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Linguistic Landscape to Improve Quality of Language Learning and its Relationship with Blended Learning, Learning Motivation and Teacher Competence

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Abstract
The world of education must continuously adapt to technological developments to increase learning quality, notably in the use of information and communication technologies in the learning process. In today's world, where everything is becoming increasingly interconnected and globalized, speaking more than one language is an increasingly important talent. It has been suggested that the Linguistic Landscape (LL) method is a valuable instrument for teaching and learning languages. A country's linguistic landscape refers to the visibly apparent languages in public locations, such as signs, advertisements, billboards, and posters. It is a reflection of the linguistic diversity and multilingualism of a community. In recent years, the linguistic landscape has received considerable attention in the field of language education since it has been acknowledged as a rich resource for language learning. This work investigates the influence of the linguistic landscape on language learning and its link with blended learning, learning motivation, and teacher competency. This article intends to study the impact of LL on language acquisition and its link with blended learning, student motivation, and teacher competence. This study intends to investigate how blended learning, learning motivation, and lecturer competency contributes to enhanced learning quality in an Islamic institution, as well as the role of landscape linguistics in improving the interaction between factors. In this 176-participant study, the Confirmatory Factor Analysis (CFA) technique was used, and the Structural Equation Model (SEM) in SmartPLS was used to evaluate the data. The study's findings indicate that all independent and moderating factors impact learning quality. The study suggests that college administrators or instructors enhance the linguistic sign as educational material. The researcher suggests regularly changing the text on the sign to increase the frequency with which pupils are exposed to the target language. Additional research will assess the new LL by incorporating a variable absent from the current investigation.

Keywords: Blended learning method, learning motivation, lecturer competence, landscape linguistic, learning quality

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Introduction

Landscape linguistics (LL) is a sociolinguistic study that emerged due to the development of language and social activities in society. Landscape linguistics is the investigation of language in the public sphere. The majority of these investigations were conducted in cities or urban areas. Studies of linguistic landscapes examine the presence, representation, meaning, and interpretation of languages in public spaces. In addition to being said and heard, the language can be represented or displayed in public spaces (Backhaus, 2006; Zahra, Setia, & Zein, 2021).

The linguistic boundary is the language used for street signs, billboards, street names, place names, commercial store signs, and general signage on government buildings inside a particular territory, region, or urban area. They accomplish this by setting limitations on the use of language, particularly written language (Landry & Bourhis, 1997; Widiyanto, Emzir, & Muliastuti, 2021). The language landscape of the educational environment is an equally important component that should be investigated in academic investigations conducted following existing laws. It can serve as an educational resource for students. Consequently, the educational environment landscape is a subject that may be investigated academically to aid the educational process (Widiyanto et al., 2021).

Multilingualism and bilingualism in LL directly affect the language diversity there. It is a phenomenon that often occurs over the globe. Individuals and society are profoundly impacted by the diversity and vibrancy of languages (Firdausiyah, 2019; Gorter, 2007). Language is crucial for recognizing the identity and culture of nations, organizations, and communities, as well as the proximity of cultures and the transforming influence of new global symbols on the traditional. In this circumstance, the language landscape has been as significant for the countries as the worldwide influence of globalization, the diversity of cultures, and the hierarchical relationship between them (Gade, 2003).

In several locations, including Calgary, Canada, Oaxaca, Mexico, Seoul, South Korea, and Taipei, Taiwan, linguistic landscape, often known as LL, has been deployed as an English-learning technique. Since LL serves both an informative and symbolic function, this is the case. When adopting LL as a resource, it is possible to study both descriptive and prescriptive English use. In addition, the relationship between power and language and other relevant subjects can be "read" from LL. Unfortunately, the word LL is rarely used in the context of English language instruction in Indonesia (da Silva, 2018).

During the Covid-19 pandemic, pupils are needed to know phrases from new literacy texts that are occasionally offensive or deceptive on social media. This has a significant impact on their communication and interactions with others. Its straightforward language is even safeguarded by social media content that imitates it. One of the essential functions of language is to establish, initiate, and strengthen collaboration between individuals, whereas the essential function of language is to develop reason (Rahardi, 2021). To create a good LL for enhancing the quality of learning, a technique requires an active role from all parties, especially lecturers, students, and other stakeholders in education.

Learning quality is the quality that results from the process of learning. Learning is seen as high quality when its consequences correspond to the expected outcomes. Input and learning must be in sync to achieve the required level of learning quality (Innayah, 2020). The systemic and synergistic relationships between teachers, students, the learning atmosphere, and learning media provide optimal learning processes and outcomes following curriculum objectives (Haryati & Rochman, 2012). Internal and external influences might impact the quality of learning (originating from oneself). Internal traits, such as motivation to learn, are one of the aspects that may influence academic success.

In contrast, the learning environment and the competence of the teaching personnel or lecturers are external factors. Competence is knowledge, behavior, and skills that instructors must demonstrate to achieve learning and education goals. Competence is obtained through education, training, and independent study with learning aids (Musfah, 2011; Takrim & Mikkael, 2020).

Lecturers seek new approaches to achieving learning objectives dictated by online media trends and the prevalence of online learning during a pandemic. The public is already familiar with online media, particularly social media, but this does not guarantee its successful deployment. Implementation of learning frequently faces obstacles. It inspires instructors to continue developing new learning choices. Online education plays a significant and beneficial role in global education and learning services (Abroto, Maemonah, & Ayu, 2021; Kutsiyyah, 2021). However, this is impossible in Indonesia due to insufficient facilities and resources for online education (Rahmi, 2021). Blended learning, often described as a strategy that mixes face-to-face and online learning, is therefore required. A mixed-learning paradigm combines traditional (face-to-face) and online (e-learning) learning modalities (Diana, Wirawati, & Rosalia, 2020).

Using blended learning variables, student motivation, and lecturers' competence, the researcher will investigate the role of LL in enhancing the quality of learning in Islamic tertiary institutions with the

following objectives: (1) analyzing the effect of blended learning methods on learning quality; (2) analyzing the effect of student motivation on the quality of learning; and (3) analyzing the influence of lecturer competence on the quality of learning.

Literature Review and Hypothesis Development

Linguistic Landscape

LL is the examination of the visibility of written languages in public signage. LL is an abbreviation for "linguistic landscape." Landry and Bourhis (1997). According to this concept, the language used on public road signs, advertising billboards, street names, place names, commercial store signs, and public signs on government buildings comprise the linguistic landscape of a given territory, region, or urban group. Multilingualism and bilingualism affect the linguistic diversity present in LL. It is a phenomenon that frequently occurs on Earth. The variety of languages and the vitality of diverse languages significantly affect people and cultures (Gorter, 2007). LL has two functions: one is educational, and the other is symbolic. This phrase's informative purpose indicates the geographical limits of a linguistic group. It demonstrates that certain languages are required for communication and/or the selling of goods. In contrast, the symbolic function refers to the status and importance of the languages (Landry & Bourhis, 1997). In addition, the study of LL can influence various perspectives and viewpoints on linguistic knowledge, including language attitude, awareness, policy, etc.

According to Gorter (2007), the purpose of the LL study is to assess the easily available textual information on linguistic signs in public settings. The growth of multilingualism, the diffusion of the English language, the discrepancies between top-down and bottom-up signs, and the influence of language policy are just a few of the numerous LL research subjects that scholars have explored. In the same way that LL functions as a GPS to direct visitors to a particular location, it can also direct visitors, foreigners, and researchers to a better understanding of the languages, cultures, and hierarchical relationships that influence commerce, tourism, investment, education, and public opinion. Although LL has various functions, one of which is to attract and retain visitors, it also plays a crucial role in encouraging a deeper comprehension of languages (Alfaifi, 2015). Under the influence of globalization, LL has become an extremely pertinent topic of conversation among nations.

According to Gade (2003), language is vital for identifying a nation's or group's identity and culture and the degree to which the cultures are related and the languages evolve. Literacy learning (LL) is essential in the classroom because it teaches pupils about languages, multilingualism, language awareness, and functional literacy. LL can be used as a pedagogical tool or for language acquisition, and it has the potential to be of great use to both instructors and students (Gorter, 2018). In addition, the education sector requires the study of LL to comprehend the relationships between the mother tongue, the official language, and the foreign language.

The relationship between the blended learning method and learning quality

Thorne (2003), cited in Maryam (2018), defines blended learning as "a chance to combine the inventive and technological breakthroughs afforded by online learning with the engagement and participation offered by the finest of conventional learning." In contrast, Garrison and Vaughan (2008) define blended learning as "a design approach in which the presence of the other improves both face-to-face and online learning." Blended learning can handle more rapid technological advances in the twenty-first century without abandoning face-to-face instruction. It can organize learning, deliver learning, and instruct quality (Haka, Anggita, Anggoro, & Hamid, 2020; Maryam, 2018). According to the findings of Setyoko (2018), there is a significant increase in learning outcomes between the pre-test and post-test using the Blended Learning paradigm using Google Classroom material. Blended Learning effectively overcame face-to-face learning's learning limitations. The face-to-face appearance of lecturers is not always optimal, and the learning method adheres to standard learning concepts.

Blended learning can eliminate traditional hurdles that cannot accommodate diverse student characteristics. Blended learning can also provide a flexible period, enabling students to be more independent and develop their learning skills quickly. Blended learning is highly effective in higher education since it promotes innovation in the learning process (Diana et al., 2020; Widiyani, Amilia, & Susetyo, 2021). With blended learning, students can decide how and when to study. Changes can increase student interaction and enhance their educational experience. Through the learning component, they can also give students more to think about, which can help them respond better (Rahmi, 2021), improve student understanding (Akhmadi, 2021; Hidayat, Junaidi, & Yakob, 2020), increase digital literacy (Masitoh, 2018), increase student motivation and learning outcomes (Abroto et al., 2021; Ardianti, Sulisworo, & Pramudya, 2019; Arlena, Effendi, & Sofya, 2018; Syarif, 2012; Wahyuningtyas & Sulasmono, 2020; Wahyunita & Subroto, 2021). Therefore, based on the preceding explanation, the following hypothesis is proposed:

H_1: *The blended learning method has a positive and significant effect on the quality of learning*

The relationship between motivation and learning quality

Winkel and Hastuti (2013) and Sardiman (2007) define learning motivation as the key driver in students that provides consistent learning activities that offer orientation for learning activities so that the learning subject's intended goals can be attained. Three demands drive motivation: the need for accomplishment, the desire for affiliation, and the desire for power (Mufidah, Sukartini, & Hidayati, 2019). Motivation shows all symptoms connected with inducing activity toward a certain objective where none existed. It may be primary or internal, intense or external, or a reward. As a class issue, motivation is the generation, maintenance, and regulation of interests (Hamalik, 2014; Tresnawati, 2019). Motivated students can exert effort and engage in activities that result in beneficial consequences—the more explicit the motive, the greater the significance of the learning. People will be driven to learn if the value of the information communicated satisfies their specific needs and if there is a positive expectation of success (Suryani, Seto, & Bantas, 2020).

A variety of signs or supportive factors often accompany this learning motivation. These characteristics include the will to succeed, encouragement and need for learning, dreams and aspirations for the future, appreciation for learning, and a learning-friendly environment (Takrim & Mikkael, 2020). Students who are extremely motivated, diligent, and interested in English lectures might improve their results (Takrim & Mikkael, 2020) and accelerate academic progress (Amir, 2019; Irfan, 2018), and one of the psychological elements influencing student learning outcomes is motivation (Suryani et al., 2020). The following analysis intends to examine the following:

H_2: *Motivation has a positive and significant effect on the quality of learning*

The relationship between lecturers' competence and learning quality

According to Mulyasa (2012) in Innayah (2020), the competence of lecturers is a combination of the teaching profession's personal, scientific, technological, social, and spiritual standard capabilities, such as material mastery of student comprehension, academic growth, personal development, and professionalism. A person is deemed competent in his field if his knowledge, abilities, and attitudes, as well as the results of his work, conform to the organization's defined and recognized standards (measures) (Takrim & Mikkael, 2020).

A lecturer's competency is a compilation of specific competencies demonstrated in both quality and quantity throughout a performance. Article 69, paragraph 2 of Law No. 14 of 2005 mandates that lecturers possess educational, personality, social, and professional competence (Wahyudi & Ratna Sari, 2019). Lecturer competency has a beneficial impact on academic accomplishment (Hakim, 2015; Mediawati, 2010; Muzenda, 2013; Wahyudi & Ratna Sari, 2019), student achievement (Takrim & Mikkael, 2020), student satisfaction (Long, Ibrahim, & Kowang, 2014), and learning quality (Innayah, 2020; Wahyudi & Ratna Sari, 2019). Based on the description, the following hypothesis is proposed:

H3: *The ability of the instructor has a favorable and substantial effect on the quality of learning*

The relationship between Linguistic Landscape on quality learning and its moderation

According to Backhaus (2006) in Zahara and Wijana (2022), the linguistic landscape describes the language choice of public signs in urban areas; it portrays signage that resembles natural scenery. Notably, the "Linguistic landscape" has evolved into a zone of collaboration among a greater range of disciplines, including sociolinguistics. Linguistic landscapes suggest that landscape indicators are definitive messages that may be read, photographed, and deconstructed linguistically and culturally (Cenoz & Gorter, 2006; Sahril, Harahap, & Hermanto, 2019). Linguistic landscape studies have mapped and investigated the global distribution of languages. Some researchers have begun to address the educational applications of linguistic landscapes and linguistic landscape research (Chesnut, Lee, & Schulte, 2013; Rowland, 2013; Thornbury, 2012). Thornbury (2012) highlights the idea of adding linguistic landscapes into a language-learning curriculum for a large audience in his popular blog. He proposes forcing English language learners to do a rudimentary analysis of the languages spoken in the local linguistic environment, arguing that this is "not beyond the reach of English language learners" (Chesnut et al., 2013).

In interdisciplinary learning, LL can be used as a single legitimate teaching resource to teach English and other topics, such as economic, social, and political concerns. Students can grasp the English language and reading skills, including the literal and figurative meanings of public signs. Students can learn that various readers may interpret the same sign differently based on their cultural, social, and linguistic backgrounds (da Silva, 2018). LL is essential for teaching about languages, multilingualism, language awareness, and practical literacy in an educational setting. According to Gorter (2018), research in LL can serve as a pedagogical instrument for language acquisition and help teachers and students. LL study in education is also useful for comprehending the connections between the mother tongue, the official language, and the foreign language (Firdausiyah, 2019).

Sayer (2010) says that the linguistic landscape is necessary for analyzing how people use language in unique ways in various contexts. It can also serve as a framework for classroom-based projects involving students researching and discussing how language is used in social and cultural contexts. LL provides a

strategy for utilizing the linguistic landscape as a teaching resource in the English classroom, depicting students as language detectives investigating the social meanings of 'environmental English.' Based on the description, the following hypothesis is proposed:

H_4: *Linguistic landscape has a positive and significant effect on learning quality*
H_5: *Linguistic landscape can moderate the relationship between the blended learning model and learning quality.*
H_6: *Linguistic landscape can moderate the relationship between learning motivation and learning quality.*
H_7: *Linguistic landscape can moderate the relationship between lecturer competence and learning quality.*

The relationship between blended learning method, motivation, lecturers' competence and learning quality.

Higher education serves a crucial purpose as a formal educational institution entrusted with preparing students for the national education system. Inputs, procedures, and outputs are developed to demonstrate that the quality of education in tertiary institutions is exceptional and inconsistent. In higher education, lecturers, students, and blended learning comprise the input of human resources, while the result is enhanced learning quality (Wahyudi & Ratna Sari, 2019). Learning quality is the extent to which learning objectives are attained due to the interaction between lecturers and students, the subject being taught, the learning media employed, and the learning methods implemented during the learning process (Innayah, 2020). Student achievement depends on the quality of instruction. The quality depends on how the information is presented, how lecturers encourage students, how they use reinforcement, how they allow students to interact and feel included in the teaching and learning process, and how they communicate students' progress (Prahara, Wahyono, & Utomo, 2017).

According to the findings of Innayah's (2020) study, the quality of learning is affected by learning media, learning motivation, and lecturer skill. Takrim and Mikkael (2020) found that lecturer competency, motivation, and learning environment significantly influenced English course student achievement. While the study's findings (Wahyudi & Ratna Sari, 2019) indicate that emotional intelligence, learning facilities, and lecturer competency significantly impact students' evaluations of their academic progress, this is not the case. Therefore, the researcher presents the following study hypothesis:

H8: *The blended learning method, motivation, and lecturers' competence have a positive and significant effect on the quality of learning*

The model's theoretical premises have been contextualized in light of the scenario at Islamic College in Banjarmasin. The adoption of constructs in this model has been revised in light of the study area's environment. The construction is described above, and the study framework is presented in Figure 1.

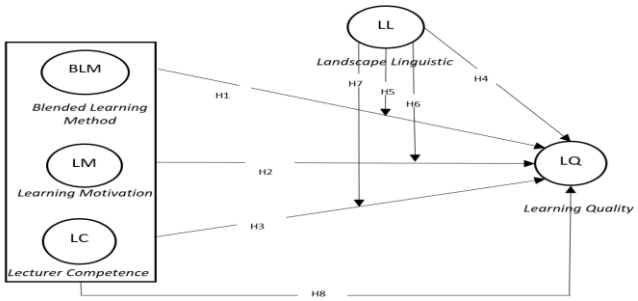

Figure 1. *Conceptual Framework*

Methodology

Approaches and types of research.

Confirmatory factor analysis (CFA) is a statistical approach used to evaluate the fit of a postulated factor structure to observed data. It is frequently employed in psychology, education, and other social sciences to evaluate hypotheses regarding the latent variables (factors) underlying observable measures (indicators). CFA is utilized to determine if the data support the suggested factor structure and, if not, to revise the structure until a suitable match is achieved. CFA is also used to evaluate the reliability and validity of measuring equipment, to compare different models of a latent variable, and to analyze the influence of various factors on the measurement model.

Structural equation modeling (SEM) aims to test and validate causal links between latent variables or constructs. SEM is developing a model of a complicated system and evaluating the interactions between its components to identify how they interact.

Typically, the model is represented as a sequence of equations used to compute how the variables interact with one another. The analysis yields a graphic depicting the relationships between the variables, with arrows indicating the direction of causal effects.

SEM is frequently employed in social science research to evaluate complex theoretical models and investigate correlations between unmeasurable variables. In addition to engineering and economics, it can also be used to model and assess complex systems in other disciplines. Overall, SEM provides a potent tool for examining complex interactions and identifying the primary determinants of a result, making it a vital research and decision-making tool.

This research approach combines a survey format with the path analysis method, which collects data from distinct natural places. However, the researcher addresses this issue by distributing questionnaires during data collection (Sugiyono, 2015). In addition, the researchers conducted multiple regression analyses to examine the contemporary influence of the analyzed factors. On the other hand, this study employs a moderating analysis method, which includes a variable that can strengthen or weaken the direct relationship between the independent and dependent variables. The direction of both variables may be either negative or positive, depending on the moderating variable. This study examined the association between blended learning technique, learning motivation, lecturer competence, and landscape linguistics as a moderating variable and learning quality in an Islamic college.

Population and sample

This study's sample consists of 200 Indonesian students from Islamic College in Surakarta, Indonesia. In this study, the author used a sample representative of the entire population (Sugiyono, 2015). Consider the following as a guideline for determining a sample size for a Structural Equation Modeling (SEM) investigation: a) The sample size for the Maximum Likelihood (ML) estimation method is between 100 and 200; b) the sample size is dependent on the number of examined parameters. 200 questionnaires were sent to students in Indonesia who satisfied the sampling criteria. In this study, the researcher employed a seven-point Likert scale with scores ranging from 1 (one) to 5 (five), with all replies being complete and meeting SmartPLS 3.29's processing standards.

Study Measurement

The measurements for this investigation were taken from previous research. The measuring scale utilizes a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to grade replies from the survey, an effective way to evaluate the judgment of survey participants and an appropriate way to collect accurate data. The blended learning method was measured using the initial five Widiara indicators (Pohan, 2016). Four items adapted from Takrim and Mikkael (2020). The competence of professors was evaluated using four elements taken from the research (Innayah, 2020). The quality of learning was tested with six items taken from the study of Prahara et al. (2017) and Innayah (2020). Seven elements derived from Gorter & Cenoz were utilized to assess Landscape Linguistics (2015).

Table 1. *Measures*

Latent variables	Items	Description
Blended Learning Method	BLM1	Live event
	BLM2	Self-Paced learning
	BLM3	Collaboration
	BLM4	Assessment
	BLM5	Performance support material
Learning Motivation	LM1	Persist in the face of adversity
	LM2	Have a passion for education
	LM3	Enjoys problem-solving and exercises
	LM4	Tenacious in conquering obstacles
Lecturer'ss Competence	LC1	Personality ability
	LC2	Pedagogical expertise
	LC3	Social competence
	LC4	Professional competence
Learning Quality	LQ1	Teacher's behaviour
	LQ2	Student's behaviour
	LQ3	Learning climate
	LQ4	Material learning
	LQ5	Learning media
	LQ6	Learning systems on campus
	LL2	Classroom organizing
	LL3	Campus management
	LL5	Increasing intercultural awareness
	LL6	Raising Language Awareness
	LL7	Decoration

Data quality test

PLS predicts model components with multiple elements and collinear interactions (Ghozali, 2015). Assessing the measurement model to determine the nature of the relationship between latent variables and their indicators or manifest variables is the first step in analyzing the study's results. The outer model is evaluated using the convergent validity method, as evidenced by the correlation between the indicator scores and the construct scores (loading factor), following the criteria for valid indicators with a value greater than 0.5. (Ghozali, 2015). A validity test determines the validity or reliability of a questionnaire. A questionnaire is valid if the questions convey information about the subject, as evaluated by the Smart PLS program and the AVE score in this study (Table 3).

Table 2. *Validity and reliability test*

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Description
Blended Learning Method	0.897	0.903	0.924	0.709	Reliable
Landscape Linguistic	0.913	0.918	0.931	0.660	Reliable
Learning Motivation	0.902	0.907	0.932	0.773	Reliable
Learning Quality	0.928	0.931	0.944	0.737	Reliable
Lecturer Competence	0.835	0.844	0.889	0.668	Reliable
LL*BLM	1.000	1.000	1.000	1.000	Reliable
LL*LC	1.000	1.000	1.000	1.000	Reliable
LL*LM	1.000	1.000	1.000	1.000	Reliable

According to Table 3, each construct (variable) has an AVE value greater than 0.5. This suggests that each indication supports the validity of each of these conceptions. The questionnaire may be useful for determining the relationship between learning quality, blended learning, and family income. In addition, each construct of the latent variable has a composite reliability score of greater than 0.70, indicating that the exogenous variable's internal consistency is reliable. It may claim that the respondents' responses to the questionnaire statements on the variables resulted in inconsistent responses.

Finding

Respondents' Overview

200 individuals participated in this study on English students at the Islamic College in Banjarmasin, East Kalimantan. Respondents were picked using the purposive sampling technique, in which the selection of sample elements was based on several considerations and criteria. SmartPLS version 3.2.9 was utilized for data processing in this investigation. The processed data included responses from respondents about learning quality, blended learning approach, learning motivation, lecturer competence, and language landscape. The questionnaire is distributed via a link to a Google form through technical channels such as email, WhatsApp, and SMS. The response period is one month from the day the questionnaire was sent to the respondent. The completed questionnaire is returned to the contact person who received the questionnaire through confirmation. Table 2 displays the number of distributed and successfully collected questionnaires.

Table 3. *The number of questionnaires distributed.*

No.	Description	Total	Percentage (%)
1	Questionnaire sent	200	100
2	A questionnaire that does not return	20	10
3	Returning Questionnaire	180	90
4	A questionnaire that cannot be processed	4	2
5	Processed questionnaire	176	88

Source: Processed primary data (2022)

Table 2 explains that 200 questionnaires were issued to respondents, of which 180 (or 90%) were returned, 20 (10%) were not returned, and 176 (or 88%) could be processed. Additionally, questionnaires that were prepared numbered 176 (88%). It cannot be processed beyond four or two percent.

Outer model measurement

The outer model is tested using convergence validity, discriminant validity, and composite reliability, per Ghozali (2015). Smart PLS 3.2.9 was used to evaluate the outer model using the whole image of the structural equation model (Figure 1).

Figure 1 illustrates the general correlation between each component that influences learning quality. All indicators have a value greater than 0.6, which must be eliminated if they do not match the convergent validity criterion. All correlation values in the image are more than 0.6, indicating that all variables satisfy convergent validity. Six signs, LQ1, LQ2, LQ3, LQ4, LQ5, and LQ6, explain the variable LQ. The outer loading test establishes the relationship between the item or indicator scores and the construct scores. Suppose that the correlation coefficient exceeds 0.70. Nonetheless, a correlation of 0.6 is acceptable during the development period (Ghozali, 2015).

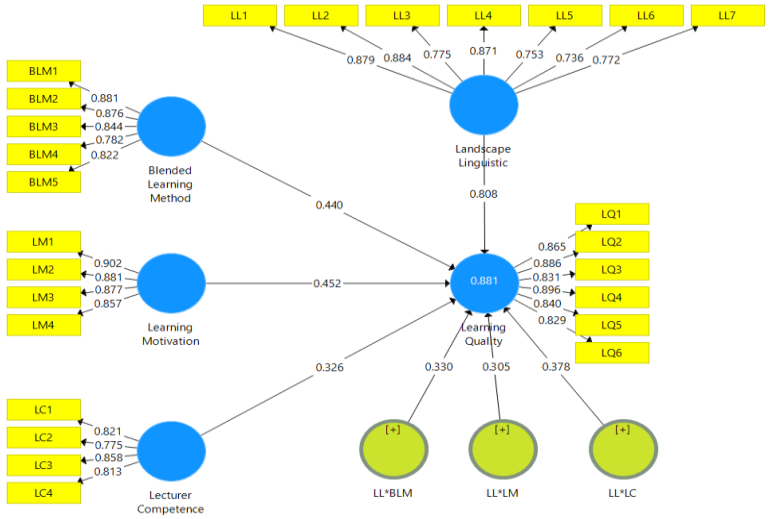

Figure 1. *Full Model Structural*

Table 4. *Outer Loading Value*

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
BLM1 <- Blended Learning Method	0.881	0.882	0.021	42.089	0.000
BLM2 <- Blended Learning Method	0.876	0.876	0.019	45.755	0.000
BLM3 <- Blended Learning Method	0.844	0.842	0.032	26.610	0.000
BLM4 <- Blended Learning Method	0.782	0.782	0.034	22.845	0.000
BLM5 <- Blended Learning Method	0.822	0.823	0.031	26.754	0.000
LC1 <- Lecturer Competence	0.821	0.820	0.031	26.193	0.000
LC2 <- Lecturer Competence	0.775	0.771	0.046	16.731	0.000
LC3 <- Lecturer Competence	0.858	0.860	0.021	40.093	0.000
LC4 <- Lecturer Competence	0.813	0.815	0.027	29.696	0.000
LL1 <- Landscape Linguistic	0.879	0.878	0.025	35.709	0.000
LL2 <- Landscape Linguistic	0.884	0.884	0.020	45.028	0.000
LL3 <- Landscape Linguistic	0.775	0.774	0.040	19.540	0.000
LL4 <- Landscape Linguistic	0.871	0.871	0.024	37.066	0.000
LL5 <- Landscape Linguistic	0.753	0.753	0.039	19.072	0.000
LL6 <- Landscape Linguistic	0.736	0.737	0.045	16.269	0.000
LL7 <- Landscape Linguistic	0.772	0.775	0.037	20.717	0.000
LM1 <- Learning Motivation	0.902	0.902	0.012	72.749	0.000
LM2 <- Learning Motivation	0.881	0.881	0.019	46.649	0.000
LM3 <- Learning Motivation	0.877	0.877	0.020	43.670	0.000
LM4 <- Learning Motivation	0.857	0.855	0.028	30.418	0.000
LQ1 <- Learning Quality	0.865	0.866	0.017	50.557	0.000
LQ2 <- Learning Quality	0.886	0.887	0.020	45.294	0.000
LQ3 <- Learning Quality	0.831	0.830	0.033	24.822	0.000
LQ4 <- Learning Quality	0.896	0.897	0.014	65.922	0.000
LQ5 <- Learning Quality	0.840	0.841	0.035	24.279	0.000
LQ6 <- Learning Quality	0.829	0.828	0.034	24.571	0.000
Blended Learning Method * Landscape Linguistic <- LL*BLM	1.427	1.428	0.154	9.265	0.000
Learning Motivation * Landscape Linguistic <- LL*LM	1.193	1.198	0.135	8.843	0.000
Lecturer Competence * Landscape Linguistic <- LL*LC	1.523	1.522	0.159	9.604	0.000

The data processing results are displayed in Table 4, where the outer loadings of the indicator variable for learning quality are larger than 0.6, suggesting that the outer model value or correlation with the overall variable is convergent. The t-statistic values for indicators LQ1–LQ6 surpass the t-table with a significant threshold of 1.96 and 176 samples. As a result, the learning quality variable satisfies the model adequacy or discriminant validity requirements. Five indicators describe the blended learning technique: BLM1, BLM2, BLM3, BLM4, and BLM5. Therefore, the outer loadings of the indicator variable for the blended learning technique are more than 0.6, showing that the outer model's value or correlation with the variables meets the criteria for convergent validity. Each indicator's t-statistical value exceeds the t-table with a significance level of 1.96 and 176 samples. Thus, the blended learning technique variable meets the condition for model suitability or discriminant validity. Learning motivation variable explains LM1, LM2, LM3, and LM4 indicators. The outer loadings of the variable indicator for learning motivation are more than 0.6, indicating that the outer model or correlation with the variables has already reached convergent validity. Next, the lecturer competency variable describes four signs, LC1, LC2, LC3, and LC4. The outer loadings of the variable indicator for lecturer competence are more than 0.6, indicating that the outer model or correlation with the variables has already reached convergent validity. In conclusion, the landscape linguistic variable explains seven indications, LL1 through LL7. The outer loadings of the indicator variable for the landscape linguistic variable are more than 0.6, indicating that the outer model or correlation with the variables has already reached convergent validity.

Inner Model Measurement

Based on a substantive theory, the inner model represents the link between latent variables. Internal model testing, also known as inner relation, structure model, and substantive theory, was used to determine the relationship between the research model's concept, significant value, and R-square using internal relation, structure model, and substantive theory. The structural model evaluates the dependent construct using R-square tests. The criterion for rejecting and accepting the proposed hypothesis is 1.96, which is acceptable if the t-statistic is greater than the t-table value (1.96). The core model of this inquiry is shown in Table 5. (Result for path coefficient).

Table 5. *Path coefficient*

Hypothesis	Path	Original Sample (O)	Sample Mean (M)	T Statistics (|O/STDEV|)	P Values	Result
H1	Blended Learning Method -> Learning Quality	0.440	0.452	4.337	0.000	Accepted
H2	Learning Motivation -> Learning Quality	0.452	0.444	6.737	0.000	Accepted
H3	Lecturer Competence -> Learning Quality	0.326	0.322	3.026	0.003	Accepted
H4	Landscape Linguistic -> Learning Quality	0.808	0.819	9.361	0.000	Accepted
H5	LL*BLM -> Learning Quality	0.330	0.316	3.390	0.003	Accepted
H6	LL*LM -> Learning Quality	0.305	0.301	3.005	0.003	Accepted
H7	LL*LC -> Learning Quality	0.378	0.368	3.883	0.000	Accepted

Table 5 demonstrates that the link between all constructs is positive and that t statistics are greater than 1.96. In contrast, Table 6 reveals that the R-square value of learning motivation is 0.881, which indicates that the higher the R-square value, the stronger the variable's ability to explain other variables and, therefore, the better the structural equation.

Table 6. *R square*

	R Square	R Square Adjusted
Learning Quality	0.881	0.876

Testing the Hypothesis

The blended learning strategy positively impacts learning quality, according to Hypothesis 1. According to the research findings, all indicators had more than 0.5. The five indicators satisfy the convergent validity criterion (AVE value). The calculation results in table 5 demonstrate a strong positive effect between the blended learning technique and learning quality, as indicated by the original sample value of 0.440 and the t-statistic value of 4.337, which is more than 1.96, thus confirming hypothesis 1. Consequently, based on the contribution of the parameter coefficient of 44%, it can be deduced that a superior blended learning technique will improve learning quality.

The second hypothesis suggests that learning motivation influences learning quality favorably. According to the research findings, all indicators had more than 0.5. The four indicators satisfy the convergent validity criterion (AVE value). The results of table 5 indicate a substantial positive relationship between learning motivation and learning quality, as indicated by the original sample value of 0.452 and the t-statistic value of 6.737, which is more than 1.96, thus confirming hypothesis 2. With the contribution of the parameter coefficient of 45.2%, it can be concluded that a higher level of learning motivation will boost learning quality.

The third hypothesis asserts that the lecturer's competence technique influences learning quality positively. According to the research findings, all indicators had more than 0.5. The four indicators satisfy the convergent validity criterion (AVE value). The calculation results in table 5 demonstrate a strong positive effect between lecturer competency and learning quality, as indicated by the original sample value of 0.326 and the t-statistic value of 3.026, which is more than 1.96, thus confirming the validity of hypothesis 3. With a parameter coefficient of 30.26 percent, it can be deduced that a higher level of lecturer competency will raise the quality of learning.

The fourth hypothesis asserts that language landscape has a favorable effect on learning quality. According to the research findings, all indicators had more than 0.5. The seven indicators satisfy the convergent validity criterion (AVE value). Table 5's calculation findings demonstrate a strong positive effect between landscape linguistics and learning quality, as indicated by the original sample value of 0.808 and the t-statistic value of 9.361, which is more than 1.96, thus confirming hypothesis 4. With the contribution of the parameter coefficient of 80.8%, it can be deduced that a more linguistically rich landscape will enhance learning quality.

Landscape linguistics can regulate the association between blended learning approaches, learning motivation, and lecturer competency in learning quality. The t-statistical values for each hypothesis are more than 1.96. H5=3.390, H6=3.005, and H7=3.883, in that order. Therefore, the three hypotheses (H5, H6, and H7) are accepted. To test hypothesis 8, namely the effect of blended learning technique, learning motivation, and lecturer competency combined (simultaneously) on learning quality, one must perform an additional calculation, namely the F formula presented below.

$$Fcount = \frac{R^2(n-k-1)}{(1-R^2)k}$$

$$= \frac{0.881^2(176-3-1)}{(1-0.881^2)3}$$

$$= \frac{133.50}{0.357} = 373.95$$

FCount is 373.95 based on the results of the preceding calculation. When compared to the F-table at the 95 percent confidence level (=0.05), the F-count findings indicate that df 1 (number of variables - 1) or 4-1 = 3 and df 2 (n-k) or 176-2 = 174 of 3.87. As a result, because the estimated F value is more than the F table (373.95 > 3.87), Ho is rejected, and Ha is accepted. The finding demonstrates a statistically significant positive association between characteristics related to learning quality, blended learning method, and the family economy. As a result, it is possible to assert that Hypothesis 8 has a considerable positive influence on the blended learning method, learning motivation, and lecturer competence while also positively affecting the learning quality.

Discussion

The relationship between the blended learning method and learning quality

The Blended Learning paradigm effectively addresses face-to-face instruction's learning limitations directly. Direct face-to-face meetings are constrained by several factors, including a limited amount of face-to-face time, a limited range of student activities, a presence of lecturers at face-to-face meetings that are not always maximized, and a learning system that tends toward traditional learning concepts. Consequently, Blended Learning can provide students with a distinct and unique style of learning that can link the appeal of education to their learning experience. Thanks to the Blended learning model, which allows face-to-face learning to take place online, students can still feel the presence of the lecturer and their classmates through discussion activities and the distribution of assignments and materials by the teacher, even though face-to-face learning is occurring online. On the other hand, students who participate in blended learning develop a healthy sense of responsibility. Students that demonstrate observable responsibility are excited about finishing their assignments, are time-disciplined and complete their work according to the prescribed manner.

The analysis of this study's findings is consistent with other research' conclusions. Previous research demonstrates that blended learning can improve student response time (Rahmi, 2021), student comprehension (Akhmadi, 2021; Hidayat et al., 2020), digital literacy (Masitoh, 2018), student motivation and learning outcomes (Abroto et al., 2021; Ardianti et al., 2019; Arlena et al., 2018; Syarif, 2012; Wahyuningtyas & Sulasmono, 2020; Wahyunita & Subroto, 2021).

The relationship between motivation and learning quality

Students with high learning motivation are more likely to be interested and enthusiastic about learning. Consequently, students with high motivation are often eager, take each learning process seriously, and promote high-quality learning. On the other hand, students with low levels of learning motivation will not demonstrate much passion or interest in the learning process. They will be unmotivated to see it through due to laziness. They will tend to pay less attention to the lecturer's presentation of material, resulting in a decline in the quality of learning.

According to Kyong-Jee and Theodore (2011) in Innayah (2020), the findings of this study are consistent with their assertion that if students are more motivated to learn, they will be more engaged in the learning process, more committed to their success, and more likely to achieve the learning goals that have been established. This study's findings are consistent with this claim. Consequently, the interpretation of this study's findings is consistent with those of other investigations. Prior research demonstrates that students who are extremely motivated, diligent, and engaged in English lectures can improve their learning outcomes (Takrim & Mikkael, 2020), accelerate their academic performance (Amir, 2019), and increase attainment of student learning outcomes (Suryani et al., 2020).

The relationship between lecturers' competence and learning quality

For effective learning, using information technology in blended learning demands lecturers with expertise in packaging and designing instructional materials and learning designs. In learning design (instructional design), there is a process that guides the designer, in this case, the lecturer, in designing, producing, and implementing instructional materials (blended learning content). It is anticipated that by utilizing the infrastructure and applications available on the internet network or in mobile android applications that will be used to access teaching materials packaged in learning, the results and quality of student learning will increase, which will impact the quality of education in Islamic higher education institutions.

Students will be more motivated to learn if their instructors are highly qualified. This is because instructors with a high level of expertise can often prepare high-quality content and present it in a detailed and engaging manner. As a result, the learning environment becomes enjoyable, motivating students to participate actively in the learning process, which finally leads to achieving established goals, a characteristic of successful learning. On the other hand, the poor degree of expertise possessed by lecturers will impede the execution of high-quality education. The low competency of lecturers can also contribute to a drop in students' learning motivation, reducing the quality of the learning produced.

The analysis of this study's findings is consistent with other research' conclusions. According to Long et al. (2014), lecturer knowledge about courses adds the most to student happiness and enhancing the lecturer's professional competence influences the quality of the lecturer's learning, according to Innayah (2020).

The relationship between blended learning method, motivation, lecturers' competence and learning quality

Following the deployment of learning management, the learning process is established to accomplish excellent learning. Because learning must be built in an organized, efficient, and effective manner, the learning paradigm, in this case, blended learning, must be organized efficiently. In addition to possessing superior competence, instructors must also comprehend students' potential. Students' potential must also be nurtured to increase their motivation to learn.

The analysis of this study's findings is consistent with other research' conclusions. Previous research demonstrates that lecturer competence, motivation, and the learning environment significantly impact student achievement in English courses (Takrim & Mikkael, 2020). The study's findings by Wahyudi and Ratna Sari (2019) indicate that emotional intelligence, learning facilities, and lecturer competence significantly impact students' perceptions of academic achievement.

The Moderation of Linguistic Landscape

As part of the college's new linguistic landscape, the learning environment at the Islamic College of Banjarmasin has developed to include blended learning. This study reveals that by focusing on the meanings of particular words while being taught, blended learning strategies for teaching English can help students learn foreign languages more efficiently. The presence of the target language in the sign will likely stimulate the student's perception of the foreign language. This college aimed to facilitate students' acquisition of a second language by exposing them to written words in that language. They believed that seeing the terms printed in a foreign language would, at the very least, increase the student's English vocabulary.

LL is also a teaching tool in the Islamic College of Banjarmasin. After interviewing individuals, the researcher determines why these languages are utilized on the sign. Sayer (2010) found that the linguistic landscape is beneficial for teaching English as a second language (EFL). Using public signage, he examines how English is utilized in society. So, at the Islamic College in Banjarmasin, the surrounding language environment

was intended to teach. According to Gorter and Cenoz (2015), there are nine ways in which signals can be employed as teaching aids in the linguistic landscape. However, researchers at the Islamic College in Banjarmasin discovered only five methods. These include classroom management, imparting principles, advertising group events, enhancing language awareness, and decorating. The classroom management sign was a rule from the Banjarmasin Islamic College's headmaster regarding student conduct. The image found as classroom management was designed to instruct students on acceptable and unacceptable behavior at institutions. The educational values The signs were created in phrases that excite children and provide a message about values. Some signs were intended to inform everyone of upcoming activities. Typically, students at Islamic College in Banjarmasin create placards to inform their fellow students of forthcoming events.

Additionally, the sign was created at the Islamic College in Banjarmasin. Its purpose was to raise awareness of language. Some foreign languages are written on the sign to indicate the location of the minority language and to inform the public that the college intends to safeguard the minority language.

Conclusion and Recommendation

This study article concludes by emphasizing the value of linguistic landscape to improve the quality of language learning. The research demonstrates that incorporating the linguistic landscape into blended learning programs can excite learners and enhance their language proficiency. In addition, the findings of this study indicate that teacher competency in creating and implementing linguistic landscape activities is crucial for generating favorable learning outcomes.

The research offers a variety of consequences for language teaching and learning approaches. First, it implies that the linguistic landscape might be an effective teaching tool for promoting language learning and motivating students. Second, it highlights the significance of integrating technology into language learning to create an engaging, dynamic, and effective blended learning environment. Lastly, it emphasizes the need for teacher training and professional development to improve their ability to develop and implement linguistic landscape activities.

This study article concludes by providing significant insights into the potential of the linguistic landscape to enhance the quality of language acquisition. The study emphasizes the need for additional research in this field and the significance of collaboration between language teachers, curriculum designers, and technology specialists in creating new language learning settings.

Implementing blended learning is intrinsically tied to the lecturers' function of directing and supervising learning activities to ensure their efficient and effective execution. It is necessary to assemble references, devise teaching materials and resources, develop evaluation instruments, and reply to student inquiries. Suppose the lecturer is willing to manage and expand the model creatively. In that case, the classroom should have a sense of vitality, as the students' eagerness to use this model should be supported by the lecturer's willingness to do so.

Every endeavor to enhance education's quality, relevance, and effectiveness must involve professors in some form. The educational system can make steps toward improved standards when left in the hands of instructors. Therefore, instructors must have the capacity to be optimally prepared for their competencies. This is because the lecturer's competency eventually reflects their performance or teaching skills in the lecture class. Therefore, it is fair to conclude that the larger the lecturer's ability, the greater the likelihood that student achievement will grow.

The use of online learning material and e-learning platforms, which can aid and facilitate the application of learning, can be advantageous for both students and instructors. If online learning media are used professionally and effectively, students will have an easier time comprehending the subject presented by instructors. It can also increase student engagement with the learning process. For pupils to become motivated and enthusiastic about pursuing each learning process seriously will ultimately result in high-quality learning.

Additionally, it was determined that the use of LL at this university is intended to function as a teaching tool. Researchers at Islamic College determined that the pedagogical purpose of LL involves, among other things, serving as adornment, promoting a stronger awareness of the language, organizing group gatherings, regulating classrooms, and teaching students the significance of values. In addition to serving as a medium for integrated learning and providing students with exposure to the language, the existence of LL in Islamic Colleges also serves another purpose.

The study recommends that college administrators or professors enhance the language sign through learning materials. The researcher proposes changing the text on the sign frequently to improve the time pupils are exposed to the study's target language. It will assist the pupil in expanding their vocabulary. The researcher suggests that future researchers compare the landscape language use responses of students attending foreign colleges and pupils attending public schools (LL). Therefore, the researcher has great hopes that in the future, another researcher will be able to analyze the potential of LL by adding a variable that is absent from the current study.

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