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Blended Learning Approach in Teaching Business English for Economic Education Students

Article

Abstract

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This study aims to evaluate the effectiveness of implementing a blended learning model in the Business English course at the Economics Education Program, Muhammadiyah University of Sampit. The urgency of this study stems from the demands of globalization, which require students to possess adaptive international business communication competencies. Using a qualitative approach, data were collected through in-depth interviews with fourth-semester students and then analyzed using techniques of reduction, categorization, and systematic conclusion-drawing. The results indicate that the synergy between face-to-face instruction and Learning Management System (LMS)- based learning creates a comprehensive learning ecosystem. In-person learning plays a crucial role in providing immediate feedback on communication practices, while the online phase offers high flexibility and accessibility. The integration of multimedia in blended learning has been proven to significantly mitigate academic burnout and optimize student participation, independence, and intrinsic motivation. It is concluded that this model is a pedagogical strategy responsive to digital transformation and serves as an essential tool in preparing graduates to face the dynamics of the global job market. This study provides important implications for the development of technology-based curricula in higher education.

Keywords: Blended Learning, LMS, Business English.

Penelitian ini bertujuan untuk mengevaluasi efektivitas implementasi model blended learning pada mata kuliah Business English di Program Studi Pendidikan Ekonomi Universitas Muhammadiyah Sampit. Urgensi penelitian ini didasari oleh tuntutan globalisasi yang mengharuskan mahasiswa memiliki kompetensi komunikasi bisnis internasional yang adaptif. Dengan menggunakan pendekatan kualitatif, data dihimpun melalui wawancara mendalam terhadap mahasiswa semester 4, kemudian dianalisis melalui teknik reduksi, kategorisasi, dan penarikan kesimpulan secara sistematis. Hasil penelitian menunjukkan bahwa sinergi antara instruksi tatap muka dan pembelajaran berbasis Learning Management System (LMS) menciptakan ekosistem belajar yang komprehensif. Pembelajaran luring berperan krusial dalam memberikan umpan balik langsung (immediate feedback) pada praktik komunikasi, sementara fase daring menawarkan fleksibilitas aksesibilitas yang tinggi. Integrasi multimedia dalam blended learning terbukti secara signifikan mampu memitigasi kejenuhan akademik serta mengoptimalkan partisipasi, kemandirian, dan motivasi intrinsik mahasiswa. Disimpulkan bahwa model ini merupakan strategi pedagogis yang responsif terhadap transformasi digital sekaligus menjadi instrumen esensial dalam mempersiapkan lulusan menghadapi dinamika pasar kerja global. Penelitian ini memberikan implikasi penting bagi pengembangan kurikulum berbasis teknologi di perguruan tinggi.

Kata Kunci: Pembelajaran Campuran, LMS, Bahasa Inggris Bisnis



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INTRODUCTION

The development of globalization and technological advancements in the Society 5.0 era require an improvement in the quality of human resources with global competencies, one of which is proficiency in English. In the context of education, Economics Education students, as prospective educators and professional workers, are expected to possess sufficient Business English skills. This ability is crucial because it not only supports their role as teachers but also opens career opportunities in the industrial sector. English language instruction for students must be systematically designed with clear objectives so that upon graduation, they can become productive individuals who contribute to society (Solihat et al., 2020).

Proficiency in English is one of the key skills that students must possess, especially those majoring in Economics. English is not only important as a tool for global communication, but also as a means of accessing information, technology, and global knowledge, which increasingly dominate academic literature and business practices. English serves as a bridge for communication between people with different native languages. In this context, English is used by professionals from various countries to communicate in the business and economic spheres. Multinational companies often use English as the primary language for their internal and external communications, enabling them to operate more efficiently in the global market. English is the dominant language in global communication, education, and scientific literature. English proficiency enables broader access to information and global networks, which is a competitive advantage in the international market.

This skill also enables them to communicate effectively with business partner, customers, various countries. Thus, English language proficiency provides a significant competitive advantage, as it facilitates more active and effective participation in a dynamic and competitive international market (Suhaimi & Permatasari, 2024). Therefore, it is important

for students, especially those in the field of Economics Education, to develop their English language skills as part of their preparation to face the challenges and opportunities in an increasingly globalized workplace. Consequently with these, technological information has transformed various aspects of life, including efforts to improve the quality of education.

Information transforms aspects of life, including in efforts to improve the quality education. The learning process is one of the efforts to improve the quality education. The learning process that is must keep pace with advancements in science and technology. To improve the learning process, one step that can be taken is to use technology that supports learning activities. The rapid advancement of technology today has given rise to various applications that offer significant benefits in the context of education. Blended learning provides an opportunity to combine technological innovation with online and face-to-face learning that involves interaction and participation (Ilham et al., 2023). The evolution of the times, driven by information and communication technology, has introduced new concepts, particularly in the field of education, where technology serves as a supporting tool in the process.

The Learning Management System (LMS) is currently one of the primary solutions for the implementation of distance learning. An LMS is a digital platform designed to facilitate the access, delivery, and management of learning materials online. With an LMS, the learning process no longer relies on in-person classroom meetings, as all learning activities can be conducted through a connected system. Within an LMS, a comprehensive range of learning support features is available, such as the provision of digital learning materials, discussion forums for interaction, assignment distribution, the administration of online quizzes or exams, and tools to monitor student progress. This makes the learning process more organized and easily accessible. The use of LMS is expanding rapidly in the education sector due to the flexibility it offers. LMS can also create a structured learning experience

even when it is not conducted directly in the classroom. As its use increases, various research findings indicate that the well-planned and effective implementation of LMS can help improve the effectiveness of online learning, both in terms of material comprehension and student engagement in the learning process. Students' use of the internet can facilitate learning and improve their understanding of course material. By utilizing information and communication technology, the teaching-learning process can be conducted without the need for physical meetings. One option for an active learning approach is through the use of the Blended Learning model (Mahabu et al., 2025).

Blended learning (a mixed-approach learning method) is currently popular and widely used in the United States, the United Kingdom, and Australia. As it has evolved, it has become increasingly common in academic settings, including in Indonesia. Blended learning essentially refers to a combination of online and face-to-face learning; however, when combined with technology, location, or other teaching approaches, it is also increasingly recognized as blended learning. Blended learning is a learning process that employs a variety of approaches. A range of media and technologies are available for these approaches. Learning is categorized into traditional (face-to-face), self-directed, and online self-directed learning. Traditional materials are presented in the form of print media, audio, visual aids, and live events (Izzati et al., 2021).

The traditional method is often referred to as conventional learning, which emphasizes the delivery of material through face-to-face lectures. The main advantage of this method lies in its ability to create an interactive learning atmosphere, allowing students to actively engage by asking questions directly and receiving immediate feedback from the instructor. Additionally, direct supervision by the instructor fosters discipline and helps maintain student focus throughout the learning process. Conventional learning methods have drawbacks, particularly regarding flexibility. Students must attend classes at predetermined times and locations, which can pose challenges

for those with time constraints or facing geographical barriers due to being far from the learning site. (Nooviar, 2024).

Based on this, this study aims to analyze the implementation of blended learning in Business English instruction for Economics Education students, focusing on the use of an LMS, student participation levels, as well as learning flexibility and autonomy. Thus, this study is expected to contribute to the development of more effective and adaptive learning strategies in response to technological advancements.

METHODS

This study uses a qualitative approach to gain an in-depth understanding of the implementation of blended learning in Business English instruction, particularly regarding student participation, flexibility, and learning autonomy. The subjects of this study are students in the Study Program Economics students enrolled in the Business English course. These students were selected because they are directly involved in and experience the blended learning process. The data sources in this study consist entirely of primary data obtained directly from the respondents. Data were collected through in-depth interviews with students to explore their experiences, perspectives, and levels of participation in the blended learning process. The data collection technique used was the in-depth interview. Interviews were conducted in both structured and semi-structured formats to obtain comprehensive information about students' learning experiences, levels of engagement, and autonomy in participating in the learning process. The data were analyzed using qualitative data analysis techniques, which include three stages: data reduction, data presentation, and drawing conclusions or verification. Data reduction was performed by selecting and focusing on relevant data, which were then presented in a systematic format during the data presentation stage (Malahati et al., 2023).

Subsequently, conclusions were drawn by interpreting the analyzed data and conducting verification to ensure the validity of the results. To ensure the validity of the data, this study employed triangulation techniques.

Triangulation was conducted by comparing interview results across respondents (source triangulation) and ensuring data consistency through various questions during the interview process (methodological triangulation), thereby ensuring the research findings possess a high level of credibility.

RESULT AND DISCUSSION

Current developments in globalization and technology demand higher-quality human resources, one of which is through English language proficiency. For Economics Education students, mastery of Business English is important because it is not only required as prospective teachers but also opens up job opportunities in the industry. English serves as a global communication tool that facilitates access to information, technology, and academic and business literature. On the other hand, the development of information technology is also transforming the world of education. The learning process needs to utilize technology as a supporting medium. One example of its application is the use of blended learning, a learning model that combines face-to-face instruction with online learning, making it more flexible while remaining interactive.

In addition, the use of a Learning Management System (LMS) serves as a solution for online learning. An LMS makes it easier for instructors and students to access materials, engage in discussions, complete assignments, and track learning progress, thereby making the learning process more structured and less reliant on in-person interaction. Blended learning combines conventional, self-directed, and online learning. While conventional methods excel in direct interaction, they lack flexibility due to time and location constraints. Therefore, a combination of both is considered more effective. The implementation of blended learning in Business English instruction is expected to enhance student participation, flexibility, and self-directed learning, making the learning process more effective and aligned with technological advancements.

Offline Learning

Face-to-face learning is a crucial foundation in higher education due to the direct interaction between instructors and students, which plays a vital role in supporting the learning process and helping achieve learning objectives optimally (Mujahid et al., n.d.). Additionally, face-to-face learning is considered more effective in improving learning outcomes compared to online learning. Direct interaction in face-to-face learning also contributes to strengthening affective aspects, such as communication skills, collaboration, and student engagement in learning activities (Siringo Ringo et al., n.d.). This is particularly true in business English learning, which emphasizes direct communication skills such as presentations, professional discussions, and business document creation, allowing students to receive immediate feedback to promptly correct errors in language usage.

Students stated that face-to-face learning helps them understand the material more clearly, especially in communication practice. In addition, students also feel that direct interaction provides an opportunity to ask questions spontaneously. *"I find it easier to understand the material when it is explained directly by the lecturer, especially during speaking practice in class, and if I'm in class, I can ask questions right away if I don't understand, so I grasp it faster"* (interview results with NDA, DM, and ER, 4th-semester students in the Economics Education Program at Muhammadiyah University of Sampit, April 22, 2026).

Menurut (Yulianti & Utomo, 2022), face-to-face learning encourages students to be more active in the classroom learning process. Two-way communication generates feedback that is useful for educators as a basis for evaluating learning. Face-to-face learning has a number of limitations, including a tendency for students to rely on educators, particularly when it comes to understanding the learning material.

Face-to-face learning is considered less flexible because it must be conducted according to a predetermined schedule and location. Time constraints in the learning process also mean that material delivery cannot always be done in depth. Consequently, students have limited

opportunities to review the material independently outside of class time (Suryani et al., 2022). *“If it’s only in class, sometimes I forget the material because I can’t access it again after class ends,”* (interview results with NDA, DM, and ER, 4th-semester students in the Economics Education Program at Muhammadiyah University of Sampit, April 22 2026).

Thus, although face-to-face learning has proven effective in enhancing understanding and interaction between instructors and students, its limitations in terms of flexibility high light the need to combine it with other learning methods. In this regard, integration with online learning through a Blended Learning approach has become a key component of the lecture process; the use of technology such as digital platforms and mobile applications plays a vital role in supporting the delivery of course materials, the submission of assignments, and communication between instructors and students, there by making the learning process more flexible and adaptive (Ilham et al., 2023)

Online Learning

Online learning is a learning activity that takes place without direct face-to-face interaction, utilizing digital technology and the internet to reach a wide range of students (Dewi & Sadjarto, 2021). The material savailable through these platforms offer a variety of options for students, presented not only in written form but also combined with audio, visual, and animated elements (Kutsiyyah, 2021). In this context, the learning process is no longer limited by space or time, as students can access materials and acquire know ledge and skills through various online media (Pratama & Mulyati, 2020).

The implementation of online learning reliesentirely on an internet connection, from the delivery of materials, interaction between instructors and students, to the conduct of evaluations carried out virtually. All learning activities take place through digital platforms, such as Google Classroom, Google Meet, Zoom, and WhatsApp, which serve as the primary means of communication and material distribution (Sukanto, 2020). Students also

stated that online learning provides flexibility in accessing learning materials, both in terms of time and location. *“Online learning makes things easier for us because materials can be accessed anytime and anywhere, so it’s more flexible.”* (interview with RD, a student at the University of Muhammadiyah Sampit, Department of Economics Education 4th Semester, Muhammadiyah University of Sampit, April 22, 2026).

However, the use of online learning presents many problems and challenges that must be faced during the learning process, ranging from technical issues to challenges during the learning process itself, such as network connectivity, high data costs, and the sometimes confusing use of applications. These various problems and challenges mean that students must be prepared to face and adapt to the online learning model. It is not uncommon for students to face difficulties in this process, such as limited interaction, communication, and discussion (Yuliana & Abdullah, 2021). *“Actually, online learning is quite helpful because it’s flexible, but sometimes the challenge is when the schedule keeps changing or there are sudden assignments outside of class hours, so it’s a bit difficult to manage time. Additionally, network issues often disrupt online classes, making the experienceless than optimal.”* (Interview results with NDA, DM, ER, and LA, fourth-semester students in the Economics Education Program at Muhammadiyah University of Sampit, April 22, 2026).

Despite these challenges, in the context of business English learning, the material covered includes vocabulary, expressions, and sentence structures relevant to the workplace all of which can be learned online. The online system makes it easy for students to choose from various available learning resources, while also creating a more comfortable learning environment. The flexibility in scheduling and the variety of teaching methods further enhance their interest and enthusiasm for learning business English (Desnaranti et al., 2025).

Blended Learning in Business English Instruction

The blended learning approach has strong relevance, particularly in English language learning. One of its main advantages is the flexibility of time and location for students or learners. They can choose when and where they want to study according to their individual needs, making the learning process more comfortable and not bound by time or place. Additionally, the use of various multimedia tools such as videos, audio, and interactive simulations makes English learning more varied and engaging. This helps reduce boredom since the learning process is no longer monotonous. Through blended learning, students are also given the freedom to learn at their own pace and level of understanding. Materials can be reviewed at any time, thereby helping to deepen comprehension (Astriani, 2024).

This method has also been implemented in English courses at Muhammadiyah University of Sampit. A campus environment that supports the use of technology is a key factor enabling the optimal implementation of blended learning. With such support, the learning process becomes more effective and aligned with contemporary developments. In the business world, English serves as the international language used in various aspects of global life, particularly in communication among business professionals from different countries. A common language is essential for fostering successful collaboration and smooth negotiations. When both parties can understand each other, business processes can proceed more effectively. English proficiency also offers numerous competitive advantages, such as easier access to information, enhanced career opportunities, keeping pace with the latest technological advancements, and building self-confidence. Additionally, this skill aids in understanding the ever-changing dynamics of international business (Siregar, 2023).

Blended learning itself is a combination of in-person (face-to-face) and online learning that has evolved alongside technological advancements. This method allows for the use of various learning media such as films, music, simulations, and online quizzes that can boost students' motivation to learn. By combining the

strengths of in-person and digital learning, blended learning creates a more interactive, flexible, and structured learning experience (Leonny Raicella Sumbayak et al., 2024).

Students also have access to various learning resources anytime and from anywhere, making learning more effective. Additionally, this method addresses limitations commonly found in conventional learning, such as time constraints and classroom space limitations. Consequently, students are less likely to fall behind on course material and can even transcend these limitations through broader learning exploration.

CONCLUSION

The implementation of blended learning in Business English instruction for Economics Education students has proven effective in combining the advantages of direct interaction with the convenience of digital technology. In-person classroom learning remains a crucial aspect as it provides students with the opportunity to receive direct explanations and immediate feedback from instructors, particularly when practicing speaking skills in a business context. Meanwhile, the use of digital platforms or LMS provides flexibility for students to access materials and complete assignments anytime without being bound by time or location. Based on interview results, students found it easier to understand the material through in-class practice, but they were also greatly assisted by the availability of online materials that could be reviewed outside of class hours to deepen their understanding. The combination of these two methods significantly enhances students' independence and motivation to learn, making them better prepared to face the challenges of the global workforce in the future. Thus, this learning model serves as the optimal solution for creating a learning process that is more flexible, interactive, and aligned with current technological advancements.

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