REFERENCES

Adiwisastra, M. F., Mulyani, Y. S., Alawiyah, T., Wibisono, T., Iskandar, I. D., & Purnia, D. S. (2020). Implementation of the Lab Rotation Model in Blended Learning Based on Student Perspectives. *Journal of Physics: Conference Series*, *1641*(1). https://doi.org/10.1088/1742-6596/1641/1/012038

Albashir Jamoom, Osama. (2021). EFL Students' Needs for Improving Their Writing Skills. *Scholars International Journal of Linguistics and Literature*, *4*(4), 106–111. https://doi.org/10.36348/sijll.2021.v04i04.004

Ali, G., Buruga, B. A., & Habibu, T. (2019). SWOT Analysis of Blended Learning in Public Universities of Uganda: A Case Study of Muni University. *J*, *2*(4), 410–429. https://doi.org/10.3390/j2040027

Andujar, A., & Nadif, F. Z. (2020). Evaluating an inclusive blended learning environment in EFL: a flipped approach. *Computer Assisted Language Learning*, *35*(5–6), 1138–1167. https://doi.org/10.1080/09588221.2020.1774613

Asni, A., Nabilah, S. S., Fajri, N., & Chairunnisa, D. (2021). Adversity quotient of students during covid-19 outbreak. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, *7*(1), 72–77. https://doi.org/10.29210/02021831

Ayadiya, N., & Sumarni, W. (2019). The Application of Discovery Learning With Scientific Approach to Improve The Students' Science Process Skill. *Jurnal Penelitian & Pengembangan Pendidikan Fisika*.

Aydoğan, H., & Akbarov, A. A. (2014). The four basic language skills, whole language & intergrated skill approach in mainstream university classrooms in Turkey. *Mediterranean Journal of Social Sciences*, *5*(9), 672–680. https://doi.org/10.5901/mjss.2014.v5n9p672

Ayob, N. F. S., Halim, N. D. A., Zulkifli, N. N., Zaid, N. M., & Mokhtar, M. (2020). Overview of blended learning: The effect of station rotation model

on students' achievement. *Journal of Critical Reviews*, *8*(8). https://doi.org/10.31838/jcr.07.06.56

Cahyani, N. M. W. S., Suwastini, N. K. A., Dantes, G. R., Jayantini, I. G. A. S. R., & Susanthi, A. A. D. (2021). Blended Online Learning : Combining the Strengths of Synchronous and Asynchronous Online Learning in Efl Context. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *18*(2), 174–184. https://ejournal.undiksha.ac.id/index.php/JPTK/article/view/34659/19434

Challob, A. I., Bakar, N. A., & Latif, H. (2016). Collaborative Blended Learning Writing Environment: Effects on EFL Students\textquoteright Writing Apprehension and Writing Performance. *English Language Teaching*, *9*(6), 229.

El-Maghraby, A.-S. A. (2021). Investigating The Effectiveness of Moodle Based Blended Learning in Developing Writing Skills for University Students. *Journal of Research in Curriculum Instruction and Educational Technology*, *7*(1), 115–140.

Eliyasni, R., Kenedi, A. K., & Sayer, I. M. (2019). Blended Learning and Project Based Learning : The Method to Improve Students \textquoteright Higher Order Thinking Skill (HOTS). *Jurnal Iqra' : Kajian Ilmu Pendidikan*, *4*(2), 231–248.

Fadhila, S., Mudjiran, M., & Gistituati, N. (2019). The Contribution of Adversity Quotient to Learning Outcomes of Students in Middle School and the Counseling Services Implication. *Journal of Educational and Learning Studies*, *2*(2), 65. https://doi.org/10.32698/0612

Faller, S. E. (2018). Reading and Writing as Scientists? Text Genres and Literacy Practices in Girls' Middle-Grade Science. *Journal of Adolescent and Adult Literacy*, *61*(4), 381–390. https://doi.org/10.1002/jaal.698

Fathi, J., & Rahimi, M. (2020). Examining the impact of flipped classroom on writing complexity, accuracy, and fluency: a case of EFL students. *Computer*

Assisted   Language   Learning,   *35*(7),   1668–1706. https://doi.org/10.1080/09588221.2020.1825097

Fauzan, A., & Ngabut, M. N. (2018). EFL students' perception on flipped learning in writing class. *Journal on English as a Foreign Language*, *8*(2), 115. https://doi.org/10.23971/jefl.v8i2.792

Filiz, S., & Benzet, A. (2018). A Content Analysis of the Studies on the Use of Flipped Classrooms in Foreign Language Education. *World Journal of Education*, *8*(4), 72. https://doi.org/10.5430/wje.v8n4p72

Gao, B. W., Jiang, J., & Tang, Y. (2020). The effect of blended learning platform and engagement on students' satisfaction—— the case from the tourism management teaching. *Journal of Hospitality, Leisure, Sport and Tourism Education*, *27*(1), 100272. https://doi.org/10.1016/j.jhlste.2020.100272

Gustiani, S., Sari, E. A., Yusri, & Simanjuntak, T. (2020). *The Effectiveness of Blended Learning Approach on Essay Writing Subject*. *743*. https://doi.org/10.2991/assehr.k.200407.037

Hanum, L. (2018). Differences in Student Adversity Intelligence by Gender. *HONAI: International Journal for Educational, Social, Political & Cultural Studies*, *1*(2), 115–128.

Hulaikah, M., Degeng, I. N. S., Sulton, & Murwani, F. D. (2020). The effect of experiential learning and adversity quotient on problem solving ability. *International   Journal   of   Instruction*,   *13*(1),   869–884. https://doi.org/10.29333/iji.2020.13156a

Jiang, D., & Kalyuga, S. (2022). Learning English as a Foreign Language Writing Skills in Collaborative Settings: A Cognitive Load Perspective. *Frontiers in Psychology*, *13*(1), 1–11. https://doi.org/10.3389/fpsyg.2022.932291

Khairunnisa, D. F., Hidayah, N., & Yuzarion. (2022). The Influence of Academic Stress and Adversity Intelligence on School Well-Being. *Journal of Family*

Sciences, *6*(02), 111–123. https://doi.org/10.29244/jfs.v6i02.38500

Krismadinata, Verawardina, U., Jalinus, N., Rizal, F., Sukardi, Sudira, P., Ramadhani, D., Lubis, A. L., Friadi, J., Arifin, A. S. R., & Novaliendry, D. (2020). Blended learning as instructional model in vocational education: Literature review. *Universal Journal of Educational Research*, *8*(11B), 5801–5815. https://doi.org/10.13189/ujer.2020.082214

Lalian, O. N., Siregar, E., & Winarsih, M. (2021). Blended Learning for Vocational High School Students. *Kwangsan: Jurnal Teknologi Pendidikan*, *9*(1), 18. https://doi.org/10.31800/jtp.kw.v9n1.p18--30

Lalima, D., & Lata Dangwal, K. (2017). Blended Learning: An Innovative Approach. *Universal Journal of Educational Research*, *5*(1), 129–136. https://doi.org/10.13189/ujer.2017.050116

Lothridge, K., Fox, J., & Fynan, E. (2013). Blended learning: Efficient, timely and cost effective. *Australian Journal of Forensic Sciences*, *45*(4), 407–416. https://doi.org/10.1080/00450618.2013.767375

Luo, Z., O'Steen, B., & Brown, C. (2020). Flipped learning wheel (FLW): a framework and process design for flipped L2 writing classes. *Smart Learning Environments*, *7*(1). https://doi.org/10.1186/s40561-020-00121-y

Mahalli, Nurkamto, J., Mujiyanto, J., & Yuliasri, I. (2019). The Implementation of Station Rotation and Flipped Classroom Models of Blended Learning in EFL Learning. *English Language Teaching*, *12*(12), 23.

Mahmud, R. (2021). Blended Learning Model Implementation in the Normal, Pandemic, and New Normal Era. *Proceedings of the 5th Progressive and Fun Education International Conference (PFEIC 2020)*, *479*, 130–139. https://doi.org/10.2991/assehr.k.201015.021

Menggo, S., & Darong, H. C. (2022). BLENDED LEARNING IN ESL/EFL CLASS Sebastianus. *LLT Journal: A Journal on Language and Language*

Learning, *25*(1), 132–148. http://e-journal.usd.ac.id/index.php/LLT

Mohd Matore, M. E. E., Rahman, N. A., Idris, H., Khairani, A. Z., & Mohd Al Hapiz, N. (2020). Is adversity quotient (AQ) able to predict the academic performance of polytechnic students? *Journal of Critical Reviews*, *7*(3), 393–398. https://doi.org/10.31838/JCR.07.03.75

Ng, Y. M., & Yip, C. W. (2019). A 3-step teaching approach for a blended learning of 'understanding and avoiding unintentional plagiarism.' *Nurse Education in Practice*, *41*(17), 1–12. https://doi.org/10.1016/j.nepr.2019.102643

Nguyen, T. H. H., & Truong, A. T. (2021). EFL teachers' perceptions of classroom writing assessment at high schools in central Vietnam. *Theory and Practice in Language Studies*, *11*(10). https://doi.org/10.17507/tpls.1110.06

Nguyen, V. A. (2016). A peer assessment approach to project based blended learning course in a Vietnamese higher education. *Education and Information Technologies*, *22*(5), 2141–2157.

Pallant, J. (2016). *SPSS Survival Manual, 6th edition, 2016*. Open University Press.

Parvathy, D. U., & M, P. (2014). Relationship between Adversity Quotient and Academic Problems among Student Teachers. *IOSR Journal of Humanities and Social Science*, *19*(11), 23–26. https://doi.org/10.9790/0837-191172326

Pun, M. (2021). Plagiarism in Scientific Writing: Why It Is Important to Know and Avoid. *Journal of Political Science*, *21*(10), 109–118. https://doi.org/10.3126/jps.v21i0.35269

Purnawarman, P., Susilawati, S., & Sundayana, W. (2016). The use of {Edmodo} in teaching writing in a blended learning setting. *Indonesian Journal of Applied Linguistics*, *5*(2), 242.

Puspitacandri, A., Warsono, Soesatyo, Y., Roesminingsih, E., & Susanto, H.

(2020). The effects of intelligence, emotional, spiritual and adversity quotient on the graduates quality in surabaya shipping polytechnic. *European Journal of Educational Research*, *9*(3), 1075–1087. https://doi.org/10.12973/EU-JER.9.3.1075

Qiu, X., & Sun, Z. (2017). Developing a blended learning model in an EFL class. *International Journal of Continuing Engineering Education and Life-Long Learning*, *27*(1/2), 4.

Rahayu, Z. S., & Ardi, H. (2022). *Journal of English Language Teaching The Implementation of Flip Learning Method in Learning English at Senior High School Students*. *11*(4), 345–357. https://doi.org/10.24036/jelt.v11i4.119352

Ratna, H., Roemintoyo, R., & Usodo, B. (2020). The Role of Adversity Quotient in the Field of Education: A Review of the Literature on Educational Development. *International Journal of Educational Methodology*, *6*(3), 507–515. https://doi.org/10.12973/ijem.6.3.507

Rivalina, R., & Setyowati, D. (2021). Adversity Quotient of the English Department Students and Constraints in Completing Their Thesis. *Proceedings of the International Conference on Educational Assessment and Policy (ICEAP 2020)*, *545*, 104–110. https://doi.org/10.2991/assehr.k.210423.073

Safi'i, A., Muttaqin, I., Sukino, Hamzah, N., Chotimah, C., Junaris, I., & Rifa'i, M. K. (2021). The effect of the adversity quotient on student performance, student learning autonomy and student achievement in the COVID-19 pandemic era: evidence from Indonesia. *Heliyon*, *7*(12). https://doi.org/10.1016/j.heliyon.2021.e08510

Salleh, F. I. M., Baharum, H. I., & Shamsudin, S. (2017). Comparative study between flipped learning and flex model in english as second language classroom. *Advanced Science Letters*, *23*(4), 2663–2666. https://doi.org/10.1166/asl.2017.7611

Sari, S. P., Asty, H., & Yelliza, Y. (2021). The Implementation of Blended Learning in Teaching English During Covid-19 at Senior High School. *Jurnal Pendidikan Tambusai*, *2*(2), 70–78. https://jptam.org/index.php/jptam/article/view/1878

Sheerah, H. A. H., Yadav, M. S., Allah, M. A. E. F., & Abdin, G. J. (2022). Exploring Teachers and Students' Perceptions towards Emergency Online Learning Intensive English Writing Course during COVID-19 Pandemic. *Arab World English Journal*, *2*(5), 64–84. https://doi.org/10.24093/awej/covid2.5

Sitanggang, S. L., Syahputra, E., & Yus, A. (2020). The Effect of Problem Based Learning Model on Critical Thinking Ability Student Mathematics and Adversity Student Quotient on Students SMP Negeri 4 Lubukpakam. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *3*(4), 1814–1822. https://doi.org/10.33258/birle.v3i4.1374

Skd, I. ramadaniah, Tambusai, A., & ... (2022). The Effect Of Blended Learning Model To Improve Students' Writing Achievement During Covid 19 At MAN 1 Aceh Tenggara. *International ...*, *1*(1), 98–115. https://ejournal.ipinternasional.com/index.php/ijere/article/view/20%0Ahttps ://ejournal.ipinternasional.com/index.php/ijere/article/download/20/120

Su Ping, R. L., Verezub, E., Adi Badiozaman, I. F. bt, & Chen, W. S. (2020). Tracing EFL students' flipped classroom journey in a writing class: Lessons from Malaysia. *Innovations in Education and Teaching International*, *57*(3), 305–316. https://doi.org/10.1080/14703297.2019.1574597

Turkben, T. (2021). Examination of classroom writing practices in the context of process-based approach to teaching writing. *Journal of Language and Linguistic Studies*, *17*(1), 619–644. https://doi.org/10.17263/jlls.903525

Wahyuni, S. (2018). The Effect of Blended Learning Model towards Students' Writing Ability. *J-SHMIC : Journal of English for Academic*.

https://doi.org/10.25299/jshmic.2018.vol5(2).1801

Wang, N., Chen, J., Tai, M., & Zhang, J. (2019). Blended learning for Chinese university EFL learners: learning environment and learner perceptions. *Computer Assisted Language Learning*, *34*(3), 297–323.

Wang, X., Liu, M., Tee, S., & Dai, H. (2021). Analysis of adversity quotient of nursing students in Macao: A cross-section and correlation study. *International Journal of Nursing Sciences*, *8*(2), 204–209. https://doi.org/10.1016/j.ijnss.2021.02.003

Widayanto. (2021). The Effectiveness of Discovery Learning Model in Writing Descriptive Text. *IJORER : International Journal of Recent Educational Research*, *2*(2), 196–214. https://doi.org/10.46245/ijorer.v2i2.92

Wirayadnya, I. K. (2018). Contribution of Adversity Quotient, Anxiety, and Achievement Motivation toward Students' Speaking Competency. *Lingua Scientia*, *19*(1), 11–20. https://ejournal.undiksha.ac.id/index.php/JJBI/article/view/16055

Yen, J. C., & Lee, C. Y. (2011). Exploring problem solving patterns and their impact on learning achievement in a blended learning environment. *Computers and Education*, *56*(1), 138–145. https://doi.org/10.1016/j.compedu.2010.08.012

Zibin, A., & Altakhaineh, A. R. M. (2019). The effect of blended learning on the development of clause combining as an aspect of the acquisition of written discourse by Jordanian learners of English as a foreign language. *Journal of Computer Assisted Learning*, *35*(2), 256–267. https://doi.org/10.1111/jcal.12327