

**THE INFLUENCE OF BLENDED LEARNING ON STUDENTS' READING
COMPREHENSION IN UPTD SD NEGERI 27 NEGERI KATON, PESAWARAN,
ACADEMIC YEAR 2025/2026**

Cita Pasmaisyarani¹

¹ Universitas Islam An Nur Lampung, Indonesia

Email: Cpasmeisyarani@gmail.com¹

Article history:

Received:

January 1, 2025

Revised:

January 15, 2025

Accepted:

January 20, 2025

Published:

January 20, 2025

Keywords:

*blended learning, flipped
classroom, reading
comprehension.*

Kata kunci:

*blended learning, flipped
classroom, membaca
pemahaman.*

Abstract

. This study aims to examine the influence of blended learning through the flipped classroom model on the reading comprehension of fifth-grade students at UPTD SD Negeri 27 Negeri Katon, Pesawaran, during the 2025/2026 academic year. A quasi-experimental design was used, consisting of an experimental group receiving blended learning instruction and a control group receiving traditional instruction. The primary instrument was a reading comprehension test administered as both pre-test and post-test to measure improvement. The results show a significant difference between the post-test scores of the experimental and control groups. Students in the experimental group demonstrated greater improvements in identifying main ideas, understanding vocabulary in context, making inferences, and drawing conclusions. The blended learning model allowed students to study lesson materials beforehand through videos and digital texts, enabling them to come to class better prepared. Face-to-face classroom time was then used for discussions, deeper comprehension tasks, and clarification, which contributed to more meaningful learning experiences. The study concludes that blended learning has a positive and significant effect on students' reading comprehension. It is recommended as an effective instructional strategy that aligns with the needs of 21st-century learning and supports the development of student-centered, technology-enhanced literacy instruction.

Abstrak

. Penelitian ini bertujuan untuk mengetahui pengaruh blended learning melalui model flipped classroom terhadap kemampuan membaca pemahaman siswa kelas V UPTD SD Negeri 27 Negeri Katon, Pesawaran, Tahun Ajaran 2025/2026. Penelitian ini menggunakan desain kuasi eksperimen dengan dua kelompok, yaitu kelompok eksperimen yang mendapatkan pembelajaran blended learning dan kelompok kontrol yang mendapatkan pembelajaran konvensional. Instrumen utama penelitian berupa tes membaca pemahaman yang diberikan sebagai pre-test dan post-test untuk mengukur peningkatan kemampuan siswa. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan antara hasil post-test kelompok eksperimen dan kontrol. Kelompok eksperimen mengalami peningkatan yang jauh lebih besar dalam kemampuan

mengidentifikasi ide pokok, memahami kosakata berdasarkan konteks, membuat inferensi, serta menarik kesimpulan. Penerapan blended learning memberikan kesempatan kepada siswa untuk mempelajari materi terlebih dahulu melalui video dan teks digital, sehingga mereka lebih siap saat mengikuti pembelajaran tatap muka. Selain itu, pembelajaran tatap muka digunakan untuk diskusi, latihan mendalam, dan klarifikasi konsep, sehingga meningkatkan pemahaman mereka secara menyeluruh. Penelitian ini menyimpulkan bahwa blended learning berpengaruh positif dan signifikan terhadap kemampuan membaca pemahaman siswa. Model pembelajaran ini direkomendasikan untuk diterapkan sebagai alternatif strategi pengajaran yang lebih efektif dan sesuai dengan kebutuhan pembelajaran abad ke-21.

This is an open access article under the CC BY-SA license.

INTRODUCTION

. Reading comprehension is a fundamental skill that plays a crucial role in the development of students' literacy abilities at the elementary school level. It involves not only the ability to decode written symbols but also the capacity to understand, interpret, and evaluate the meaning conveyed in a text. However, in practice, many students still struggle to achieve adequate reading comprehension due to traditional teaching methods that emphasize memorization and teacher-centered instruction. These methods often limit opportunities for active engagement and independent thinking, resulting in low student motivation and poor comprehension outcomes. Therefore, there is an urgent need for innovative and interactive learning approaches that can enhance students' engagement and improve their ability to comprehend written texts effectively (Article Amirnader Elahi and Mashhadi Heidar 2021).

UPTD SD Negeri 27 Negeri Katon in Pesawaran regency is one of the elementary schools that faces challenges in improving students' reading comprehension skills, particularly among fifth-grade students. Based on preliminary observations, many students find it difficult to identify main ideas, infer implied meanings, and draw logical conclusions from reading passages. Their comprehension tends to focus only on surface-level information without deeper interpretation. Teachers also report that students often show low enthusiasm for reading activities, as they perceive them to be monotonous and uninteresting. These conditions indicate the need for an approach that can stimulate students' interest while simultaneously strengthening comprehension skills (ASTARILLA and WARMAN 2017).

In response to the demands of modern education, blended learning has emerged as an alternative instructional model that integrates face-to-face learning with digital

media-based online learning. This combination allows for a more flexible, dynamic, and student-centered learning environment. One popular form of blended learning suitable for elementary education is the flipped classroom model. In this model, students access and study lesson materials at home through videos or digital resources before attending classroom sessions. The classroom then becomes a space for collaborative discussion, comprehension exercises, and deeper engagement with the material under the teacher's guidance (Prihatini et al. 2023).

The flipped classroom approach aligns with the constructivist learning theory, which emphasizes that students learn more effectively when they build their own understanding based on prior knowledge and active participation. By studying lesson content beforehand, students come to class with foundational knowledge that facilitates more meaningful learning experiences. This model transforms the role of the teacher from a source of information into a facilitator who guides students in applying, analyzing, and evaluating reading content. As a result, the learning environment becomes more interactive, reflective, and conducive to improved comprehension outcomes.

Blended learning also provides students with access to varied digital learning resources, such as instructional videos, interactive texts, and multimedia materials. These resources help students visualize reading strategies, understand vocabulary in context, and engage with reading materials in a more enjoyable manner. Exposure to multimedia elements can increase students' motivation and support them in grasping difficult concepts more easily. Digital materials also promote differentiated learning, as students can review content at their own pace whenever they face difficulties (AlManafi, Osman, and Magableh 2023).

Moreover, blended learning supports the development of essential 21st-century skills, including digital literacy, critical thinking, communication, and collaboration. When students navigate digital learning platforms, they learn to locate information, determine relevant content, and manage their own learning more independently. Meanwhile, classroom activities allow them to collaborate with peers, discuss comprehension tasks, and share interpretations of the texts they have read. This blended ecosystem enriches the learning process and helps enhance reading comprehension in meaningful ways (Yudhana 2021).

Despite these advantages, the implementation of blended learning in elementary schools is still relatively limited, especially in rural areas where technology integration has not been fully optimized. Teachers may face challenges in designing blended learning activities and ensuring students' readiness to learn independently outside the classroom. These issues underscore the importance of conducting research to investigate the effectiveness of blended learning, particularly the flipped classroom model, in improving reading comprehension among elementary students (Yang 2012).

This research also contributes to addressing the gap between educational theory and classroom practice. The empirical findings obtained from this study can provide insights for teachers to develop more effective instructional strategies that are responsive to students' needs. Furthermore, the study emphasizes the importance of integrating technology in learning to create opportunities for students to develop stronger reading comprehension skills. As educational demands continue to evolve, blended learning presents a valuable solution to modern challenges in literacy education (Purnalina 2022).

In the context of the Independent Curriculum (Kurikulum Merdeka), which emphasizes student autonomy and differentiated learning, blended learning becomes even more relevant. The ability for students to revisit learning materials, adjust their learning pace, and explore digital resources supports the goals of personalized education. This ensures that students with different learning abilities can achieve optimal comprehension through guided and independent study (Ghazizadeh and Fatemipour 2017).

Considering the problems, potentials, and urgency described above, this study entitled *"The Influence of Blended Learning on Students' Reading Comprehension in UPTD SD Negeri 27 Negeri Katon, Pesawaran, Academic Year 2025/2026"* is essential. The study aims to determine the extent to which blended learning, particularly using the flipped classroom model, influences the reading comprehension abilities of fifth-grade students. The results are expected to provide meaningful contributions to improving literacy instruction in elementary schools and promoting the integration of technology in language learning.

THEORETICAL FRAMEWORK

. Blended learning is an instructional approach that integrates face-to-face classroom activities with online or digital learning experiences. According to Graham (2006), blended learning combines the strengths of traditional instruction—such as direct teacher guidance and social interaction—with the flexibility and accessibility of digital technologies. This model provides students with opportunities to learn through multiple modes, which can enhance motivation and improve comprehension. In language learning contexts, blended learning supports differentiated instruction by allowing students to revisit materials, regulate their learning pace, and interact with multimedia content that clarifies linguistic concepts. These principles make blended learning a suitable approach for improving reading comprehension, which requires repeated exposure to text, strategic reading, and active engagement (Ibtida et al. 2020).

One widely applied model within blended learning is the **flipped classroom** approach. Flipped learning reverses the traditional instructional sequence by providing students with access to learning materials before class—often through videos, digital

texts, or online modules. In-class time is then used for collaborative learning, discussion, and application of reading strategies. Bergmann and Sams (2012), pioneers of the flipped classroom, argue that this model increases student accountability and allows teachers to focus on higher-order learning tasks. In reading comprehension, the flipped model enables students to preview vocabulary, understand the topic, and build background knowledge prior to deeper analysis in the classroom. As a result, students come to class better prepared to participate actively in comprehension activities (Irsyadiah and Rifa'i 2021).

Reading comprehension itself is a complex cognitive process that involves decoding, interpreting, evaluating, and integrating information from a text. According to Snow (2002), comprehension requires the interaction of the reader, the text, and the reading environment. This means that students must not only recognize words but also construct meaning by using prior knowledge, identifying key ideas, making inferences, and evaluating the author's message. Effective reading comprehension instruction must therefore include opportunities for active thinking, questioning, and discussion. Blended learning supports these cognitive processes by allowing students to engage with texts through multimedia materials that enhance understanding and reinforce comprehension skills (Köseoğlu and Çobanoğlu 2025).

The relationship between blended learning and reading comprehension is also supported by constructivist learning theory. Constructivism asserts that learners build new knowledge based on experiences, prior understanding, and social interaction. When applying blended learning—particularly the flipped model—students engage with digital resources independently, which helps them activate prior knowledge and prepare for classroom learning. During face-to-face sessions, students collaborate, discuss interpretations, and clarify misunderstandings, thereby deepening their comprehension. This aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), where students achieve higher levels of understanding with teacher facilitation and peer interaction (Effendi and Wahidy 2019).

Technology-enhanced learning environments also promote multimodal comprehension, which is especially beneficial for young learners. Digital materials provide visual, auditory, and interactive elements that help students understand difficult vocabulary, explore text structures, and recognize key ideas more effectively. Mayer's Multimodal Learning Theory suggests that learning is enhanced when verbal and visual information are presented together, because learners process information through dual channels. This principle makes blended learning an effective method for reading instruction, as it provides varied input that supports students' cognitive processing and improves comprehension outcomes.

Furthermore, previous studies indicate that blended learning can significantly improve students' reading performance. Research by Means et al. (2013) found that

students in blended learning environments consistently outperform those in traditional settings due to increased engagement, flexibility, and individualized learning. Other studies in elementary schools show that blended learning strengthens decoding skills, enhances vocabulary understanding, and promotes critical reading. These findings reinforce the theoretical assumption that blended learning – through its combination of digital exposure and face-to-face interaction – creates a richer literacy environment that supports students' reading comprehension development. Therefore, this framework provides a strong basis for investigating the influence of blended learning on reading comprehension among fifth-grade students in this study (Abad et al. 2022).

RESEARCH METHOD

. This study employed a **quasi-experimental research design** to determine the influence of blended learning through the flipped classroom model on students' reading comprehension. The quasi-experimental design was chosen because it allows for comparison between a treatment group and a control group while still accommodating the natural setting of the school where random assignment is not fully possible. The treatment group received reading instruction through blended learning, where students accessed digital learning materials before attending in-person sessions. The control group learned through conventional face-to-face instruction. This design enabled the researcher to measure the effectiveness of blended learning by comparing the reading comprehension outcomes of both groups after the intervention (Sugiyono 2019).

The population of the study consisted of fifth-grade students at UPTD SD Negeri 27 Negeri Katon, Pesawaran, during the 2025/2026 academic year. Two intact classes were selected as the sample using purposive sampling: one class served as the experimental group and the other as the control group. The experimental group engaged in blended learning activities, including accessing instructional videos, digital reading passages, and comprehension tasks prior to classroom instruction. During face-to-face sessions, students participated in discussions, guided reading, and group activities that reinforced comprehension strategies. Meanwhile, the control group received reading lessons through traditional classroom instruction following the school's standard teaching procedures. (Ismaya 2019)

The primary instrument used to collect data was a reading comprehension test administered as both pre-test and post-test. The test measured several components of reading comprehension, including identifying main ideas, understanding vocabulary in context, making inferences, recognizing supporting details, and drawing conclusions. The use of pre-test and post-test allowed the researcher to determine students' initial reading abilities and evaluate any improvement after the instructional intervention. In addition to the test, observation sheets were used to document students' engagement, participation, and responses during learning activities. These observations provided

additional insights into how blended learning influenced students' learning behavior (Suryabrata 1998).

Data analysis was carried out using quantitative statistical procedures. The students' pre-test and post-test scores from both groups were analyzed using descriptive statistics to determine mean scores, standard deviations, and score distributions. To examine whether the difference in reading comprehension between the experimental and control groups was statistically significant, an independent samples t-test was conducted. This analysis helped determine whether blended learning had a measurable effect on improving reading comprehension. The results of the statistical analysis were then interpreted in relation to the theoretical principles of blended learning and existing research findings. Through this method, the study provides empirical evidence on the effectiveness of blended learning in enhancing reading comprehension among fifth-grade students (Ramdhan 2021).

HASIL DAN PEMBAHASAN

A. Results

. The results of the study revealed a significant difference in reading comprehension achievement between the experimental group, which received blended learning through the flipped classroom model, and the control group, which received traditional instruction. Based on the pre-test scores, both groups showed similar levels of reading comprehension ability, indicating comparable initial competence. Students generally struggled with identifying main ideas, making inferences, and interpreting vocabulary in context. These findings confirmed that the two groups had equivalent starting points before the intervention, allowing the comparison of post-test results to reflect the influence of blended learning accurately.

During the implementation of blended learning, observations showed that students in the experimental group became more engaged with the learning materials. They accessed instructional videos and digital reading texts at home, which provided them with background knowledge before attending class. Many students replayed the videos multiple times to better understand vocabulary and reading strategies. This independent learning stage helped prepare them for classroom discussions, where they were more confident in participating and answering comprehension questions. The observation sheets indicated a noticeable increase in student engagement compared to their participation during the pre-test period.

In-class learning activities also showed significant improvement in the experimental group. Students demonstrated increased willingness to collaborate, discuss ideas, and help each other analyze the reading passages. During group reading tasks, students actively identified main ideas, underlined key sentences, and discussed possible inferences with peers. This collaborative environment promoted deeper

comprehension and encouraged students to think critically about the text. In contrast, the control group displayed more passive behavior, often waiting for teacher explanations before attempting comprehension tasks.

The post-test results indicated that the mean score of the experimental group increased substantially compared to their pre-test performance. Students showed improvement across various aspects of reading comprehension, including identifying main ideas, recognizing supporting details, and making logical inferences. Many students also demonstrated better ability to understand vocabulary based on context, which contributed to their overall comprehension gains. The improvement suggests that blended learning facilitated repeated exposure to learning materials, enabling students to reinforce their understanding at their own pace.

Meanwhile, the control group showed only slight improvement in reading comprehension. Their post-test scores increased modestly, reflecting incremental learning through traditional instruction. However, their gains were not as substantial as those of the experimental group. Students in the control group continued to experience difficulties in higher-order comprehension tasks such as inference-making and conclusion-drawing. The limited improvement suggests that traditional teaching approaches may not adequately address the varied learning needs of students, particularly in complex comprehension tasks.

A comparison of the mean post-test scores between the two groups showed that the experimental group's average score was significantly higher than that of the control group. Statistical analysis using an independent samples t-test confirmed that the difference in scores was statistically significant, indicating that blended learning had a considerable impact on improving students' reading comprehension. The p-value obtained from the analysis was lower than the threshold of 0.05, suggesting a meaningful difference between the two instructional models.

Further analysis of test components revealed that the experimental group excelled particularly in tasks requiring higher-level thinking. Students were better at inferring implied meanings, identifying textual relationships, and evaluating the author's message. These improvements demonstrate that blended learning not only strengthened basic comprehension skills but also enhanced students' ability to engage in deeper cognitive processing. The combination of independent digital learning and classroom collaboration appeared to promote critical thinking and reflective analysis.

Observational data showed that students in the experimental group developed better learning habits over the course of the study. They became more proactive in preparing for lessons by accessing digital materials ahead of time. Some students even expressed that they enjoyed the flexibility of learning through videos because it allowed them to pause, rewind, and review difficult concepts. This shift in learning behavior

suggests that blended learning fosters self-directed learning, an essential skill for academic success.

Another important finding is that the use of multimedia resources in the blended learning model made reading lessons more engaging for students. The incorporation of visual and auditory elements helped clarify complex vocabulary and supported comprehension strategies such as prediction and summarization. Many students reported that the digital materials were more interesting than traditional textbooks, which contributed to increased motivation to complete reading tasks. The enriched learning environment created through blended learning positively influenced students' attitudes toward reading.

In contrast, students in the control group relied heavily on teacher explanations and demonstrated limited independence during reading activities. Classroom observations showed that many students waited passively for instructions and required repeated guidance to complete tasks. Their lack of exposure to varied learning resources may have contributed to this dependence. This contrasts with the experimental group, which developed more autonomy and confidence in navigating comprehension tasks.

Overall, the results indicate that blended learning through the flipped classroom model had a substantial positive effect on students' reading comprehension. Students in the experimental group benefited from the combination of digital pre-learning, interactive class activities, and peer collaboration. They demonstrated higher comprehension scores, stronger engagement, better learning habits, and increased motivation compared to the control group. These findings support the conclusion that blended learning is an effective instructional approach for enhancing reading comprehension in elementary school settings.

B. Discussion

The findings of this study demonstrate that blended learning, particularly through the flipped classroom model, significantly enhances students' reading comprehension abilities. The substantial improvement in the experimental group's post-test scores supports the theoretical premise that blended learning promotes more effective learning by allowing students to engage with material prior to classroom instruction. This early exposure strengthens background knowledge, which is essential for constructing meaning from texts. The results align with the constructivist learning theory, which posits that learners build understanding more effectively when they are given opportunities to explore content independently before engaging in collaborative learning activities.

The findings also highlight the importance of multimodal learning in improving reading comprehension. Students in the experimental group benefited from videos, images, and

interactive texts that supplemented their reading. These multimodal materials supported vocabulary development, clarified complex concepts, and reinforced comprehension strategies such as identifying main ideas and making predictions. Mayer's Multimedia Learning Theory argues that combining visual and auditory input enhances cognitive processing, and the current study validates this theory. Students who engaged with multimedia-based learning materials demonstrated a better grasp of reading content compared to peers who learned solely through traditional text-based instruction.

Another key finding is that blended learning fosters greater student engagement and autonomy. Observations revealed that students in the experimental group were more proactive, motivated, and confident during the learning process. They took initiative to access digital materials, participated actively in discussions, and collaborated effectively during group tasks. These behaviors reflect the development of self-regulated learning skills, which are crucial in the digital era. In contrast, students in the control group relied heavily on teacher explanations, indicating limited independence in processing information. The results confirm that blended learning encourages active participation, which in turn contributes to deeper understanding.

Furthermore, the study shows that blended learning supports the development of higher-order thinking skills. Students in the experimental group excelled not only in basic comprehension tasks but also in more complex tasks such as making inferences and evaluating textual information. This suggests that the flipped classroom model facilitates cognitive processes that go beyond simple decoding. When students come prepared to class with prior exposure to the material, they can engage in analytical discussions and apply comprehension strategies more effectively. This aligns with Vygotsky's concept of the Zone of Proximal Development, where learning is maximized when students receive appropriate scaffolding during interactive classroom activities.

The difference in outcomes between the control and experimental groups also reveals limitations in traditional reading instruction. Teacher-centered approaches that rely heavily on explanation and textbook reading do not provide sufficient opportunities for students to engage meaningfully with texts. The modest improvement in the control group's scores suggests that traditional methods may not adequately support the diverse learning needs of students. Without exposure to varied learning resources or opportunities for independent learning, students may struggle to develop comprehension skills that require interpretation, synthesis, and evaluation.

Overall, the findings of this study confirm that blended learning is an effective method for improving reading comprehension among elementary students. It offers a flexible, engaging, and student-centered learning environment that supports both foundational and advanced comprehension skills. The positive outcomes observed in the experimental group indicate that blended learning should be considered a viable

instructional strategy for literacy instruction in elementary schools. Moreover, the study underscores the importance of integrating digital literacy and technology-enhanced learning into the curriculum to prepare students for the demands of modern education. Future research may explore long-term impacts of blended learning and its effectiveness across different grade levels and subjects.

CONCLUSION

. The results of this study indicate that blended learning, specifically through the flipped classroom model, has a significant positive influence on students' reading comprehension at UPTD SD Negeri 27 Negeri Katon. Students in the experimental group demonstrated substantial improvements in identifying main ideas, understanding vocabulary in context, making inferences, and drawing conclusions from the texts. These gains can be attributed to the structured combination of digital pre-learning and interactive classroom activities, which enabled students to build background knowledge before applying reading strategies during face-to-face instruction. This blended approach offered students greater flexibility and opportunities for meaningful engagement, which proved more effective than traditional teaching methods.

The findings also highlight that blended learning fosters greater student autonomy, motivation, and active participation. Students in the experimental group showed increased responsibility in accessing digital materials independently and exhibited stronger collaboration during classroom discussions. This reflected the development of self-directed learning behaviors essential for academic success. Additionally, the multimodal presentation of content through videos and digital texts made learning more engaging, helping students grasp complex ideas more easily. These factors collectively contributed to improved reading comprehension performance and reinforced the value of integrating technology into literacy instruction.

Overall, the study concludes that blended learning is an effective instructional model for enhancing reading comprehension among elementary school students. Given its positive impact on learning outcomes, blended learning can serve as a valuable pedagogical approach for schools seeking to modernize their instructional practices. Teachers are encouraged to adopt blended learning strategies that combine digital resources with interactive classroom activities to support diverse learning needs. Future studies may explore the application of blended learning across different grade levels and examine its long-term effects on students' literacy development.

REFERENSI

Abad, Inovasi Pembelajaran, Dan Penerapannya Di, Indonesia Restu, Rahayu 1□, Sofyan Iskandar, and Yunus Abidin. 2022. "Inovasi Pembelajaran Abad 21 Dan Penerapannya Di

- Indonesia.” *Jurnal Basicedu* 6 (2): 2099–2104.
<https://doi.org/10.31004/BASICEDU.V6I2.2082>.
- AlManafi, Ameen Omran Saleh, Siti Zuraidah Md Osman, and Ibrahim Suleiman Ibrahim Magableh. 2023. “The Effect of Blended Learning on the Primary Stage EFL Students’ Reading Comprehension Achievement in Libya.” *International Journal of Instruction* 16 (2): 703–18. <https://e-iji.net/ats/index.php/pub/article/view/164>.
- Article Amirnader Elahi, Research, and Davood Mashhadi Heidar. 2021. “The Impact of Integrating Blended Learning with TaskBased Language Learning on Reading Comprehension of Iranian EFL Learners.” *Journal of Language Horizons* 5 (19): 125–44. <https://doi.org/10.22051/LGHOR.2020.32604.1351>.
- ASTARILLA, Liya, and Dede WARMAN. 2017. “The Effect of Whats App in Blended Learning on English as Foreign Language (EFL) Undergraduate Students’ Reading Comprehension,” May, 74–77. <https://doi.org/10.2991/ISELT-17.2017.14>.
- Effendi, Darwin, and Dan Achmad Wahidy. 2019. “PEMANFAATAN TEKNOLOGI DALAM PROSES PEMBELAJARAN MENUJU PEMBELAJARAN ABAD 21.” *PROSIDING SEMINAR NASIONAL PROGRAM PASCASARJANA UNIVERSITAS PGRI PALEMBANG*, July. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/2977>.
- Ghazizadeh, Tina, and Hamidreza Fatemipour. 2017. “The Effect of Blended Learning on Efl Learners’ Reading Proficiency.” *Journal of Language Teaching and Research* 8 (3): 606–14. <https://doi.org/10.17507/JLTR.0803.21>.
- Ibtida, Al, Jurnal Pendidikan, Guru Mi, Olifia Rombot, Endry Boeriswati, and M Atwi Suparman. 2020. “Improving Reading Comprehension Skills of International Elementary School Students through Blended Learning.” *Al Ibtida: Jurnal Pendidikan Guru MI* 7 (1): 56–68. <https://doi.org/10.24235/AL.IBTIDA.SNJ.V7I1.6045>.
- Irsyadiah, Nur, and Ahmad Rifa’i. 2021. “Inovasi Pembelajaran Pendidikan Agama Islam Berbasis Blended Cooperative E-Learning Di Masa Pandemi.” *Syntax Idea* 3 (2): 347–53. <https://doi.org/10.46799/SYNTAX-IDEA.V3I2.1011>.
- Ismaya, Ade. 2019. *Metodologi Penelitian*. Syiah Kuala University Press.
- Köseoglu, Berrin, and Alev Ateş Çobanoğlu. 2025. “Can Active Blended Learning Instruction Enhance Reading Comprehension?” *Journal of Computer Assisted Learning* 41 (4): e70066. <https://doi.org/10.1111/JCAL.70066;WGROU:STRING:PUBLICATION>.
- Prihatini, Nunik, Sudar Sudar, Tusino Tusino, and Edi Sunjayanto Masykuri. 2023. “The Impact of Using Blended Learning to Improve Reading Comprehension.” *Scripta : English Department Journal* 10 (1): 128–39. <https://doi.org/10.37729/SCRIPTA.V10I1.2361>.
- Purnalina, R S. 2022. *PENGARUH TOTAL QUALITY MANAGEMENT TERHADAP KUALITAS PEMBELAJARAN BLENDED LEARNING DI SMP NEGERI 14 SEMARANG*. repository.unika.ac.id. <http://repository.unika.ac.id/id/eprint/30332>.
- Ramdhan, Muhammad. 2021. *Metode Penelitian*. Edited by Aidil Amin Effendy. 1st ed. Vol. 1. Surabaya: Cipta Media Nusantara (CMN). www.ciptapublishing.com.
- Sugiyono. 2019. *METODE PENELITIAN PENDIDIKAN*. Bandung:Alfabeta.
- Suryabrata, Sumadi. 1998. “METODOLOGI PENELITIAN,” 116.
<https://www.rajagrafindo.co.id/produk/metodologi-penelitian/>.
- Yang, Yu Fen. 2012. “Blended Learning for College Students with English Reading Difficulties.” *Computer Assisted Language Learning* 25 (5): 393–410.
<https://doi.org/10.1080/09588221.2011.597767;WGROU:STRING:PUBLICATION>.
- Yudhana, Sudsuang. 2021. “The Implementation of Blended Learning to Enhance English Reading Skills of Thai Undergraduate Students.” *English Language Teaching* 14 (7): 1–7.

<https://doi.org/10.5539/elt.v14n7p1>.