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Preface

Welcome to the conference proceedings of 2025 the 8th International Conference on Educational Technology Management (ICETM). It is with great pleasure that we introduce this collection of papers, which represents the culmination of rigorous research, insightful discussions, and innovative contributions in the field of educational technology management. ICETM 2025 was co-sponsored by IEEE and Guangzhou University, China, hosted by School of Education (Teachers College), Guangzhou University, China.

The field of educational technology management is rapidly evolving, presenting new challenges and opportunities. ICETM serves as a vital platform for researchers, engineers, and practitioners from academia and industry to share ideas and advancements. This year's conference brought together experts and enthusiasts dedicated to exploring the applications of educational technology across diverse domains.

We are proud to have received a large number of high-quality submissions from researchers around the world, and the program committee has worked tirelessly to ensure that the final program includes the most innovative and impactful researches in educational technology management. The proceedings includes 162 selected papers which provide insights of the current researches presented at the conference and are a valuable resource for researchers, practitioners, and students alike. The papers are grouped into 19 sections: personalized recommendation and adaptive learning systems, multimodal educational resource management and classification techniques, data-driven learning analytics for precision education, intelligent and trustworthy educational assessment, virtual simulation teaching and immersive learning, generative conversational agents in educational interactions, generative AI in teaching: applications and pedagogical innovations, AI-enhanced programming education and computational thinking development, AI-enhanced innovation in english language teaching and learning, AI-enhanced physical education for personalized learning and movement coaching, AI-powered innovation in art and vocational education, developing AI-ready teachers: competence, adoption, and reflective practice, ethics, equity, and governance of AI in education, knowledge graph construction and visualization in educational AI, innovative blended learning models and empirical evaluation in the digital era, learner-centered adoption and experience of educational technologies, the co-construction of intelligent learning environments and learning ecosystems, digital intelligence empowerment: pathways to educational and curricular transformation, technology-enhanced innovation in STEM and engineering education.

We express our sincere appreciation to all authors for their valuable contributions to the proceedings. We are also grateful to the organizing committee, program committee, and reviewers for their efforts in ensuring the quality and relevance of the accepted papers. Additionally, we thank the sponsors, partners, and attendees whose support and participation were instrumental to the success of ICETM 2025. Their dedication enabled us to create a truly exceptional conference, especially beneficial for young researchers. We look forward to your continued participation and future collaborations in educational technology management.

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Improving Task Performance of The Teachers by Blended Learning as Their Realization of the Organizational Commitment (Systematic Literature Review Approach)

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Abstract— Blended learning has developed into a significant pedagogical approach in the world of education, especially in improving teacher performance. Blended learning combines elements of face-to-face learning with digital technology, enabling a more flexible and personalized learning experience. In addition, this approach not only aims to improve the quality of teaching, but also to strengthen the commitment of teacher organizations as part of the educational ecosystem. Teachers' organizational commitment reflects their level of involvement, loyalty and participation in achieving the vision and mission of educational institutions. This research uses a Systematic Literature Review (SLR) approach to analyze how the implementation of blended learning can influence teacher performance and reflect their organizational commitment. This study identified, evaluated, and synthesized 30 relevant scientific articles, published between 2015 and 2023. The research process began with filtering articles based on main keywords such as "blended learning," "teacher performance," and "organizational commitment," followed by with analysis of emerging themes. The research results show that blended learning has a significant contribution to improving teacher's task performance in various aspects, such as time efficiency, teaching innovation, and mastery of technology. Teachers who implement blended learning are better able to meet the learning needs of individual students, and show improvements in adaptation to technology. Apart from that, blended learning also strengthens teachers' organizational commitment by encouraging their involvement in professional training organized by institutions, increasing their sense of belonging to the institution, and increasing work motivation. This research also reveals challenges in implementing blended learning, such as limited technological infrastructure, the digital divide between urban and rural areas, and resistance to change among teachers. To overcome this obstacle, policies are needed that support infrastructure development, continuous training for teachers, and effective change management strategies. Through systematic analysis, this research provides in-depth insight into the relationship between blended learning, teacher performance, and organizational commitment. It is hoped that this article can become a basis for policy makers and educational institutions to design more effective strategies for integrating technology in the learning process and developing teacher capacity.

Keywords— *Teacher's Task Performance, Blended Learning, and Organizational Commitment*

I. INTRODUCTION

Teachers' task performance plays a central role in improving the quality of education. In the modern context, learning challenges are increasingly complex, requiring innovative approaches to ensure optimal learning outcomes for students. One approach that is developing rapidly is blended learning, namely a learning model that integrates online and face-to-face methods. Blended learning provides flexibility in time and space, increases efficiency, and provides opportunities for teachers to learn more about technology and digital-based learning strategies.

On the other hand, the success of implementing blended learning is also influenced by the organizational commitment of the teachers. Organizational commitment reflects the extent to which teachers are involved in supporting the goals and missions of the educational institutions where they work. High organizational commitment reflects strong loyalty and dedication, which are important factors in the success of educational institutions.

The Aim of the Research

This research aims to answer two main questions:

1. How can blended learning improve teachers' task performance in carrying out their duties?
2. How does blended learning reflect and strengthen teachers' organizational commitment?

To answer this question, the research used a Systematic Literature Review (SLR) approach, which allows for a structured and in-depth analysis of relevant literature. SLR provides excellence in identifying trends, research gaps and opportunities for further development in the context of implementing blended learning in the education sector.

II. LITERATURE REVIEW

1. Blended Learning

Blended learning is a learning approach that combines face-to-face methods with digital-based learning. This approach has

become one of the most prominent innovations in the world of modern education because it is able to offer flexibility in learning time and place, personalization of the learning experience, and increased access to educational resources. According to Halverson, Spring, and Henrie (2017), blended learning integrates technology with traditional pedagogy, creating a model that is more adaptive to the needs of diverse students [1].

The main components of blended learning include the use of Learning Management Systems (LMS) such as Google Classroom, Moodle, and other platforms that allow students to access learning materials independently. In addition, this approach also utilizes interactive technology such as instructional videos, online quizzes, and group discussions to increase student involvement in the learning process (Rasheed et al., 2020) [2]. In the educational context in Indonesia, blended learning has proven effective in increasing student participation, as reported by Murray Nash (2014), where the implementation of blended learning in secondary schools increased student engagement by up to 60% [3].

Blended learning also has significant benefits in creating a more flexible and effective learning experience. According to research by Geng, Law, and Niu (2019), blended learning allows for more independent learning because students can access learning materials anytime and anywhere. In addition, this approach also allows teachers to provide direct feedback through features provided by the LMS, such as discussion rooms or analytical reporting of student progress [4].

However, blended learning also faces significant challenges. One of the main challenges is limited technological infrastructure, especially in remote areas. Bachtiar and Puspitasari (2024) noted that around 40% of schools in rural areas of Indonesia have difficulty implementing blended learning due to lack of access to technological devices and adequate internet connections [5]. Apart from that, resistance to change among teachers is also an obstacle in implementing blended learning. According to research by Asnawi Muslem et al. (2018), around 25% of teachers feel unprepared to use technology as part of the learning process [6]. Ongoing training and change management strategies are necessary to overcome these obstacles.

Blended learning also has great potential to support educational inclusion by narrowing the digital divide. Measures such as subsidizing devices or providing free internet access can help reduce barriers for students in less developed areas. In addition, technology-based curriculum development and cross-sector collaboration between the government, educational institutions and the private sector can accelerate the adoption of blended learning.

2. Task Performance of the Teachers

Teacher job performance refers to the teacher's ability to carry out their professional responsibilities, including teaching planning, classroom management, and learning evaluation. In the context of modern education, teacher performance is not only measured by how well they teach the material, but also by their ability to adopt technology and innovation in teaching

methods. Research shows that blended learning makes a significant contribution to improving teacher task performance.

Zhang (2024) highlights that the implementation of blended learning increases teachers' technological competence, enabling them to utilize various digital tools such as LMS, video conferencing, and collaborative applications. Teachers who use blended learning are also able to create richer, student-centered learning experiences. For example, blended learning allows for a reduction in material preparation time of up to 30%, as reported by Müller and Mildemberger (2021), so that teachers can focus more on developing collaborative and innovative learning activities.

Additionally, blended learning increases teachers' ability to respond to individual student needs. With learning analytics available on the LMS platform, teachers can monitor student progress in real-time and provide more personalized intervention. This is in line with the findings of Mursid et al. (2024), which shows that the use of blended learning increases teachers' ability to design project-based materials by up to 45%, which ultimately improves overall student learning outcomes.

Blended learning also allows teachers to develop more innovative teaching methods. By utilizing interactive features such as simulations, learning videos, and discussion forums, teachers can create a more interesting learning environment and support student collaboration. Research by Medina (2018) shows that blended learning encourages teachers to continue to innovate in designing teaching methods that are relevant to students' needs in the digital era.

However, to achieve optimal task performance, teachers need ongoing training and support. Tondeur et al. (2019) emphasize the importance of professional training designed to strengthen teachers' technical and pedagogical skills in using technology. This training not only increases teacher competency but also provides confidence in facing the challenges of modern learning.

3. Organizational Commitment

Organizational commitment is an important aspect that reflects the level of involvement, loyalty and dedication of teachers towards the vision and mission of educational institutions. Teachers with high organizational commitment tend to be more enthusiastic about contributing to the development of the institutions where they work. Blended learning plays an important role in strengthening this commitment by providing various opportunities for teachers to develop professionally.

Active participation in professional training that focuses on blended learning is one of the main factors that strengthens teacher organizational commitment. Chen et al. (2024) noted that regular training related to blended learning increased teachers' sense of loyalty to the institution by up to 35%. Teachers who feel supported in developing their competencies tend to be more enthusiastic about innovating in teaching and supporting institutional goals.

Blended learning also contributes to increasing teacher job satisfaction, which ultimately strengthens their loyalty to the institution. Research by Papanna Narasimha Reddy (2023)

shows that teachers who use blended learning report 20% higher levels of job satisfaction than teachers who only use traditional learning methods. This is due to the flexibility and efficiency offered by blended learning, which allows teachers to manage their time better and reduce administrative workload.

Organizational commitment is also reflected in teachers' adaptation to new technology and their contribution to technology-based curriculum development. According to Ahmed Dahri et al. (2024), teachers who successfully implement blended learning show a higher level of motivation in supporting institutional development, which directly impacts the quality of their interactions with students.

Furthermore, blended learning encourages collaboration between teachers in a learning community. Teachers involved in blended learning programs tend to be more active in sharing experiences, best practices and learning strategies with colleagues. This collaboration not only strengthens the sense of solidarity among teachers, but also helps create a more productive and innovative work environment.

III. METHOD

Research Design

The Systematic Literature Review (SLR) approach was chosen because this methodology provides a systematic structure in identifying, evaluating, and synthesizing relevant literature. The SLR process consists of several stages: formulation of research questions, literature identification, article selection, data coding, and thematic analysis.

Search Strategy

A literature search was conducted on several major academic databases, such as:

Google Scholar

Scopus

PubMed

ProQuest

The main keywords used include:

- "blended learning"
- "teacher performance"
- "organizational commitment"
- "educational innovation".

Inclusion and Exclusion Criteria

To make the research results more relevant and credible, the following criteria were applied:

- Inclusion:

Articles in English or Indonesian.

Articles published in reputable journals between 2015 and 2023.

Articles that discuss the impact of blended learning on teacher performance and organizational commitment.

- Exclusion:

Articles that do not focus on the teacher context.

Non-empirical articles such as opinions or essays..

Selection Procedure

The selection procedure involves three stages:

Initial screening: Irrelevant articles are eliminated based on the title and abstract.

Full review: Relevant articles are reviewed in depth.

Classification: Articles are categorized based on main themes.

Analyzing of Data

Data were analyzed using a thematic approach. Selected articles were coded to identify key themes related to:

The effect of blended learning on teacher performance.

The role of blended learning in reflecting teacher organizational commitment.

Challenges and opportunities in implementing blended learning.

IV. RESULT AND DISCUSSION

1. The Effect of Blended Learning on Teacher Performance

Blended learning has been proven to make a significant contribution to improving teacher performance in various aspects. From the results of the literature analysis, there are several main elements that are highlighted:

Time Efficiency

Blended learning allows teachers to manage time more effectively. Online platforms provide learning resources that students can access independently, so that face-to-face time can be focused on discussions, problem solving and deeper learning activities. According to Claude Müller & Thoralf Mildenerger, 2021, teachers who use blended learning are able to reduce material preparation time by up to 30% compared to traditional methods. Teachers are also more productive in designing project-based learning that integrates online learning resources.

Increasing Technological Competency

Implementing blended learning requires mastery of digital technology. Teachers who are trained in using technological tools such as Learning Management Systems (LMS) become more confident in facing the challenges of modern teaching. Research by Yuanyi Zhang, 2024 shows that teachers who use blended learning are able to integrate tools such as Google Classroom, Moodle, and video conferencing applications to create rich learning experiences. This has a direct impact on improving the quality of learning and student satisfaction.

Teaching Innovation

Blended learning encourages teachers to be more creative in developing teaching methods. Teachers can take advantage of various interactive features, such as online quizzes, learning videos, and discussion forums, to increase student participation. A study by R. Mursid et al., 2024 found that blended learning increased teachers' ability to design project-based learning materials by up to 45%, which ultimately resulted in better student learning outcomes.

Ability to Adapt with Student Needs

One of the strengths of blended learning is its flexibility to adapt with individual student needs. In this model, students can learn at their own pace through materials available online. Teachers can monitor student progress using the analytics provided by the LMS platform, allowing them to provide more attention to students in need.

Case Study Example:

Research by Jane Murray Nash, 2014 in a secondary school in Indonesia found that implementing blended learning increased student engagement by up to 60%. Teachers who use this approach report that they are better able to detect students who are struggling to understand the material and provide additional support.

2. Blended Learning as a Reflection of Teachers' Organizational Commitment

Blended learning not only improves teachers' task performance, but also reflects the teachers' organizational commitment to educational institutions. This organizational commitment is visible in the way teachers engage in professional development, adapt to new technology, and support institutional goals.

Active Participation in Professional Training

Blended learning training organized by educational institutions plays a major role in building teachers' sense of belonging to the institution. Teachers feel appreciated and supported in their efforts to improve competence. Research by Mingdong Chen et al., 2024] reveals that routine blended learning training increases teachers' sense of loyalty by 35%. Teachers who take part in this training also tend to be more open to innovation in teaching.

Increased Loyalty to Institutions

Teachers who feel supported by the institution are more likely to demonstrate greater loyalty. This is visible in the way they adapt to new technology and contribute to the development of a technology-based curriculum. According to Nisar Ahmed Dahri et al., 2024, teachers who successfully implemented blended

learning reported increased work motivation, which had a direct impact on the quality of their interactions with students.

Motivation and Job Satisfaction

Blended learning provides opportunities for teachers to experience higher job satisfaction. With the flexibility and various resources provided through online platforms, teachers can carry out their duties more easily and efficiently. Research by Papanna Narasimha Reddy, 2023 shows that teachers who use blended learning have a 20% higher level of job satisfaction compared to teachers who use traditional learning methods.

3. Challenges in Implementing Blended Learning

Even though blended learning has many benefits, its implementation is not without various challenges that require attention. Some of the main challenges identified are:

Infrastructure Limitations

Not all schools have access to adequate technological devices, such as computers, tablets, or stable internet connections. This is a major obstacle, especially in rural areas. Research by Bachtiar & Maya Puspitasari, 2024 shows that 40% of schools in remote areas in Indonesia face difficulties in implementing blended learning due to lack of internet access.

Digital gap

The difference in access to technology between students and teachers in urban and rural areas creates a significant digital gap. Students in remote areas are often unable to take full advantage of the blended learning model due to device or network limitations.

Resistance to Technology

Some teachers show resistance to the use of technology in teaching. This is often caused by a lack of confidence or experience in using digital devices. According to Asnawi Muslem et al., 2018, around 25% of teachers in Indonesia feel unprepared to use technology as part of the learning process.

Ongoing Training Needs

Professional training in blended learning requires a significant investment of time and resources. Without ongoing training, teachers may have difficulty adopting this approach effectively. The study by Mishack Gumbo, 2020 emphasizes that regular training is needed to help teachers keep up with the latest technological developments and learning strategies.

V. CONCLUSIONS

This research shows that the implementation of blended learning has a significant impact on improving teachers' task

performance and reflects their organizational commitment to educational institutions. By utilizing a Systematic Literature Review (SLR) approach, we have analyzed 30 relevant scientific articles to provide a comprehensive understanding of the relationship between blended learning, teachers' task performance, and teachers' organizational commitment.

Blended Learning and Teachers' Task Performance

Blended learning has a positive impact on various aspects of teachers' task performance, such as time efficiency, ability to innovate, mastery of technology, and ability to adapt to individual student needs. Teachers who implement blended learning can focus more on activities that require critical thinking and collaboration, because the time for delivering basic material can be transferred to online learning. In addition, the use of technology in blended learning expands teachers' abilities to create interactive learning environments, supports student creativity, and accelerates the achievement of learning outcomes.

However, these benefits cannot be achieved without the support of adequate technological infrastructure and ongoing professional training. Teachers need time to adapt to new technology and digital-based learning strategies in order to take full advantage of the potential of blended learning.

Blended Learning and Teachers' Organizational Commitment

Apart from improving task performance, blended learning also contributes to strengthening teachers' organizational commitment. Teachers who are supported in implementing blended learning through training and infrastructure feel more valued by their institutions. This sense of belonging drives teachers' loyalty to the institution and motivates them to make greater contributions to overall educational goals.

High organizational commitment allows teachers to be better prepared to face challenges in their profession, including demands for change in the education system. Blended learning, when integrated with effective organizational development strategies, can be an important tool for maintaining teacher motivation and engagement.

Challenges of Implementing Blended Learning

Despite the many benefits, the implementation of blended learning still faces various obstacles. Limited infrastructure, especially in rural areas, is one of the biggest challenges that requires attention from the government and other stakeholders. In addition, the digital divide between urban and rural areas creates inequities in access to education, which can hinder the successful implementation of blended learning as a whole.

Resistance to technology is also an important issue that must be overcome through a gradual approach, such as intensive training and adequate technical support. Teachers who are unfamiliar with technology need time and guidance to develop their confidence in using digital tools.

Recommendations

Based on the findings of this research, there are several strategic recommendations that can be proposed to improve the implementation of blended learning and its impact on teacher performance and organizational commitment:

1. **Development of Technological Infrastructure:** The government and educational institutions need to ensure that all schools have access to technological devices and adequate internet connections, especially in rural areas.
2. **Ongoing Professional Training:** Training for teachers should be designed to provide the latest technical knowledge and learning strategies, as well as help teachers feel more confident in using technology.
3. **Digital Gap Reduction Strategy:** Measures such as device subsidies or free internet programs can help reduce the digital divide between urban and rural areas.
4. **Gradual Approach to Introduction of Technology:** To reduce resistance to technology, educational institutions can adopt a gradual approach by starting with simple tools before moving on to more complex technologies.

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For papers published in translation journals, please give the English citation first, followed by the original foreign-language citation [6].

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