



Learning Resource Center Management Strategy in Increasing the Effectiveness of Learning Based on Blended Learning Methods

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Abstract

This study aims to analyze the management strategy of the Learning Resource Center in supporting the effectiveness of blended learning-based learning. This research uses a library research method by collecting data from various literature such as books, scientific journals, and relevant previous research results. The results of the study show that the Learning Resource Center has a strategic role in providing digital facilities, managing educational resources, and integrating technology into the learning process. Effective management strategies include developing technological infrastructure, improving educators' competencies in the use of digital media, and aligning learning content with curriculum needs. With structured and adaptive management, Learning Resource Centers can be a key factor in increasing the effectiveness and sustainability of the implementation of blended learning in educational institutions.

Keywords: Strategies; Learning Resource Center Management; Blended Learning

Abstrak

Penelitian ini bertujuan untuk menganalisis strategi manajemen Pusat Sumber Belajar dalam mendukung efektivitas pembelajaran berbasis blended learning. Penelitian ini menggunakan metode studi kepustakaan (library research) dengan menghimpun data dari berbagai literatur seperti buku, jurnal ilmiah, dan hasil penelitian terdahulu yang relevan. Hasil kajian menunjukkan bahwa Pusat Sumber Belajar memiliki peran strategis dalam menyediakan fasilitas digital, mengelola sumber daya pendidikan, dan mengintegrasikan teknologi ke dalam proses pembelajaran. Strategi manajemen yang efektif meliputi pengembangan infrastruktur teknologi, peningkatan kompetensi pendidik dalam pemanfaatan media digital, serta penyelarasan konten pembelajaran dengan kebutuhan kurikulum. Dengan pengelolaan yang terstruktur dan adaptif, Pusat Sumber Belajar dapat menjadi faktor kunci dalam meningkatkan efektivitas serta keberlanjutan pelaksanaan blended learning di lembaga pendidikan.

Kata Kunci: Strategi; Manajemen Pusat Sumber Belajar; Blended Learning

INTRODUCTION

The problem in this study stems from the challenge of implementing blended learning that has not been effective in various educational institutions.¹ Ideally, the blended learning

¹ Ali Saleh Alammary, "Blended Learning Delivery Methods for a Sustainable Learning Environment: A Delphi Study," *Sustainability* 16, no. 8 (2024): 3269.

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method requires the support of a good management system from the Learning Resource Center as the center for managing media, technology, and learning resources.² However, in practice, Learning Resource Centers often do not function optimally. Many educational institutions face limitations in adequate technology infrastructure and digital facilities to support blended learning activities.³ Second, the competence of Learning Resource Center managers is still low in terms of mastery of technology and digital-based learning resource management.⁴ The absence of a directed management strategy causes the management of learning resources to be inefficient and not integrated with curriculum needs.⁵ Collaboration between Learning Resource Center managers, educators, and students is not effective, so the use of learning technology is not optimal. As a result, the learning process becomes unbalanced between online and face-to-face components, and student learning outcomes are less than optimal.

Previous studies related to this topic include research conducted by Hamdani Fajar Apriwulan et. al. confirming that the effectiveness of blended learning is highly dependent on the readiness of educational institutions to provide supporting facilities and infrastructure, including structured Learning Resource Center management. As a facilitation center that is able to increase students' independence and learning motivation through the use of digital technology.⁶ Furthermore, Valeriya Burmistrova and Tsediso Michael Makoelle in their research stated that Learning Resource Center management strategies designed based on curriculum needs analysis play an important role in creating an interactive and participatory learning environment. Their research results show that the integration between digital learning resources and face-to-face learning can significantly increase the effectiveness of the teaching and learning process.⁷ Meanwhile, research by Natthavut Srinara explained that through the training and mentoring carried out by Learning Resource Center, teachers are better able to adapt blended learning methods effectively, both in terms of learning planning and the use of digital media.⁸

² Sukaesih Sukaesih et al., "School Competitions as Catalysts for Learning Resource Center Development and Academic Culture in Elementary Schools: A Systematic Review," *Journal of Innovation and Research in Primary Education* 4, no. 3 (2025): 1748–62.

³ Ramiz Ali, "How Challenging? Barriers for Teachers in Institutional Implementation of Blended Learning," *Open Learning: The Journal of Open, Distance and e-Learning* 40, no. 3 (2025): 324–41, <https://doi.org/10.1080/02680513.2024.2342922>.

⁴ Intan Zakiyyah et al., "Digital Technology and Socio-Dynamic Aspects of Indonesian Islamic Religious Education: A Total Quality Management Perspective," *JURNAL INDO-ISLAMIKA* 14, no. 2 (2024): 328–43.

⁵ Moses Adeleke Adeoye et al., "Unveiling the Obstacles: Tackling Challenges in Public Basic School Management in Nigeria," *Mimbar Pendidikan Indonesia* 5, no. 1 (2024), <https://ejournal.undiksha.ac.id/index.php/JIPI2/article/view/75734>.

⁶ Hamdani Fajar Apriwulan et al., "Systematic Management of Digital Education Services in Islamic Senior High Schools," *Jurnal Ilmiah Multidisiplin Ilmu* 2, no. 5 (2025): 216–26.

⁷ Valeriya Burmistrova and Tsediso Michael Makoelle, "Change from Face-to-Face Teaching and Learning to Online Learning: A Case of a Cross-Sectional Study in a Kazakhstani Medical University," *Cogent Education* 10, no. 2 (2023): 2282800, <https://doi.org/10.1080/2331186X.2023.2282800>.

⁸ Natthavut Srinara, "Exploring the Challenges and Enablers of Adopting Online Learning Innovations in Singapore's Private Education Institutions—a Managerial Perspective" (PhD Thesis, Doctoral dissertation), <https://doi.org/10.17869/enu,2024>, <https://napier-repository.worktribe.com/OutputFile/4045591>.

In the context of madrasah education, Mohamad Firdaus found that professional and participatory Learning Resource Center management has a positive correlation with the effectiveness of online learning. He underlined the importance of synergy between management, teachers, and students in developing learning content that suits the needs of the digital era.⁹ The latest research by V. Kumar explains the importance of innovation in Learning Resource Center management strategies through strengthening technology infrastructure, planning relevant digital content, and continuous evaluation of learning outcomes.¹⁰ He concluded that Learning Resource Centers managed with an innovation-based managerial approach are able to support the sustainability of the implementation of blended learning effectively and adaptively.

This article contains a fundamental difference compared to previous studies that have discussed the role of Learning Resource Centers in supporting blended learning-based learning. If the previous research focused more on technical aspects such as the provision of digital infrastructure, improving teacher competence, or integrating learning media, then this study focuses on a holistic and sustainable Learning Resource Center managerial strategy in supporting the effectiveness of blended learning. In addition, previous research tends to highlight the function of Learning Resource Center as a provider of learning resources alone, while this study positions Learning Resource Center as a learning management control center that involves planning, implementing, evaluating, and developing learning resources that are adaptive to technological changes and curriculum needs. This research is also different in its analytical approach, where a multidimensional approach is used that combines managerial, pedagogical, and technological aspects in one conceptual framework. This approach is expected to provide a more comprehensive understanding of how Learning Resource Center can be managed not only as a supporting facility, but as a strategic instrument in realizing effective, efficient, and sustainable learning.

The novelty of this research presents a new perspective by placing Learning Resource Center as a managerial entity that plays a strategic role in digital learning governance. Another novelty lies in the use of a multidimensional framework that combines managerial, pedagogical, and technological aspects in one integrated management system. This approach emphasizes the importance of synergy between Learning Resource Center planning, organizing, implementing, and evaluating Learning Resource Center in supporting the implementation of blended learning effectively and sustainably. Thus, this research contributes theoretically and practically in enriching the discourse of education management in the era of digital transformation.

⁹ Mohamad Firdaus and Fimman Isfandiari, "Integrating Technology in English Language Teaching: Innovations in Computing and Effective Education Management," *Journal of English Teaching and Linguistics* 1, no. 02 (2024): 86–100.

¹⁰ V. Kumar et al., "Tracing the Evolution of the Marketing Discipline through the Lens of Theory and Practice: A Journal-Centric View," *Journal of Business Research* 188 (2025): 115114.

RESEARCH METHOD

This research uses a qualitative approach with the library research method.¹¹ This approach was chosen because the focus of the research lies in the conceptual and theoretical analysis of the management strategy of the Learning Resource Center in improving the effectiveness of blended learning-based learning. Through literature studies, researchers seek to explore various relevant concepts, theories, and results of previous research in order to build a comprehensive and argumentative analytical framework. Research data sources are obtained from credible scientific literature, including academic books, reputable national and international journals, scientific articles, research reports, and education policy documents related to learning resource management and the implementation of blended learning.¹² The literature selection was carried out selectively based on the criteria of relevance, up-to-dateness, and theoretical contribution to the topic studied.

The data collection technique is carried out through documentation procedures and literature review by searching, identifying, and classifying various sources that support the analysis. Furthermore, the data was analyzed using content analysis techniques with a descriptive-interpretive approach. The analysis process includes three stages: (1) data reduction by selecting the most relevant information to the research focus; (2) the presentation of data in the form of thematic categorization related to Learning Resource Center management strategies, the role of technology, and the effectiveness of blended learning; and (3) drawing conclusions based on the results of theoretical interpretation of the data that has been analyzed.¹³ To maintain the validity and reliability of the analysis, the researcher conducted a process of triangulating sources by comparing findings from various literatures, as well as using concept verification through consultation with experts in the field of education management and learning technology. Thus, this methodology is expected to be able to produce an in-depth, systematic, and academic understanding of Learning Resource Center management strategies in the context of implementing blended learning in the era of digital transformation of education.

RESULTS AND DISCUSSION

Blended Learning

Initially, the term *blended learning* was known as hybrid learning, which is an approach that combines face-to-face, online, and offline learning methods. Over time, the term became more commonly referred to as *blended learning*. The word "*blended*" means a mixture or combination, while "*learning*" means learning. Graham also said that *blended learning* is a combination of various forms of learning, especially between face-to-face learning that is

¹¹ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (Sage publications, 2016), <https://books.google.com>.

¹² N Hasnunidah, "Metodologi Penelitian Pendidikan," *Media Akademik*, 2017.

¹³ Elmar Hashimov, "Qualitative Data Analysis: A Methods Sourcebook and The Coding Manual for Qualitative Researchers: Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña. Thousand Oaks, CA: SAGE, 2014. 381 Pp. Johnny Saldaña. Thousand Oaks, CA: SAGE, 2013. 303 Pp.," *Technical Communication Quarterly* 24, no. 1 (2015): 109–12, <https://doi.org/10.1080/10572252.2015.975966>.

commonly carried out by educators and the delivery of material using online and offline media that utilize technology as the main means. The advancement of information and communication technology (ICT) has brought major changes in the world of education, including in the role of teachers.¹⁴ If previously teachers were the only source of learning in the conventional learning system, now with ICT, the role of teachers has shifted to facilitators. The development of ICT and e-learning is what then gave birth to the *blended learning system*. *Blended learning* is a formal education program that allows learners to learn, at least in part, through materials and instruction provided online. In this method, students have control over their own time, place, sequence, and learning pace. Meanwhile, the role of teachers is more as a mediator, facilitator, and companion who creates a conducive learning environment to build students' understanding. This *blended learning* model aims to strengthen conventional learning by utilizing advances in educational technology.

Blended learning is not just a combination of face-to-face and online learning, but is a pedagogical approach that aligns the effectiveness of face-to-face interactions in the classroom with the use of technology to increase active engagement in a digital environment. The elements included in this *blended learning* include: (a) direct meetings in the classroom, (b) independent learning activities, (c) the use of web-based platforms or applications, (d) tutorial sessions, (e) collaboration between students, and (f) evaluation processes. In its implementation, teachers have a role as facilitators and mediators who regulate each of these elements.¹⁵ The teacher provides guidance and explanations to students regarding how to use applications that support the learning process. In addition, teachers continue to deliver material such as in direct learning, but digital media is used as a support for additional material and to provide structured tasks to students. Thus, *blended learning* is not only seen as a time-setting between two methods, but rather as a fundamental transformation in the learning model. Key characteristics of this approach include: a) a shift from lecture methods to active and participatory learner-based learning, b) increased interaction between learners and teachers, fellow learners, learning materials, and a variety of other learning resources, and c) the integration of formative and summative assessment systems designed to support both learners and teachers. From these various opinions, *blended learning* can be interpreted as a learning strategy that aims to achieve optimal learning outcomes by combining direct learning in the classroom with the use of technology and online media.

Blended Learning-Based Learning Strategies

Each student has different learning needs and preferences. Therefore, educational institutions need to implement *blended learning* strategies to ensure that the material provided is in accordance with needs, delivered in the right way, to the right individual, and at the right

¹⁴ Shireen Heleen Basjan, "A Comparative Study of Principals' Roles in the Implementation of Information and Communication Technologies" (PhD Thesis, University of the Free State, 2024), <https://scholar.ufs.ac.za/items/a09c821f-55b9-44ac-94b7-5464736d2090>.

¹⁵ Abílio Afonso Lourenço and Maria Olímpia Almeida Paiva, "The Perceived Role of Teachers in Resolving Conflicts Between Students: Reflections on Effectiveness and Intervention," *Journal of Advanced Research in Education* 4, no. 2 (2025): 15–26.

time.¹⁶ *Blended learning* itself is a combination of various delivery methods designed to complement each other and encourage the application of knowledge that has been learned in real life.¹⁷ Often, *blended learning* is understood simply as a combination of conventional classroom learning and e-learning activities, especially those that are asynchronous. But in fact, this concept is much broader because it encompasses various learning strategies and dimensions. Currently, the application of *blended learning* includes several intersecting dimensions.

At the most basic level, *blended learning* blends online and face-to-face learning. Online learning is usually connected to the use of the internet or intranet, while offline learning is done in a traditional classroom setting.¹⁸ Often, offline activities are also integrated into the online learning system. An example is a program that provides materials and references from the internet, while face-to-face sessions remain the main component. Self-paced learning requires learners to learn at their own pace, while collaborative learning encourages interaction between participants to share understanding. The combination of these two methods can be in the form of reading important materials or references, which is then followed by group discussions, either in person, through online forums, or discussions between peers.

Not all learning processes take place in a formal and systematic form. Much of the knowledge is actually gained through informal interactions such as casual discussions, brief meetings, or communication via email. *Blended learning* is designed so that these informal activities can be recorded and stored properly in the system, so that they can be reused to support collaborative processes and students' work.¹⁹ Ready-to-use content is usually general material that is not tailored to the specific needs of learners or specific learning contexts. However, content like this tends to be more economical and efficient. Now, generic content for self-paced learning can be personalized through hands-on experiences, either online or in-person, or with content customization. This approach is considered to be able to increase learning effectiveness while saving costs. *Effective blended learning* is able to unite learning activities with hands-on practice through simulation or task completion. In addition, participants are also supported with performance tools designed to help the execution of tasks efficiently. This approach allows learners to not only understand the material, but also be able to apply it in real-world situations.

The important things that must be considered in designing a *blended learning* delivery strategy are the following. First, there is no one standard form of *blended learning*.²⁰ Fully

¹⁶ Olimpius Istrate and Simona Velea, "Guidelines for Online and Blended Learning," *Institute for Education (Bucharest)*, 2024, https://digital-pedagogy.eu/guidelines/D-Chall_WP5_Guidelines_EN_v6.pdf.

¹⁷ Mingxuan Chen et al., "Typical Practical Cases in Blended Learning," *Handbook of Educational Reform through Blended Learning*, 2024, 231.

¹⁸ Wilson Mugizi and Judith Irene Nagasha, "E-Learning," in *Conceptualizations of Africa*, ed. Abdul Karim Bangura and Jp Afamefuna Ifedi, African Studies and Research Forum Series (Springer Nature Switzerland, 2024), https://doi.org/10.1007/978-3-031-74535-5_9.

¹⁹ Teresa A. Oliveira and Mustafa Tevfik Hebecci, "Current Academic Studies in Technology and Education 2024," ISRES Publishing, 2024, <https://www.researchgate.net>.

²⁰ Olimpius Istrate and Simona Velea, "Guidelines for Online and Blended Learning," *Institute for Education (Bucharest)*, 2024, https://digital-pedagogy.eu/guidelines/D-Chall_WP5_Guidelines_EN_v6.pdf.

online or fully face-to-face learning models tend to be ineffective. The digital curriculum will be an integral part of classroom learning, and conversely, distance learning programs will also integrate face-to-face sessions as part of its learning process. Second, just like online learning which has a different approach from face-to-face methods, *blended learning* also has its own characteristics. Therefore, new methods are needed in delivering materials, developing relevant content, and improving educator competence. Online learning program managers understand that face-to-face learning methods cannot be directly applied in online classes, and vice versa. In addition, because learning content is now increasingly delivered digitally, the evaluation system must also be designed in various formats to accommodate this. Third, for schools in certain regions or those that are fully or blended online learning, learning content must be designed to be in harmony with learning objectives and able to support both approaches. Text-only materials tend to be less effective than visual content such as animations, videos, simulations, and other more dynamic illustrations.²¹ Teachers also need to have quick and easy access to digital materials to maintain a smooth teaching and learning process. Fourth, because *blended learning* relies heavily on web-based communication and materials, a learning management system (LMS) is needed that is able to manage content while supporting interaction. The software used to manage learning in a blended system will have different features than those used in face-to-face learning.

Advantages and Disadvantages of Using Blended Learning

Blended learning is one of the solutions to meet the needs of education in today's digital era. The *blended learning* method has proven to be more effective than conventional methods that only rely on face-to-face or online learning (e-learning). *Blended learning* has a number of advantages and benefits, such as making the learning process more varied by combining face-to-face and online methods.²² This model also emphasizes learning for students and provides flexibility in terms of time and location. In addition, *blended learning* encourages more active interaction between educators and students, increases learning motivation, and helps students achieve better learning outcomes and develop critical thinking skills. *Blended learning* also encourages the improvement of skills in the field of Information and Communication Technology (ICT) or digital literacy, which is one of the main characteristics of 21st century society.²³ Students' habits of using gadgets can be directed to useful things. This learning model also expands horizons and forms learning independence, because students can access various learning resources through the internet with the help of computers or gadgets. Even so, the role of the teacher remains, because students can still interact and ask for help if they have difficulty understanding the material.

²¹ Yun Zhou et al., "Mental Imagery Scaffolding: The Effects of Detail Richness and Text Load on Geography Learning," *Education and Information Technologies* 29, no. 13 (2024): 16929–56, <https://doi.org/10.1007/s10639-024-12540-2>.

²² Robert Mulenga and Helvi Shilongo, "Hybrid and Blended Learning Models: Innovations, Challenges, and Future Directions in Education," *Acta Pedagogica Asiana* 4, no. 1 (2025): 1–13.

²³ Norah Adera, "Innovative Learning Spaces and Blended Learning: Quest for 21st Century Competency Teaching and Learning Approaches," *Creating Dynamic Space in Higher Education: Modern Shifts in Policy, Competencies, and Governance*, IGI Global Scientific Publishing, 2025, 139–74.

Another advantage of this method is that it helps students find information from various sources, makes it easier to monitor students, reduces distractions during classroom learning, and makes it easier to manage assignments.²⁴ Some of the specific benefits include students' freedom to learn independently through searching to Learning Resource Center materials on the internet, greater opportunities to discuss with teachers or friends outside of class hours, and allowing teachers to expand learning resources with the help of the internet. In addition, *blended learning* allows students to prepare materials before classes start, provide convenience in providing quizzes or feedback effectively, and facilitate the sharing of materials between students. With a complementary combination of online and face-to-face learning, this method makes learning more efficient, accessible, and can reach more learners. The implementation is also easier to do, more cost-effective, produces more optimal learning, and can be adjusted to individual needs, thus making the learning process more interesting.

While *blended learning* has various advantages, its implementation also faces some challenges. One of the main obstacles is the limited access to the internet and the ownership of devices such as mobile phones that are not evenly distributed among students.²⁵ In addition, this method requires various supporting media, making it difficult to implement if the facilities and infrastructure are inadequate. Limited facilities, such as laptops and internet networks that are not available to some students and parents, are also obstacles to participating in online learning independently. In addition, the lack of skills in using technology and the lack of understanding of teachers, students, and parents about the use of technology are factors that hinder the effectiveness of *blended learning*.

The success of the implementation of this method is highly dependent on the competence of teachers, both in pedagogical aspects and mastery of technology, as well as the availability of adequate facilities for teachers and students. Teachers need to have skills in utilizing technology, good teaching skills, and creativity in developing learning media.²⁶ In addition, teachers must also always keep up with the latest information in order to support the learning process optimally. The application of learning with a *blended learning system* has a great opportunity to be realized, along with the advancement of information and communication technology. This is characterized by the increasing number of supporting applications available and the increasingly equitable use of technology among the public.²⁷ With the high enthusiasm and commitment of educators, various shortcomings that previously existed can

²⁴ Florence Martin et al., "Digital Distractions in Education: A Systematic Review of Research on Causes, Consequences and Prevention Strategies," *Educational Technology Research and Development*, ahead of print, August 7, 2025, <https://doi.org/10.1007/s11423-025-10550-6>.

²⁵ Bukola Faturoti, "Online Learning during COVID19 and beyond: A Human Right Based Approach to Internet Access in Africa," *International Review of Law, Computers & Technology* 36, no. 1 (2022): 68–90, <https://doi.org/10.1080/13600869.2022.2030027>.

²⁶ Hurul In, "TEACHER CREATIVITY IN UTILIZING TECHNOLOGY AS A LEARNING MEDIA IN ELEMENTARY SCHOOLS," *El Midad* 16, no. 2 (2024), <https://ftkjurnal-uinmataram.id/index.php/elmidad/article/view/11483>.

²⁷ Kingsley Ojeikere et al., "A Digital Health Framework for Expanding Access to Preventive Services in Marginalized Communities," *Int. j. Adv. Multidisc. Res. Stud* 4, no. 6 (2024), <https://www.multiresearchjournal.com/admin/uploads/archives/archive-1751019120.pdf>.

be overcome. Regardless of the type of learning strategy, method, or model used, if used optimally, it can expand access to learning, improve the efficiency and quality of learning, and help develop skills and encourage the creation of a culture of lifelong learning. As previously stated, *blended learning* is not the only way to overcome the challenges in the world of education. However, in the midst of the rapid development of information and communication in various circles, *blended learning* is one of the important solutions in the current era.

The Role and Management Strategy of Learning Resource Centers in Improving Learning Effectiveness

The management of learning resource centers has an important role in increasing the effectiveness of learning, especially in the context of implementing *blended learning*. As the party responsible for the availability and management of learning facilities, this management must be able to ensure that all facilities and infrastructure needed by students and educators can be utilized to the maximum. In this case, the learning resource center includes various facilities such as libraries, computer laboratories, internet networks (*Wi-Fi*), as well as learning support tools that are appropriate to the subject, such as sports equipment for PJOK subjects. With good management, these centers will support a more varied and effective learning process. In addition to ensuring the availability of facilities, the management of learning resource centers also needs to be actively involved in curriculum planning and implementation.²⁸ This is important because the curriculum implemented must be in line with the available facilities and infrastructure. Collaboration between the curriculum development team and the management of the learning resource center is the key so that learning not only runs as planned, but also gets maximum support in terms of resources. Thus, the effectiveness of learning is not only seen in terms of teaching, but also the readiness of the learning environment that supports the achievement of curriculum goals.

In the development of blended learning-based Learning Resource Center management strategies, it is important to integrate Qur'an-based character values as the foundation of the curriculum.²⁹ Strengthening spiritual and ethical aspects through values such as honesty, responsibility, and cooperation instilled in the learning process will create an academic climate that is not only productive, but also characterful. This is in line with the role of Learning Resource Center which is not only a center for providing learning resources, but also as a director of a learning culture that supports the formation of a generation of knowledge and noble character.

The management of administrative services, especially in the field of archives, is also a supporting factor in the success of the management of the Learning Resource Center. A well-organized archive system allows for more efficient and accountable storage and distribution of learning data, materials, and curriculum information. As with the role of the Head of Administration in administrative management in educational institutions, Learning Resource

²⁸ HELENA Oduro, "Factors Influencing Implementation of Early Childhood New Curriculum in Public Schools at Bia-West District" (PhD Thesis, University of Education, Winneba, 2024), <http://ir.uew.edu.gh:8080/handle/123456789/4204>.

²⁹ Kemil Wachidah and M. Solehuddin, "Differentiated Instruction: A Quran-Based Literacy Learning Model in Inclusive Classrooms," *Jurnal Bidang Pendidikan Dasar* 9, no. 1 (2025): 1–12.

Center managers are also required to be able to apply modern management principles, including in the use of a digital archive system that is integrated with information technology to support the smooth *blended learning process*.

One of the important strategies that can be implemented is to build and develop learning resource centers that are used most frequently and have a high level of efficiency.³⁰ This strategy aims to focus management on key facilities that support the learning process directly. For example, libraries need to be developed both in physical and digital form to be relevant to current needs. Likewise, computer laboratories that not only support ICT subjects, but also become a center for various technology-based learning activities. Strengthening *Wi-Fi* access in school environments is also a priority, as almost all digital learning activities rely heavily on a stable internet connection. In the implementation of *Blended learning*, the position of students in the learning process can be at home or at school. If students are learning from home through online platforms such as *Google Meet* or *Zoom*, then the management of the learning resource center must provide dedicated spaces and adequate equipment for educators in schools. This is important so that educators can contact students smoothly without technical barriers. The availability of computers and a stable internet connection in the teacher's room or certain spaces is very crucial in supporting the success of online learning from the educator's side.

On the other hand, if online learning is carried out in schools, such as when teachers give tests or online quizzes with applications such as *Google Forms*, *Quizizz*, or similar platforms, then facilities such as computer labs must be completely ready to use. Not only should these laboratories be equipped with a well-functioning computer, but they should also be supported by a stable internet connection. The policy on the use of personal devices such as mobile phones by students also needs to be clearly regulated by the school.³¹ In this case, coordination between the management of the learning resource center and the school is important, so that the policies taken can adjust to existing conditions and needs. In addition to strengthening physical and digital facilities, the management strategy of the Learning Resource Center also needs to consider the public relations aspect as part of a collaborative approach. In the context of Islamic educational institutions, public relations not only functions as a liaison between the institution and the community, but also as an agent for delivering transparent and ethical information. The application of public relations principles based on Islamic values, such as trust, *tabligh*, and justice, will strengthen public trust in the existence of Learning Resource Center and support community participation in *the blended learning-based learning process*.

Libraries continue to play an important role as a learning resource center even though students today have more access to information through the internet and various *AI-based*

³⁰ Lei Cao, "Localizing Human Resource Development through Higher Education: Local Education Clusters Involving Universities and Regional Stakeholders in China," *Cogent Education* 11, no. 1 (2024): 2402147, <https://doi.org/10.1080/2331186X.2024.2402147>.

³¹ Enikő Pozsonyi et al., "To Ban or Not to Ban – Domestic and International Experiences of Restricting Mobile Phone Ban Use in Schools," *Educational Media International* 62, no. 4 (2025): 433–49, <https://doi.org/10.1080/09523987.2025.2588529>.

applications.³² This is because not all information can be found freely on the internet. Many trusted sources are locked, paid, or even unavailable online. In addition, information obtained through digital media is often only in the form of summaries that do not necessarily have a valid source basis. Therefore, the presence of a complete and easily accessible library during school hours is very important in supporting the literacy and knowledge needs of students in depth and reliable. Overall, the role of learning resource center management is vital in supporting the effectiveness of learning in the digital era. They act as observers, originators of ideas, and proposers of the procurement of the necessary facilities in accordance with the development of the curriculum. More than that, they are also responsible for the process of supervising and managing learning resource centers, so that their use really supports the improvement of the quality of learning. With a directed development strategy and efficient use of learning resources, it is hoped that the learning process can run more optimally and provide maximum results for students.

CONCLUSION

This study concludes that an effective Learning Resource Center (LRC) management strategy plays a critical role in enhancing the effectiveness of blended learning. By optimizing digital and physical learning resources, strengthening administrative and technological support systems, and ensuring continuous coordination between educators and LRC managers, institutions can create a flexible and engaging learning environment. The findings indicate that successful LRC management requires strategic planning, adequate infrastructure, and responsive services aligned with students' academic needs. Furthermore, integrating digital platforms with traditional learning resources enables learners to access materials more efficiently, promotes self-directed learning, and improves overall learning outcomes. Thus, well-managed Learning Resource Centers serve as a central driver in supporting the blended learning model and increasing the quality and effectiveness of instructional practices.

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