

**EFL STUDENT'S PERSPECTIVE AND PREFERANCE TOWARDS
HYBRID LEARNING OVER THE POST COVID 19 IN INDONESIA**

SKRIPSI

*Summited In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Study Program*

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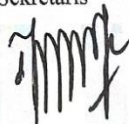
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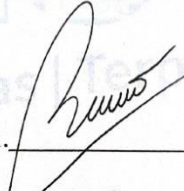

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ABSTRACT

AMIRAH HIMY. 2002050090P. EFL Students Perspective and Preference towards Hybrid Learning over the Post Covid-19 in Indonesia. English Education Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2023

This study dealt with the EFL students perspective and preference towards hybrid learning over the post covid-19. The objective of this study is the 5th semester and 7th semester students at University of Muhammadiyah Sumatera Utara. As the data, mixed methods, namely descriptive qualitative methods and quantitative methods are used in this study. The purpose of this research is to investigate the perspective and the preference held by undergraduate students studying English as a foreign language (EFL) towards the hybrid learning as a learning method over the post covid-19 and to determine whether or not there is a different perception between male and female students. As data collection methodologies and instruments, the researchers utilized interviews with a total of 10 questions and a questionnaire survey that contained 23 items. There were a total of 50 EFL students who filled out the questionnaire survey, and there were a total of 10 EFL students that took part in the interviews. SPSS 29.0 was utilized to perform the data analysis. The results of this study indicate that students have a favorable opinion on the utilization of hybrid learning as an education as a learning method. The result also shows that male respondents tend to enjoy hybrid learning more because the learning process is carried out calmly so they are more focused, compared to female respondents who tend to prefer the face-to-face learning process. Nonetheless, the difference identified between the two groups was not significant.

Keywords: students' perspective, hybrid learning, blended learning, EFL students.

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The researcher would like to thank the following individuals for their contributions to the completion of this study, which involved numerous people:

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURE	vii
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. The Identification of Problem	6
C. The Scope and Limitation	6
D. Formulation of the Problem	6
E. The Objective of the study	7
F. Significant of the Study	7
CHAPTER II REVIEW OF LITERATURE	9
A. Theoretical Framework	9
1. EFL Learning in the Post Covid-19	9
2. Blended Learning in EFL Classroom.....	9
B. Relevant of Study	13
C. Conceptual Framework	14
CHAPTER III METHOD OF RESEARCH	16
A. Research Design	16
B. Location and Time	16
C. The Source of Data.....	17
D. Research Instrument.....	17
E. Techniques of Collecting Analyzing Data	17
F. Technique of Analysis Data	19
CHAPTER IV RESULT & DISCUSSION	21
A. Result	21
1. Descriptive statistics.....	21
2. Instrument Test	27
3. Classic Assumption test	29

B. Discussion	39
1. Student Perceptions of Hybrid-Based Learning During Covid-19	39
2. Representation of Student Viewpoints on Hybrid-Based Learning based on student gender	43
3. Student Preferences for the Best Blended Learning Model	48
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	54
A. Conclusion	54
B. Suggestion.....	55
REFERENCES	
APPENDIX	

LIST OF TABLES

Table 3.1. The Choices of Scale and Score Periods of Likert Scale	20
Table 4.1 Descriptive statistics	21
Table 4.2 Validity Test.....	27
Tabel 4.3 Realibility Test.....	29
Tabel 4.4 Mean Score	36

LIST OF FIGURE

Picture 2.1 Conceptual Framework.....	14
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CHAPTER 1

INTRODUCTION

A. Background of the Study

Since the COVID-19 virus began to spread in the early 2020, until the present day, it has been a source of many difficulties in the field of education (A Abidah). Distance learning has been utilized in all levels of education in Indonesia, ranging from early childhood education to higher education, for close to two years now (Astuti, 2021). The implementation of this policy is part of an effort to cut down on the number of people who become infected with the COVID-19 virus (Maila, 2020). It was explained by UNESCO (2020) that the COVID-19 pandemic had affected the education system around the world, including in Indonesia (Jossen, 2021).

To adapt to this reality, many educational institutions, including universities in Indonesia, are currently responding to this millennial era by modifying or even changing their curricula (Keumala, 2018). One way in which they are doing this is by incorporating various digital devices into the learning process (Wright, 2017). The Indonesian government has recommended to the heads of universities that they incorporate online learning in some form of hybrid format into their respective curriculums (Annamalai, 2019).

The hybrid mode of learning is also known in some contexts as blended learning. It is a combination of face-to-face classroom meetings and online learning mode. According to (Hubbard, 2013), hybrid or blended learning is a

combination of traditional direct meeting and integration of technology in the form of e-learning. (Antonov, 2021) defines blended learning as an effective combination of different education techniques, that utilizes technologies to supply students' needs. There are different models of blended learning, such as Flex and Online Driver (Yetti, 2022). The first one adopts a gradual introduction to an online mode, and the latter is an independent virtual class (Mila, 2022). According to (Lubkov, 2020) with the combination of traditional face-to-face classroom meetings and online learning, blended learning is perceived to be the most productive type of learning in some aspects. First, it may allow for greater chances and flexibility to support student's individual learning needs (Thompson, 2016). Additionally, it can minimize some potential risks from the use of digital tools on the students' learning (Vernadakis, 2012).

The abstractness of English material cannot be understood simply by reading the material and listening to the lecturers' explanation delivered online; rather, it must be supported by conducting conversation practice (Nashir, 2021), This makes language learning more contextual and improves students' understanding because the Intensive English Program focuses more on communication (Vonti, 2019). In addition, the fact that Intensive English places a special emphasis on progress makes it impossible for the learning process to be carried out entirely online (Sakka, 2021). This is because the internet has the potential to create barriers in the way of learning (Mas'udah, 2020). Because of this, hybrid learning is the best option for intensive English learning because it integrates the use of appropriate information and communication technology

(ICT) into the school environment (Meydanlioglu, 2014). This ensures that the learning practice can run successfully and efficiently in accordance with current circumstances and the level of proficiency that needs to be achieved, regardless of whether it is in a normal era, during a pandemic, or in a new normal condition by employing health protocols (Vladimir, 2022).

According to (Volchenkova, 2016), a hybrid learning system offers a number of benefits for learners. One of these benefits is that it gives students the opportunity to combine traditional classroom instruction with computer-based instruction (Guzel, 2021). The combination of direct meetings held in class and those held online will allow students to meet directly with their teachers and receive direct instructions while simultaneously reducing the amount of time they spend using the internet network to its full capacity (Alqatawneh, 2019). This will be accomplished through the combination of in-class direct meetings and online direct meetings. This learning model has the potential to be a solution for fully online education, where the main problems are getting access to the internet, the high cost of buying data quotas, and a lack of infrastructure (Dziuban, 2018). Blended learning is distinguished from other educational approaches because it combines conventional classroom instruction with modern, high-tech e-learning (Fomina, 2014). This enables students to achieve the highest possible level of success by capitalizing on the distinct advantages offered by each instructional approach (Ndioho, 2021)

Besides that, hybrid learning also has some benefit for teacher according to (Mirsa, 2022) can make easier to assess the skills and attitudes of their current

students' learning progress, since online instruction is suboptimal at the time of instruction. During a pandemic, it is also possible to increase teachers' motivation to teach (Thamrin, 2022).

It is inevitable that utilizing this learning approach will come with some drawbacks, particularly for the learners, and one such drawback is the evident that hybrid learning still requires suitable devices and internet networks for students because students have varied networks and devices (Averkova, 2020) another drawback is has a potential for the lack of motivation to use technology, because of the brief increase in burden during the transition phase (Shivam, 2015). Additionally, the drawbacks for teacher in this method is the lack of the re-teaching in information technology and computers from teacher (Abramova, 2020) another one lack of selecting an optimal platform for synchronous interaction between teachers and students, which would meet the needs of the educational process (Alsalhi, 2019)

However, the use of digital tools in online education presents a number of challenges, as shown by a number of research. To begin, students' lack of knowledge regarding information technology (IT), other technical issues, and insufficient network stability are examples of challenges that may prevent students from learning effectively (Rerung, 2018). Additionally, there may be little opportunities for students to develop their oral conversational abilities outside of the classroom (Yu Fen Yang, 2011). It has been suggested that the vast majority of mobile learning uses a transmission approach, in which the usage of mobile devices is seen more as a means to convey content than as a means to

improve learners' communication abilities (Loyal, 2018). Keeping students interested in what they are learning is another issue that comes along with introducing online education. It could be helpful to provide feedback on the students' performances, even through the use of ICT technologies (Gyamfi, 2018) in order to address this issue. According to the findings of some research, students had generally favorable attitudes on the comments made on their assignments (Getzlaf, 2019). According to the findings of a study carried out by Getzlaf et al. (2009), encouraging comments helped postgraduate program students feel more confident in their ability to learn. According to the findings of a study that was carried out by (Chen, 2016) at a university in China, students reported having good feelings about the lecturer's feedback on errors that they had committed in terms of both the content and the grammatical aspects of their work.

So far, there has been no research that reveals the learning experiences of students who participate in blended learning in specifically and how teachers could effectively implement this approach to provide meaningful learning experiences for students (Okaz, 2015). This is because there has been no need for such research to be conducted. The majority of the research concentrated on online and traditional in-person forms, in which students attended classes either through distance learning or in a conventional classroom environment (Saidna, 2017). While it was necessary to investigate the merits and drawbacks of each of these formats, there should have also been efforts to learn about the advantages

of blended learning and the ways in which teachers might use it in higher education settings (Steele, 2021).

Because there is still no answer from the results of other studies, the authors want to explore this research further and try to find answers to the following research questions:

- (1) How do EFL students perceive about their blended learning experience?
- (2) What are EFL students' perspectives of enabling and hindering variables in their engagement in blended learning?

B. The Identification of the problem

1. There were several students get a struggle in a bad connection for the learning process.
2. Students have difficulty operating applications in online learning.

C. The Scope and Limitation

1. The scope of the study is focused on students' perspective and preference of the Hybrid Learning at the University of Muhammadiyah North Sumatra (UMSU). Based on that problem, the study is limited to the respondents are EFL students of the 5th Semester and 7th semester.

D. The Formulation of the Problem

The formulation of this study is

1. What are students' perspective and preference on the blended learning?

2. Do different group of students (male and female) represent different perspective on the blended learning?

E. The Objective of the Study

1. To implement the students' perspective and preference towards hybrid learning over the post Covid-19.
2. To find out the represent of different group students' perspective on the hybrid learning.

F. The Significance of the Study

The significance of the study as follows :

1. Theoretically

This research is expected to contribute to the progress of teaching English regarding the use of hybrid learning.

2. Practically

- a. To the teacher

The result of the study is able to give information about this learning system then the teacher will avoid some negative issues in applying this learning system for teaching the EFL students and will give the best point of view in future time. By the result of this study can be used by the teachers as reference or source.

b. To the Students

The result of the study is able to give information by using this learning system students will improve well their learning performance in future time. Hopefully, the result of the study will give the good perspective of the English students in the University of Muhammadiyah North Sumatra (UMSU)

c. To other Researchers

The result of the study can be used as a reference for other researcher to conduct next research dealing with EFL students' perspectives and preferences of the Hybrid Learning over the post Covid-19

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. EFL Learning Style in The Post Covid - 19

Learning styles are being increasingly recognized as an important factor in education and research. Since the beginning of time, teachers have recognized that different students have different preferences when it comes to the strategies that they use to study (Shell, 2019). Findings from studies on learning styles have shown that a student's particular learning style can have an effect on how well they do in a classroom setting. Students' individual preferences for how they learn best can be gleaned from their learning styles, which in turn assists teachers in organizing effective learning and teaching environments (Morrison, 2019).

According to (Giatman, 2020), the learning model that was in use throughout the Post Covid-19 period went through some sort of shift in the way that instruction was carried out. Where the changes may be noticed is in the learning process, specifically where face-to-face instruction in the classroom is being replaced with blended learning that combines face-to-face instruction with online learning.

2. Blended Learning in EFL Classroom

Blended learning, defined as the intentional blending of online (asynchronous or synchronous) and face-to-face contact time between teaching staff and students, or between students in a course, is being promoted in a

growing number of Higher Education Institutions (Graham, 2012). Blended learning's effectiveness is heavily dependent on the context in which it is done (Henny, 2021).

Blending learning is defined by (Zeinor, 2020) as the intermixing of any instructional modes to attain an educational purpose, while Garrison and Kanuka (2004) define it as the integration of classroom teaching with online experiences. Blended learning stated by (Mugaya, 2020), is defined as the use of several delivery modalities to enhance meaningful and inspiring learning. Instructors can employ resources such as live chats, self-paced learning, instant messaging, social networking, blogs and forums, applications, and webinars to incorporate online opportunities into their classes.

Based on (Arta, 2019), the most widely cited definitions of blended learning in scholarly literature are those by (Graham, 2017) who said that blended learning systems mix face-to-face and computer-mediated training. The deliberate integration of classroom face-to-face learning experiences with online learning experiences was also believed by (Garrison, 2018).

Blended learning provides a number of possibilities while also claiming to be more valuable to students by mixing a few different delivery styles of instruction. (Freyet al, 2018). Blended learning, as maintained by (Zhang, 2017) is a combination of diverse instructional methods, online delivery, and face-to-face education between students and instructors. One technique to assess the effectiveness of blended learning is to look at how satisfied its users are (Arbaugh, 2017).

As a result, it is deemed relevant for evaluating the effectiveness of learning in the classroom using user satisfaction (Liu, 2018). In order to assess the efficiency of blended learning, the author interviewed EFL students to learn about their opinions and preferences in the post-Covid-19 Indonesia. As a result, it is anticipated that the outcomes of this study would provide light on how to increase student satisfaction with blended learning, resulting in the effective deployment of a blended learning system in higher education institutions.

2.1 Hybrid learning as a concept

The term of "hybrid learning" is increasingly widely used, especially in business and higher education. Because it is used in a variety of ways by various people, the term itself is difficult to define. Hybrid learning may be defined in three ways (Permana, 2017).

1. Combining traditional learning methods with web-based online methods
2. The use of a variety of media and resources (such as textbooks) in e-learning settings
3. The use of a variety of teaching and learning methodologies, regardless of the technology used (Keshta, 2013).

In general, hybrid learning is a combination of instructional modalities (e.g., onsite, web-based, and self-paced learning), delivery media (e.g., the Internet, classroom sessions, web-based courses, video, books, or PowerPoint slides), instructional methods (e.g., face-to-face or technology-based sessions), and web-based technologies, both synchronous and asynchronous (e.g. chat

rooms, wikis, virtual classrooms, conferencing tools, blogs, textbooks or online courses). Several variables influence the selection of a blend, including the type of the course material and learning objectives, student characteristics and learning preferences, the teacher's expertise and teaching style, and internet resources (Dziuban, 2018).

2.2 Main principles of the hybrid learning

There have been identified four main principles of the hybrid learning methodology based on the literature study (Evseeva, 2015).

1. A strategic blending of face-to-face and completely online educational components
2. Innovative use of technology
3. Reconceptualization of the learning paradigm
4. Ongoing assessment and evaluation of hybrid learning

The following are the key reasons why hybrid learning should be used :

1. It adds to pedagogy by supporting more interactive tactics, not only face-to-face instruction (Breize, 2018)
2. It promotes collaborative learning by allowing students or instructors to collaborate on projects from anywhere and at any time (Bruffee, 2018)
3. It lowers the cost of teaching and learning because students don't have to travel as far to complete their education (Grey, 2017)
4. It may correspond to a student's learning style, albeit there is no clear consensus on this point (Poulova, 2018).

2.3. Style/Model of Blended Learning

Based on (Ryan, 2016) there are several model of Blended Learning :

- (1) the paradigm that is based on in-person interactions and includes elements of online education to supplement learning in the classroom.
- (2) the approach of alternating between working online and in different modalities that take place within the classroom, known as the rotation model
- (3) the flex model, in which students primarily complete their coursework through the use of online resources in accordance with a timetable that is uniquely tailored to each student's needs and the instructor offers face-to-face support when it is required.
- (4) The online lab model is one in which students augment their standard education by enrolling in an additional online course while they are physically present on a school site.
- (5) the self-blend approach, which encourages students to augment their traditional education by enrolling in an additional online class off campus
- (6) the enriched virtual model, in which the majority of the educational process takes place online, but students do make periodic trips to traditional classrooms in order to receive face-to-face instruction.

B. Relevance of the Study

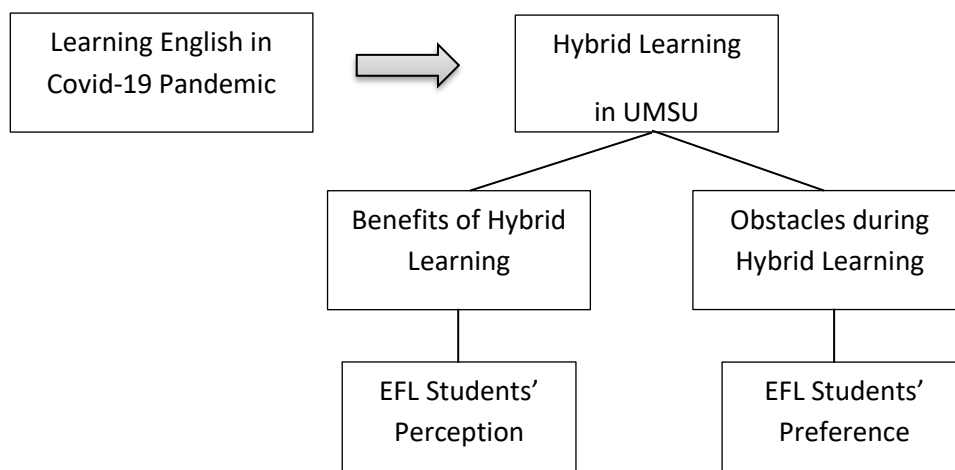
The study that is related to this research as follows :

1. A Study of Students' Perception of the Online Component of a Hybrid Postgraduate Course by Margaret Anne Carter (2013), this journal

discusses students' perception of student interactions and learning environments in Hybrid Learning, survey research with the perceptions of 26 students enrolled in the JCU Singapore.

2. Improving Efficiency of Learning in Education Master Programs, by Blended Learning. By Prof. Dr. Dorin Herlo (2014) this journal discusses establishing the efficiency of using Blended Learning strategy in students' achievement, this research use pedagogical research methods.

C. Conceptual Framework



Picture 2.1 Conceptual Framework

This research focuses on analyzing how the EFL student's perception about Hybrid Learning over the Post Covid-19 pandemic in Indonesia. Hybrid Learning at University of Muhammadiyah North Sumatra (UMSU) has been carried out since the pandemic began to subside and decrease. To reduce the spread of the virus, the university established a Hybrid Learning policy and limited students who took part in face-to-face learning at the university.

This perception arises as a result of the obstacles experienced by EFL students when Hybrid Learning is applied. The perception of 5th semester and 7th semester students majoring in English education is needed as an indicator of the success of Hybrid Learning in University of Muhammadiyah North Sumatra (UMSU). Students' observations of the Hybrid Learning carried out will bring up various positive and negative responses that are used as benchmarks for researchers to assess the effectiveness of Hybrid Learning on the success of delivering learning materials delivered by teachers and how students understand the material presented.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research design of this study has been conducted by using mix method with quantitative research and descriptive qualitative research. Qualitative research that aims to explain phenomena by collecting data as deep as possible. Quantitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this mix method research. The research belongs to quantitative and descriptive qualitative design because it is intended to find out how is EFL students' perception and EFL students' preference of Hybrid Learning in the Covid-19 pandemic at University of Muhammadiyah North Sumatra (UMSU).

B. Location and Time

1. Location of Research

This research will be conduct at the University of Muhammadiyah North Sumatra (UMSU) .

2. Time of Research

The time used by researcher for this research will be carried out within a period of two months, namely from February to March 2023, one month for data collection February and one month from March for data processing which includes presentation in the form of reports.

C. Source of Data

The source of data in this research are the students from 5th semester in the morning class and 7th semester in the afternoon class at University of Muhammadiyah North Sumatra (UMSU) who had used Hybrid Learning in the English class. The total of students are 25 students in 5th semester and the total of students in 7th semester are 25 students. So the total number of the source of data in this research is 50 respondents.

D. Research Instrument

The instrument in this study is the researcher herself. In which the researcher functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on her research.

E. Technique of Collecting Data

In this study, researcher were collected data with the methods as follows;

1. Questionnaire

Questionnaire is the number or composed inquiry ought to be replied or finished by respondent (Anas Sujino, 2003). The questionnaire method used to find the response of EFL students' perception about Hybrid Learning in the Covid-19 pandemic. The researcher collected the data by using a written question sheet that composed of fifteen statements for the respondents to answer. The reasons for the researcher use a questionnaire in this study because researcher can

get a picture in accordance with what happened through the answers of the respondents and have an advantage in its use. And in each statements has four alternative answer options which categorized as follows;

1. Agree
2. Strongly Agree
3. Neutral
4. Disagree
5. Strongly Disagree

There are various types of questionnaires that can be used in conducting a study. The questionnaire that used by the researcher in this study is an open and closed questionnaire. As mentioned by Arikunto (2010:195) : The questionnaire is divided into several types, if viewed from the way to answer then there are:

1. Open questionnaire, which gives respondents the opportunity to answer in their own sentence.
2. Closed questionnaire, which has provided the answer so that respondents just have to choose. According Arikunto (2010:195) explains the advantages of using a questionnaire, namely:
 - a. Does not require the presence of researchers.
 - b. Can be shared simultaneously with many respondents
 - c. Can be answered by respondents according to their respective speed, and according to the respondent's free time.
 - d. Can be made standardized so that all respondents can be asked the same questions.

2. Interview

In this study, researcher used the interview method by using one of the online application features to collected data. Researcher interviewed the respondents in University of Muhammadiyah North Sumatra (UMSU) by asking the reason of their answers in their own sentences using one of the online application features.

F. Technique of Analysis Data

In analyzing the data, researcher used the theory of (Hu barman, 2014), suggesting that the activity in data analysis consists of three procedures. Below the details of the theory are shown in the chart as follows;

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, searching for themes and patterns and neglecting needed. (Hu barman, 2014). In this step, the researcher focused on the teacher's perception and students' perceptions of online English learning in the Covid-19 pandemic at Senior High School.

2. Data Display

The data display phase is done in the form of a short description using original text, which can be also in the form of graphs, matrices, and charts (Miles & Saldana, 2014). In the second step, the researcher will present the data by simplifying the data by using original text in the form of narrative text.

3. Conclusion/Verification

In the last step of analyzing data is conclusion. The researcher concluded the main points from all the data that has been collected, so that is will become clearly. The conclusion will be an answer the formulation of problem in the beginning.

Table 3.1. The Choices of Scale and Score Periods of Likert Scale.

Choices	Evaluation	Evaluation periods
Strongly Disagree	1	1.00–1.80
Disagree	2	1.81–2.60
Moderate	3	2.61–3.40
Agree	4	3.41–4.20
Strongly Agree	5	4.21–5.00

BAB IV
RESULT & DISCUSSION

A. Result

1. Descriptive statistics

Descriptive statistics is a statistical analysis that provides a general description of the characteristics of each research variable as seen from the average (mean), maximum and minimum values. In this study, the discussion regarding descriptive statistical analysis was carried out for normal data. Data from students who met the research sample criteria were 50 students consisting of 5th and 7th semester students.

Table 4.1 Descriptive statistics

Statement	Respondents' Responses										Total		Mean	Std Dev.
	SD		D		N		A		SA					
	F	%	F	%	F	%	F	%	F	%	F	%		
1. The incorporation of digital tools in blended learning content enhances students' learning capabilities, enabling them to grasp knowledge more efficiently.	0	0.0	0	0.0	11	22.0	24	48.0	15	30.0	50.0	100.0	4.08	0.724
2. The knowledge that students	0	0.0	0	0.0	15	30.0	17	34.0	18	36.0	50.0	100.0	4.06	0.818

Statement	Respondents' Responses										Total		Mean	Std Dev.	
	SD		D		N		A		SA						
	F	%	F	%	F	%	F	%	F	%	F	%			
acquired during face to face classes could be easily replicated within the virtual realm of the Internet															
3. Undergraduate students could easily transfer the knowledge acquired from online sources into in-person instructional sessions.	0	0.0	3	6.0	10	20.0	19	38.0	18	36.0	50.0	100.0	4.04	0.903	
4. The assessment conducted in both face-to-face and online settings mutually complemented one another.	1	2.0	1	2.0	12	24.0	21	42.0	15	30.0	50.0	100.0	3.96	0.903	
5. The instructor displayed exceptional proficiency in effectively utilizing a hybrid learning environment.	1	2.0	0	0.0	17	34.0	10	20.0	22	44.0	50.0	100.0	4.04	0.989	
6. The lecturer's communication and interaction were highly effective, ensuring smooth and seamless engagement	0	0.0	0	0.0	9	18.0	22	44.0	19	38.0	50.0	100.0	4.20	0.728	

Statement	Respondents' Responses										Total		Mean	Std Dev.
	SD		D		N		A		SA					
	F	%	F	%	F	%	F	%	F	%	F	%		
7. The lesson was adorned with an abundance of valuable resources and materials	0	0.0	0	0.0	10	20.0	21	42.0	19	38.0	50.0	100.0	4.18	0.748
8. The in-person engagements, including discussions and group events, proved to be satisfactory.	0	0.0	0	0.0	6	12.0	23	46.0	21	42.0	50.0	100.0	4.30	0.678
9. A rich communication and interaction environment were provided	0	0.0	0	0.0	5	10.0	25	50.0	20	40.0	50.0	100.0	4.30	0.647
10. Students could actively participate in the course.	0	0.0	0	0.0	8	16.0	19	38.0	23	46.0	50.0	100.0	4.30	0.735
11. It was good to have discussions both on the Web and in face-to-face environments.	0	0.0	0	0.0	3	6.0	20	40.0	27	54.0	50.0	100.0	4.48	0.614
12. Students were given the opportunity to learned from their classmates	0	0.0	0	0.0	6	12.0	19	38.0	25	50.0	50.0	100.0	4.38	0.697
13. Students participation in the course was supported by used various teaching methods	0	0.0	1	2.0	7	14.0	18	36.0	24	48.0	50.0	100.0	4.30	0.789

Statement	Respondents' Responses										Total		Mean	Std Dev.	
	SD		D		N		A		SA						
	F	%	F	%	F	%	F	%	F	%	F	%			
(question-answer, collaborative learned, discussion in the forum, etc.)															
14. Interaction and communication with other friends in the classroom were efficient	0	0.0	0	0.0	6	12.0	25	50.0	19	38.0	50.0	100.0	4.26	0.664	
15. With hybrid learning, an environment was provided where student could use their own learning methods (reading, listening, telling, practicing, discussion, etc.)	0	0.0	0	0.0	6	12.0	25	50.0	19	38.0	50.0	100.0	4.26	0.664	
16. Instructions and guidelines were provided regularly by teacher	0	0.0	0	0.0	7	14.0	22	44.0	21	42.0	50.0	100.0	4.28	0.701	
17. Student achieve better in hybrid classes compared to online classes	0	0.0	0	0.0	8	16.0	19	38.0	23	46.0	50.0	100.0	4.30	0.735	
18. Student	0	0.0	0	0.0	4	8.0	20	40.0	26	52.0	50.0	100.0	4.44	0.644	

Statement	Respondents' Responses										Total		Mean	Std Dev.
	SD		D		N		A		SA		F	%		
	F	%	F	%	F	%	F	%	F	%				
could managed the time better in hybrid classes compared to online classes								0		0		0		
19. Distance learning offers a more advantageous platform for the delivery of explanatory content and theoretical lectures.	0	0.0	0	0.0	7	14.0	23	46.0	20	40.0	50.0	100.0	4.26	0.694
20. The students quickly adapted to the digital realm of education, embracing the online learning encounter with ease.	0	0.0	0	0.0	7	14.0	23	46.0	20	40.0	50.0	100.0	4.26	0.694
21. Distance learning offers a more advantageous approach when it comes to practical sessions.	0	0.0	0	0.0	3	6.0	24	48.0	23	46.0	50.0	100.0	4.40	0.606
22. During the period of distance learning, students found it incredibly convenient to establish	0	0.0	0	0.0	5	10.0	24	48.0	21	42.0	50.0	100.0	4.32	0.653

Statement	Respondents' Responses										Total		Mean	Std Dev.	
	SD		D		N		A		SA						
	F	%	F	%	F	%	F	%	F	%	F	%			
effective lines of communication with their instructor															
23. The questions presented in the online examinations were of a lucid and comprehensible nature, rendering them easily accessible to the test-takers.	0	0.0	0	0.0	5	10.0	20	40.0	25	50.0	50.0	100.0	4.40	0.670	

Based on the table above, it can be seen that there are 3 variables studied, namely Course Content, Dynamic Learning and Preference. By looking at the answers from respondents, all variables have an average of 4, which means they tend to agree. This gives an indication that students believe that the hybrid learning method is more effective than other learning methods during the pandemic. This method not only limits interaction between students and others, but also provides occasional interaction between students to discuss and interact directly with each other. not only through social media or other online media.

2. Instrument Test

a. Validity Test

Validity test is used to measure whether or not a questionnaire is valid. The questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. The method used to assess the validity of the questionnaire is product moment correlation or using *bivariate Pearson*.

Table 4.2 Validity Test

Item	rCount	rTable	Sig	Valid/Invalid
CC1	0.752	0.279	0.000	Valid
CC2	0.829	0.279	0.000	Valid
CC3	0.825	0.279	0.000	Valid
CC4	0.792	0.279	0.000	Valid
CC5	0.829	0.279	0.000	Valid
CC6	0.708	0.279	0.000	Valid
CC7	0.806	0.279	0.000	Valid
CC8	0.795	0.279	0.000	Valid
Item	rCount	rTabel	Sig	Valid/Invalid
DL1	0.860	0.279	0.000	Valid
DL2	0.757	0.279	0.000	Valid
DL3	0.731	0.279	0.000	Valid
DL4	0.723	0.279	0.000	Valid
DL5	0.715	0.279	0.000	Valid

DL6	0.745	0.279	0.000	Valid
DL7	0.769	0.279	0.000	Valid
DL8	0.658	0.279	0.000	Valid
DL9	0.669	0.279	0.000	Valid
DL10	0.764	0.279	0.000	Valid
Item	rCount	rtable	Sig	Valid/Invalid
P1	0.755	0.279	0.000	Valid
P2	0.707	0.279	0.000	Valid
P3	0.763	0.279	0.000	Valid
P4	0.753	0.279	0.000	Valid
P5	0.764	0.279	0.000	Valid

Based on the test table above, it shows that there are 3 variables that are the research material. From the three tables above, each variable has a different number of question items, namely content course with 8 items, dynamic learning with 10 items and preferences with 5 items. From each question on each variable, both the independent and dependent variables have a calculated r value that is greater than rtable, where the existence of this value is an indication that the data obtained from this study is considered valid.

It is declared valid if the $r_{count} > r_{table}$ and the significance value is < 0.05

b. Reliability Test

The reliability test is to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable if one's answers to statements are consistent or stable from time to time. A variable is said to be reliable if it provides a Cronbach Alpha value > 0.60

Tabel 4.3 Reliability Test

Variabel	Cronbach's Alpha
CC	0.913
DL	0.906
P	0.802

Based on the table above, the data shows that the reliability test is carried out by variable, not by question item. And in each variable data, it can be seen that all Cronbarch Alpha results are more than 0.6, which can be said to be reliable data.

It is declared reliable if the Cronbach's Alpha value is > 0.6

3. Classic Assumption test

a. Normality Test

The normality test is used to test whether in the regression model, the confounding or residual variables have a normal distribution. The normality test method that can be used to test residual normality is Kolmogorov-Sminov (KS).

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		50
Normal Parameters ^{a,b}		
	Mean	.0000000
	Std. Deviation	1.16337970
Most Extreme Differences	Absolute	.100
	Positive	.098
	Negative	-.100
Test Statistic		.100
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the data obtained from the table above, the data shows that the value generated by Asymp. Sig is before 0.200. this value is greater than 0.05 which is the minimum value for data that can be said to be normally distributed. Therefore, the data obtained from this study is considered normally distributed.

It is stated that it can be normally distributed if the Asymp. Sig (2-tailed) > 0.05

b. Multicollinearity Test

The multicollinearity test aims to test whether the regression model finds any correlation between the independent variables. A good regression model should not have any correlation between the independent variables. To determine the existence of multicollinearity in the regression model, it can be seen from the Variance Inflation Factor (VIF) value.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.945	1.463		3.380	.001		
	Course Content	.263	.056	.547	4.732	.000	.350	2.855
	Dynamics of Learning	.186	.056	.381	3.294	.002	.350	2.855

a. Dependent Variable: Preference

From the data obtained at the table above, the results of this test show that both course content and dynamic learning each have a tolerance value of no more than 1 and a VIF of less than 10. Therefore, the variables from the table data above show that The data studied did not experience multicollinearity.

There are no symptoms of multicollinearity if the tolerance value is >0.1 and the VIF value is <10

c. Heteroskedastisitas Test

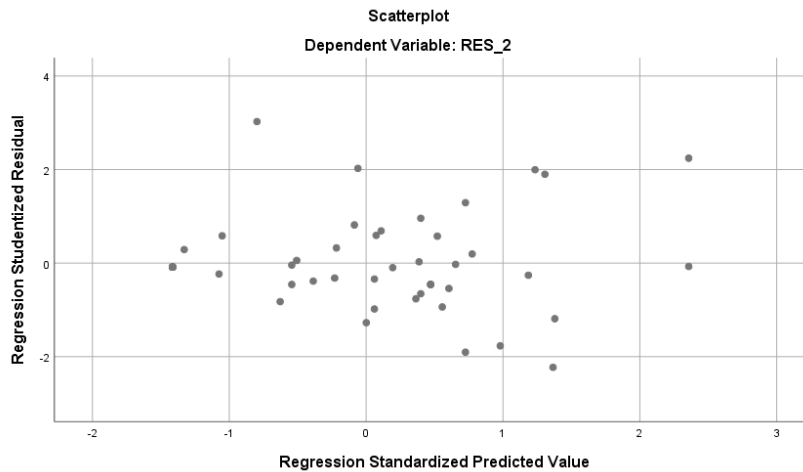
The heteroscedasticity test aims to test whether the variance of the residuals or other observations occurs in the regression model. There are several ways to find out whether there is heteroscedasticity in the regression model, but in this study using the *Glejser* test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.264	.775		5.506	.000
	Course Content	-.036	.029	-.247	-1.215	.230
	Dynamics of Learning	-.051	.030	-.347	-1.705	.095

a. Dependent Variable: RES_2

From the table above it can be seen that this test uses the Glesjer test method, namely a test whose value is seen from the Sig t value. The Course Content and Dynamic Learning variables each have a t Sig value greater than 0.05. For this reason, the data studied does not experience heteroscedasticity.



It is said that there are no symptoms of heteroscedasticity if the significance value is > 0.05 or the distribution of data in the scatterplot is not patterned and is above and below the zero value.

d. Testing Independent Sample Test

In analyzing research data, researchers used the Independent Sample T-test analysis tool (Different Test). Independent sample T-test is used to test hypotheses about two or more populations where each sample group is independent, which means that the two populations are not bound and not related to each other, the data needed for the independent sample t-test test tool is interval data and numerical data (Gani & Amalia, 2015). After carrying out the Independent sample t test using the SPSS program version 22 and Alpha 10%. The test results are presented in the table below:

Based on Gender

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error
Course Content	Male	26	31.69	5.074	.995
	Female	24	34.13	5.050	1.031
Dynamics of Learning	Male	26	42.54	4.860	.953
	Female	24	44.13	5.286	1.079
Preference	Male	26	21.19	2.227	.437
	Female	24	22.13	2.692	.549

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Course Content	Equal variances assumed	.000	.984	-1.698	48	.096	-2.433	1.433	-5.314	.449
	Equal variances not assumed			-1.698	47.716	.096	-2.433	1.433	-5.314	.448
Dynamics of Learning	Equal variances assumed	.504	.481	-1.106	48	.274	-1.587	1.435	-4.471	1.298
	Equal variances not assumed			-1.102	46.725	.276	-1.587	1.440	-4.483	1.310
Preference	Equal variances assumed	1.592	.213	-1.339	48	.187	-.933	.697	-2.333	.468

Equal variances not assumed			-44.800	.191	-.933	.702	-2.347	.481
		1.329						

From the table above, in the Equal Variances not Assumed section, it can be seen that the sig (2-tailed) value is 0.096, which is smaller than 0.1. This value means that there is a difference between student interest in learning course content, dynamic learning and preference. Where in this condition, the existence of a hybrid learning method with various methods such as course content, dynamic learning and preferences could be an option. When students are not allowed to study at close range and from the 3 variables above, dynamic learning is the choice most often chosen by students of this type. male genital. This can be seen in the previous table above, that Dynamic Learning male gender is the variable with the highest mean, namely 44.13 compared to the mean of the other variables.

If the significance value < 0.05 there is no significant difference. If the significance value is > 0.05 there is a significant difference.

Based on Semester

Group Statistics

	Semester	N	Mean	Std. Deviation	Std. Error
Course Content	Semester 5	24	32.46	6.029	1.231
	Semester 7	26	33.23	4.292	.842
Dynamics of Learning	Semester 5	24	42.08	6.241	1.274
	Semester 7	26	44.42	3.466	.680
Preference	Semester 5	24	21.25	2.863	.584
	Semester 7	26	22.00	2.059	.404

Independent Samples Test

		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
Course Content	Equal variances assumed	3.807	.057	-.525	48	.602	-.772	1.471	-3.730	2.186
	Equal variances not assumed			-.518	41.251	.607	-.772	1.491	-3.783	2.238
Dynamics of Learning	Equal variances assumed	6.872	.012	- 1.656	48	.104	-2.340	1.413	-5.181	.501
	Equal variances not assumed			- 1.620	35.327	.114	-2.340	1.444	-5.270	.591
Preference	Equal variances assumed	4.979	.030	- 1.070	48	.290	-.750	.701	-2.160	.660
	Equal variances not assumed			- 1.056	41.505	.297	-.750	.710	-2.184	.684

From the table above, in the Equal Variances not Assumed section, it can be seen that the SIG (2-tailed) value is $0.62 > 0.1$. This value means that there is a difference between student interest from semester 5 and semester 7. From the 3 variables above, dynamic learning is the choice most often chosen by students in semester 7. This conclusion can be seen in the table above previously also that Dynamic Learning in semester 7 is the variable with the highest mean, namely 44.42 compared to the mean of the other variables.

If the significance value < 0.05 there is no significant difference. If the significance value is > 0.05 there is a significant difference.

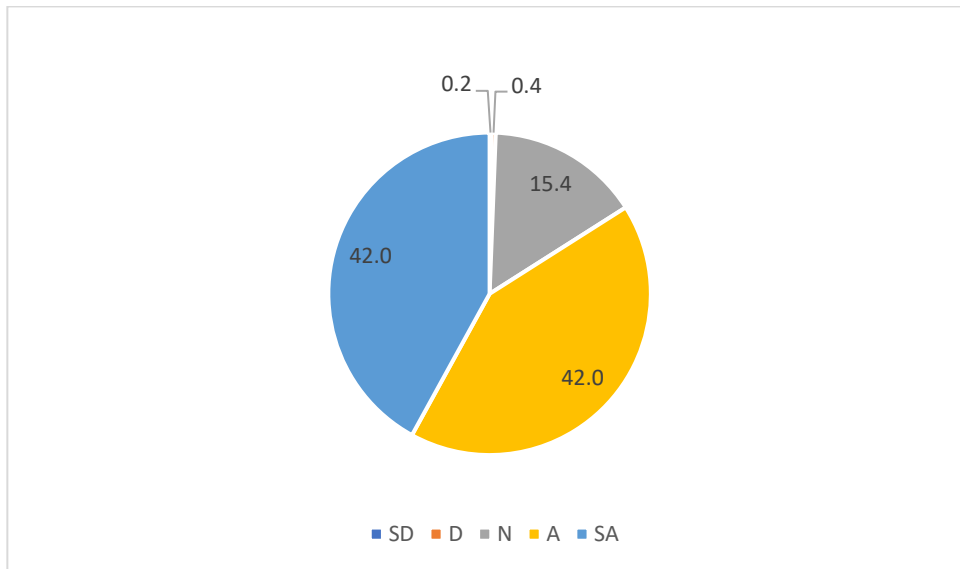
Tabel 4.4 Mean Score

Statement	A & SA		Mean	Std Dev.
	F	%		
1. The incorporation of digital tools in blended learning content enhances students' learning capabilities, enabling them to grasp knowledge more efficiently.	39	78.0	4.08	0.724
2. The knowledge that students acquired during face to face classes could be easily replicated within the virtual realm of the Internet	35	70.0	4.06	0.818
3. Undergraduate students could easily transfer the knowledge acquired from online sources into in-person instructional sessions.	37	74.0	4.04	0.903
4. The assessment conducted in both face-to-face and online settings mutually complemented one another.	36	72.0	3.96	0.903
5. The instructor displayed exceptional proficiency in effectively utilizing a hybrid learning environment.	32	64.0	4.04	0.989
6. The lecturer's communication and interaction were highly effective, ensuring smooth and seamless engagement	41	82.0	4.20	0.728
7. The lesson was adorned with an abundance of valuable resources and materials	40	80.0	4.18	0.748
8. The in-person engagements, including discussions and group events, proved to be satisfactory.	44	88.0	4.30	0.678

Statement	A & SA		Mean	Std Dev.
	F	%		
9. A rich communication and interaction environment were provided	45	90.0	4.30	0.647
10. Students could actively participate in the course.	42	84.0	4.30	0.735
11. It was good to have discussions both on the Web	47	94.0	4.48	0.614

and in face-to-face environments.				
12. Students were given the opportunity to learned from their classmates	44	88.0	4.38	0.697
13. Students participation in the course was supported by used various teaching methods (question-answer, collaborative learned, discussion in the forum, etc.)	42	84.0	4.30	0.789
14. Interaction and communication with other friends in the classroom were efficient	44	88.0	4.26	0.664
15. With hybrid learning, an environment was provided where student could use their own learning methods (reading, listening, telling, practicing, discussion, etc.)	44	88.0	4.26	0.664
16. Instructions and guidelines were provided regularly by teacher	43	86.0	4.28	0.701
17. Student achieve better in hybrid classes compared to online classes	42	84.0	4.30	0.735
18. Student could managed the time better in hybrid classes compared to online classes	46	92.0	4.44	0.644

Statement	A & SA		Mean	Std Dev.
	F	%		
19. Distance learning offers a more advantageous platform for the delivery of explanatory content and theoretical lectures.	43	86.0	4.26	0.694
20. The students quickly adapted to the digital realm of education, embracing the online learning encounter with ease.	43	86.0	4.26	0.694
21. Distance learning offers a more advantageous approach when it comes to practical sessions.	47	94.0	4.40	0.606
22. During the period of distance learning, students found it incredibly convenient to establish effective lines of communication with their instructor	45	90.0	4.32	0.653
23. The questions presented in the online examinations were of a lucid and comprehensible nature, rendering them easily accessible to the test-takers.	45	90.0	4.40	0.670



0,2 = SD

0,4 = D

Keterangan:

CC = Course Content

DL = Dynamics of Learning

CC dan DL merupakan bagian dari Perspective

P = Preference

SD = Strongly Disagree

D = Disagree

N = Netral

A = Agree

SA = Strongly Agree

From the results of the Venn diagram above, it is stated that in the interviews and questionnaires distributed that learning with this hybrid method is 42% approved and strongly agreed by the students and the rest is neutral. This is because students have different perceptions about these learning methods and the most prominent perception differences are seen from the gender of students. The male gender tends to agree more with the existence of learning with the hybrid method of this because some of the reasons are the effectiveness of learning time is also a unique and easier lesson, in the gender the female also actually has the same perception but is still lower than the male in choosing this hybrid learning method. And the rest of the students are that because they have other preferences about learning and learning methods during Covid-19 then they are neutral.

B. Discussion

1. Student Perceptions of Hybrid-Based Learning During Covid-19

The success of a learning process can be seen from changes in students' attitudes, behaviour and learning outcomes (Riyanda, 2020). Learning is the process of compiling student knowledge, and students will learn to interpret activities based on concepts compiled through thinking and action (Winataputra et al., 2014). The essence of learning is the process of constructing knowledge concepts based on the experience that students have gained so that they can experience the learning process, for this reason an activity is needed that includes learning experiences. Learning is a combination of several elements, including

people, materials, facilitators, equipment and processes that influence the achievement of goals (Arfani, 2018; Riyanda et al., 2022). Implementing the learning process requires certain strategies and methods to achieve learning objectives.

During the pandemic, all learning activities were carried out online. In terms of presenting teaching materials, assignments, discussions and evaluations, they are carried out virtually using various online application platforms. The online learning process is considered able to provide learning comfort, allows direct communication, and the material is easier to understand and accept. However, in implementing online learning, adequate facilities are needed to support the learning process, such as devices, internet networks, and laptops or computers. Other important things that influence the virtual learning process are support or motivation, understanding from parents, as well as assistance from the government, for example quota subsidies.

Perception is a series of processes involving the entry of information or messages into the individual's brain through the five senses (Karina & Yunus, 2021). There are other opinions which explain that perception is a process of organizing and interpreting a stimulus that can be received by each individual so that it becomes something meaningful (Putu Sarniti et al, 2021). So it can be concluded that perception is a response that exists in each individual through a process based on feelings and experiences. Responding to something (stimulus) each individual gets different results, because each individual's perception is different (Putu Sarniti et al, 2021).

In this case, research was conducted to analyze student perceptions in the hybrid learning process with the research target 50 respondents. The research carried out is valid and has passed statistical tests so that the results of the research can be interpreted and linked to theory and previous research. Based on the research results, the average student perception towards hybrid-based learning is that they believe that the hybrid learning method is more effective than other learning methods during the pandemic, the existence of this method not only limits interaction between students and others,

The research was conducted using the interview method. Several answers were chosen by the author as one of the supporting data related to the research. Based on interviews conducted with Brother IR, as a 5th semester student revealed:

"I felt the impact of the pandemic which made it difficult for me to study. However, this can be solved by having hybrid learning so that learning can be done from anywhere."

This was also expressed by Sister YR who revealed:

"This learning method makes me more focused because I prefer studying in quiet conditions and without many people, so I prefer distance learning."

In addition, the explanation from the interview conducted by Brother BA revealed:

"I feel that hybrid learning can save costs compared to having to go to campus to do face-to-face learning. Even though what he feels is boring, he can arrange his schedule for studying so that his learning can be well controlled."

And finally the answer from the respondent Sister LM as a final semester student which reveals

"I get more information for my Final Project through hybrid learning, because I can access as much information as possible so this makes things easier for me. However, what is a problem for me is when the connection is lost, so learning is often interrupted in the middle of the road."

This is supported by the statements of Kifta et al, (2022), namely that there are various advantages of hybrid learning compared to regular face-to-face learning, namely that students can achieve learning objectives more successfully than traditional learning, as well as there is increased interaction between students and between educators and students. Hybrid learning is a term used to represent a learning method that echoes the online learning system with conventional learning that uses technological sophistication and the internet.

The results of this research are in contrast to research by Mustafa et al, (2021) that the online learning process in its application has a big impact on the assessment and learning process. The Ministry of Education and Culture (Kemendikbud) conducted an evaluation regarding the implementation of online learning after 10 months of implementation, the results showed that there was a decrease in learning outcomes for students (Mustafa et al, 2021). conducted by

Anis, (2021) also shows that there are differences in learning outcomes between face-to-face learning and online learning, where the results show that when learning online, student learning outcomes decrease. The reason is because there is no motivation in online learning,

2. Representation of Student Viewpoints on Hybrid-Based Learning based on student gender

Hybrid-based learning methods have begun to be developed since the pandemic occurred in Indonesia. This system prioritizes distance learning so that students can add to their knowledge despite limitations in reach. This learning system without face-to-face and not related to time is an advantage of online learning that educators and students must take advantage of during a pandemic like today to improve the quality of learning in Indonesia. Technology and its developments have finally forced education to adapt its learning system. Where previously learning was only face-to-face, now it can also be balanced with distance or online learning. Learning with the help of this technology ultimately creates e-learning. With the emergence of e-learning, students or students can access the learning materials they want according to their interests. So the learning process is much more interesting, not boring, full of motivation and enthusiasm, and of course more fun. However, often the results obtained are not always satisfactory, this is supported by the characteristics of the students and their learning environment. From the shortcomings of e-learning, a new innovation emerged in a learning model called hybrid learning. Often the results obtained are not always satisfactory, this is supported by the characteristics of the

students and their learning environment. From the shortcomings of e-learning, a new innovation emerged in a learning model called hybrid learning. This is supported by the characteristics of the students and their learning environment. From the shortcomings of e-learning, a new innovation emerged in a learning model called hybrid learning.

In Indonesia, many schools or madrasas have implemented hybrid learning-based learning. As a result of the many public complaints regarding online learning that has been implemented in Indonesia, the local government finally agreed and racked its brains so that education would continue as well as it should. So that local governments implement hybrid learning-based learning in all educational institutions. The implementation of face-to-face learning is limited, in addition to preparing learning documents, the arrangement for implementing limited face-to-face learning is carried out by limiting the number of students who come to school, technically students are divided into two groups, with a learning system where 50% of students participate in limited face-to-face learning and 50% of students take part in learning online from home at the same time.

Regarding online learning, various platforms are used, namely WhatsApp, Google Classroom, Google Meet, Zoom. The stage of implementing the hybrid learning model is in the scope of the duration of the teaching and learning process, the platforms used, strategies, methods, media and teaching materials prepared by the teacher in the learning process (Machin, 2021). In the Minister of Education and Culture Regulation Number 22 of 2016 concerning standard educational and secondary processes, there are 14 learning principles, one of which is learning that

can take place anywhere by utilizing technology and communication. Hybrid learning is one way of the 14 principles regulated in the Minister of Education and Culture. Technological progress will continue to grow rapidly.

Of these many efforts, learning and teaching are still carried out online. Currently, the government is implementing a new normal policy, including the new normal in the education sector. The new normal policy, which has implications for the education sector, means that students are asked to study alternately at home and at school. This activity is recommended by the Ministry of Education and Culture with a hybrid learning teaching method. Hybrid learning is learning using an online system combined with face-to-face meetings for several hours. Some people think that hybrid learning is the same as Blended Learning,

If seen based on research conducted on 50 respondents with the target being 5th and 7th semester students who are valid, and have passed the statistical test so that the results of the research can be interpreted and related to theory and previous research shows that respondents consider this hybrid-based learning to be more effective because students feel more fresh in carrying out learning because students do not need to feel tired by coming to school or to campus first. Related to the results of the research conducted, it was also revealed that the convenience of hybrid-based learning was felt by male respondents which can be seen from the answers of the majority of respondents who felt the effectiveness of hybrid learning, namely those from male respondents.

As a form of implementation of the research carried out, the author chose several respondents as evidence in carrying out the research. First, the respondent from Sister SS, who expressed her point of view regarding hybrid learning, namely:

"I use the Google Classroom platform as a learning method with lecturers. What I got during the pandemic by using Google Classroom was that I could more easily get learning materials without having to borrow books from the library as usual. Apart from that, learning can be done in a relaxed manner without the need for me to wear formal clothes so that learning feels more enjoyable. And there are easy features that are integrated with the campus so I can also check my learning progress online."

Apart from that, the answer was obtained from the respondent Brother ZW, who revealed that:

"Hybrid learning has indeed been implemented in my class during the pandemic. At first, I was clueless, especially since I couldn't ask my friend about this because access to communication was difficult. But with my persistent efforts, it made me feel how easy it was to use this online-based learning platform. Usually, I use zoom meetings and e-learning as a platform from the campus for the course process to take place. Starting from materials to assignments can be accessed online. I enjoy the learning process as an implementation of increasingly sophisticated technology at this time."

Then, this discussion is supported by interview answers from the respondent, Brother FA, who revealed that:

"I started to know about this hybrid learning when the lecturer announced it via WhatsApp group. Initially introduced to the name campus repository website and e-learning which can be accessed with a username and password. I am starting to get used to web-based learning as a method that makes it easier for me to get information related to campus learning. I can access it in any place where the signal is reachable. I became calmer studying because I like learning in a calm environment and not meeting other people."

In addition, the existence of hybrid learning makes students more accessible in holding discussions both with teachers and with fellow students so that they can gain knowledge not only during the learning process. The more this technology is used, the more it will add enthusiasm to learning.

This is supported by many studies which reveal that assessment is important in learning, as is the case with learning based on the Blended Learning model. Based on the results of observations that researchers have seen, it can be described that teachers carry out assessments in general, which include assessing attitudes, knowledge and skills where observations are carried out online and face to face. In assessing knowledge, teachers carry out written assessments which are carried out by students at school in order to minimize cheating by students. Meanwhile, the attitude assessment is observed by teachers during face-to-face learning and online learning. In online learning, the teacher will observe student behavior and responses during online learning. Apart from that, teachers also keep an attitude assessment journal which contains the teacher's notes regarding student attitudes both in face-to-face and online learning which the teacher observes in

detail. While the assessment of skills is observed by the teacher through practical activities carried out during face-to-face learning.

3. Student Preferences for the Best Blended Learning Model

Various models can be implemented using e-learning principles and advanced information technology, one of which is the Blended Learning model. Blended Learning is a learning model that combines a face-to-face learning system with e-learning that can be used by anyone, anywhere and anytime (Sudarman, 2018). Face-to-face activities in learning are things that cannot be abandoned, so that learning that combines face-to-face with e-learning makes learning effective and meaningful. Learning does not only rely on sophisticated technology, but is essentially a process of interaction between educators and students.

Blended Learning is a combination of instruction from online learning and face-to-face learning to help develop new knowledge and skills (Hilliard, 2015). Blended learning occurs when there is an opportunity for students to discuss in asynchronous forums and then educators explain in person/synchronously or in video conferences, and when lectures or training activities are held virtually rather than face-to-face (Bonk and Kim, 2004).

In Blended Learning, students' potential is really needed, especially their learning independence. Another use of Blended Learning is to improve students' ability to build knowledge, as well as the ability to assess and evaluate so that it will produce skilled students who can become innovative graduates who are able to meet work needs through their creativity and innovation (Kintu et al., 2017;

Septiana, 2020). Blended Learning refers to the wishes of students in their learning activities, with the control of the students themselves. Where students can access the material they want according to the teacher's guide and can also ask the teacher directly during teaching and learning activities offline. Blended Learning refers to a combination of the advantages of traditional methods and electronic learning. This model creates a clear advantage in providing a wide range of learning experiences without time constraints. In this context, Blended Learning is the most significant development of a learning model during a pandemic like now.

In online learning, the implementation of Blended Learning for those in online classes only listens if they can, using the Google Meet platform, then read for those in online learning using the WhatsApp group platform. The obstacles faced by online users include internet quotas, inadequate facilities and internet networks that are sometimes unstable. There is a gap in the implementation of Blended Learning, where the process is carried out face-to-face and can interact directly with their colleagues and teachers. Meanwhile, those online using the Google Meet platform only listen, those using the WhatsApp group platform only read. The existence of this gap certainly has an impact on students' understanding of the material. It would be different, if online students are also asked to be active. So that interactions between face-to-face and online are well maintained.

The existence of Blended Learning provides benefits to students' learning motivation. Arifin & Abduh (2021) say that in the learning process motivation is a very important part in creating a conducive and effective learning atmosphere. In

addition, the teacher also said that Blended Learning can improve the learning outcomes of students. This is in line with research conducted by Rachaman et al (2019), the results of which show that the application of Blended Learning in the learning process during Covid-19 can improve student learning outcomes higher, compared to conventional or fully online learning. Purnama (2020) added that Blended Learning is more effectively implemented than online or face-to-face learning, apart from that, student learning outcomes also increase.

Through the Blended Learning model, face-to-face meetings can be carried out using online learning. Blended Learning is carried out to complete group assignments, discussions and other class projects that cannot be done in class. The advantages of the Blended Learning model include effective and efficient learning, saving time and saving costs, discussions between lecturers and students can be carried out outside the classroom, and can increase the attractiveness of learning (Waty et al, 2018). The implementation of Blended Learning is by mail then you can log in using email. After logging in, students can carry out learning activities together with other members in writing.

To carry out lecture activities properly, lecturers can post learning materials, assignments, share videos, information links, or announce test scores. Students can play a role in providing comments, answering teacher assignments to discuss with classmates. Based on the composition of learning activities, the application of the Blende Learning model refers to research conducted by Sudarman (2018), namely implementing a composition of 50% face-to-face in class, 25% offline (through independent learning), and 25% face-to-face online.

Missildine, (2013) reported that Hybrid classes have created interactive learning. Other research also reports that students can enrich their interactions with other students inside and outside the classroom because teaching and learning activities are not limited to just inside the classroom, but anywhere (McLaughlin et al., 2013). Blended Learning is an important alternative approach to overcome the limitations of face-to-face and online learning methods (Graham, 2005). Blended Learning has reformed teaching and learning activities from teacher-centered to student-centered. Student learning activities are more active compared to giving passive lectures, and students also have more opportunities to develop their ideas in solving existing problems.

This research was conducted to analyze several Blended Learning methods used, one of which is the hybrid learning method with various methods such as course content, dynamic learning and preference. Based on the results of statistics conducted on 50 respondents, it shows that the dynamic learning method is the most preferred choice by male students. It can be seen in the previous table above that the dynamic learning of male gender is the variable with the highest mean compared to the mean of other variables. Dynamic learning-based learning is interpreted, for example, by the existence of a web-based LMS that provides a variety of content that supports the effectiveness of Blended Learning.

This research is supported by several answers from respondents based on interviews that have been conducted. The first interview was conducted by respondent AM, who revealed that:

“Many universities use blended learning-based learning platforms which can innovatively simplify the learning process, including my campus. The platform presented is quite interesting so I access the website in a pleasant way so that the material being taught is quite understandable. In addition, lecturers who are quite interactive with us as students make the learning process more enjoyable.”

The last interview was conducted by Sister KM, who revealed that:

"In my opinion, blended learning-based learning has positive and negative values. The positive value obtained is the easy access to information widely and in a short time it can make me and everyone feel that way. However, there are also negative impacts which I think if it continues can have a significant impact, one of which is that people will be lazy to interact face to face so that it can make the individual tend to be more individualistic and can lead to a feeling of laziness in that person.

Moodle offers flexible and dynamic learning process management that meets market needs. Moodle enables the creation of individual learning and collaborative learning where students can interact with their peers and teachers, especially after the completion of classroom learning activities. Students can study outside the classroom anytime and anywhere. Many teachers who use media say that they can save teaching time in class and increase students' active learning for independent learning outside the classroom. Then face-to-face time in class is used more for discussion activities to solve problems (Zainuddin, 2015).

Blended learning is a learning method that supports the use of technology in conventional face-to-face learning. The birth of this method aims to improve the shortcomings of conventional face-to-face learning methods which do not use

technology in learning, as well as the shortcomings of e-learning methods which ignore face-to-face learning. In this method, students learn face-to-face in the classroom supported by various learning media such as websites, online videos or Learning Management Systems (LMS). In practice, the use of technology is actually used more for learning outside the classroom, especially for online discussions and collecting assignments. This method emphasizes that learning does not only occur in the classroom face-to-face, but also outside the classroom through online media

In addition, there are various other Web 2.0 media that support Blended Learning such as Blogs, and social media. This media can be used to build two-way communication between students and teachers outside the classroom, and also facilitate teachers to provide online evaluations both individually and in groups (Schmidt & Ralph, 2014). Majumdar (2012) mentions Blogs, Podcasts, Twitter, MySpace, and Facebook are examples of Web 2.0 which are very popular and can be used as supporting media in the Hybrid class. Currently, many hybrid-based learning methods have been continuously developed along with the rapid development of information technology.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The research was conducted to analyze Learning from Hybrid Aspects through Blended Learning, which was carried out with 50 different respondents from 5th to 7th semester students. The results of the research were tested statistically so that conclusions could be drawn on the entire series of studies that had been conducted. Based on research conducted, it shows:

- 1) The average student's perception of hybrid-based learning is that they believe that the hybrid learning method is more effective than other learning methods during the pandemic. This method not only limits interaction between students and others, but also provides occasional interaction between students for mutual discussion. and interact directly not only through social media or other online media.
- 2) Based on the results of statistics conducted, it shows that the majority of respondents who agreed came from male respondents. This explains that men tend to enjoy online learning more because the learning process is carried out calmly so they are more focused, compared to female respondents who tend to prefer the face-to-face learning process.
- 3) Blended learning is a learning method that supports the use of technology in conventional face-to-face learning. This is done with the aim that the learning process can be carried out effectively and efficiently so that

students of all levels can more easily absorb learning outcomes both face-to-face and online.

B. Suggestion

This research is still far from perfect. The following suggestions can be explained for future research and implementation, namely as follows:

- 1) For further research, various blended learning methods can be discussed and the strengths and weaknesses of the blended learning-based learning process can be given.
- 2) For interested parties in the field of education, both schools, campuses and the government, they can provide outreach as well as problem solving for the obstacles that occur during the distance learning process.
- 3) Students can develop their learning online and make better use of the learning process so that learning can be felt easier and better understood.

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APPENDIX

List of Questionnaires

No	Items
1	The incorporation of digital tools in blended learning content enhances students' learning capabilities, enabling them to grasp knowledge more
2	The knowledge that students acquired during face to face classes could be easily replicated within the virtual realm of the Internet
3	Undergraduate students could easily transfer the knowledge acquired from online sources into in-person instructional sessions.
4	The assessment conducted in both face-to-face and online settings mutually complemented one another.
5	The instructor displayed exceptional proficiency in effectively utilizing a hybrid learning environment.
6	The lecturer's communication and interaction were highly effective, ensuring smooth and seamless engagement
7	The lesson was adorned with an abundance of valuable resources and materials
8	The in-person engagements, including discussions and group events, proved to be satisfactory.
9	A rich communication and interaction environment were provided
10	Students could actively participate in the course.
11	It was good to have discussions both on the Web and in face-to-face environments.
12	Students were given the opportunity to learned from their classmates
13	Students participation in the course was supported by used various teaching methods (question-answer, collaborative learned, discussion in the forum, etc.)
14	Interaction and communication with other friends in the classroom were efficient
15	With hybrid learning, an environment was provided where student could use their own learning methods (reading, listening, telling, practicing, discussion, etc.)
16	Instructions and guidelines were provided regularly by teacher
17	Student achieve better in hybrid classes compared to online classes
18	Student could managed the time better in hybrid classes compared to online classes

19	Distance learning offers a more advantageous platform for the delivery of explanatory content and theoretical lectures.
20	The students quickly adapted to the digital realm of education, embracing the online learning encounter with ease.
21	Distance learning offers a more advantageous approach when it comes to practical sessions.
22	During the period of distance learning, students found it incredibly convenient to establish effective lines of communication with their institutions .
23	The questions presented in the online examinations were of a lucid and comprehensible nature, rendering them easily accessible to the test-takers.

Interview Question about Student Perceptions of Hybrid-Based Learning During Covid-19

- 1) What solutions have you found to overcome the difficulty you faced in studying as a result of the pandemic's impact, and how specifically has hybrid learning helped in making learning more accessible?
- 2) What specific factors about studying in quiet conditions and without many people make you more focused and why do you prefer distance learning as the learning method to achieve this?
- 3) What are the specific benefits you have experienced by transitioning to hybrid learning as compared to attending face-to-face classes on campus and how has the flexibility of arranging your own study schedule helped you maintain control over your learning despite finding it boring?
- 4) Did hybrid learning give you access to more information for your final assignment?

Interview Question with Students about Representation of Student Viewpoints on Hybrid-Based Learning based on student gender

- 5) How has using the Google Classroom platform as a learning method helped simplify your access to learning materials during the pandemic?
- 6) How did you overcome the initial challenges of not being able to access communication during the pandemic to adapt to hybrid learning in your class?
- 7) How did you first become aware of hybrid learning and its implementation in your class?

Interview Question about Student Preferences for the Best Blended Learning Model

- 8) How have blended learning-based learning platforms simplified the learning process at your university?
- 9) Have you observed any specific negative impacts of blended learning-based learning in your own learning experience or among others?
- 10) Have you observed any specific negative impacts of blended learning-based learning in your own learning experience or among others?




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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

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Judul	Diterima
EFL Students Perspective and Preference Towards Hybrid Learning Over the Post Covid-19 in Indonesia	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing



Pirman Ginting, S.Pd., M.Pd

Medan, Februari 2022
Hormat Pemohon,



Amirah Hilmy



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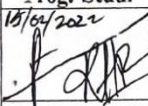

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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

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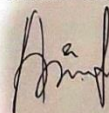
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Kredit Kumulatif : 115 SKS

IPK = 3.72

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	EFL Students Perspective and Preference Towards Hybrid Learning Over the Post Covid-19 in Indonesia	
	Perception of Challenges and Opportunity on Synchronous and Asynchronous Learning Environment During the Covid-19 Pandemic at Fifth Semester English Language Education of UMSU	
	The Effect of Digital Poster Flyer Maker Toward Students' Writing Achievement in Descriptive Text at SMA Negeri 1 Kisaran	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Februari 2022
Hormat Pemohon,



Amirah Hilmy

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Amirah Hilmy
NPM : 2002050090P
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

EFL Students Perspective and Preference Towards Hybrid Learning Over the Post Covid-19 in Indonesia

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Pirman Ginting, S.Pd., M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Februari 2022
Hormat Pemohon,

Amirah Hilmy

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



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Jl. Mukhtar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 434 /IL3-AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Amirah Hilmy
NPM : 2002050090P
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : EFL Students Perspective and Preference Towards Hybrid Learning Over The Post Covid-19 in Indonesia.

Dosen Pembimbing : Pirman Ginting, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 15 Februari 2023

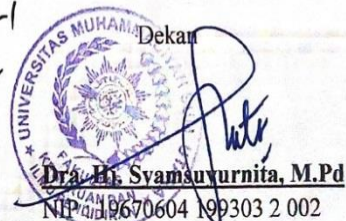
Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Diperpanjang hingga :
15 September 2023

Medan, 14 Rajab 1443 H
15 Februari 2022 M



diteliti wal
[Signature]



Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGKUTI SEMINAR



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Amirah Hilmy

N.P.M : 2002050090P

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : EFL Students' Perspective and Preference Towards Hybrid Learning
Over the Post Covid 19 in Indonesia

Sudah layak diseminarkan.

Medan, Januari 2023

Disetujui oleh
Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)



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Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Amirah Hilmy
NPM : 2002050090P
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 115 SKS

IPK= 3.72

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
<i>18/02/2022</i> 	EFL Students Perspective and Preference Towards Hybrid Learning Over the Post Covid-19 in Indonesia	
	Perception of Challenges and Opportunity on Synchronous and Asynchronous Learning Environment During the Covid-19 Pandemic at Fifth Semester English Language Education of UMSU	
	The Effect of Digital Poster Flyer Maker Toward Students' Writing Achievement in Descriptive Text at SMA Negeri 1 Kisaran	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Februari 2022
Hormat Pemohon,

Amirah Hilmy

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : ww.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

Nama Lengkap : Amirah Hilmy
NPM : 2002050090P
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : EFL Students' Perspective and Preference towards Hybrid Learning over the Post Covid-19 in Indonesia

Dengan ini menyatakan bahwa skripsi saya yang berjudul **"EFL Students' Perspective and Preference towards Hybrid Learning over the Post Covid-19 in Indonesia"**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



AMIRAH HILMY

Unggul | Cerdas | Terpercaya



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Amirah Hilmy
NPM : 2002050090P
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
EFL Students Perspective and Preference Towards Hybrid Learning Over the Post Covid-19 in Indonesia	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Pirman Ginting, S.Pd., M.Pd

Medan, Februari 2022
Hormat Pemohon,

Amirah Hilmy