Fonologi : Jurnal Ilmuan Bahasa dan Sastra Inggris
Vol. 2, No. 1 Maret 2024
e-ISSN : 3025-6003, p-ISSN : 3025-5996, Hal 182-197
DOI: https://doi.org/10.61132/fonologi.v2i1.411

Exploring Students' Perspectives On Hybrid Learning Implementation In Higher Education

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Abstract: *Hybrid learning, an educational approach that amalgamates traditional face-to-face instruction with technological tools, has emerged as a pivotal strategy in higher education. Contemporary pedagogical theories such as constructivism, active learning, and humanistic approaches play integral roles in shaping hybrid learning frameworks. The integration of technology within educational settings fosters a comprehensive and student-centric learning environment. Proficiency in learning design principles, motivation theories, and online learning paradigms is imperative for comprehending the intricacies of hybrid learning methodologies. This study adopts a qualitative descriptive methodology to explore students' comprehension of hybrid learning within higher education contexts. The participants of this study are first-semester English students enrolled at Widya Karya Catholic University. The research aims to offer valuable insights into pedagogical discourse and the implementation of hybrid learning strategies within higher education institutions. By shedding light on students' perspectives and experiences, this research endeavors to contribute significantly to the advancement of pedagogical practices and the refinement of hybrid learning methodologies in higher education settings.*

Keywords: *higher education, hybrid learning, learning theory*

INTRODUCTION

Information and Communication Technology (ICT) has a significant impact on various aspects of human life, including education, economics, politics, social and culture. The development of ICT has encouraged the creation of new innovations in the world of education. One innovation that has emerged as an alternative to conventional learning approaches is an innovative learning model. E-learning, which is an education system that utilizes electronic technology to support the learning process using internet media (Mutia & Leonard, 2013), is an example of this innovation. E-learning offers greater flexibility and accessibility for students, allowing them to access learning materials from anywhere and at any time as long as they are connected to the internet. This phenomenon reflects a paradigm shift in education towards the use of technology as the main means of supporting the learning process. Thus, e-learning has become an integral part of the educational transformation in this digital era, influencing the way we learn and teach.

E-learning has many definitions. The use of new internet and multimedia technologies to improve education, enable wide network access and enable distance learning. The term web-based learning refers to this learning technology (Fernando et al., 2005). According to Cisco (in Yazdi, 2012), the philosophy of e-learning is as follows: First, e-learning is the dissemination of information, communication, education and training online. Second, e-

Received: Januari 11, 2024; Accepted: Februari 12, 2024; Published: Maret 31, 2024
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learning provides tools that can improve conventional learning, such as conventional learning models, textbook studies, CD-ROMs, and computer-based training, so that it can answer the challenges of developing globalization. Third, e-learning does not allow students to participate in direct learning. Fourth, students' abilities vary greatly depending on the type of material and how it is delivered. If there is better alignment between content, delivery tools, and learning styles, students will perform better. Ultimately, this will produce better results. Online learning has become more effective in recent years, according to Noesgaard and Rikke, largely because of advances in information technology. However, online learning cannot be separated from conventional learning (Noesgaard & Rikke, 2015).

E-learning is a tool that teachers can use as a learning method or system. This online course is web-based, so it is more interactive. There are no limits to learning online. This teaching and learning activity has greater time flexibility. Students can choose when they want to study. Students have plenty of time to learn more. From traditional or conventional models to modern or digital models, the world of education is experiencing a shift. Thanks to the internet. According to Wahono (2003), e-learning, like learning in general, cannot function fully without face-to-face interaction. Therefore, this e-learning learning model requires a face-to-face learning process.

Hybrid learning, also known as blended learning, is a combination of e-learning based learning methods, or electronic learning, with face-to-face or conventional learning methods. This technique has recently been used in education. This is a summary of hybrid learning and how it is used in education. Hybrid, or blended, learning is defined by Lynn et al. (2014) as a combination of internet-based learning approaches, also known as electronic learning, and face-to-face or conventional learning approaches.

According to Ana Sutisna (2016), a hybrid is a learning approach that combines two or more learning approaches to achieve learning goals. The difference between online learning, which can be accessed anytime and anywhere, and conventional learning, where teachers and students meet face to face, was explained by Thorne (Sutisna, 2003). Another type of hybrid learning is virtual meetings between educators and students. Where they are in different places, but can still interact with each other, ask, answer and criticize each other.

According to Hubbard (2013), hybrid or mixed learning is a combination of conventional direct meetings and technology integration in e-learning. Therefore, its implementation must be in accordance with the approach chosen by teachers and students. Hybrid learning emphasizes the importance of traditional learning processes and the importance of integrating them with technology to redesign learning models. Therefore, hybrid

learning is a type of learning that combines face-to-face and online learning. According to Bryan & Volchenkova (2016), this shows that a hybrid learning system will allow combining face-to-face and computer learning experiences. Allowing students to meet their teachers face-to-face to get direct instruction as well, combining in-class and online meetings will definitely reduce overall internet network usage. This learning model can serve as a solution for learning entirely via the internet, where the main problems are difficult internet access, high costs for purchasing data quotas, and insufficient infrastructure, especially for rural communities (Febrianto et al., 2020).

One of the easiest learning models to use is hybrid learning, also known as blended learning. Hybrid learning occurs because this model combines conventional or synchronous learning with internet-based or asynchronous learning (Krisna, 2024). Therefore, hybrid learning is defined as mixed learning, or a combination of face-to-face and non-face-to-face learning. Hybrid learning is also known as online learning, and the blended learning approach comes from a combination of both models. E-learning includes effective and efficient learning that combines face-to-face and online learning with the help of technology (Horn & Staker, 2015). Furthermore, Krisna also stated that Hybrid learning has emerged as an important strategy in higher education, combining face-to-face learning learning with technology. The theoretical discussion of hybrid learning involves contemporary understanding learning concepts, such as constructivism, active learning, and humanistic approaches. Integration of Technology in the learning process is seen as a key element for creating holistic and student-centered learning experience (Krisna, 2024).

Habit-based learning was originally used in universities in America, England and Australia. The current goal is to provide students with opportunities to learn independently, sustainably, and develop lifelong learning. This will make learning more interesting, effective and efficient (Gultom et al., 2022). Hybrid learning reflects a strategic response to the changing educational landscape, considering the learning needs and preferences of modern students at diverse higher education institutions (Rosenberg, 2001).

Various studies have discussed hybrid learning in higher education. One of the studies conducted by Helsa et al. (2023) focuses on how the implementation of hybrid learning impacts learning in higher education, and the research results show that the adoption of hybrid learning has benefits. In addition, this research shows that hybrid teaching can improve students' discipline, improve their mathematical representations, improve their cognitive abilities, improve their communication abilities, and increase their ability to adapt to the material studied.

Students can enjoy language learning in person and via the internet, which offers a better learning experience. Students can also repeat what they have learned whenever they want.

Hybrid learning has developed into a significant phenomenon in the world of higher education. By utilizing the strengths of both approaches, this method creates a dynamic learning environment (Hendrayati, 2016). The multifaceted pedagogical approach combines traditional face-to-face teaching with technology-mediated elements. The goal of this integration is to leverage the benefits of direct interaction between teachers and students as well as the flexibility and accessibility of technological devices. Hybrid learning reflects a strategic response to the changing educational landscape, considering the learning needs and preferences of modern students in diverse higher education institutions (Abdelrahman, 2016).

Although educational literature recognizes the dynamics and benefits of hybrid learning, understanding student interactions with this method is still important (Jusoff, 2009). In this situation, descriptive research is considered a relevant method to provide a thorough understanding of how students engage and respond to this learning method. Descriptive studies allow for a thorough examination of the intricacies involved, highlighting a variety of student responses and experiences as they navigate the complexities of hybrid learning. This requires an understanding of the various ways students understand and interact with this multifaceted learning environment (Kaye, 2003).

In this research, a descriptive approach is used to describe students' understanding to the implementation of hybrid learning in higher education. This research aims to provide deeper insight into the relationship between hybrid learning and students through a detail-focused approach. This research aims to capture the complex dynamics and nuances inherent in students' experiences in hybrid learning environments by emphasizing a broad perspective. This method is very important to reveal the various ways students interact and respond to the combination of technological and traditional elements in the learning process. This method helps gain a different understanding of the dynamics of hybrid learning (Mutia, 2013).

Students' understanding to hybrid learning are very important in this research. Descriptive analysis requires an understanding of how students conceptualize this learning approach, how much technology integration is used in teaching, and how they respond to this learning approach. This research aims to study students' understanding to the hybrid learning model and explain how they interact with a combination of technological and traditional elements. These experiments are critical to uncovering the complexities of hybrid learning and aid in a thorough descriptive analysis of students' experiences and perceptions within this educational framework (Rahayu et al., 2022).

In addition to offering a holistic overview, the primary objectives of this study revolve around assessing students' understanding towards hybrid learning within the higher education domain. Through the examination of students' perspectives and comprehension, this investigation seeks to ascertain the depth of their understanding to this educational method. Furthermore, it endeavors to enhance our comprehension of hybrid learning implementation in higher education settings, foster opportunities for refining instructional design, and furnish policymakers with insights for maximizing technological utilization in the educational sphere (Nurlaili et al., 2021).

This study focuses on first-semester students enrolled in an English course at Widya Karya Catholic University, where hybrid learning is the adopted instructional approach. The sampling process was purposive, aiming to capture diversity across study programs and thereby offer a more comprehensive depiction of students' understanding towards hybrid learning. Through purposive sampling, the research endeavors to select students with varied experiences and viewpoints on hybrid learning, thus ensuring that the findings reflect the multifaceted nature of the academic milieu. By soliciting insights from students across different study programs and semester levels, the study seeks to provide a holistic understanding of how individuals from diverse academic backgrounds engage with and comprehend hybrid learning in their educational endeavors. Such an approach is anticipated to enhance the generalizability of the research findings to a broader population.

RESEARCH METHODS

This study adopts a qualitative descriptive methodology, which seeks to offer a thorough depiction of the observed phenomenon (Rusandi, 2021). To delve into student engagement with hybrid learning, interview or discussion techniques will be employed. Participants, enrolled in hybrid learning, will be organized into distinct groups based on their respective study programs. These groups encompass eight academic disciplines, namely Food Technology, Agribusiness, Law, Management, Accounting, Civil Engineering, Mechanical Engineering, and Information Systems. Each group will engage in discussions and respond to queries posed by the facilitator.

The subsequent step involves responding to the survey questions provided by the lecturer, which are given to each group. Each group will exclusively represent respondents 1, 2, 3, 4, 5, and 8. Respondent 1 represents students enrolled in the food technology study program, while respondent 2 corresponds to students in the agribusiness study program. Likewise, respondent 3 reflects students from the law study program, respondent 4 from the

management study program, and respondent 5 from the accounting study program. Additionally, respondent 6 signifies students enrolled in the civil engineering study program, while respondent 7 pertains to students in the mechanical engineering study program. Lastly, respondent 8 represents students from the information systems study program. The responses provided by each group are a collective outcome of group discussions held to deliberate upon the survey questions posed to them by the lecturer. This process is envisaged to offer direct insights into their reactions to this pedagogical approach within the higher education academic landscape.

FINDINGS AND DISCUSSION

Findings

According to the research's findings, students who engage in hybrid learning in a higher education setting respond to the method in a variety of ways. Based on a number of survey questions on students' reactions to hybrid learning, student data was gathered. These are the queries:

1. How well do you understand the concept of hybrid learning as a combination of face-to-face learning and online learning?
2. Do you feel sufficiently informed about how the structure and format of hybrid learning will be implemented in your study program?
3. How would you assess your level of readiness to face hybrid learning, especially in terms of the use of technology?
4. To what extent do you understand the benefits of hybrid learning in increasing learning flexibility and accessibility?
5. Do you feel there is a need for increased information or training related to the concept and implementation of hybrid learning on campus?

These questions are designed to instill students' understanding of the concept of hybrid learning, as well as provide insight into the extent to which students feel prepared and supportive of this approach.

Question 1

Table 1. The group's understanding of the hybrid learning

Informant	The group's understanding of the hybrid learning			
	Do not understand	Quite understand	Understand	Very understand
1st informant	-	-	√	-
2nd informant	-	-	√	-
3rd informant	-	√	-	-
4th informant	-	-	√	-
5th informant	-	-	√	-
6th informant	-	-	√	-
7th informant	-	-	√	-
8th informant	-	-	√	-

Data analysis from the table above illustrates the group's level of understanding of hybrid learning. Of the eight informants who participated, the majority showed a positive level of understanding of the concept of hybrid learning. The 1st, 2nd, 4th, 5th, 6th, 7th, and 8th informants all rated their understanding as "Understand" with a check mark (√) in the appropriate column. Meanwhile, informant 3 rated himself as "Somewhat Understandable." There were no informants who stated that they did not understand hybrid learning. This shows that overall, the group has a positive understanding of this concept.

Although the majority of informants rated themselves as having understood the concept of hybrid learning, it is important to note variations in the level of understanding among them. Informants other than informant 3 rated themselves as "Understanding," while informant 3 only felt they "Somewhat Understand." These variations may be due to factors such as educational background, previous experience with hybrid learning, or comfort level with technology. Therefore, it is important for educators to provide additional support and appropriate resources to ensure that all learners can develop a strong understanding of hybrid learning concepts.

In conclusion, while the majority of informants demonstrated a good understanding of hybrid learning, there is a need to pay attention to variations in the level of understanding among them. By providing additional support and appropriate resources, educators can ensure that all students can take full advantage of the potential of hybrid learning.

Question 2

Table 2. The group's understanding of how the structure and format of hybrid learning.

Informant	The group's understanding of how the structure and format of hybrid learning.			
	Do not understand	Quite understand	Understand	Very understand
1st informant	-	-	√	-
2nd informant	-	-	√	-
3rd informant	-	√	-	-
4th informant	-	-	√	-
5th informant	-	-	√	-
6th informant	-	√	-	-
7th informant	-	-	√	-
8th informant	-	-	√	-

Analysis of the table above shows the group's perception of the structure and format of hybrid learning. Of the eight informants who participated, the majority rated their understanding of the structure and format of hybrid learning as positive. Informants 1st, 2nd, 4th, 5th, 7th, and 8th stated that they understood the structure and format by marking a tick (√) in the appropriate column. Meanwhile, informants 3 and 6 felt "somewhat understand." No informants stated that they did not understand the structure and format of hybrid learning at all.

Although the majority of informants demonstrated good understanding, variations in the level of understanding were also visible among them. Informants 3 and 6 rated themselves as having different understandings, with other informants who felt they "understood" rating themselves as "somewhat understand." This may reflect differences in levels of experience or prior knowledge of hybrid learning among informants.

In conclusion, while the majority of informants demonstrated a good understanding of the structure and format of hybrid learning, it should be acknowledged that there is variation in the level of understanding among them. To ensure that all students can participate and take full advantage of the potential of hybrid learning, it is important for educators to provide additional support and clarification about the structure and format of such learning. In this way, it will enable students to respond effectively to the complex and evolving hybrid learning environment.

Question 3

Table 3. The group's level of readiness to face hybrid learning in the use of technology.

Informant	The group's level of readiness to face hybrid learning in the use of technology.			
	Do not ready	Quite ready	Ready	Very ready
1st informant	-	-	-	√
2nd informant	-	-	-	√
3rd informant	-	-	-	√
4th informant	-	-	-	√
5th informant	-	-	-	√
6th informant	-	-	-	√
7th informant	-	-	-	√
8th informant	-	-	-	√

From the table above, it can be seen that the group has a high level of readiness in facing hybrid learning using technology. Overall, all informants stated that they were very ready in this regard, indicated by a check mark (√) in the "Very Ready" column. This shows that students have prepared themselves well to face the challenges of hybrid learning which involves the use of technology.

This high level of readiness can be interpreted as the result of a strong level of technological skills or previous experience in using technology in learning contexts. Additionally, it can also reflect students' level of motivation and commitment to succeed in hybrid learning.

However, it is important to remember that high technology readiness does not necessarily indicate a deep understanding or skill in using that technology for learning. Therefore, although informants have expressed themselves as very well prepared in using technology, educators need to ensure that they also have a strong understanding of how technology can be used effectively to support learning.

In this context, it can be beneficial to provide additional training or resources that focus on the integration of technology in learning, as well as supporting learners who may need additional help in developing their technology skills. In this way, the high level of technological readiness that the group has demonstrated can serve as a strong foundation to strengthen a successful hybrid learning experience.

Question 4

Table 4. The group's understanding of the benefits of hybrid learning in increasing learning flexibility and accessibility.

Informant	The group's understanding of the benefits of hybrid learning in increasing learning flexibility and accessibility.			
	Do not understand	Quite understand	Understand	Very understand
1st informant	-	-	√	-
2nd informant	-	-	√	-
3rd informant	-	-	√	-
4th informant	-	-	√	-
5th informant	-	-	√	-
6th informant	-	-	√	-
7th informant	-	-	√	-
8th informant	-	-	√	-

From the table above, it can be seen that the majority of informants understand the benefits of hybrid learning in increasing the flexibility and accessibility of learning. All informants, the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th informants, marked the "Understand" column with a check mark (√), indicating that they understand these benefits. However, no informants marked the column "Very Understand," indicating that no one has a very deep understanding of the benefits of hybrid learning.

A good understanding of the benefits of hybrid learning in increasing the flexibility and accessibility of learning is important, as this can help students understand the value of different learning approaches. The flexibility offered by hybrid learning allows learners to access learning materials from anywhere and at any time, while increased accessibility can help overcome geographic or physical barriers to accessing education.

Nonetheless, there is room to improve understanding of these benefits. For example, educators can provide concrete examples or case studies that illustrate how hybrid learning can significantly increase the flexibility and accessibility of learning. Additionally, additional discussions or training can also help clarify these concepts and help students understand them better.

In conclusion, although the majority of informants have understood the benefits of hybrid learning in increasing learning flexibility and accessibility, further efforts may be needed to increase in-depth understanding of this concept. By strengthening this understanding, students can better utilize the potential of hybrid learning to achieve optimal learning outcomes.

Question 5

Table 5. The group's understanding of a need for increased information or training related to the concept and implementation of hybrid learning on campus.

Informant	The group's need for increased information or training related to the concept and implementation of hybrid learning on campus.			
	Do not need	Quite need	Need	Necessary
1st informant	-	-	√	-
2nd informant	-	-	√	-
3rd informant	-	-	√	-
4th informant	-	√	-	-
5th informant	-	√	-	-
6th informant	-	√	-	-
7th informant	-	√	-	-
8th informant	-	√	-	-

From the table above, it can be seen that the majority of informants felt that there was a need for increased information or training related to the concept and implementation of hybrid learning on campus. Informants 1, 2, and 3 marked the "Need" column with a check mark (√), indicating that they felt the need to obtain additional information or training related to hybrid learning. In addition, several informants, including the 4th, 5th, 6th, 7th, and 8th informants, even marked the column “Quite Need,” indicating that they felt they needed significant additional information or training.

Understanding that there is a need for increased information or training related to on-campus hybrid learning is important. This indicates that informants are aware of the complexities and challenges that may be associated with implementing hybrid learning and expressed their need to obtain additional support to face these challenges.

Educators and campus administration can use this information to design training programs or provide additional information appropriate to the informant's needs and level of understanding. This additional training and support can help improve informants' understanding and skills related to the concept and implementation of hybrid learning, thereby increasing the effectiveness and success of this learning approach on campus.

In conclusion, data from the table shows that there is awareness of the need for increased information or training related to hybrid learning on campus. By responding appropriately to these needs, educators and campus administration can help ensure the successful implementation of hybrid learning and support students' academic success.

Discussion

Analysis of Table 1 shows varying levels of understanding among group participants regarding the concept of hybrid learning. The majority of informants demonstrated their positive understanding or perspectives of this concept by selecting the category "Understand." These results indicate that the majority of students have a strong understanding of combining face-to-face and online elements in hybrid learning. However, there was variation in the level of understanding among informants, with some only feeling "Somewhat Understandable." These variations may reflect differences in educational background or previous experience with hybrid learning. It is important to take these variations into account in designing and delivering learning materials, as well as providing additional support to students who may need it to develop a deeper understanding of these concepts. Doing so will ensure that all learners can take maximum advantage of this complex hybrid learning approach.

From the results of the analysis in Table 2, variations can be seen in the group's level of understanding of the structure and format of hybrid learning. The majority of informants showed positive understanding, however differences in the level of understanding were found between them. This emphasizes the importance of providing additional clarification or appropriate training so that all students have a solid understanding of the structure and format of hybrid learning. This additional clarification can help address differences in levels of understanding and ensure that all learners can take full advantage of the potential of hybrid learning. Providing additional training or relevant resources can also help support a more effective and efficient learning process in a hybrid learning environment. By understanding differences in levels of understanding and responding appropriately, educators can ensure that hybrid learning in the classroom provides maximum benefit for all learners, promoting their overall academic success.

Table 3 shows the group's level of readiness in facing hybrid learning by utilizing technology. The majority of informants stated that they were significantly prepared, indicated by the category "Very Prepared." This illustrates that students have made adequate preparations to face the challenges of hybrid learning which requires the use of technology. However, it is important to remember that high technology readiness does not necessarily reflect a deep understanding of how that technology can be leveraged effectively for learning purposes. High technology readiness may highlight technical skills rather than understanding the use of technology in learning contexts. Therefore, a holistic approach is needed in preparing students for hybrid learning, which includes not only technology skills, but also a strong understanding of how technology can be used to facilitate effective learning. Thus, educators must ensure that

students are not only technically ready, but also understand the concepts and practices underlying the use of technology in hybrid learning.

Analysis of Table 4 shows that the majority of informants understand the benefits of hybrid learning in increasing the flexibility and accessibility of learning. Most informants chose the “Understand” category, indicating that they had a good understanding of this concept. However, there is still room to improve a deeper understanding of these benefits. A comprehensive approach to strengthening this understanding is essential. One way is to provide concrete examples or case studies that illustrate how hybrid learning can significantly increase the flexibility and accessibility of learning. Additionally, providing additional training or relevant resources can also help support a better understanding process. Thus, students can take full advantage of the potential of hybrid learning to achieve optimal learning outcomes. It is important to remember that the benefits of this learning approach can only be fully felt if the understanding of the concepts and their implementation is truly strong. Therefore, educators must continue to strive to strengthen students' understanding of the benefits of hybrid learning so that they can take maximum advantage of this learning approach.

Analysis of Table 5 reveals that the majority of informants acknowledged the need for increased information or training related to the concept and implementation of hybrid learning in the campus environment. This reflects their awareness of the complexities and challenges associated with hybrid learning, as well as their desire for additional support in meeting these challenges. This information provides valuable insight for educators and campus administration to design training programs or provide additional information appropriate to the informant's needs and level of understanding. These training programs can cover a variety of topics, such as hybrid learning strategies, use of technology, and time management in a hybrid learning context. By providing the right support, educators and campus administration can help strengthen informants' understanding and skills related to hybrid learning. Additionally, they may also provide additional resources, such as guides or webinars, that informants can access independently. In this way, educators and campus administration can ensure that informants have the support necessary to overcome challenges and achieve success in adopting and implementing hybrid learning in the campus environment.

CONCLUSIONS

Overall, although the majority of informants have demonstrated good perspectives or understanding of the concept of hybrid learning, it is important to recognize that there is variation in the level of understanding among them. Therefore, providing additional support

and appropriate resources is crucial for educators to ensure that all students can take full advantage of the potential of hybrid learning. With this approach, students can be directed to respond more effectively to complex and continuously evolving learning environments.

Although the majority of informants demonstrated adequate understanding of the structure and format of hybrid learning, it is important to recognize that there is variation in the level of understanding among them. To ensure that all students can participate and take full advantage of the potential of hybrid learning, it is important for educators to provide additional support and clarification about the structure and format of such learning.

In the context of the high technology readiness that the group has demonstrated, providing additional training or resources that focus on the integration of technology in learning would be beneficial. Additionally, supporting learners who need additional help in developing their technology skills will strengthen a successful hybrid learning experience.

Although the majority of informants have understood the benefits of hybrid learning in increasing learning flexibility and accessibility, further efforts may be needed to increase in-depth understanding of this concept. By strengthening this understanding, students can better utilize the potential of hybrid learning to achieve optimal learning outcomes.

Data from the table confirms that awareness of the need for increased information or training related to hybrid learning on campus is important. By responding appropriately to these needs, educators and campus administration can help ensure the successful implementation of hybrid learning and support students' academic success.

To increase the effectiveness of implementing hybrid learning in educational institutions, some suggestions that can be considered are adapting learning approaches to varying levels of understanding among students, providing clarification and guidance related to the structure and format of hybrid learning, strengthening resources and training on technology integration in learning, develop programs that highlight the benefits of hybrid learning, and respond to awareness of the need for increased information or training related to hybrid learning on campus through the provision of regular training programs and additional easily accessible resources. In this way, educational institutions can ensure that the entire educational community is ready to face and optimally utilize the potential of hybrid learning. Overall, students' perspectives on hybrid learning implementation in higher education show positive perspectives. The majority of respondents confirmed their understanding of the concept of hybrid learning and the structures and formats associated with it. They also indicated their readiness to face learning using this method. In addition, students understand the importance of the hybrid learning model in increasing flexibility and accessibility to

contemporary learning materials. This positive response reflects good acceptance of the hybrid learning concept and shows students' willingness to adopt new approaches to the learning process in higher education.

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