Blended Learning in Economics Education Beyond Emergency Remote Teaching

A Systematic Literature Review of Post-Pandemic Studies (2021–2025)

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Research Background

Blended learning is now the norm, so the question is how deliberately it is designed.

Emergency Remote Teaching

- Unplanned response to a crisis
- Existing courses moved online without redesign

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Deliberately Designed Blended Learning

- Intentional instructional design
- Online and face-to-face activities complement each other
- Design priorities include flexibility, interaction, and the affective climate

Why economics?

Economics combines abstract concepts (elasticities, market equilibrium, national accounts) with demanding quantitative practice. How instructors divide contact time between physical and virtual settings shapes learning.

Blended and hybrid arrangements have become the default in many university systems (Rubtsova et al., 2023; Sum & Oancea, 2022).

Research Gap and Novelty

Existing evidence is fragmented and rarely separates designed blends from crisis teaching.

01 Evidence on the effectiveness of blended learning remains fragmented.

02 Studies often conflate blended learning with emergency remote teaching.

03 Few post-pandemic reviews focus specifically on economics education.

04 Economics programmes in Indonesia still need locally relevant evidence.

OUR CONTRIBUTION

A discipline-specific, post-pandemic synthesis

- Economics education, 2021–2025
- Designed blends versus emergency teaching
- Performance and satisfaction considered together
- Implications for Indonesian higher education

Research Objectives and Questions

Four questions guide the review, from definitions to implications for Indonesia.

RQ1

Definition and Operationalisation

How is blended learning defined and operationalised in economics education studies published between 2021 and 2025?

RQ2

Student Performance

What are the reported effects of blended learning on student performance compared with face-to-face and fully online instruction?

RQ3

Satisfaction and Engagement

How do effects on performance compare with effects on satisfaction and engagement, and what moderators explain the variation?

RQ4

Indonesian Higher Education

What implications can be drawn for economics programmes in Indonesian higher education?

Research Methodology

A systematic literature review following PRISMA 2020 across four major databases.

Databases

Scopus | Web of Science | ERIC | Google Scholar

Period	2021–2025
Focus	Economics, accounting, and business education
Study design	Experimental, quasi-experimental, survey, and qualitative empirical studies
Analysis	Thematic synthesis and narrative synthesis

PRISMA 2020

Systematic Literature Review

- The authors specified eligibility criteria before the search.
- They planned quantitative pooling only if at least ten studies reported outcomes convertible to a common effect size.

Eligibility Criteria

Explicit criteria separate designed blended learning from emergency remote teaching.

Aspect	Inclusion Criteria	Exclusion Criteria
Population	University students enrolled in economics, accounting, or business courses	Primary or secondary students, or disciplines unrelated to economics
Intervention	Blended, hybrid, or flipped instruction with an explicit design	Unplanned emergency remote teaching or online-only instruction without a blend
Outcomes	At least one empirical outcome for performance, satisfaction, or engagement	Conceptual or opinion papers, or studies with no outcome data
Publication	Peer-reviewed journal articles or proceedings in English or Indonesian, 2021–2025	Editorials, book reviews, or non-indexed grey literature
Study design	Experimental, quasi-experimental, survey, or qualitative empirical studies	Simulations without human participants

Source: Table 1 of the article. The authors formulated the criteria based on PRISMA 2020.

PRISMA Study Selection Process

A transparent six-stage selection process, from identification to synthesis.

01 Identification

Records identified from Scopus, Web of Science, ERIC, and Google Scholar [n]

02 Screening

Duplicates removed [n]. Titles and abstracts screened [n].

03 Eligibility

Full-text articles assessed for eligibility [n].

04 Inclusion

Studies included in the synthesis [k].

05 Quality Appraisal

Methodological quality assessed with a standard critical appraisal checklist.

06 Synthesis

Thematic and narrative synthesis of definitions, effects, and moderators.

EXCLUDED [n]

Irrelevant discipline, non-tertiary level, non-empirical study, or wrong publication type.

EXCLUDED [n]

No explicit blend design, emergency remote teaching only, no outcome data, or duplicate publication.

[n] and [k] mark record counts that the source article does not report and that remain to be completed.

Results: Blended Learning Design

Flipped and hybrid designs combine online and face-to-face components in complementary ways.

Flipped Classroom

Students study expository content online and use contact time for problem solving.

ONLINE
Expository content

FACE-TO-FACE
Problem solving

Hybrid Learning

Courses combine synchronous and asynchronous work with digital supplements, or redistribute contact time across modalities.

ONLINE
Asynchronous work and digital supplements

FACE-TO-FACE
Synchronous contact time

- The flipped classroom is the most common design, followed by hybrid designs with explicit synchronous and asynchronous components.
- Definitions rarely follow a shared framework. Dedicated instructional support contributes to engagement.

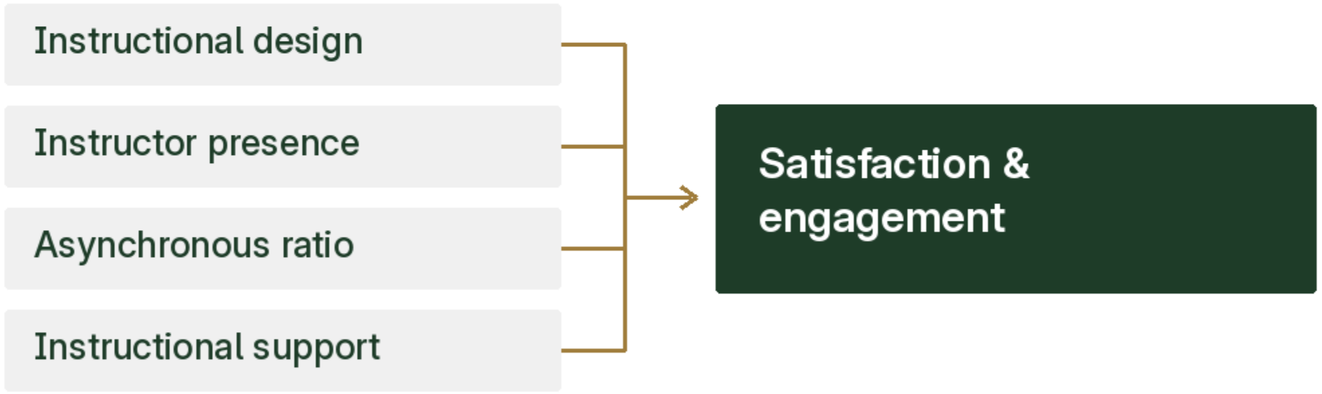
Results: Performance, Satisfaction, and Engagement

Performance effects are modest and uneven. Satisfaction and engagement hinge on design choices.

Learning performance

- Studies report mixed results.
- Effects on learning outcomes are modest and heterogeneous.
- Benefits differ across student groups.
- Performance depends on whether students use the online component.

Satisfaction and engagement



Delivery mode alone plays a smaller role.

Discussion and Implications

Three implications for economics programmes in Indonesian higher education.

01

Design over delivery mode

Focus on how online and face-to-face activities fit together when designing economics courses.

02

Designed blends are not ERT

Frameworks developed for emergency conditions do not transfer directly to deliberately designed blended learning.

03

Local evidence for Indonesia

Few studies cover Southeast Asia. Local quasi-experiments should use standardised instruments and report effect sizes.

Conclusion and Recommendations

A concise synthesis of what the evidence says and where research should go next.

Effectiveness depends on how learning is designed and integrated, not only on the technology used.

Conclusions

- Flipped and hybrid designs dominate. Effects on performance are modest and uneven.
- Satisfaction and engagement depend more on instructional design than on delivery mode.

Recommendations

- Conduct well-designed quasi-experiments in Indonesian economics programmes.
- Use standardised measures of performance and satisfaction.
- Report design parameters explicitly so that future reviews can pool evidence.

Thank You

Questions & Discussion

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