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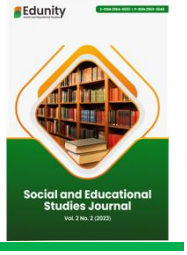

Junior High School Teachers' Perception of Blended Learning in English Language Teaching in Yogyakarta

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ABSTRACT

This study aims to analyze the perception of junior high school English teachers towards the implementation of blended learning in Yogyakarta and to determine the frequency of its implementation. Data were collected through questionnaires from 84 junior high school English teachers using purposive sampling techniques. The research instrument uses a 5-point Likert scale to measure seven dimensions: knowledge and understanding, ICT competence, frequency of implementation, perceived effectiveness, perceived benefits, perceived challenges, and institutional support. Data analysis employed descriptive statistics and non-parametric tests. The results showed that teachers' perceptions of blended learning were positive overall, with the highest score on the perceived effectiveness dimension (M = 16.50; SD = 2.42). However, the frequency of implementation remains low (M = 10.61; SD = 2.14). Analysis based on demographic variables showed that only training experience had a significant effect on teacher perception (p = 0.006). There is a gap between positive perception and practical implementation, highlighting the need for infrastructure support, intensive training, and policies to support the implementation of blended learning in English language teaching.

Keywords: Blended learning, teacher perception, English teaching, secondary education

INTRODUCTION

The development of information and communication technology has changed the educational paradigm from conventional learning to more flexible and innovative approaches (Bakar, 2021; Golubev & Testov, 2015). Blended learning, which combines face-to-face learning with online learning, is becoming an increasingly popular approach in education, especially in the teaching of English as a foreign language (EFL) (Wu, 2024; Rohmana, 2025). Research shows that in higher education contexts, blended learning enhances student perceptions and satisfaction, particularly when it supports self-directed learning and provides multimodal input (Pu, 2023; Wu, 2024). Also, in Indonesia, EFL teachers report positive attitudes and see significant benefits when combining ICT with traditional classroom instruction, although challenges such as infrastructure limitations and teacher competency remain (Lisia, 2024). Moreover, the mediating role of learner grit and effort in blended EFL settings has been shown to significantly influence achievement and persistence (Gao, 2024).

The implementation of blended learning in English teaching has great potential to improve the quality of learning. According to Graham (2013), blended learning can provide flexibility, individualization of learning, and increased student involvement. In the context of English language teaching, this approach allows students to access authentic materials, interact with technology, and develop language skills independently.

However, the success of the implementation of blended learning is highly dependent on the perception and readiness of teachers as the main implementers in the field. Teacher perception is a crucial factor that affects the acceptance and implementation of educational innovations (Pajares, 1992). Teachers who have a positive perception of blended learning tend to be more motivated and consistent in implementing it.

In Indonesia, the implementation of blended learning in English teaching still faces various challenges. Although some research has been conducted, it is still limited to student perceptions or focuses on the context of higher education. A specific study on the perception of junior high school English teachers towards blended learning, especially in Yogyakarta, has not been widely conducted (Khairunnisa, 2022; Mulyono, Ismayana, & Komara, 2021; Wijaya, 2022). Studies in Surabaya found that junior high school EFL teachers have positive perceptions toward blended learning in the "new normal" era, but report challenges including unreliable internet connectivity, issues with electricity, preparation time, and student motivation (Khairunnisa, 2022). Another small-scale qualitative study in different parts of Indonesia indicated that teachers believe blended learning increases learners' motivation and has potential to make learning more meaningful, but stress needed support in infrastructure and stable online systems (Wijaya, 2022; Lisia, Mahdum, & Purwanti, 2024).

Yogyakarta, as an education city, has unique characteristics with a relatively high level of digital literacy and adequate technological infrastructure. However, the implementation of blended learning at the junior high school level is still not optimal. Disparities in digital literacy, technological infrastructure, and teacher professional development opportunities remain challenges that need to be addressed.

Previous studies have highlighted the potential of blended learning in enhancing language education but also revealed important limitations. Albiladi and Alshareef (2019) found that blended learning increased EFL learners' motivation and engagement; however, their study emphasized students' perspectives rather than teachers' readiness, leaving unanswered questions about implementation challenges in classroom practice. Similarly, Ayu (2020) investigated teachers' perceptions of blended learning in Indonesia and confirmed that teachers generally viewed it as useful for language learning, but the study focused on higher education, not secondary schools, and did not examine contextual differences such as infrastructure disparities or training access.

Based on this background, this study aims to: (1) describe the perception of junior high school English teachers towards the implementation of blended learning; (2) describe the frequency of blended learning implementation; and (3) determine significant differences in teachers' perceptions based on gender, age, teaching experience, and blended learning training experience.

The benefit lies in offering theoretical contributions to blended learning literature and practical recommendations for policymakers and schools to design more targeted training, equitable infrastructure provision, and supportive policies that foster effective blended learning integration in Yogyakarta.

RESEARCH METHOD

This study used a descriptive quantitative method with a survey design. This approach was chosen to describe and analyze the perception of junior high school English teachers towards the systematic implementation of *blended learning* based on empirical data.

The research population consisted of all junior high school English teachers in Yogyakarta. The sample was selected using a purposive sampling technique with the following criteria: (1) teaching English at the junior high school level; (2) domiciled in Yogyakarta; and (3) having experience or familiarity with the *blended learning* approach. The total sample that participated was 84 teachers spread across various public and private junior high schools in Yogyakarta.

Data were collected using a structured questionnaire consisting of 25 items based on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The questionnaire measured seven main dimensions: (1) Knowledge and Understanding (4 items); (2) ICT Competence and Readiness (4 items); (3) Frequency of Implementation (3 items); (4) Perceived Effectiveness (4 items); (5) Perceived Benefits (3 items); (6) Perceived Challenges (3 items); and (7) Institutional Support (4 items).

Validity and reliability tests were carried out through pilot tests on 20 English teachers who were not included in the main sample. The results of the reliability test using Cronbach's Alpha showed a coefficient of 0.87, indicating very high internal reliability.

Data analysis used descriptive statistics to describe respondent characteristics and teacher perceptions. To test differences based on demographic variables, non-parametric tests (Mann-Whitney U and Kruskal-Wallis) were used because the data did not meet the assumption of normality. The score interpretation used the following range: 3.26–4.00 (Very Positive); 2.51–3.25 (Positive); 1.76–2.50 (Less Positive); and 1.00–1.75 (Negative).

RESULTS AND DISCUSSION

Respondent Characteristics

This study involved 84 junior high school English teachers in Yogyakarta who met the criteria that had been set. The demographic distribution of respondents shows diverse but representative characteristics for the context of secondary education in Yogyakarta.

Distribution by Gender

Based on gender, the majority of respondents were women (70.2% or 59 people), while male respondents amounted to 29.8% (25 people). This dominance of female teachers reflects a general trend in the English teaching profession in Indonesia, where women tend to choose a career as a language teacher more.

Table 1. Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Man	25	29,8
Woman	59	70,2
Total	**84**	**100**

Distribution by Age

The age distribution of respondents shows interesting diversity. The majority of respondents (46.4% or 39 people) were over 50 years old, indicating the dominance of senior teachers in the research sample. The other age groups were distributed relatively evenly: 26-30 years old (13.1%), 31-35 years old (13.1%), 41-45 years old (13.1%), 46-50 years old (9.5%), and 36-40 years old (4.8%).

Table 2. Distribution of Respondents by Age

Age Category	Frequency	Percentage (%)
26-30 years	11	13,1

31-35 years old	11	13,1
36-40 years old	4	4,8
41-45 years old	11	13,1
46-50 years old	8	9,5
Over 50 years old	39	46,4
Total	**84**	**100**

Distribution Based on Teaching Experience

The respondents' teaching experience showed significant diversity. The two largest groups had 16-20 years (23.8%) and more than 25 years (23.8%) of teaching experience, followed by groups of 1-5 years (20.2%), 11-15 years (16.7%), and 21-25 years (15.5%). This distribution shows that the majority of respondents are experienced teachers with a working period of more than 15 years.

Table 3. Distribution of Respondents Based on Teaching Experience

Teaching Experience	Frequency	Percentage (%)
1-5 years	17	20,2
11-15 years	14	16,7
16-20 years	20	23,8
21-25 years old	13	15,5
More than 25 years	20	23,8
Total	**84**	**100**

Distribution Based on Training Experience

Another important aspect is the blended learning training experience. A total of 70.2% of respondents (59 people) have participated in blended learning training, while 29.8% (25 people) have never participated in the training. This data shows the relatively high enthusiasm of teachers to develop their competence in educational technology.

Table 4. Distribution of respondents based on blended learning training experience

Training Experience	Frequency	Percentage (%)
Already following	59	70,2
Haven't followed yet	25	29,8
Total	**84**	**100**

Instrument Validity and Reliability

Before conducting the main data analysis, this study conducted a validity and reliability test of the instruments used. The pilot test was conducted on 20 English teachers who were not included in the main sample of the study.

Reliability Test

Reliability tests using Cronbach's Alpha coefficient yielded a value of 0.87 for the entire instrument. Based on the criteria of George & Mallery (2003), this value falls into the category of "excellent" ($\alpha > 0.80$), indicating that the instrument has a high internal consistency and is reliable for measuring the construct in question.

$\alpha=kk-1[1-\sum i=1k\sigma Yi2\sigma X2]\alpha = \frac{k}{k-1} \left[1 - \frac{\sum_{i=1}^{k} \sigma_{Y_i}^2}{\sigma_X^2}\right]$ $\alpha=k-1k[1-\sigma X2\sum i=1k\sigma Yi2]$

Where:

α = Cronbach's Alpha reliability coefficient

k = number of question items

$\sigma^2 Yi$ = variance of the score of the ith item

σ^2X = total score variance

Analysis of Teachers' Perceptions of Blended Learning

To answer the first research objective, which was to describe the perception of English teachers towards the implementation of blended learning, a descriptive analysis was carried out on the seven dimensions of perception measured.

Table 5. Descriptive Statistics of Teachers' Perceptions of Blended Learning

Dimension	N	Mean	Std. Deviation	Min	Max	Interpretation
Knowledge and Understanding	84	16,29	2,50	12	20	Positive
ICT Competence and Readiness	84	15,38	2,53	10	20	Positive
Perceived Effectiveness	84	16,50	2,42	11	20	Positive
Perceived Benefits	84	12,71	1,85	9	15	Neutral
Perceived Challenges	84	8,36	2,36	3	13	Low (Positive)
Institutional Support	84	16,29	2,50	11	20	Positive
Total Perception	**84**	**85,53**	**10,89**	**65**	**108**	**Positive**

The results of the descriptive analysis showed that overall, junior high school English teachers in Yogyakarta had a positive perception of blended learning with an average total score of 85.53 (SD=10.89). Based on the range of interpretations set, this score falls into the category of "Positive" (68.1-102.0).

Analysis by Dimension

1) Perceived Effectiveness (M=16.50; SD=2.42): This dimension has the highest score, indicating that teachers believe blended learning can improve the effectiveness of English language learning.
2) Knowledge and Understanding (M=16.29; SD=2.50): A high score on this dimension indicates that the teacher has a good understanding of the concepts and principles of blended learning.
3) Institutional Support (M=16.29; SD=2.50): Equally high scores indicate that teachers feel adequate support from the institution where they teach.
4) ICT Competency and Readiness (M=15.38; SD=2.53): Although still in the positive category, this score is slightly lower, indicating a variation in teachers' technological readiness.
5) Perceived Benefits (M=12.71; SD=1.85): This dimension has the lowest score in the neutral category, indicating that teachers are still cautious in assessing the benefits of blended learning.
6) Perceived Challenges (M=8.36; SD=2.36): A low score on this dimension (which is a positive) indicates that teachers do not feel much of the challenge in implementation.

Analysis of the Frequency of Blended Learning Implementation

To answer the second research objective, which is to describe the frequency of blended learning implementation, an analysis was conducted on three items that measured how often teachers use blended learning approaches in their teaching practices.

Table 6. Descriptive Statistics on the Frequency of Blended Learning Implementation

Items	Statement	Mean	Std. Dev	Interpretation
Q1	I combine online and offline methods on a regular basis	2,15	0,89	Infrequently
Q2	I use an online platform to assign tasks	2,31	0,95	Infrequently
Q3	I use learning videos in class or online	2,08	0,87	Infrequently

Q4	I do blended learning at least once a week	2,18	0,91	Infrequently
Q5	I integrate technology consistently in teaching	2,23	0,93	Infrequently
Total Frequency		**10,95**	**4,12**	**Low**

The results of the analysis showed that although teachers had a positive perception of blended learning, the frequency of implementation was still low (M=10.95; SD=4.12). On a scale of 1-5, the average answer was around 2.2, which indicates teachers "rarely" implement blended learning in teaching practice.

Table 7. Distribution of implementation frequencies by category

Frequency Category	Score Range	Frequency	Percentage (%)
Very Low	5-9	18	21,4
Low	10-14	42	50,0
Moderate	15-19	20	23,8
Tall	20-25	4	4,8
Total		**84**	**100**

The data shows that 71.4% of teachers have a low to very low frequency of implementation, only 23.8% are moderate, and only 4.8% are high. This indicates a significant gap between positive perception and practical implementation.

Analysis Prerequisites Test

Before conducting a hypothesis test, a prerequisite test is carried out to ensure the accuracy of the analysis method used.

Normality Test

The normality test was carried out using the Shapiro-Wilk test because the sample size was less than 200. The test results showed that some data groups were not normally distributed ($p < 0.05$), thus requiring the use of non-parametric tests.

Table 8. Shapiro-Wilk Normality Test Results

Variable	Group	Statistics	Df	Sig.	Distribution
Total Perception	Man	0,952	25	0,289	Usual
	Woman	0,943	59	0,003	Abnormal
Frequency	Training Yes	0,961	59	0,058	Usual
	Training No	0,913	25	0,031	Abnormal

Because some groups did not meet the assumption of normality, the study used a non-parametric test for subsequent analysis.

Research Hypothesis Test

To answer the third research objective, which is to determine the significant difference in teachers' perceptions based on demographic variables, a series of hypothesis tests were conducted using non-parametric statistics.

Hypothesis 1: Differences in Perceptions by Gender

H_{01}: There is no significant difference in teachers' perception of blended learning by genderH11: There is a significant difference in teachers' perception of blended learning by gender

Using the Mann-Whitney U Test:

Table 9. Mann-Whitney U Test Results - Perception by Gender

Gender	N	Mean Rank	Sum of Ranks

Man	25	40,38	1009,50
Woman	59	43,90	2590,00

Test Statistics	Value
Mann-Whitney U	684,500
Wilcoxon W	1009,500
Z	-0,743
Asymp. Sig. (2-tailed)	0,458

Result: p = 0.458 > 0.05, then H_{01} is accepted. There was no significant difference in teachers' perceptions of blended learning by gender.

Hypothesis 2: Differences in Perception by Age

H_{02}: There is no significant difference in teachers' perception of blended learning by age

H_{12}: There is a significant difference in teachers' perception of blended learning by age

Using the Kruskal-Wallis H Test:

Table 10. Kruskal-Wallis Test Results - Perception by Age

Age	N	Mean Rank
26-30 years	11	48,00
31-35 years old	11	45,23
36-40 years old	4	51,75
41-45 years old	11	38,18
46-50 years old	8	35,06
Over 50 years old	39	42,15

Test Statistics	Value
Chi-Square	4,765
Df	5
Asymp. Sig.	0,446

Result: p = 0.446 > 0.05, then H_{02} is accepted. There was no significant difference in teachers' perceptions based on age.

Hypothesis 3: Differences in Perceptions Based on Teaching Experience

H_{03}: There is no significant difference in teachers' perception of blended learning based on teaching experienceH_{13}: There is a significant difference in teachers' perception of blended learning based on teaching experience

Table 11. Kruskal-Wallis Test Results - Perceptions Based on Teaching Experience

Experience	N	Mean Rank
1-5 years	17	48,24
11-15 years	14	35,64
16-20 years	20	45,18
21-25 years old	13	39,31
More than 25 years	20	42,05

Test Statistics	Value
Chi-Square	5,206
Df	4
Asymp. Sig.	0,267

Result: p = 0.267 > 0.05, then H_{03} is accepted. There was no significant difference in teachers' perceptions based on teaching experience.

Hypothesis 4: Differences in Perceptions Based on Training Experience

H_{04}: There is no significant difference in teachers' perceptions of blended learning based on training experience

H_{14}: There is a significant difference in teachers' perception of blended learning based on training experience

Table 12. Mann-Whitney U Test Results - Perceptions Based on Training Experience

Training Experience	N	Mean Rank	Sum of Ranks
Already following	59	46,56	2747,00
Haven't followed yet	25	32,94	823,50

Test Statistics	Value
Mann-Whitney U	498,500
Wilcoxon W	823,500
Z	-2,820
Asymp. Sig. (2-tailed)	0,005

Result: $p = 0.005 < 0.05$, then H_{04} is rejected and H_{14} is accepted. There are significant differences in teachers' perceptions based on blended learning training experiences.

Positive Perception but Low Implementation

The main findings of this study reveal an interesting paradox: although junior high school English teachers in Yogyakarta have a positive perception of blended learning, the frequency of its implementation in learning practice is still low. This phenomenon is in line with the theory of the Technology Acceptance Model (Davis, 1989) which shows that although perceived usefulness and perceived ease of use are positive, external factors such as facilitating conditions can affect actual usage.

The positive perception of teachers is reflected in the high score on the perceived effectiveness dimension (M=16.50), indicating that teachers believe that blended learning can improve the quality of English learning. This is consistent with Alammary's (2019) research which found that teachers who understand the benefits of blended learning tend to have a positive attitude towards it.

However, the low frequency of implementation (M=10.95) indicates that there are barriers in the translation from positive attitudes to real practices. Based on the theory of Diffusion of Innovation (Rogers, 2003), factors such as complexity, trialability, and observability can affect the speed of innovation adoption.

Factors Affecting Perception

Analysis of demographic variables revealed an interesting finding that only training experience had a significant effect on teacher perception (p=0.005). Teachers who have participated in blended learning training have a higher mean rank (46.56) than those who have not (32.94).

These findings support the theory of Professional Development in education which emphasizes the importance of training in changing teachers' beliefs and practices (Guskey, 2002). Training not only improves technical skills but also builds confidence and self-efficacy of teachers in using technology.

The absence of significant differences based on gender (p=0.458), age (p=0.446), and teaching experience (p=0.267) suggests that in the context of formal education, these factors do not determine teachers' readiness to adopt blended learning. This is in contrast to some previous studies that showed the influence of age and gender on technology adoption (Venkatesh et al., 2003).

Implications of the Theoretical Framework

The results of this study strengthen the theoretical framework of TPACK (Technological Pedagogical Content Knowledge) developed by Koehler & Mishra (2009). High scores in the knowledge and comprehension dimensions show that teachers already have adequate content knowledge, but the integration between technology, pedagogy, and content still needs to be strengthened through practical training.

Gap Theory-Practice in Blended Learning

The gap between positive perception and low implementation indicates the existence of first-order barriers and second-order barriers (Ertmer, 1999). First-order barriers include lack of access, lack of time, lack of support, while second-order barriers include beliefs about teaching, technology integration, and established classroom practices.

The data shows that although second-order barriers (beliefs) are already positive, first-order barriers may still be the main barrier. This requires a holistic approach that not only focuses on changing attitudes but also provides infrastructure and ongoing support.

Contextualization in the Indonesian Setting

In the context of Indonesian education, these findings are relevant to the Merdeka Belajar policy that encourages the digital transformation of education. However, the implementation gap found shows the need for a more comprehensive strategy in supporting teachers to adopt blended learning.

The high percentage of teachers who have participated in the training (70.2%) reflects the commitment of the government and institutions to professional development. However, it is necessary to evaluate the quality and sustainability of the training program to ensure the transfer to classroom practice.

CONCLUSION

This study revealed that junior high school English teachers in Yogyakarta generally hold a positive perception of blended learning, especially regarding its perceived effectiveness, but the actual frequency of its implementation remains low. Training experience was the only demographic factor significantly influencing teacher perception. These findings indicate that although teachers acknowledge the benefits of blended learning, its practical application requires enhanced support through intensive training, better technology infrastructure, and supportive institutional policies. Future research should explore the long-term impact of targeted training programs and investigate barriers to implementation from both teacher and institutional perspectives to develop more effective strategies for integrating blended learning in English language teaching.

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