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# The Implementation of Hybrid Learning in EFL International Classroom

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## Abstract

*This research focused on the Implementation of Hybrid Learning itself. Document analysis was one of the qualitative research methodologies used in this study. The location chosen for this study was an EFL international class that offers hybrid learning. The implementation of the hybrid learning model was carried out in academic year 2021/2022. The video recordings of the hybrid class were used in this study as documents. The author ran three tests in the documentation checklist to obtain results. It was carried out to investigate if hybrid learning could be utilized in the classroom. After doing documentation checklist and sharing questionnaire the results obtained turned out not to be fully learning done hybrid because there are some points not achieved.*

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## INTRODUCTION

Covid-19 Distance Learning was implemented by all components of education in Indonesia as a result of the pandemic (PJJ). Implementing Distance Learning (PJJ) has resulted in introduce both online and offline learning methods. Online learning is where students acquire knowledge and connected teachers to the online network. In the interim, offline learning is not support by the offline internet network. Our educational system has evolved. Through the use of face-to-face technology, face-to-face classrooms become virtual. technology including web conferencing and video conferencing. Likewise, learning outside the classroom, numerous forms of technology are also utilized. Student freely seek information by watching television or videos and reading print media as well as online media and radio or podcasts. Unluckily, in education collaborative autonomous learning activities amongst students conducted at home minimum. This may be due to the challenges of online collaborative learning. media, in addition to teachers' poor capacity to use collaborative learning courageous medium.

Distance learning has led to a striking change in the learning system, where traditional face-to-face learning must suddenly turn into online/virtual learning called e- learning or online learning or distance learning (Resmiaty et al., 2021). As a result, all those involved in the higher education environment face the challenge of quickly adapting to the new normal (Resmiaty et al., 2021). Hybrid

learning is a mix method where online and offline learning is carried out simultaneously. Many institutions have implemented hybrid learning or blended learning, even though there are still institutions that dismiss their students or carry out face-to-face learning. In fact, even many institutions have already started hybrid learning, but also many people are stuck with the old procedures (Mutmainnah et al., 2022). Even though there is a lot of technology that support online learning, many applications and platforms are used for learning, such as Zoom, Google Meet, Microsoft Teams, Edmodo, Google Classroom and many more, even WhatsApp can also be used for online learning. Therefore, educational institutions are expected to provide the necessary technology to support students' and educators' online teaching and learning process (Resmiaty et al., 2021).

Hybrid learning is learning that utilizes technology as a medium of learning and learning in the classroom. Hybrid learning model refers to the blending and mixing of the learning environments: face-to-face classroom instruction and online environment (Doering, 2006). Hybrid learning systems are designed to leverage the strengths of face-to-face instructional contacts with web-based knowledge acquisition which focuses on distance learning and virtual collaboration (Ratnaningsih, 2016). In other words, teachers jointly teach students in offline and online environments using hybrid learning. Some students attend classes in person, while others attend online at home, following the idea of blended learning. Educators simultaneously teach students remotely and in person using video conferencing software and technology.

In some instances, face-to-face classroom sessions are supplemented by asynchronous learning components, such as online tasks and pre-recorded video lessons. When well designed, blended courses combine the benefits of face-to-face courses and e-learning to make education more accessible to more students. These five key keys also apply the learning theory of Keller, Gagne', Bloom, Merrill, Clark Gray A book by (Carman, 2005), especially Live events, Self-Paced Learning, Collaboration, Assessment, Performance Support Materials.

Syam et al., (2019) entitled Hybrid e-Learning in Industrial Revolution 4.0 for Indonesia Higher Education. The purpose of this study is to investigate the perceptions, techniques, and challenges of lecturers who use hybrid e-learning in the classroom. This case study combines quantitative and qualitative approaches. Quantitative data were collected through an online questionnaire, while qualitative data were gathered through interviews. The data show multiple areas of blended usefulness, institutional support, the effect of blended e-learning on subject mastery, and the use of blended e-learning. Research suggests that instructors may use blended e-learning application strategies used by instructors in similar circumstances. Research shows that the more familiar teachers are with modern technology, the more effective the use of technology in their classrooms. It is important to note that the use of blended online learning should be governed by the policy of the formal university so that it is widely implemented in a wide variety of academic activities and situations.

Mutmainnah (2022). This study aims to test the perceptions of teachers and students about blended learning in English language teaching. The researchers used a qualitative method. The sample for this study was 10 students and all English teachers. This study uses triangulation methods which are interviews, observations and documents. The results of this study are as follows: 1) Teachers have a positive perception of blended learning allowing teachers to reduce the weaknesses of online learning; 2) And students also have a positive perception of blended learning, which makes it easier for them to understand the material the teacher gives them in e-learning; and 3) They implemented associative learning without bypassing the health protocol, so that the teacher establishes a health protocol that corresponds to the associative learning. In terms of benefits, all teachers believe that blended learning is one of the solutions that teachers use to minimize the weaknesses of online learning. Some students still prefer to study online. Based on some previous studies, the researcher can conclude that the research

that will be examined differs from previous study, specifically in the methods that will be used. In the previous research, hybrid learning was applied to local classes, whereas the researcher will meticulously apply hybrid learning to international classes. Therefore, the present research attempts to address the following research questions:

1. How is hybrid learning implemented in EFL international classroom?

## **METHOD**

This study used a Document analysis. Document analysis is a qualitative research method that involves a systematic review or evaluation of literature. Like other analytical methods in qualitative research, document analysis requires data to be examined and interpreted in order to derive meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2007).

Document analysis is a systematic process for examining or evaluating documents, whether printed or electronic (computer-based and transmitted over the Internet). Documents containing text (words) and images were recorded without the intervention of the researcher. The researcher used the video as analytical material.

In this case, research focused on associative learning is implemented. Accordingly, the researchers collected data through learning videos before describing and analyzing in depth the implementation of blended learning in education. In this case, the researcher used document analysis because the researcher had data from a recorded video. This research was conducted from September 13, 2021 until January 15, 2022. The subject of this research was the implementation of hybrid learning. The researcher took ten students who joint hybrid learning in the EFL classroom.

The researcher collected the data by using two instruments, those were document is data collection technique which involved a record of event in the past form such as handwriting, picture, or literary work. A checklist is a document that enumerate Statements or task to be accomplished. Checklist are one of the most common, versatile, and widely used form. The researcher used document checklist adapted by Starts, which is introduction, during, closing in the classroom. A questionnaire is a research tool consisting of a series of questions designed to collect data from respondents. Using this quiz, research gathers information by sharing questions with students. The researcher used a closed-ended questionnaire. Adapted by Megawati, the researcher wrote one of the questions that will be used in the questionnaire, which is, "In hybrid learning, teachers provide technical support instruction for face-to-face learning."

In collecting data, the researcher applied the procedures as following selected which video to analyze, wrote a screenplay describing how gestures and actions from the instructor or his students, checked the observation checklist, checked again to ensure that the original document checklist results are incorrect, after three checks the author delivered a questionnaire to the students to check again.

According to Miles and Huberman (1994), data miniaturization, data visualization, drawing and verification of conclusions are the three main steps in data analysis. The three model interaction analysis activities After determining the problem, researchers gather information by watching videos of the teaching process and learning to gather further evidence. The researcher collected all the recording information and document checklists, after which he made a transcript of the recordings and obtained data from them. Researchers at this point determine how students and lecturers view the various media. The researcher chooses data that will be gathered at the time of the investigation into user perceptions of the implementation of hybrid learning, and then the data is simply categorized and chosen. The researcher creates a structured description of the data at this point in order to draw conclusions and take action. The researcher draws a conclusion and confirms it by searching for the significance of the

symptom derived from the subject of this study. At this point, the researcher draws conclusions from the previously analyzed video and compares them to the notes and observations conducted during the analysis phase.

## RESULTS AND DISCUSSION

The findings of the present research is the implementation of hybrid learning is implemented.

### The implementation of hybrid learning is implemented

The following sequences show how the findings are organized. First, the document analysis findings are video. Second, the outcomes are highlighted depending on the research topics of this study. Finally, the discussion is offered in order to discuss and finish the research findings and draw a conclusion to this study.

The data used in this study is video learning conducted between September 2021 and January 2022. There are three videos that researchers analyze in this study and the researchers perform a document checklist after watching the video repeatedly three times and checking three times. After watching the video three times, the author made a document checklist referring to the notion of hybrid learning according to (Starts, 2015). The result of the document checklist will be displayed in the table below:

Table 1 Document Checklist

	Statement	Checklist	
		YES	NO
<b>INTRODUCTION</b>			
	Student have received any technical training necessary (e.g., for institution’s course management system).		
	Set up the classroom management system for the online portion of the hybrid class (e.g., creating/configuring online quizzes, setting up the grade book, etc.)		
	All course documents have been uploaded (e.g., syllabus, schedule, protocols, rubrics, etc.).		
	All online content/assignment modules have been uploaded (at least the first three weeks’ worth of modules).		
	All online media links and components work		
<b>During the Course</b>			
	Students are known that they are enrolled in a hybrid learning course with both face-to-face and online components		
	Orient students to the online portion of the course (e.g., via an in-class demo, an online screencast, etc.)		
	Teachers are present in both face-to-face and online sessions		
	Lecturers are consistent between communication with online and face-to-face students and with your course documents (e.g., syllabus). Hold students (and yourself) accountable to established procedures.		
	Lecturers ask for feedback from students at regular intervals.		
	The lecturer gave notes for classes to be conducted in the next course.		
	Asked students to study the material for the next meeting and gave assignments regarding today's material.		
<b>CLOSING</b>			
	Lecturer provides backup copies of all electronic communications/online components.		
	The lecturer reviews all the feedback the students receive.		

The table above is a table document checklist that contains 14 points on the implementation of hybrid learning. In this introduction section there are five points to be discussed.

a) Statement 1

At the first attempt, answer, "Students have received any technical training necessary (e.g., for the institution’s course management system)." Before the session begins, the researcher agrees that the

students should get technical training. The author still agrees that the class should hold technical training to present the application or online system that will be used in the classroom on the second attempt. To persuade, the author created a third document check list, and the results remained the same as the first and second outcomes, i.e., the author agreed to hold technical training before the class began.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 2 “Students have received any technical training necessary (e.g., for the institution’s course management system)”

	Classification	Frequency	Percentage
	Strongly Agree	4	40%
	Agree	5	50%
	Neutral	0	0%
	Disagree	1	1%
	Strongly Disagree	0	0%
	Total	10	100%

Table 2 showed that 4 students (40%) said “strongly agree”, 5 students (50%) said “agree”, 0 students (0%) said “undecided”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that hybrid learning class have received any technical training necessary.

b) *Statement 2*

At the first attempt, to answer "Set up the classroom management system for the online portion of the hybrid class (e.g., creating/configuring online quizzes, setting up the grade book, etc.)", the author agrees that before the class starts, hybrid class arrangements are made, such as setting up a platform for task collection and a system for online quizzes. At the second attempt, the author still agrees to set up the classroom first. In the third attempt, the results remained the same, as the author agreed with the statement.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 3 "Set up the classroom management system for the online portion of the hybrid class (e.g., creating/configuring online quizzes, setting up the grade book, etc.)"

	Classification	Frequency	Percentage
	Strongly Agree	3	30%
	Agree	6	60%
	Neutral	1	1%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	10	100%

Table 3 showed that 3 students (30%) said “strongly agree”, 6 students (60%) said “agree”, 1 student (10%) said “Neutral”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that set up the classroom management system for the online portion of the hybrid class.

c) *Statement 3*

At the first attempt, answer "All course documents have been uploaded (e.g., syllabus, schedule, protocols, rubrics, etc.)". The author agrees that all lecture documents have been uploaded before the class begins. On the second attempt, both authors agreed that the lecture document had been uploaded before the study and also provided an explanation of the point in the document.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 4 "All course documents have been uploaded (e.g., syllabus, schedule, protocols, rubrics, etc.)"

	Classification	Frequency	Percentage
	Strongly Agree	4	40%
	Agree	6	60%
	Neutral	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	10	100%

Table 4 showed that 4 students (40%) said “strongly agree”, 6 students (60%) said “agree”, 0 student (0%) said “Neutral”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that All course documents have been uploaded.

d) Statement 4

At the first attempt to answer “All online content/assignment modules have been uploaded (at least the first three weeks’ worth of modules).”. The author disagrees if all document modules have been released at least three weeks in advance, because there is just a curriculum in the video that offers a material schedule for the following two semesters, but the learning module is uploaded one day before the learning begins. On the second attempt, researcher still disagrees if all modules’ documents have been submitted because after viewing the learning videos again, the author discovered identical results.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 5 “All online content/assignment modules have been uploaded (at least the first three weeks’ worth of modules).”

	ion	Frequency	Percentage
	Strongly Agree	1	10%
	Agree	6	60%
	Neutral	2	20%
	Disagree	1	10%
	Strongly Disagree	0	0%
	Total	10	100%

Table 5 Showed that 1 student (10%) said “strongly agree”, 6 students (60%) said “agree”, 2 students (20%) said “Neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students agree that all online content/assignment modules have been uploaded.

e) Statement 5

At the first attempt to answer “All online media links and components work.”. The author agrees that if all online media works perfectly, for the campus website can be opened well and video links to the class can work well. At the second attempt, the author remains in agreement because indeed all the online media prepared works well and can be used by students at any time.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 6 “All online media links and components work.”.

	Classification	Frequency	Percentage
	Strongly Agree	8	80%
	Agree	1	10%
	Neutral	0	0%
	Disagree	1	1%
	Strongly Disagree	0	0%
	Total	10	100%

Table 6 showed that 8 students (80%) said “strongly agree”, 1 student (10%) said “agree”, 0 students (0%) said “Neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at were strongly agree that all online media links and components work.

f) Statement 6

At the first attempt to answer “Students are known that they are enrolled in a hybrid learning course with both face-to-face and online components.”. The author agrees if the student finds out that they are enrolled in a hybrid course because every time the student enrolled a meeting the absence is made by the teacher. At the second attempt, the author remains in agreement because in absence there is the number of students already enrolled in the class and the number of students who are already absent.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 7 “Students are known that they are enrolled in a hybrid learning course with both face-to-face and online components.”.

	Classification	Frequency	Percentage
	Strongly Agree	2	20%
	Agree	6	60%
	Neutral	1	10%
	Disagree	1	10%
	Strongly Disagree	0	0%
	Total	10	100%

Table 7 showed that 2 students (20%) said “strongly agree”, 6 students (60%) said “agree”, 1 student (10%) said “Neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that Students are know that they are enrolled in a hybrid learning course with both face-to-face and online components

g) Statement 7

At the first attempt, to answer “Orient students to the online portion of the course (e.g., via an in-class demo, an online screencast, etc.). The researcher agrees the instructor displays screencast online of students attending classes online in offline classes so that students in the classroom can see students following through online, and students who follow online can see students in the classroom. At the second attempt, the writer agreed, because in the classroom there were students who followed the class.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 8 “Orient students to the online portion of the course (e.g., via an in-class demo, an online screencast, etc.).”

	Classification	Frequency	Percentage
	Strongly Agree	1	10%
	Agree	7	70%
	Neutral	1	10%
	Disagree	1	10%
	Strongly Disagree	0	0%
	Total	10	100%

Table 8 showed that 1 student (10%) said “strongly agree”, 7 students (70%) said “agree”, 1 student (10%) said “Neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that Orient students to the online portion of the course.

h) Statement 8

At the first attempt to answer “Teachers are present in both face-to-face and online sessions.”, The researcher agreed during the course of study, the lecturer is present in the classroom and records the class status as well as the instructor explaining, so that the instructors are present in both online and offline classes. At the second attempt, the writers stayed in accord because there was a lecturer instructing in the classroom and online students on the video the authors reviewed.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 9 “Teachers are present in both face-to-face and online sessions.”

Classification	Frequency	Percentage
Strongly Agree	8	80%
Agree	1	10%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	1	10%
Total	10	100%

Table 9 showed that 8 students (80%) said “strongly agree”, 1 student (10%) said “agree”, 0 students (0%) said “Neutral”, 0 student (0%) said “disagree”, and 10 student (10%) said “strongly disagree”. So, we can conclude that most students at were strongly agree that teachers are present in both face-to-face and online sessions.

i) Statement 9

At the first attempt, to answer “Lecturers are consistent between communication with online and face-to-face students and with your course documents (e.g., syllabus). Hold students (and yourself) accountable to established procedures.”. The researchers agreed because the author observed the professor conversing with the student in one of the films she watched. The author disagreed with the author's presentation on the second attempt. The author discovered that if the lecturer primarily concentrates on the face-to-face classroom in learning, students who attend the online classroom rarely have the intensity to communicate with their lecturer. The author agrees in either experiment because, in the general video, the lecturer have a consistent communicating with the student.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 10 “Lecturers are consistent between communication with online and face-to-face students and with your course documents (e.g., syllabus).”

Classification	Frequency	Percentage
Strongly Agree	6	60%
Agree	2	20%
Neutral	0	0%
Disagree	2	2%
Strongly Disagree	0	0%
Total	10	100%

Table 10 showed that 6 students (60%) said “strongly agree”, 2 students (20%) said “agree”, 0 students (0%) said “neutral”, 2 student (20%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were strongly agree that Lecturers are consistent between communication with online and face-to-face students and with your course documents.

j) Statement 10

At the first attempt to answer “Lecturers ask for feedback from students at regular intervals.” In the video that the author analyzed, the author agrees if the lecturer gives feedback to the student periodically on one video. At the second attempt the author disagrees. After analyzing the other video results the lecturer did not give regular feedback to the students. The lecturer just explains the material continuously. At the third attempt, the author also disagreed because the lecturer was more focused on the students in the classroom.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 11 “Lecturers ask for feedback from students at regular intervals.”

Classification	Frequency	Percentage
Strongly Agree	0	0%
Agree	4	40%



	Neutral	1	10%
	Disagree	3	30%
	Strongly Disagree	2	20%
	Total	10	100%

Table 11 showed that 0 students (0%) said “strongly agree”, 4 students (40%) said “agree”, 1 student (10%) said “neutral”, 3 student (30%) said “disagree”, and 2 student (20%) said “strongly disagree”. So, we can conclude that most students were agree that Lecturers ask for feedback from students at regular intervals.

k) Statement 11

At the first attempt, to answer “The lecturer gave notes for classes to be conducted in the next course.”. In the video that the author of the analysis, the lecturer gives notes for the next meeting, The lecturer informed the students about the next week's material and the tasks to be done next week, as a result, the researcher agreed to the statement. The writer was still in agreement after the second effort because the findings were the same.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 12 The lecturer gave notes for classes to be conducted in the next course.”.

	Classification	Frequency	Percentage
	Strongly Agree	6	60%
	Agree	3	30%
	Neutral	0	0%
	Disagree	1	10%
	Strongly Disagree	0	0%
	Total	10	100%

Table 12 showed that 6 students (60%) said “strongly agree”, 3 students (30%) said “agree”, 0 students (0%) said “neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were strongly agree that the lecturer gave notes for classes to be conducted in the next course.

l) Statement 12

At the first attempt to answer “Asked students to study the material for the next meeting and gave assignments regarding today's material.”. Relating point 11, teacher asked students to study the material for the next meeting and gave assignments regarding today's material. The writer was still in agreement after the second effort because the findings were the same.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 13 “Asked students to study the material for the next meeting and gave assignments regarding today's material.”

	ion	Frequency	Percentage
	agree	1	10%
		7	70%
		1	10%
		1	10%
	disagree	0	0%
	Total	10	100%

Table 13showed that 1 student (10%) said “strongly agree”, 7 students (70%) said “agree”, 1 student (10%) said “neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that Asked students to study the material for the next meeting and gave assignments regarding today's material.

m) Statement 13

At the first attempt to answer “Lecturer provides backup copies of all electronic communications/online components.”. The lecturer provided all of the data, such as the recording of the day's learning and the day's conversation. As a result, students can re-watch the learning videos to better understand the topic.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 14 “Lecturer provides backup copies of all electronic communications/online components.”.

ion	Frequency	Percentage
agree	3	30%
	6	60%
	0	0%
	1	10%
Disagree	0	0%
Total	10	100%

Table 14 showed that 3 students (30%) said “strongly agree”, 6 students (60%) said “agree”, 0 students (0%) said “neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at were agree that Lecturer provides backup copies of all electronic communications/online components.

n) *Statement 14*

At the first attempt to answer “The lecturer reviews all the feedback the students receive.”. The lecturer reviewed all the students' feedback and commented on the day's learning, so the researcher agreed about that statement. At the second statement, the result is the same.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 15 The lecturer reviews all the feedback the students receive.”.

ion	Frequency	Percentage
agree	3	30%
	4	40%
	1	10%
	2	20%
Disagree	0	0%
Total	10	100%

Table 15 showed that 3 students (30%) said “strongly agree”, 4 students (40%) said “agree”, 1 student (10%) said “neutral”, 2 student (20%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that the lecturer reviews all the feedback the students receive.

The findings of the present research show that hybrid learning is implemented. One of the fourteen-point document analysis, there are one point whose checklist results are not compatible with hybrid learning. At the point Lecturers ask for feedback from students at regular intervals, the researcher disagree. After analyzing the other video results the lecturer did not give regular feedback to the students. The lecturer just explains the material continuously, the lecturer was more focused on the students in the classroom.

On the video from week two, the lecturer did not provide comments to students, and the lecturer and faculty did not provide feedback to face-to-face and hybrid students. In regards to the video in week 4, the professor only provided feedback to students who attended online sessions, as well as solely to local

students who were not international. In week 5, the lecturer only questions students who are in the classroom; the faculty does not provide comments to students who follow online.

There are five essential components to the hybrid learning procedure theory of Keller, Gagne', Bloom, Merrill, Clark Gray: Live events, Self-Paced Learning, Collaboration, Assessment, Performance Support Materials. The five keys to hybrid learning are well implemented based on research results.

Similar with study was conducted by Syam et al. (2019) entitled Hybrid e-Learning in Industrial Revolution 4.0 for Indonesia Higher Education, the purpose of this study is to investigate the perceptions, techniques, and challenges of lecturers who use hybrid e-learning in the classroom. This case study combines quantitative and qualitative approaches. Quantitative data were collected through an online questionnaire, while qualitative data were gathered through interviews. The data show multiple areas of blended usefulness, institutional support, the effect of blended e-learning on subject mastery, and the use of blended e-learning. Research suggests that instructors may use blended e-learning application strategies used by instructors in similar circumstances. Research shows that the more familiar teachers are with modern technology, the more effective the use of technology in their classrooms. It is important to note that the use of blended online learning should be governed by the policy of the formal university so that it is widely implemented in a wide variety of academic activities and situations.

According to study was conducted by Mutmainnah (2022), this study aims to test the perceptions of teachers and students about blended learning in English language teaching. The researchers used a qualitative method. The sample for this study was 10 students and all English teachers. This study uses triangulation methods which are interviews, observations and documents. The results of this study are as follows: 1) Teachers have a positive perception of blended learning allowing teachers to reduce the weaknesses of online learning; 2) And students also have a positive perception of blended learning, which makes it easier for them to understand the material the teacher gives them in e-learning; and 3) They implemented associative learning without bypassing the health protocol, so that the teacher establishes a health protocol that corresponds to the associative learning. In terms of benefits, all teachers believe that blended learning is one of the solutions that teachers use to minimize the weaknesses of online learning. Some students still prefer to study online. Based on some previous studies, the researcher can conclude that the research that will be examined differs from previous study, specifically in the methods that will be used. In the previous research, hybrid learning was applied to local classes, whereas the researcher will meticulously apply hybrid learning to international classes.

## CONCLUSION

That hybrid learning has been implemented in the EFL classroom. The positive assessment of respondents comes from their experience learning with the accepted mixed learning methods. It can be seen from the students questionnaires that, overall, they agree with the questionnaire shared.

Implementation of these methods is acceptable to students, and they get some benefits from mixed learning methods. So, teachers can see that students need more variation in learning, like the hybrid learning method used. The students and the faculty are more focused on the students who are in the classroom. For that, the author concludes that if hybrid learning is implemented in learning but not so, it has an effect on its pupils.

In this study, the researcher has a limitation that many interviews are conducted to students because the respondents are unwilling to be interviewed because of one thing and the others.

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