

UNDERGRADUATE STUDENTS' PERSPECTIVE ON THE IMPLEMENTATION OF HYBRID LEARNING IN SEMINAR ON ELT COURSE AT UNIVERSITAS MUHAMMADIYAH MAKASSAR

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Article Info	Abstract
<p>Received: August 2, 2023 Revised: November 9, 2023 Accepted: November 29, 2023 Published: December 31, 2024</p> <p>Keywords: Students' Perspective, Hybrid Learning Model, Seminar on ELT course</p>	<p>This research used a qualitative approach to know students' perspectives on the implementation of hybrid learning models in the subject of seminars on ELT at Muhammadiyah University of Makassar. The research subjects were BGE19 class students totaling 10 people. Data collection was carried out by conducting interviews and presented in descriptive form. The results of this study show 3 different views in several aspects. Some students have positive, neutral, and negative perspectives on the implementation of hybrid learning models on the subject of seminars on ELT at Muhammadiyah University of Makassar. But most students have a positive perspective stating that this hybrid learning model is favored and expected to be applied to other subjects. It can be concluded that the implementation of hybrid learning models on the subject of seminars is preferred and expected by students. The hybrid learning model should be improved and applied to other subjects by utilizing increasingly adequate technology to make the learning process more effective.</p>
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INTRODUCTION

The transformation of the learning process is a process that brings learners closer to reality, presents knowledge critically and reflectively, and positions educators as facilitators who drive the learning process. The transformation of learning in the world of education in Indonesia is currently in the ecosystem of implementing the Merdeka Curriculum. This independent curriculum implementation ecosystem provides space for the use of technology and media to provide space for the use of technology and media to create flexibility for academic units. The success of integrating technology with science depends on its use and development, its usefulness in the learning process, whether to maintain educational values and improve academic scores (Aini, 2020).

One way to create meaningful and quality learning is through learning oriented toward each student's needs, abilities, characteristics, and learning media so that the learning process that is applied to the learning needs of students is also able to create a more independent,

innovative, creative learning environment, help students concentrate, and increase learning motivation. Another component that can support the running of the learning process is the selection of learning models or methods. A learning model is a form of learning depicted from beginning to end and applied by educators. Learning models are formed when learning approaches, strategies, methods, and techniques have been assembled into a unified whole. For this reason, a professional teacher must understand and have adequate skills in developing practical and creative learning models.

There have been many learning models that educators have applied to support the learning process to be more effective and efficient. A learning model that combines two learning methods is the *hybrid* learning model. This learning model takes place by combining online and offline methods. Some students do the learning process directly in the classroom, and some students take online classes. This learning model requires adequate classroom facilities and infrastructure to support this learning model. One is internet access; this learning model can be applied to internet access. Likewise, with students who take online classes, students' internet access is expected to be adequate to take classes, so that the material presented by educators can be well received.

In addition, the researcher also has personal experience by taking courses that apply the Hybrid learning model. The benefits of applying the Hybrid learning model are the same as described above. Students can have the opportunity to have a high or better attendance rate than ever before. The lecturer can overcome this by providing online learning media for students who need more time to follow the offline learning process. This advantage can make it easier for students to follow every learning process. As often happens in the learning process, many students have below-average attendance rates caused by several things: students who have blocked by distance to campus or are outside the area, students who have urgent business, and unstable health conditions hinder students. Another advantage is that due to the limited number of students entering the classroom offline, students have a higher level of focus due to more conducive class conditions so that lecturers can also more easily control students. Likewise, Hidayati et al. (2022) show several positive perspectives, including students can improve their technological skills. Students can learn about several applications that support online learning, such as Google Classroom, Zoom Meet, and Google Meet, students can also learn in the learning atmosphere they like, so that students can more easily understand the material, and the last is students can do informal learning to help their parents at home.

From several explanations and based on the experience of the researcher. The researcher wants to find out more deeply whether this learning model is needed and expected by students so that if it produces positive statements later, this Hybrid learning model can apply to other courses. The researcher can do this by looking at students' perspectives who have taken courses that have applied the Hybrid learning model.

METHODS

This research uses a qualitative approach, for example research that involves researcher with physical subjects. The mechanism of qualitative research conducted by researcher is to collect student responses to the Hybrid learning model in line with the purpose of this study to identify student perceptions by interviews to collect data. The researcher in this study selected students in the BGE class of 2019, majoring in English, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. From 20 students, the number of students selected as the subjects of this study amounted to 10 students. The number of research subjects was seen from the fulfillment of the criteria set by researcher. The criteria set are students who understand hybrid learning and students who are already learning using a hybrid learning model.

RESULT AND DISCUSSION

Result

The findings of researcher related to the formulation of the problem how the students' perceive the implementation of Hybrid learning in seminar on ELT course were carried out with direct interviews and the researcher found that there are 3 perspectives.

1. The Students' Positive Perspectives of hybrid learning in Seminar on ELT course
 - a. Running Well; students perceived hybrid learning model in seminar on ELT ran smoothly. Students accustomed to offline and online learning with a stable internet connection and adequate devices will support their smooth learning in the hybrid learning process
 - b. More Focus; hybrid learning model allowed students to organize their study time and place. This learning model allowed them to study in an environment that was comfortable and free from distractions. Interactive presentations and videos make the learning process more engaging, helping students to maintain attention and prevent boredom.
 - c. Encourage to be an active student; Hybrid learning model encourage students to be active where students have access to various learning resources such as learning videos shared by lecturers. These resources were one of the reasons why students were encouraged to be more active in deepening their understanding. Participating in class both offline and online can also made students more active involving students in discussion sessions where students have to speak, argue and listen to classmates making them become more critical and expand their understanding through other people's perspectives.
 - d. Clear material; hybrid learning model allow students to set their learning level. Students can repeat online materials if needed or seek additional help from friends or teachers in face-to-face sessions. Students can access learning

materials anytime and anywhere through the online platform. This allows them to learn according to their rhythm and schedule.

- e. Perfect attendance; hybrid learning model can increase the accessibility of education for students who were located far from the campus or have limitations that prevent them from participating in offline classes. If there was a situation that does not allow them to be physically present in class, then they can still follow the lesson from another place with the help of technology.
 - f. Effective learning model; hybrid learning model was effective so we can conclude that by applying this learning model can help students more understand the material. It was because the hybrid learning model combines the benefits of both offline and online learning methods. Face-to-face learning provides direct social interaction with teachers and classmates, while online learning provides flexibility and access to online learning materials.
 - g. Profitable for students and lecturer; The hybrid learning model has many advantages, namely learning and teaching flexibility, social interaction, diverse learning experiences, and the development of technological skills. So that students feel benefited in the application of the hybrid learning model.
2. The Students' Netral Perspective of hybrid learning
 - a. Students' activeness; hybrid learning can be a challenge for students to seek further understanding and increase their activeness in interacting in the learning process. The diversity of students' learning styles can also be an influence. Some students become active in face-to-face learning methods while others are more suitable in online learning.
 - b. Students' focus; hybrid learning model there were also those who become less focused because they were occasionally in a less conducive environment, students who had difficulty adjusting their learning style and found it difficult to find suitable materials to help them focus and understand concepts better.
 3. Students' Negative Perspectives
 - a. Does not running well; There were technical issues such as unstable internet connection that can disrupt the smoothness of the online learning process. Class management was also the next reason because it needs to coordinate between students who attend offline and students who study online.
 - b. Less focus; hybrid learning model can also have a negative impact on students when students did not have independent skills, access to technology and internet network disruption would experience difficulties in participating in online learning, limited social interaction with teachers or classmates. This can disrupt the focus in the learning process.

Discussion

After the data is known, as presented in the findings above, then a further action of this research is to analyze the data that has been collected about students' perspective on the implementation of hybrid learning in seminar on ELT course, which can be known from data findings. Based on the formulation of the problem, the following data is generated.

The hybrid learning process, combining offline and online classes, received mixed views from 10 students. Seven students found it smooth, two encountered issues in both modes, and one faced challenge with only online learning. Research by Di Marco et al. (2017) supported students' active acceptance of the model but with neutral intentions to use it. Some students felt distracted during online learning and needed preparation before offline classes for deeper explanations and discussions.

Regarding student focus, three students could concentrate on both modes, six preferred offline, and one lacked focus in both. Factors affecting focus included a less conducive environment and network problems in online learning. Erliza & Septianingsih (2022) mentioned difficulties in deep concentration. In terms of student activeness, five students were active, two neutral, and three not active in the hybrid learning process. Lack of motivation and initiative were obstacles to being active. Meydanlioglu & Arikan (2014) supported the idea that hybrid learning could increase student activity.

The level of student activity in participating in hybrid learning in the Seminar on ELT course can be measured when they interact actively in class during the learning process, with lecturers, and with classmates. It is known that 5 students have been active in the hybrid learning process, 2 students have neutral activity, and 3 students were not active in the learning process. The majority of students are active in the hybrid learning process. The things that become obstacles for students in becoming active students were motivation and difficulty in taking the initiative to actively participate in hybrid learning. In addition (Meydanlioglu & Arikan, 2014) hybrid learning strategy can make students more active in learning process.

Regarding the application of hybrid learning in other courses, eight students agreed, two disagreed. The flexibility and adaptability of the model were praised. Previous research (Lestari et al., 2022) demonstrated its successful application in microbiology. Four students found the material clear in both modes, while five faced occasional issues with online learning due to poor network connections. One student found the material unclear in both modes. Lecturers used videos and face-to-face sessions to improve understanding (Riyanda et al., 2022).

Student opinions regarding the presentation of the material delivered by the lecturer are known to 4 students who think the material provided was clear both in the offline and online learning process, 5 students were sometimes constrained in the online learning process caused by poor network connections, and there is 1 student who feels that the material delivered is not clear both in offline and online learning. The delivery of material carried out by lecturers was using learning videos in the form of demonstrations that provided basic information about learning materials. Interactive face-to-face sessions by means of live discussions and simulations this was done to improve student understanding. as said by (Riyanda et al., 2022)

Through hybrid learning, technology and the internet can make it easier for students to obtain information and knowledge through face-to-face and online learning processes.

From the results of interviews with 10 respondents, it can be concluded that in the learning process of the Seminar on ELT, which applied Hybrid learning, the majority of students had perfect attendance, and only 3 students from them once did not have time to attend class due to reasons of unfit conditions. For this reason, the application of hybrid learning encourages students to have perfect attendance. In contrast to Yudko et al., (2008) state that Students argue that hybrid courses have a negative impact on attendance. In line with Prasetio, (2022) state that the hybrid learning model can increase students' participation in the learning model highly

All 10 students faced difficulties in hybrid learning, mainly with online learning due to bad networks, adjustment issues, and limited social interaction. In contrast, Osaili et al. (2023) reported different challenges in blended learning. To overcome difficulties, students found solutions like seeking better internet connections, communicating with classmates, and asking lecturers for clarification. Communication and support from educators were crucial. But on the other hand they all have ways to overcome the difficulties that they faced Some of the ways that were done were looking for a place with an adequate internet connection, communicating with classmates, and asking the lecturers again about the unclear parts.

Moreover all students benefitted from hybrid learning, citing flexibility in time and place, active involvement, technology integration, personalized learning, and cost and time savings. Firdausi (2020) also highlighted similar advantages. In terms of presence, the majority of students had perfect attendance, with only three exceptions due to unfit conditions. Hybrid learning encouraged better attendance. Students' perceptions of hybrid learning effectiveness were positive, with seven finding it effective and three having a neutral view. Quality of material, student involvement, and technology support contributed to its effectiveness. Meydanlioglu & Arikan (2014) supported the superiority of hybrid learning over online or face-to-face models.

From the results of interviews have proven that there are 7 students state that hybrid learning model was an effective learning model and 3 students gave a neutral viewed for applying the hybrid learning model. So we can conclude that hybrid learning model was effective learning model. The main support in making the learning process effective was the quality of the material, student involvement, and technology support. In addition (Meydanlioglu & Arikan, 2014) show that the use of hybrid learning is more effective than online or FTF models.

CONCLUSION

From the research results, several things can be drawn into conclusions. The Students' positive erspectives of hybrid learning in Seminar on ELT course. The majority of students are in the category of positive perspectives on the implementasion of hybrid learning models in a seminar on ELT course because the several aspects that state this learning model was running

well, clear material, make students more focus, encourage to be an active student, perfect attendance, effective learning model, profitable for students and lecturer.

The Students' neutral perspectives of hybrid learning in Seminar on ELT course. Some students realize that there are specific benefits of online learning that are not available during the online learning process, such as direct social interaction with classmates and lecturers.

The Students' negative perspectives of hybrid learning in Seminar on ELT course. The main obstacles students often encounter in the hybrid learning process are preparation to start online classes, which takes a long time, and some obstacles that can occur when the network connection is poor. Such as lack of understanding and less focus.

The researcher concludes that most students have a positive perspective on the implementation of hybrid learning. Even though this learning model still has neutral and negative perspective. The application of this learning the model can still running well if students and lecturer prepare before learning process starts, so there is no more distraction.

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