International Journal of Society Reviews (INJOSER) https://injoqast.net/index.php/INJOSER
Vol. 4 No. 3 (2026), pages: 135~148 e-ISSN: 3030-802X

# EXPLORING BLENDED LEARNING IN THE EFL CRITICAL READING COURSE OF ISLAMIC HIGHER EDUCATION: PRACTICE AND OBSTACLES

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**Abstract**

**Purpose:** This study explores the implementation of blended learning and the obstacles encountered by lecturers and students in the EFL Critical Reading course within an Islamic higher education context. It focuses on instructional practices, technology integration, learning experiences, and the challenges associated with implementing blended learning. **Design/methodology/approach:** This study employed a qualitative case study design conducted at Universitas Islam Madura (UIM), Indonesia, involving one lecturer and 30 students from the English Education Study Program. Data were collected through classroom observations, semi-structured interviews, and documentation. The collected data were analyzed thematically to identify patterns related to blended learning practices and implementation obstacles. **Findings:** The findings indicate that blended learning was implemented by integrating face-to-face instruction and online learning activities, encompassing learning design, teaching strategies, digital technology integration, and assessment practices. However, several obstacles emerged, including limited internet connectivity, students' linguistic difficulties, insufficient digital readiness, limited classroom interaction, and challenges related to motivation and independent learning. These findings suggest that successful blended learning requires more than technological availability; it also depends on pedagogical preparedness, student engagement, and institutional support. **Originality/value:** This study contributes to the understanding of blended learning in Islamic higher education by highlighting the relationship between instructional practices and contextual obstacles to learning in EFL Critical Reading. It offers pedagogical insights for developing more inclusive, interactive, and context-sensitive blended learning environments that support students' critical reading competencies.

**Keywords:** Blended learning, EFL, Critical Reading course, Islamic higher education, Practice and Obstacles.

## 1. Introduction

The development of digital technology has driven a transformation of the learning paradigm in higher education, including in the teaching of English as a Foreign Language (EFL). This transformation not only changes learning media and resources but also demands a pedagogical approach that integrates face-to-face interaction with the flexibility of digital learning. In this context, blended learning has emerged as an approach

that combines conventional learning and online activities to create a more adaptive, interactive, and student-centered learning experience. This approach provides opportunities for students to access materials flexibly, develop independence in learning, and expand academic interaction outside the classroom. Research by (Horng et al., 2022) shows that integrating digital learning, collaborative activities, and independent learning strategies improves English learning outcomes in higher education. Thus, blended learning is not only an alternative for delivering materials but also a pedagogical approach with the potential to improve the quality of English learning in an increasingly digitized higher education environment.

In EFL learning, one important competency that requires special attention is critical reading, the ability of students to understand, analyze, evaluate, and interpret information critically rather than simply identifying textual meaning. This ability is increasingly relevant because college students face a variety of digital information sources that require the skills of distinguishing arguments, identifying assumptions, evaluating the credibility of sources, and building evidence-based interpretations. Yang and Chano's (2025) study, through a meta-analysis of 207 empirical studies with 373 effect measures, showed that the blended teaching approach is highly relevant to university students' English learning outcomes. Meanwhile, research on flipped classroom learning in English education also shows that a combination of independent learning activities, collaboration, and the use of Learning Management Systems can strengthen students' learning experience (Ni et al., 2023). The findings show that integrating technology and pedagogy can support the development of more complex language competencies, including critical reading skills.

However, the implementation of blended learning in the EFL Critical Reading course is not always optimal. Students still face various obstacles across linguistic, cognitive, pedagogical, and technological aspects. Difficulties in understanding academic vocabulary, identifying implicit ideas, evaluating authors' arguments, and connecting information between texts can limit students' involvement in critical reading activities. Research on EFL students in Vietnamese higher education found that they tend to rely more on low-level cognitive skills than on high-level critical-thinking strategies. The obstacles identified include limited language mastery, understanding of critical reading strategies, learning support, and variations in reading tasks (2024). In addition, Taylor's (2024) research shows that the challenges of blended learning are not only related to technological aspects but also to the social dimension, students' motivation, and their willingness to participate. This condition indicates that the success of blended learning is determined not only by the availability of digital platforms but also by student readiness, lecturer competence, learning activity design, and the quality of academic interaction.

Several previous studies have examined the effectiveness and implementation of blended learning in English language learning. Ni et al. (2023) emphasized the importance of integrating independent and collaborative learning to improve English learning outcomes in higher education. Furthermore, Yang and Chano (2025) identified the contribution of the blended teaching approach to English learning outcomes through a

synthesis of large-scale empirical research. In the context of critical reading, research conducted on English students in Vietnam shows that critical reading skills are still influenced by the limitations of cognitive strategies and instructional support (2024). Meanwhile, Taylor's (2024) research revealed that students' experiences in technology-based EFL learning are also influenced by social and motivational factors. Monica et al.'s (2025) research also shows that the application of English-language learning in Indonesian Islamic universities faces challenges related to lecturers' readiness and the characteristics of religion-based institutions. Overall, the research provides an important foundation for understanding the relationship between technology, pedagogical strategies, language competence, and the institutional environment in EFL learning.

However, the existing literature still leaves important research gaps. Most blended learning research in EFL focuses on learning effectiveness, language competency achievement, student perceptions, or technology acceptance. Meanwhile, research on critical reading tends to focus on reading strategies, linguistic difficulties, and critical thinking skills in isolation. Studies that simultaneously explore learning practices, student experiences, lecturers' instructional strategies, and barriers to implementing blended learning, specifically in EFL Critical Reading courses, still need to be expanded. These gaps are becoming increasingly significant in the context of Islamic higher education, which has distinct institutional characteristics, academic culture, and educational orientation from those of public universities. Thus, there is still a need for contextual understanding of how the integration of face-to-face and online learning is applied in critical reading courses, how students and lecturers experience it, and what factors support or hinder its sustainability. This research is important because the success of EFL learning in Islamic universities is not only related to improving students' linguistic skills but also to developing reflective, analytical, and evaluative thinking skills for dealing with academic information. Without an adequate understanding of the practices and obstacles to implementing blended learning, educational institutions risk implementing technology-oriented digital learning without attention to the quality of the pedagogical process. As a result, online activities have the potential to be just a complement to face-to-face learning, not a space for developing meaningful critical reading skills. Therefore, an exploration of direct learning experiences is needed to identify the suitability of learning design, the readiness of lecturers and students, technological accessibility, academic interaction, and institutional support. The results of the research are expected to contribute to the development of EFL learning designs that are more contextual, inclusive, and oriented towards strengthening high-level thinking skills in the Islamic higher education environment.

Based on these arguments, this study aims to explore the implementation of blended learning in the EFL Critical Reading course in Islamic higher education, focusing on learning practices and obstacles encountered during implementation. In particular, this study examines how lecturers integrate face-to-face and online learning activities, how students experience and respond to the learning process, and the pedagogical, linguistic, technological, social, and institutional factors that affect its implementation. Through an

exploratory approach, this research is expected to yield a more comprehensive understanding of the dynamics of blended learning in developing EFL students' critical reading skills and to provide pedagogical recommendations for improving the quality of English learning in Islamic universities. Research Questions (RQ):

*RQ1. How is blended learning implemented in the EFL Critical Reading course in Islamic higher education?*

*RQ2. What obstacles do lecturers and students encounter in implementing blended learning in the EFL Critical Reading course?*

## 2. Research Method

### 2.1 Research Design

This study uses a qualitative case study design to explore the implementation of blended learning and the barriers faced by lecturers and students in the EFL Critical Reading course in the context of Islamic higher education. The qualitative case study is considered appropriate because it enables an in-depth investigation of educational practices, participants' experiences, and contextual factors within a specific institutional setting (Yin, 2018; Merriam & Tisdell, 2016). The study focuses on understanding how blended learning is implemented by integrating face-to-face and online learning activities and on identifying pedagogical, linguistic, technological, and learning challenges encountered during the teaching process. Rather than statistically measuring the effectiveness of blended learning, the study aims to interpret participants' practices, interactions, and real-world experiences within their natural educational environment. The case is defined as the implementation of blended learning in a single EFL Critical Reading class at an Islamic higher education institution. This design allows researchers to examine the phenomenon holistically while taking into account the specific characteristics of the institutional context and the classroom.

### 2.2 Research Setting and Participants

This study was conducted at the Islamic University of Madura (UIM), specifically in the English Language Education Study Program. The institution was chosen because it provides a relevant context for researching blended learning practices in EFL teaching in Islamic higher education settings. The research focused on a single Critical Reading class with 30 students and one lecturer. Therefore, the participants comprised 31 individuals, including one lecturer and 30 undergraduate students. The entire class was involved because the study focused on one existing class, and no parallel classes were available for comparison. The sampling approach was intended to select participants directly involved in implementing blended learning. Lecturers were selected for their direct responsibility in planning and executing the course. At the same time, students were included because they participated in learning activities and faced potential challenges throughout the teaching process. Their participation provided a complementary perspective on the implementation and barriers of blended learning. All participants were informed of the

study's objectives, and their participation was obtained through informed consent. To maintain confidentiality, use a pseudonym or participant code when reporting findings.

Table 1. Interview Protocol for Lecturers and Students

| No. | Indicators | Interview Questions for Lecturers | Interview Questions for Students |
|---|---|---|---|
| 1 | Learning Design and Planning | 1. How do you design blended learning for the EFL Critical Reading course?<br><br>2. What considerations guide your decision to combine face-to-face and online learning?<br><br>3. How do you select learning materials, media, and resources to support students' critical reading skills? | 1. How would you describe your experience of participating in the Critical Reading course through blended learning?<br><br>2. What are your views on combining face-to-face and online learning in understanding Critical Reading materials?<br><br>3. Which learning activities help you most in understanding and analyzing English texts? |
| 2 | Teaching Practices and Strategies | 1. How do you implement face-to-face and online learning activities in teaching the Critical Reading course?<br><br>2. What teaching strategies do you use to help students critically analyze, evaluate, and understand English texts?<br><br>3. How do you integrate discussions, assignments, and reading activities across face-to-face and online learning environments? | 1. How do you engage in Critical Reading learning activities during face-to-face and online sessions?<br><br>2. How do you participate in expressing opinions, analyzing arguments, and evaluating reading texts?<br><br>3. Does online learning provide you with greater opportunities to participate in learning activities? Why? |
| 3 | Learning Media and Technology Integration | 1. What digital platforms or applications do you use in blended learning?<br><br>2. How do these technologies help you deliver materials and manage Critical Reading learning activities?<br><br>3. What considerations guide your selection of learning media and technologies? | 1. How would you describe your experience of using digital platforms or applications in the Critical Reading course?<br><br>2. Do you experience any difficulties accessing the internet, digital devices, or online learning materials?<br><br>3. To what extent do your technological skills influence your participation in blended learning? |
| 4 | Assessment and Learning Evaluation | 1. How do you assess students' Critical Reading skills in face-to-face and online learning environments? | 1. How does blended learning help you understand the content and main ideas of English texts?<br><br>2. What experiences have you had |

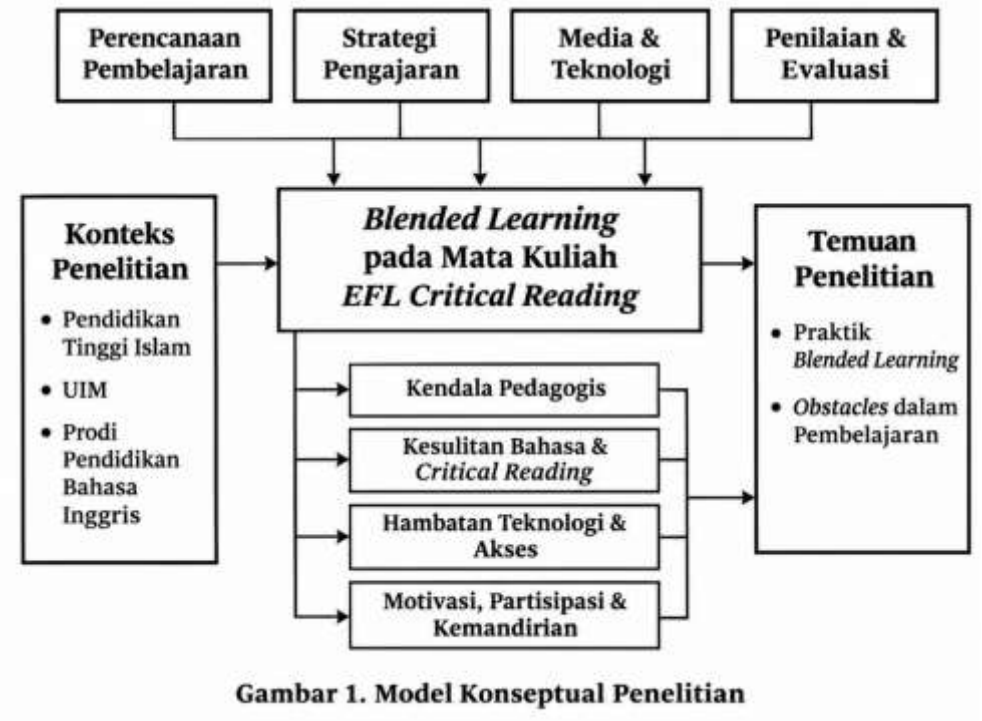
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| | | 2. What assessment methods do you use to evaluate students' abilities to analyze and evaluate texts?<br><br>3. How do you provide feedback on students' assignments and learning outcomes throughout the instructional process? | in identifying arguments, assumptions, and implicit information in English texts?<br><br>3. How do online and face-to-face learning activities help you evaluate information and develop critical thinking skills? |
| 5 | Learning Obstacles and Challenges | 1. What challenges do you encounter when integrating face-to-face and online learning?<br><br>2. How do technological limitations, internet accessibility, and digital skills affect the implementation of blended learning?<br><br>3. How do you address low student participation or motivation in online learning activities? | 1. What difficulties do you encounter when participating in face-to-face and online Critical Reading activities?<br><br>2. What challenges do you experience in understanding vocabulary, analyzing texts, and evaluating arguments in English?<br><br>3. How do motivation, learning autonomy, and interactions with lecturers and peers influence your experience of blended learning? |

**Source:** Developed by the researchers based on the research objectives and conceptual framework (2026).

### 2.3 Data Collection and Analysis

Data were collected through three complementary techniques: classroom observation, semi-structured interviews, and documentation. First, classroom observations were conducted to examine how blended learning is implemented in the Critical Reading course, including the integration of face-to-face and online activities, lecturer–student interactions, learning strategies, student participation, and the use of digital learning resources. Observation records were recorded systematically to capture teaching practices and classroom dynamics. Second, semi-structured interviews were conducted with selected lecturers and students to explore experiences, perceptions, and challenges associated with blended learning. Interviews focused on teaching strategies, learning engagement, critical reading activities, technological accessibility, language-related difficulties, motivations, and barriers faced during the learning process. The number of students interviewed and the selection criteria should be determined according to the actual conduct of the research. Third, documentation was used to complement the observation and interview data. Relevant documents include the course syllabus, lesson plans, teaching materials, online learning resources, assignments, and other instructional notes related to the Critical Reading course. The data collected were thematically analyzed through data recognition, initial coding, theme development, theme review, and interpretation. The analysis followed the thematic analysis framework proposed by Braun and Clarke (2006), enabling researchers to identify recurring patterns in blended learning

practices and implementation barriers. Triangulation of data through observation, interviews, and documentation was used to reinforce the credibility of the findings. In addition, participant confirmation (member checking) was used, when necessary, to ensure that the interpretation accurately reflected the participant's experience.




**Gambar 1. Model Konseptual Penelitian**

This conceptual model describes the implementation of blended learning in the EFL Critical Reading course across four dimensions: learning planning, teaching strategies, integration of media and technology, and assessment and evaluation. This research also explores the experiences of lecturers and students, as well as various obstacles faced during the learning process. All of these dimensions form the basis for understanding the practices and obstacles to implementing blended learning in Islamic higher education.

## 4. Results and Discussion

### 4.1. Implementasi Blended Learning dalam Mata Kuliah EFL Critical Reading

The results of the study show that the implementation of blended learning in the EFL Critical Reading course at the Islamic University of Madura (UIM) is carried out through the integration of face-to-face learning and online learning. Based on lecturers' information and learning observations, face-to-face activities are more widely used to deliver material, explain critical reading concepts, facilitate discussions, and provide direct guidance to students. Meanwhile, online learning is used to access materials, complete assignments, and obtain additional reading resources outside of lecture hours. The combination of these two learning environments provides opportunities for students to obtain direct explanations while developing the flexibility to learn independently. However, the implementation is still adjusted to class conditions, student needs, and the availability of technology facilities.

The second finding concerns the teaching practices and learning strategies used by lecturers. Learning activities include reading comprehension exercises, identifying key ideas, analyzing arguments in texts, interpreting implicit meanings, and discussing the author's perspective. In face-to-face learning, lecturers serve as facilitators who encourage students to express their opinions, interpret texts, and develop critical analysis skills. Meanwhile, online activities are used to share materials, assign readings, and support independent learning. Based on student experience, the combination of face-to-face and online activities offers an alternative approach to understanding English texts. However, the level of student participation still varies, mainly influenced by English language skills, self-confidence, and the ability to complete learning activities independently.

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The fourth finding identifies various obstacles faced by lecturers and students during the implementation of blended learning. These obstacles include limited internet connections, differences in students' technological readiness, difficulty understanding academic vocabulary, and limitations in interpreting complex English texts. Some students also have difficulty maintaining motivation to learn and completing online assignments independently. From a lecturer's perspective, managing student participation and maintaining learning engagement in face-to-face and online activities requires additional pedagogical attention. These findings show that the success of blended learning implementation is determined not only by the availability of technology but also by linguistic competence, pedagogical strategies, student engagement, and institutional conditions.

### 4.2. A Summary of the Interviews of Lecturers and Students

Table 2. Summary of Lecturer and Student Interview Results

| No. | Research Focus | Indicator | Lecturer Interview Results | Student Interview Results |
|---|---|---|---|---|
| 1 | Implementation (RQ1) | Learning planning | Learning is designed by combining face-to-face activities, online materials, and assignments. | Students follow a combination of direct explanations from lecturers and online learning activities. |
| 2 | Implementation (RQ1) | Teaching practices and strategies | Lecturers use reading exercises, text analysis, class discussions, and | Students are engaged in reading, discussion, and text analysis |

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| | | | independent assignments. | activities, although participation levels vary. |
| 3 | Implementation (RQ1) | Media and technology integration | Digital platforms are used to share materials, deliver instructions, and collect tasks. | Students use digital devices and online resources to access materials and complete assignments. |
| 4 | Implementation (RQ1) | Assessment and evaluation | Assessment focuses on reading comprehension, interpretation, argumentation analysis, and student assignment results. | Students get assignments and feedback to improve their understanding of the reading material. |
| 5 | Hambatan (RQ2) | Kendala pedagogis | Lecturers have difficulty monitoring participation and maintaining student engagement in online learning. | Students sometimes experience limited interaction and difficulty understanding online learning instructions. |
| 6 | Hambatan (RQ2) | Linguistic difficulties and critical reading | Lecturers identify vocabulary limitations and student difficulties in analyzing complex texts. | Students have difficulty understanding academic vocabulary, implicit meaning, and identifying arguments in English texts. |
| 7 | Hambatan (RQ2) | Technology and accessibility constraints | Internet connectivity and differences in students' digital readiness affect the smooth flow of learning. | Unstable internet connections and limited technological facilities interfere with learning activities. |
| 8 | Hambatan (RQ2) | Motivation and independence to learn | Lecturers found that students needed additional guidance to maintain participation and learning independence. | Some students have difficulty maintaining motivation, concentration, and discipline during online learning. |

Source: Reconstruction framework of interview results based on research focus (2026). The contents of the table must be verified and adjusted to the actual interview transcript.

## 5. Discussion

### 5.1. Blended Learning as an Integrated Learning Approach

The results of the study show that blended learning in the EFL Critical Reading course integrates face-to-face interaction with online learning activities. The integration provides an opportunity for lecturers to deliver material in a structured manner, while allowing students to access learning resources and complete assignments independently. These findings are consistent with Garrison and Kanuka (2004), who explain that blended learning has transformative potential by combining the advantages of conventional

learning interactions with those of online learning environments. In the context of Islamic higher education, the integration is relevant because it allows lecturers to maintain direct pedagogical guidance while expanding learning flexibility. However, the study's findings also show that the quality of blended learning is determined more by the pedagogical integration of the two learning environments than by the mere availability of digital platforms.

**5.2. Teaching Strategies and Critical Reading Skills Development**

The second finding underscores the importance of teaching strategies in supporting students' development of critical reading skills. Activities such as identifying key ideas, interpreting implicit meanings, analyzing arguments, and evaluating textual information provide opportunities for students to move from literal understanding to a more analytical and evaluative reading process. These findings are in line with Grabe and Stoller (2011), who emphasize that effective reading learning requires the development of various cognitive and metacognitive processes. In addition, Coiro et al. (2008) emphasized the importance of critical evaluation and interpretation when readers interact with complex information in a digital environment. Thus, blended learning can be a meaningful pedagogical environment for the development of critical reading if online activities are designed to encourage analytical thinking, active discussion, and evidence-based interpretation, rather than merely providing reading materials and assignments.

**5.3. Technology Integration and Student Engagement**

The results of the study also show that digital technology has an important role in facilitating access to learning materials, academic communication, assignment collection, and independent learning. However, technology integration does not automatically guarantee optimal student engagement. Its contribution depends heavily on how lecturers organize online activities, provide instructional guidance, and encourage students to participate in learning interactions. This argument is supported by Graham (2006), who explains that blended learning requires a planned combination of learning modalities to maximize their complementary advantages. Garrison and Kanuka (2004) also emphasized that effective blended learning requires creating meaningful learning experiences by integrating online and face-to-face environments. In the context of this research, technology should be understood as a pedagogical resource that supports interaction and knowledge construction, not merely an alternative channel for distributing lecture materials.

**5.4. Linguistic, Pedagogical, and Technological Barriers**

The findings reveal that barriers to implementing blended learning involve interrelated linguistic, pedagogical, and technological challenges. Students' difficulties with understanding academic vocabulary, interpreting implicit information, and evaluating textual arguments can limit their ability to participate in critical reading activities actively. At the same time, unstable internet connections, limited access to technology, and differences in digital readiness can disrupt the continuity of learning. From a pedagogical perspective, maintaining student motivation, monitoring participation, and facilitating

meaningful interactions in two learning environments is also a challenge in itself. These findings show that barriers to blended learning cannot be understood as just a technological issue, but rather a combination of learners' conditions and instructional processes that affect the quality of the learning experience. Therefore, lecturers need to provide appropriate scaffolding, accessible learning resources, structured online assignments, and ongoing feedback to accommodate students' diverse learning needs (Bertrand & Namukasa, 2023).

### 5.5. Implications of Blended Learning in Islamic Higher Education

The results of the study provide several implications for improving the quality of EFL Critical Reading learning in the Islamic higher education environment. First, lecturers need to develop a more structured learning design by clearly and consistently linking face-to-face activities to online assignments. Second, reading activities need to be designed to strengthen analytical and evaluative skills through discussion, identification of arguments, critical questioning, and interpretation of authentic English texts. Third, institutions need to strengthen technological accessibility and provide adequate digital learning support for lecturers and students. Fourth, the assessment system needs to consider not only reading comprehension, but also students' ability to evaluate arguments, interpret evidence, and formulate critical responses. Thus, this study emphasizes the importance of contextualizing blended learning in line with the institutional characteristics and pedagogical needs of Islamic higher education. The success of digital learning implementation should be measured not only by technology use but also by the quality of learning interactions, student involvement, and the development of critical reading competency. (Ahmad et al., 2024).

## 6. Conclusions, Implications and Suggestions

### 6.1. Conclusion

This research aims to explore the implementation of blended learning and the various obstacles faced by lecturers and students in the EFL Critical Reading course at the Islamic University of Madura (UIM). Based on the research focus, there are two main findings. First, the implementation of blended learning is carried out by integrating face-to-face and online learning, including learning planning, teaching strategies, the use of digital media and technology, and learning assessment and evaluation. Face-to-face learning provides an opportunity for lecturers to explain material, facilitate discussions, and guide text analysis, while online learning supports access to materials, assignment completion, and independent learning. Second, the implementation of blended learning still faces several obstacles, including limited internet connectivity, limited digital literacy, limited English vocabulary, difficulty analyzing texts critically, and problems with student motivation and independence in learning. These findings show that the success of blended learning depends not only on the availability of technology but also on lecturers' pedagogical readiness, students' competence, the quality of learning interactions, and institutional support. Thus, this study emphasizes that the integration of online and face-

to-face learning should be designed contextually to support the development of critical reading skills in the Islamic higher education environment.

### 6.2. Research Implications

This research provides theoretical and practical implications for the development of EFL learning in Islamic higher education.

First, theoretical implications. This study broadens understanding of the application of blended learning in English language learning, particularly in Critical Reading courses. The findings of the study show that the implementation of blended learning needs to be understood in terms of the linkages among pedagogical practices, technology integration, student learning experiences, and contextual barriers. Thus, this study provides the perspective that the success of blended learning is explained not solely by technology but also by learning interactions and the characteristics of the institutional environment.

Second, pedagogical implications. Lecturers need to develop learning strategies that integrate critical reading activities in a structured manner through discussion, argumentation analysis, interpretation of implicit meanings, and evaluation of information. Online activities should be used not only to distribute materials and assignments but also to encourage student participation, collaboration, and independent learning.

Third, institutional implications. Islamic universities need to support the sustainability of digital learning by increasing internet access, providing technological facilities, offering digital literacy training, and developing lecturers' pedagogical competencies. This support is important for creating a learning environment that is inclusive and responsive to students' needs.

Fourth, the implications for students. Blended learning needs to be directed towards building independence, academic responsibility, critical thinking skills, and information evaluation skills. Students are expected not only to understand the content of the reading but also to identify arguments, distinguish facts from opinions, and develop interpretations based on textual evidence.

### 6.3. Research Suggestions

Based on the research results and the limitations of the research design, several recommendations can be proposed for the development of learning practices and for further research.

1. For lecturers: It is necessary to develop a more structured blended learning design by integrating face-to-face discussions, online reading activities, text analysis, and critical evaluation. Lecturers are also advised to provide ongoing assistance and feedback to help students overcome linguistic difficulties.
2. For institutions: Universities need to increase support for digital infrastructure, internet accessibility, learning facilities, and training on the use of technology for lecturers and students so that the implementation of blended learning can run optimally.

3. For students: Students need to improve learning independence, digital literacy, mastery of academic vocabulary, and critical reading skills through consistent reading activities, academic discussions, and evaluation of various sources of information.
4. For future researchers: It is recommended that future research involve more than one class, study program, or Islamic university to gain a comparative understanding of the implementation of blended learning. Longitudinal research can also be conducted to explore changes in learning experiences and in students' critical reading skills over time.

**6.4. Research Limitations**

This study has several limitations that need to be considered in interpreting the findings. First, the research was conducted in a single class within the English Education Study Program at the Islamic University of Madura, involving one lecturer and 30 students. Hence, the findings represent a specific institutional context and are not intended to be generalized widely. Second, the research focuses on one course, namely EFL Critical Reading, so the dynamics of implementing blended learning in other English courses have not been examined. Third, the qualitative approach used emphasizes exploring participants' practices and experiences more than quantitatively measuring learning effectiveness. Therefore, further research can broaden the institutional context, involve more participants, and integrate qualitative and quantitative approaches to achieve a more comprehensive understanding.

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