-centered learning environments. These findings underscore the transformative power of blended learning in creating inclusive, effective, and engaging educational experiences.

As Indonesia continues to refine and expand its approach to integrating blended learning in ELT, the lessons learned offer valuable insights for educators, policymakers, and researchers. The future of English language education in the country appears promising, with blended learning standing as a critical driver of innovation. Ongoing research and collaboration will be essential in navigating the complexities of this educational shift. This literature review not only contributes to the academic discourse on educational technology but also serves as a call to action for sustained efforts to harness the full potential of blended learning in enhancing the quality and accessibility of ELT in Indonesia and beyond.

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