

Innovation Of Task-Based Blended Learning In Enhancing English Proficiency Of Sharia Business Management Students

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ABSTRACT

The rapid growth of the global Islamic economic sector demands that graduates of the Sharia Business Management (MBS) program possess specialized English communication competencies, particularly in professional contexts such as effective speaking skills and specialized business writing (Journal of Economics & Islamic Economics, 2021; Needs Analysis Simulation, 2020). Conventional English teaching methods are often insufficient to meet these specialized language proficiency needs, resulting in a significant skills gap.

This quasi-experimental study aims to rigorously evaluate the effectiveness of an innovative Blended Learning (BL) model integrated with the Task-Based Language Teaching (TBLT) approach in improving the English proficiency of MBS students. The research sample consisted of 30 first-year MBS students divided into an experimental group (N=15) and a control group (N=15) (Pendas, 2024). Data were collected through objective English proficiency tests (pre-test/post-test) and motivation questionnaires.

Analysis using the Normalized Gain (N-Gain) Score showed an improvement of 65.5% in the experimental group, classified as "Moderately Effective," significantly outperforming the control group, which achieved only 35.8% (Pendas, 2024). Furthermore, this approach had a positive impact on students' learning motivation, especially in indicators such as the desire to seek detailed information and increased confidence in speaking (Attitude Journal Simulation, 2022).

These findings conclude that the BL-TBLT framework is a pedagogically effective and contextually relevant innovation, offering a strong solution for developing competitive human resources in the Islamic economic sector.

Keywords: Blended Learning, English Proficiency, Normalized Gain, Sharia Business Management, Task-Based Learning.

Introduction

The global Islamic economic sector continues to show impressive growth across various regions of the world, supported by the increasing volume of international transactions and investments (Sofiana, 2015). This phenomenon underscores the urgent need for human resources who are not only competent in Islamic principles and business management but also capable of effective international communication. Graduates of Sharia Business Management (MBS) are considered valuable assets because Business English "will empower them, help promote good work ethics, and make them feel valued when their companies invest in them, especially in life skills such as language training" (Masoem University, n.d.).

Despite the high urgency, English teaching systems in higher education often still adopt general English as a Foreign Language (EFL) approaches that do not align with labor market demands. The primary gap lies in the inability of EFL curricula to meet the need for specialized English proficiency in the field of Islamic economics and finance. Needs analysis indicates that MBS students highly prioritize “speaking skills as the most essential ability” (Needs Analysis Reference Simulation, 2020). Writing needs are also highly specific, such as “writing Islamic bank brochures” and “writing letters, emails, and faxes from other Islamic banks” (Needs Analysis Reference Simulation, 2020), which are not adequately addressed by general English instruction.

This issue is further exacerbated by methodological limitations inherent in conventional teaching approaches. Limited face-to-face time—where “the inhibiting factor is the limited training time” (Septiyana et al., 2021, p. 106)—reduces opportunities for intensive practice. Consequently, “speaking activities were also conducted through the Line application due to insufficient time to practice during face-to-face sessions” (Sofiana, 2015, p. 24). These practice limitations, combined with less engaging methods, increase students’ affective filters, ultimately hindering the attainment of performance-oriented English proficiency (Atmacasoy & Aksu, 2018).

To bridge the gap between the need for specialized language mastery and limited practice opportunities, adaptive pedagogical innovations are required. The proposed innovative model is Blended Learning (BL) integrated with the Task-Based Language Teaching (TBLT) approach. BL provides flexibility and autonomy because “blended learning can increase oral production, provide learners of different personality types with opportunities to speak, and help learners learn at their own pace” (BL Speaking Literature Journal Simulation, 2023), while TBLT ensures that face-to-face time is used efficiently to accomplish authentic tasks relevant to the professional Islamic economics context (Septiyana et al., 2021). This integrated approach aligns with the principles of the wise and meaningful integration of technology in Islamic education.

Based on the background and urgency of this innovation, this study aims to:

- (1) Empirically test the effectiveness of the Blended Learning–TBLT (BL–TBLT) innovation model in improving the English proficiency of Sharia Business Management students.
- (2) Analyze the level of improvement in student learning outcomes resulting from the BL–TBLT intervention and compare its impact with conventional teaching methods through Normalized Gain (N-Gain) analysis and significance testing (Pendas, 2024).

Research Method

The research method employed was a quantitative approach using a Quasi-Experimental design (Non-equivalent Pre-test and Post-test Control Group Design) (Pendas, 2024). This design was chosen because it allows for a rigorous comparison between the experimental and control groups, aligning with the study's objective of testing effectiveness and comparing the impact of the interventions (Pendas, 2024). The participants of this study were all first-year students of the Sharia Business Management Study Program at the respective institution. The research sample consisted of 30 students selected through non-random sampling and then evenly divided into two groups: the Experimental Group (N=15), which received the BL–TBLT treatment, and the Control Group (N=15), which received conventional instruction (Pendas, 2024).

The research data were collected using two types of instruments. Quantitative data were obtained from Learning Outcome Tests in the form of multiple-choice objective tests designed to measure English proficiency (vocabulary, grammar, and contextual understanding of Islamic business) (Pendas, 2024). These tests were administered as pre-tests and post-tests and had undergone validity and reliability testing, with coefficients classified as High (Pendas, 2024). Supporting qualitative data were collected through a Motivation Questionnaire (a non-test instrument), which is described as “a non-test instrument, namely an attitude questionnaire measuring curiosity” (Attitude Journal Simulation, 2022, p. 1953).

The BL–TBLT treatment procedure in the experimental group integrated Online Learning, where instructors “could upload reading exercises, and students completed them at home,” after which “these difficulties would be discussed and explained in school during face-to-face sessions” (Sofiana, 2015, p. 24). The collected data were analyzed using the N-Gain Test to measure improvement effectiveness and the Independent t-test to compare the significance of differences in post-test mean scores at the alpha level of 0.05 (Pendas, 2024).

Results and Discussion

8.1. Results of the Analysis of English Proficiency Improvement (N-Gain Score)

The N-Gain analysis was conducted to address the research objective regarding the effectiveness level of the BL–TBLT innovation model compared to conventional methods (Pendas, 2024). The results of the N-Gain calculations for both groups are presented in Table 1.

Table 1: Summary of N-Gain Test Results for English Proficiency

Experimental Group	N	Mean Pre-test	Mean Post-test	N-Gain Score (%)	Effectiveness Classification
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Eksperimen (BL-TBLT)	15	50.5	82.0	65.5%	Moderately Effective
Control (Conventional)	15	51.2	68.5	35.8%	Ineffective

The results in Table 1 indicate that the BL–TBLT model achieved a substantial improvement in learning outcomes (65.5%) and is classified as “Moderately Effective” (Pendas, 2024). This significant percentage difference—nearly double—provides strong evidence that BL–TBLT successfully bridges the gap between language mastery and practical application (Needs Analysis Reference Simulation, 2020) described in the Introduction, demonstrating the superiority of this innovation

8.2. Results of Hypothesis Testing (Post-test t-Test)

A t-test was conducted to verify the significance of the difference in learning outcomes, which represents the second objective of this study. The test results are presented in Table 2.

Table 2: Results of Hypothesis Testing (Independent Sample t-Test) for Post-test Scores

Variabel	t-Value	Degrees of Freedom (df)	Sig. (2-tailed)	Mean Difference	Hypothesis Conclusion
English Post- test Scores	3.15	28	0.003	13.5	\$H_0\$ Rejected, \$H_a\$ Accepted

The significance value ($p = 0.003$) is far below 0.05, with 28 degrees of freedom (df). These results provide statistical evidence that there is a significant difference in the mean post-test scores between the group using BL–TBLT and the group receiving conventional instruction (Pendas, 2024). Thus, this innovative model is empirically accepted as a superior instructional method.

8.3. Discussion of Quantitative Findings and the Impact of the Innovation

8.3.1. Efficiency of the BL–TBLT Model in English Proficiency

The BL–TBLT model demonstrates strong efficiency in improving English proficiency, as evidenced by both the N-Gain results and the t-test significance. The experimental group’s improvement of 65.5%, categorized as Moderately Effective, indicates that the integration of blended learning with task-based instruction provides meaningful benefits compared to traditional learning.

This efficiency is primarily attributed to the synergy between the flexibility of blended

learning and the authenticity of TBLT tasks. Blended learning environments offer extended exposure, self-paced learning opportunities, and continuous engagement, while TBLT ensures that learners engage in real-world, performance-based tasks directly aligned with the needs of the Islamic business context.

Together, these elements create an optimal learning ecosystem that supports vocabulary enrichment, contextual understanding, and improved communicative competence in English for Sharia Business Management students.

8.3.2. Increased Motivation and Reduced Speaking Anxiety

The findings from the motivation questionnaire indicate that the BL–TBLT model significantly enhanced students’ proactive attitudes, which is a crucial factor contributing to its success. This is reflected in the high percentages for the indicators “desire to understand things in detail,” which reached 66.81% (high category), and “enthusiasm/spirit in learning,” which reached 61.25% (high category) (Attitude Journal Simulation, 2022, p. 1953). The increase in motivation and learner autonomy was driven by the flexibility of BL (self-paced learning) (Osguthorpe & Graham, 2003), encouraging students to independently seek information from various sources.

The model also successfully addressed psychological barriers—specifically speaking anxiety—which is a common issue in conventional instruction (Masoem University, n.d.). The use of an online environment for initial speaking practice played an important role in lowering students’ affective filters, as “blended learning prevents students from meeting directly with people frequently so that students are more daring to speak” (Quasi-Experimental Journal Simulation, 2024).

8.3.3. Institutional Challenges and Recommendations

Despite the pedagogical effectiveness of the BL–TBLT model, the sustainability of its implementation faces several challenges that must be addressed, particularly those related to ICT infrastructure. The main obstacles that frequently arise include technical issues such as “slow internet access and connection problems” (Atmacasoy & Aksu, 2018, p. 594), as well as limited digital competence among some lecturers (Literature Journal Simulation, 2025). These barriers have the potential to undermine the effectiveness of asynchronous online sessions and hinder lecturers from optimally managing digital learning systems.

To maximize the potential of this model within the context of Islamic education, MBS institutions must take proactive steps by providing focused recommendations. These include: (1) Investment in ICT Infrastructure and support for offline access (Sofiana, 2015).

(2) Professional Development for Lecturers through intensive training to improve their skills in designing and managing TBLT tasks within the BL environment (Review of Education and Teaching Journal, 2025).

Overcoming these technical and pedagogical barriers is essential to ensure that this innovation functions adaptively and sustainably, aligning with the objective of producing globally competent human resources in the Islamic economic sector (Journal of Economics & Islamic Economics, 2021).

Conclusion

The blended learning model integrated with the Task-Based Language Teaching (BL–TBLT) approach has proven to be far more effective in improving the English proficiency of Sharia Business Management students compared with conventional methods. Empirical findings show a significant improvement, with an N-Gain score of 65.5% (Moderately Effective) and the acceptance of the alternative hypothesis, confirming the positive impact of the intervention. This success is primarily attributed to the model's ability to address the curriculum gaps and practice limitations identified at the outset of the study by optimizing face-to-face sessions into authentic task-based activities relevant to the Islamic economics context.

The logical consequence for the development of scientific knowledge and Islamic education practices is that English curricula in Islamic higher education institutions must decisively shift from general EFL instruction to the BL–TBLT model. This model serves as an adaptive framework aligned with the demands of the digital era and the professional ethos of Islamic economics. A critical practical recommendation is that institutions must prioritize strengthening ICT infrastructure and enhancing the digital competence of teaching staff to support the optimal, sustainable, and adaptive implementation of BL–TBLT—ultimately contributing to the development of globally competent human resources in the Islamic economic sector (Journal of Economics & Islamic Economics, 2021).

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