HYBRID LEARNING AND KNOWLEDGE MANAGEMENT IN STUDENT ACADEMIC PERFORMANCE
(Study of Students at the Faculty of Economics and Business, University of Muhammadiyah Bengkulu)

Meilaty Finthariasari[1], Atul Kumar[2], Yeta Fitriyani[3], Muhammad Ardi[4]

[1,3,4]Universitas Muhammadiyah Bengkulu, [2]Dr. D. Y. Patil Vidyapeeth, Pune, India
mheyfinta@umb.ac.id[1], atul.kumar@dpu.edu.in[2], yetafitriani@gmail.com[3],
muhammadardi11@gmail.com[4]

Corresponding email: mheyfinta@umb.ac.id

ARTICLE INFORMATION	ABSTRACT
Article History: Accepted : 14 Aug 2025 Revised : 19 Sept 2025 Approved : 30 Sept 2025 *Keywords:* *Hybrid Learning And Knowledge Management And Academic Performance* Pages: 1564-1578 ***This is an open access article under the*** *CC–BY-SA **license***	This study aims to identify the most dominant factors affecting students' academic performance. The research was conducted from December 2024 to February 2025. The population and sample consisted of students from the Faculty of Economics and Business at the University of Muhammadiyah Bengkulu. This study employed a quantitative method with a total of 284 respondents. Data collection techniques included observation, interviews, and questionnaires. Data analysis involved descriptive statistics, inferential analysis using SPSS, and determination coefficient (R^2) analysis. Based on the results of multiple linear regression analysis, the regression equation $Y = 14.660 + 0.850(X_1) + 0.114(X_2)$ was obtained, with a determination coefficient (R^2) of 0.391, or 39.1%. The research findings and hypothesis testing indicate that the variables of hybrid learning and knowledge management have a positive effect, both partially and simultaneously, on the academic performance of students at the Faculty of Economics and Business, University of Muhammadiyah Bengkulu. It is recommended that the university continue to enhance the effectiveness of hybrid learning and knowledge management to promote optimal academic achievement among students.

INTRODUCTION

The application of technology in education continues to expand in response to

evolving demands and the need for more flexible learning options. One rapidly growing approach is hybrid learning, a model that combines face-to-face instruction with online education. At the university level, hybrid learning offers numerous benefits, including allowing students to access learning materials anytime and anywhere, and facilitating more dynamic interactions between students and lecturers through digital media. This approach is expected to enhance the student learning experience by providing the flexibility to engage with the material both independently and in a structured way.

On the other hand, knowledge management is a crucial factor in supporting successful learning in a hybrid environment. It encompasses the processes of collecting, storing, sharing, and effectively utilizing knowledge. By leveraging stored knowledge and sharing information with fellow students, learners can deepen their understanding and develop critical and analytical thinking skills. Effective knowledge management is expected to enhance student performance in mastering course materials and achieving better academic outcomes. Student academic performance refers to the results students achieve in academic activities, as reflected in exam scores, assignments, and other learning-related tasks (Mikaresti et al., 2023). It represents an individual's ability to complete academic tasks assigned by lecturers, including various aspects such as exam results, attendance, and the quality of presentations and class discussions (Rachmatika & Bisri, 2020).

In the context of hybrid learning and knowledge management, this research plays a crucial role in exploring the extent to which both factors influence student academic performance. Understanding the relationship between the implementation of hybrid learning methods, knowledge management, and student academic outcomes can serve as a foundation for designing more effective learning strategies within the university environment. Therefore, this study aims to analyze the impact of hybrid learning and knowledge management on student academic performance as a means to enhance the quality of education in the digital era.

Hybrid learning is an educational model that integrates innovation and technological advancements through online learning systems while maintaining interaction and participation typical of traditional learning environments. This approach combines face-to-face sessions with online instruction, aiming to provide students with more flexible access to materials and enhance interaction beyond the classroom. The application of hybrid learning enables students to manage their study time more flexibly, which can, in turn, foster greater independence in the learning process (Agista et al., 2024).

Knowledge management is a systematic process that involves the acquisition, storage, and distribution of information to help students understand material more effectively. The application of knowledge management supports students in sharing information, learning collaboratively, and making more optimal use of knowledge, which ultimately has the potential to enhance their academic understanding and achievement (Putri Primawanti & Ali, 2022).

Hybrid learning and knowledge management in higher education complement each other in enhancing student academic performance. Students can leverage technology in

hybrid learning to broaden access to knowledge, while knowledge management optimizes the use of the information acquired. To better understand the actual impact of hybrid learning and knowledge management on student academic performance, this study aims to analyze these two variables in depth within higher education.

Based on interviews with students from the management study program, several key challenges were identified. One student, Bima Setiawan, who participated in the hybrid learning method, revealed that the online learning system remains unclear, and interaction with lecturers is very limited, which ultimately diminishes his motivation to learn. He also struggles to adapt due to differences in learning methods. Nedya, an accounting student, reported that the online material is often insufficiently detailed. She also encountered difficulties accessing online learning resources because of limited information on how to use the learning platforms. Meanwhile, Siska, a management student, faces a different challenge: limited internet access due to living in a remote area, making it difficult for her to fully engage in online learning. These obstacles highlight the need to improve the implementation of hybrid learning and knowledge management to support more effective academic performance (Estina et al., 2021).

Overall, the challenges faced by students include a lack of clarity in the online learning system, limited internet access, low interaction between students and lecturers, and insufficient training in information management. These issues highlight the need for improvements in the implementation of hybrid learning and knowledge management strategies to optimally support academic performance.

LITERATURE REVIEW
Hybrid learning
Putri et al. (2024) describe hybrid learning as a model that combines face-to-face and online learning, forming a policy that integrates innovation and technological advancements. Widowati et al. (2023) define hybrid learning as educational activities occurring in two distinct environments: one where learning happens face-to-face, and the other where it takes place digitally through distance and online learning. Ramdhani et al. (2020) characterize hybrid learning as a method that merges face-to-face instruction with online learning. This model is designed to leverage the advantages of both approaches, thereby enhancing understanding, efficiency, and the overall learning experience for students.

According to Lutvaidah et al. (2023), hybrid learning is an innovative approach in education that combines face-to-face and online learning using advanced technology and internet networks. Face-to-face learning takes place in the classroom, while online learning can occur anywhere outside the classroom. Through face-to-face activities, students can interact with teachers and peers simultaneously in the same location. Additionally, online learning allows students to access educational resources provided by instructors and engage in independent, remote study.

Hybrid learning *indicators*
According to Istiningsih and Hasbullah in (Naaziyah & Wati, 2024) *hybrid learning* It is categorized into three adapted from the research, namely:
1. Learning that uses internet technology in accessing learning materials

2. *Face-to-face learning* brings teachers and students together in one room to learn
3. Individualized learning is that students can learn independently by accessing information or learning materials online via the internet.

H1: Allegedly *hybrid learning* Positive and significant effect on student academic performance (Study on Students of the Faculty of Economics and Business, University of Muhammadiyah Bengkulu).

Knowledge Management

According to Plessis (2007:2) in (Dayanti et al., 2022) Knowledge management is a planned and structured approach to managing the creation, sharing, acquisition and utilization of knowledge as an organizational asset, to improve the company's capabilities, speed, and effectiveness. A knowledge management system allows companies to manage knowledge appropriately to analyze the information obtained and provide appropriate responsiveness to the information obtained. (Catur Widayati et al., 2022) Knowledge management is the activity of planning, collecting and organizing, leading and controlling data and information that has been owned by an organization which is then combined with various thoughts and analyses from various competent sources. Individual ability is the individual's current capacity to perform various tasks in a job.

According to (Auliana & Achmad, 2023) knowledge management is the systematic management of all activities and processes that refer to the generation and development, codification and storage, transfer and sharing, and utilization of knowledge for organization and competitive advantage. (Khairawati et al., 2021)

Knowledge management is a management function that creates or places knowledge, manages the flow of knowledge and ensures knowledge is used effectively and efficiently for the long-term benefit of the organization. Through knowledge management, there will be maximum exploitation of knowledge. The use of knowledge that spreads to all members of the organization or all units in a company is certainly much more optimal than the exploitation of knowledge carried out by certain individuals or certain units. The optimal use of the knowledge or competencies of a certain organization will increase the competitiveness of the company, it can also open up opportunities to explore knowledge to gain or create new knowledge.

Indicator Knowledge Management

According to Davidson and Voss in (Putri Pinasti & Nurdin, 2023), the knowledge management indicators used are as follows:
1. Use of knowledge
   The use of knowledge is the systematic capture of insights and experiences to enable organizations to identify, create, represent, and distribute knowledge.
2. Knowledge sharing
   Knowledge sharing is one of the methods in knowledge management that is used to provide opportunities for members of an organization, agency or company to share their knowledge, techniques, experiences and ideas with other members.
3. Reflection of knowledge
   Reflection Knowledge is feedback on what has been obtained in management science.

4. Identify knowledge
   Knowledge Identification is trying to see what knowledge you already have.
H2: Allegedly *knowledge management* Positive and significant effect on student academic performance (Study on Students of the Faculty of Economics and Business, University of Muhammadiyah Bengkulu).

Student Academic Performance

According to Kasmir (2019), as cited in Wijaya and Fauji (2021), performance is the result of work and actions achieved by fulfilling the tasks and responsibilities assigned within a specific period. Gori et al. (2024) define student academic performance as a measure of the extent to which students are able to achieve learning outcomes based on the material they receive. By understanding and predicting students' academic performance, educators can more effectively assist students who face learning difficulties and provide additional support tailored to each student's needs. Student academic performance refers to the level of achievement attained by students in the educational context and is commonly assessed using the Cumulative Grade Point Average (GPA) (Rachmatika & Bisri, 2020).

Kautsar et al. (2024) define academic performance as the final result achieved by students, reflecting their success in educational institutions. Student achievement is not solely measured by lecture attendance, participation, or completion rates but also by academic accomplishments demonstrated through the Grade Point Average (GPA), Cumulative Grade Point Average (CGPA), and timely completion of studies (Hardianto et al., 2024). According to Nasir and Verawaty (2021), student academic performance encompasses learning outcomes, skills, and responsibilities exhibited during college education. This performance includes both academic factors, such as grades and comprehension of material, and non-academic factors, such as involvement in organizational activities, discipline, and interpersonal skills..

Student Academic Performance Indicators

There are four indicators to measure student academic performance (Masnawati et al., 2023), namely:
1. Research and Publications
   Research and publication are indicators that reflect academic activities in generating new knowledge through systematic and documented research. Scientific publications, such as journals, conferences, and books, are the main media in disseminating research results so that they can be accessed by the academic community and practitioners.
2. Innovation
   Innovation refers to the development or application of new ideas, methods, or products that provide added value in various fields, such as industry, technology, and society. The success of an innovation is often measured through patents, new products, or the economic and social impact that results from such innovations.
3. Interactive Learning
   Interactive learning is an educational approach that emphasizes active participation between teachers and students in the teaching and learning process.

4. Capacity Building

Capacity building refers to a systematic effort to improve the skills, knowledge, and resources of individuals and organizations to be more effective in achieving their goals.

H3   :Allegedly *hybrid learning* and *knowledge management* Positive and significant effect on student academic performance (Study on Students of the Faculty of Economics and Business, University of Muhammadiyah Bengkulu).

Conceptual Framework

Figure 1.
Conceptual Framework
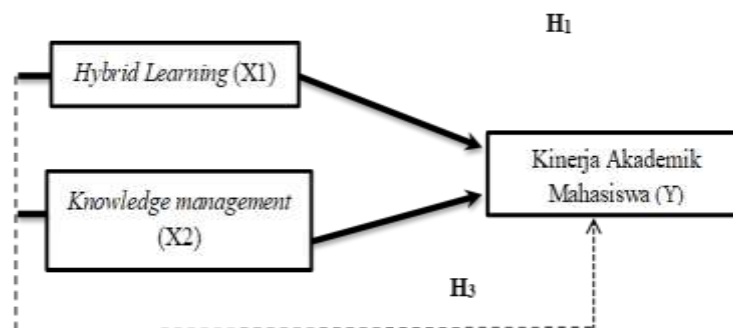
Information:

X1   = Variabel *Hybrid learning*

X2   = Variable *Knowledge management*

Y   = Variables of Student Academic Performance

⟶   = Shows the influence of variable X on variable Y partially

----->   = Shows the influence of variable X on variable Y simultaneously

RESEARCH METHODS

This research method uses a quantitative approach with the aim of testing hypotheses related to the influence of hybrid learning and knowledge management on the academic performance of students of the Faculty of Economics and Business, University of Muhammadiyah Bengkulu. The research was carried out from December 2024 to February 2025 with a population of 990 active students, and a sample of 284 respondents determined using the Slovin formula with a simple random sampling technique. Data was collected through observations, interviews, and Likert scale-based questionnaires that have been tested for validity and reliability. Data analysis was carried out with the help of the SPSS version 24 program through descriptive analysis, classical assumption tests (normality, multicollinearity, heteroscedasticity), and multiple linear regression to see the partial (t-test) and simultaneous (F-test) effects of independent variables on dependent variables. The determination coefficient (R^2) is used to measure the contribution of independent variables to bound variables, with the interpretation of the results being the basis for drawing research conclusions.

RESULTS AND DISCUSSION

Normality Test Results

The normality test is useful to test whether in a regression model, the dependent variable and the independent variable have a normal distribution or not. The normality test in this study used the distribution on the P-P plot graph. The following are the results of the normality test using P-P plot graphs using the help of SPSS application version 24:

Figure 2.
Graphics Normal Plot
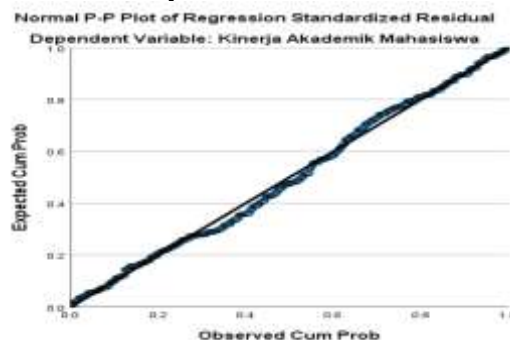
Source: SPSS 24 Output

Figure 1 shows that the nomarlitity test based on the normal P-P Plot graph is known that the points are spread around the line and follow a diagonal line, so the normality test is either using a histogram graph or a normal probability plot graph, so the regression model used in this study meets the assumption of normality.

Multiple Linear Regression Analysis

Multiple linear regression analysis will be discussed in this study so that the author can describe the responses of hybrid learning and knowledge management respondents to student academic performance. Based on multiple linear regression optimization using the SPSS Version 24.0For Windows program, the following table is obtained:

Table 1.
Multiple Linear Regression Analysis Results

Coefficientsa					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Itself.
1 (Constant)	14.660	1.677		8.740	.000
Hybrid Learning	.850	.070	.677	12.168	.000
Knowledge Management	.114	.060	.106	1.914	.005
a. Dependent Variable: Kinerja Akademi					

Source: SPSS 24 Output

From the calculation of the results above, the regression equation is as follows:

$$Y = 14.660 + 0.850 () + 0.114 (XX_{12})$$

Based on the regression equation above, it can be explained as follows:

1. The Constant Value of 14,660 means that if the variables of hybrid learning () and knowledge management (XX_{12}) on student academic performance (Y) are equal to zero, then the variable of student academic performance will remain 14,660.

2. The Regression CoefficientX_1, of 0.850 means that if the value of the hybrid learning variable () increases by one unit, the academic performance value of students (Y) will increase by 0.850 assuming the knowledge management variable (XX_{12}) is considered fixed.

3. The Regression CoefficientX_2, of 0.114 means that if the value of the knowledge management variable () increases by one unit, the academic performance value of students (Y) will increase by 0.114 assuming the hybrid learning variable () is considered fixed.X_2X_1

The results of the research in the study that most dominantly affected the academic performance variable of students (Y) were (X1) the variable hybrid learning was 0.850.

Coefficient of Determination (R2)

To find out the percentage contribution of the influence of the independent variable hybrid learning () and knowledge management (XX_{12}) on the variable bound to student academic performance (Y), from the computer calculation using SPSS 24.0, the determination coefficient test can be seen in the following table:

Table 2.
Value of Determination Coefficient ()R^2

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625a	.391	.386	2.52080
a. Predictors: (Constant), Knowledge Management, Hybrid Learning				
b. Dependent Variable: Academy Performance				

Source: SPSS Output 24.0

Based on Table 2, it is known that the value of the R Square determination coefficient is 0.391. This value means that the variables of Hybrid Learning and Knowledge Management together contribute 39.1% to the academic performance of students at the Faculty of Economics and Business, University of Muhammadiyah Bengkulu. Meanwhile, the remaining 60.9% was influenced by other factors not described in this study model.

Uji Hypothesis
Hypothesis Testing With T Test

To test the influence of partial free variables on bound variables, t-test can be seen in the table as follows:

Table 3.
Hypothesis Testing Results with T Test

Coefficientsa					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Itself.
1 (Constant)	14.660	1.677		8.740	.000
Hybrid Learning	.850	.070	.677	12.168	.000
Knowledge Management	.114	.060	.106	1.914	.005
a. Dependent Variable: Kinerja Akademi					

Source: SPSS 24 Output

Through calculations carried out using the SPSS program, the comparison between

the number of samples (n) = 284, the number of variables (k) = 2, df = (n-k) = 284 - 2 = 282 was obtained ttable = 1.65327. Each variable is as follows:

1. Hybrid Learning ()X_1 is > tt$_{\text{hit table}}$ (12.168 > 1.65327) and (sig = 0.000 < 0.05), it states that there is a positive and significant influence of hybrid learning $\alpha()$ X_1 on the academic performance of students of the Faculty of Economics and Business, University of Muhammadiyah Bengkulu

2. Knowledge Management (X2) is > tt$_{\text{hit table}}$ (1.914 > 1.65327) and (sig = 0.005 < 0.05), it states that there is a positive and significant influence of knowledge management á(X2) on the academic performance of students in students of the Faculty of Economics and Business, University of Muhammadiyah Bengkulu

Hypothesis Testing With F-Test

In this study, the hypothesis test is intended to measure the magnitude of the influence of hybrid learning (X1) and knowledge management (X2) on the academic performance of students (Y), so the f test is used. In this study, it is known that the number of samples (n) is 284 and the number of parameters (k) is 3 until obtained, dfl = k-1 = 3 - 1 = 2, df2 = n-k = 284 - 2 = 282. To test the influence of the partially free variable on the bound variable, the F test is used as follows:

Table 4.
Hypothesis Testing Results with the F Test

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	1144.334	2	572.167	90.042	.000b
	Residual	1785.595	281	6.354		
	Total	2929.930	283			
a. Dependent Variable: Student Academic Performance						
b. Predictors: (Constant), Knowledge Management, Hybrid Learning						

Source: SPSS 24 Output

Based on the hypothesis test table with the F test above F$_{\text{hitung}}$, 90,042 was obtained with a value of 3.05, namely (90,042 > 3.05) and (sig = 0.000 < 0.05), F$_{\text{tabel}}\alpha$so it can be concluded that it is accepted that it means simultaneously the variables H$_3$of hybrid learning () and knowledge management (XX_{12}) has a positive and significant effect on the academic performance of students of the Faculty of Economics and Business, University of Muhammadiyah Bengkulu.

The Influence of Hybrid Learning (X1) on Academic Performance (Y)

Based on the research findings and raw data analysis conducted on students of the Faculty of Economics and Business at the University of Muhammadiyah Bengkulu, using questionnaires distributed to 284 respondents, it was found that hybrid learning (X1) has a positive and significant effect on the academic performance of these students.

The test results for the hybrid learning variable showed that the calculated t-value (12.168) was greater than the critical t-value (1.65327), and the significance level (sig = 0.000) was less than 0.05. This indicates a positive and significant influence of the hybrid learning variable (X1) on the academic performance of students at the Faculty of Economics and Business, University of Muhammadiyah Bengkulu.

The results of the study on the hybrid learning variable indicate a positive and significant impact on the academic performance of students at the Faculty of Economics and Business, University of Muhammadiyah Bengkulu. This means that as hybrid learning increases, students' academic performance improves. Hybrid learning combines face-to-face instruction with online components, allowing students to learn more flexibly, access materials at any time, and maintain direct interaction with lecturers and classmates. Additionally, this model helps students understand the material more easily, enhances digital skills, and supports a more adaptive learning style. With effective implementation of hybrid learning, students become more motivated, active, and better able to comprehend lecture material, ultimately leading to improved academic performance.

The results of this study are supported by previous research (Aditya et al., 2022). Their study indicated that the Blended Learning model improves the quality of education and positively affects student learning outcomes. By applying the Blended Learning model, teachers can diversify teaching methods, analyze learning challenges, and identify optimal solutions to enhance student performance. This research aligns with the findings of Sahabuddin et al. (2024), who examined the influence of hybrid learning and learning motivation on student academic performance. Their analysis demonstrated that both effective hybrid learning and strong learning motivation significantly impact academic achievement. These findings validate the current study's results and offer valuable insights for the development of learning methods in higher education.

The Effect of Knowledge Management (X2) on Academic Performance (Y)

Based on the research findings and raw data analysis conducted on students of the Faculty of Economics and Business at the University of Muhammadiyah Bengkulu, through the distribution of questionnaires to 284 respondents, it was found that knowledge management (X2) has a positive and significant effect on the academic performance of these students.

The test results for the knowledge management variable showed that $t\_count > t\_table$ (1.914 > 1.65327) and sig = 0.002 < 0.05. This indicates a positive and significant influence of the knowledge management variable (X2) on the academic performance of students at the Faculty of Economics and Business, University of Muhammadiyah Bengkulu.

The research results on the knowledge management variable indicate a positive and significant influence on the academic performance of students at the Faculty of Economics and Business, University of Muhammadiyah Bengkulu. This means that as knowledge management improves, student academic performance also increases. Effective knowledge management facilitates the organization and sharing of information, making it easier for students to access materials, exchange insights, and comprehend lectures. Additionally, the system promotes collaborative learning and enhances critical thinking skills. With effective knowledge management, students become more motivated, learn more efficiently, and are better prepared to face academic challenges, thereby positively impacting their performance..

The results of this study are supported by research (Badaruddin, Anshar Daud,

2022) The results of the study show that *knowledge management* has a significant effect on the performance of lecturers at ITB Nobel Indonesia. In research (Ferdian & Devita, 2020) Organizational Culture and Culture *Knowledge management* On Performance, the results of the study show that organizational culture has no effect on employee performance. *Knowledge management* affect employee performance. Organizational culture and *knowledge management* has a simultaneous effect on performance.

The Effect of Hybrid Learning (X1) and Knowledge Management (X2) on Academic Performance (Y)

Based on the research findings and raw data analysis conducted on students of the Faculty of Economics and Business at the University of Muhammadiyah Bengkulu, through the distribution of questionnaires to 284 respondents, it is evident that hybrid learning (X1) and knowledge management (X2) have a positive and significant impact on the academic performance of these students.

Hybrid learning (X1) and knowledge management (X2) have a positive and significant influence on students' academic performance (Y). This is supported by the F-test results, which show that the calculated F value (Fcal = 90.042) is greater than the critical F value (Ftable = 3.05), with a significance level of 0.000, which is less than 0.05. Therefore, hypothesis H3 is accepted, indicating that simultaneously, the variables of hybrid learning (X1) and knowledge management (X2) have a positive and significant effect on the academic performance of students at the Faculty of Economics and Business, University of Muhammadiyah Bengkulu..

CONCLUSION

Based on the results of research that has been conducted on the influence of hybrid learning and knowledge management on student academic performance (Study on Bengkulu City Students), it can be concluded as follows:
1. Hybrid learning has a positive and significant influence on the academic performance of students (Study on Students of the Faculty of Economics and Business, University of Muhammadiyah Bengkulu).
2. Knowledge management has a positive and significant influence on the academic performance of students (Study on Students of the Faculty of Economics and Business, University of Muhammadiyah Bengkulu).
3. Together, hybrid learning and knowledge management have a positive and significant influence on student academic performance (Study on Students of the Faculty of Economics and Business, University of Muhammadiyah Bengkulu).

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