

# **Students' Attitudes toward Hybrid Teaching Model**

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## **Abstract**

Hybrid teaching is teaching that uses an online multimedia learning system but does not disappear face-to-face sessions, the students hybrid teaching models attitudes at class. This research has been conducted using a qualitative descriptive method. According to Meleon (2011) qualitative research is a research procedure that intends to understand the phenomenon of what is experienced but research subjects holistically (intact). The aim of the research to find out Students hybrid teaching mode attitudes at class. The researcher describes the results of this study. The researcher found several forms of students' attitudes towards hybrid teaching. Researchers gave questionnaires to students who had done online learning data collection was carried out on August 7-11, 2021). The questionnaire is based on Meleon (2011) regarding: students' attitudes towards English class face-to-face and blended learning instructions. Based on the results of research and discussion, it shows that the percentage of students' attitudes towards hybrid teaching is at a moderate level. Where the sufficient level is 76%-100% Sufficient or Good which is shown in the percentage table. Students' attitudes towards hybrid teaching are at a high level.

**Keywords:** *Students' Attitudes, Hybrid Teaching Model*

## **A. INTRODUCTION**

Entering 2020, Indonesia was surprised by a virus called covid 19 which first appeared in December in China's Wuhan market. So that the news began to intensify, health protocols began to be implemented, and all Indonesian citizens were required to lockdown for two weeks. It is known that the origin of the virus came from Wuhan, China. Who found that at the end of the 2019 semester (Yuliana 2020). That way, the world, and Indonesia were shocked by these changes. The Covid 19 virus brought many negative impacts to the people of Indonesia, who disbanded all activities on various aspects of Indonesian people's lives. To prevent the further spread of transmission, actions that have the potential to bring together many people at the same time are now limited. Restricted activities, namely, working in offices, factories, watching movies in cinemas, attending music concerts, and in the world of education, have resulted in schools and college students studying at home (Komalasari dkk, 2020; Fitria dan Suminah, 2020; Hamzah dkk, 2020; Rohma dkk, 2020).

During the lockdown, the learning process at the Muhammadiyah University of Bengkulu was diverted to online learning only, without face-to-face meetings, learning using multimedia. According to Vaughan Waller, 2001:10 learning process effectively generated with how to combine delivery digital material consisting of: support and services in learning, from student attendance filled in by sending names and classes in the application, giving materials using pdf, youtube videos, PowerPoint slides, showing assignments in the form of photos or the state of document files using ms word, and mid-semester exams and final exams exam questions are given in the form of a file given the time for the exam to answer after it is sent back. All these activities are carried out through the Classroom application; if students and lecturers want to interact can use what apps and zoom applications.

At the beginning of October 2020, covid 19 began to subside, the government used the "new normal" policy where schools had implemented 50% online 50 offline but only applied to elementary schools, but when 2021 headed for the even semester of the Muhammadiyah University of Bengkulu began to use this policy, early entering even semesters lecturers and students meet face to face using health protocols using masks and maintaining distance to protect themselves from the covid 19 virus, the first meeting of lecturers and students, lecturers explain the goals and objectives of courses and contracts during college, each lecturer has a different way, depending on the subject, the meeting is agreed upon by the lecturer, if the system is practical then it is required to use an offline model a lot.

Hybrid teaching is a learning model that is switched online and the time typically spent in class is reduced but not eliminated (Carla Garnham and Robert Kaleta, 2002). With the existence of a hybrid teaching model, the quality of learning increases, the costs incurred for lectures are more affordable, especially for students who come from outside the city who do not need additional costs for house rent and daily living expenses, according to Yudko, Hirokawa, & Chi, 2006, the benefits of a hybrid teaching program created to serve students living in rural areas where travel to school is problematic; Hybrid courses offer the opportunity for these students to complete their degree rather than drop out of school.

According to Bersin (2004: 15), Hybrid teaching combines different training media to create an optimum training program for a specific audience. The term (Hybrid) means that traditional structured-led training is being supplemented with other electronic formats. In the context of the book, a blended learning program uses many different forms of e-learning, perhaps complement instructor-led training in other live formats. From the Bersin above, Hybrid teaching is a combination of various learning media (technology, activities, and types of events) to specifically create an

optimal learning program for students. Term (mixed) is a learning model that combines the strengths of traditional face-to-face learning face-to-face with an electronic learning format. In the context of the book, the program blended learning using various forms of e-learning, which a learning instructor or direct design may supplement.

Hybrid teaching or Blended learning is a combination of various approaches to learning. So what can state that blended learning is a learning method combining two or more approach methods in learning to achieve the purpose of the learning process? One example is the combination of using web-based learning and the use of face-to-face methods together in learning. The term blended learning is also known as hybrid learning and mixed learning. Blended teaching not only reduces the distance that has existed between students and teachers but also increases the interaction between the two parties. Based on some of the opinions above, it can be concluded that hybrid learning or blended learning is learning that combines one or more models or learning approach. In this article, it is devoted to hybrid learning combined is conventional learning with online learning or learning electronic (e-learning).

The study schedule is also not too fixated on the agenda. What has been determined by the study program, the plan is agreed upon between students and lecturers. If the lecturer cannot attend at the appointed time, the lecturer can postpone or advance the study time so that students can still receive learning materials.

The advantage of hybrid teaching is that it allows students with multiple responsibilities to maximize their time. The convenience of this flexibility, unlike traditional classes where instructors take on a significant burden of responsibility for consistently reminding students of deadlines; hybrid courses place the blame directly on the students (Lei, 2010). As for the advantages, there are also disadvantages. Namely, students feel bored because they study a lot independently, are also hindered by internet connections, and students can also manipulate assignments.

Based on previous research on hybrid teaching. The previous research Yoko Hirata, and Yoshihiro Hirata (2008) Japanese Students' Attitudes towards Hybrid Learning, The findings suggest that some instructional factors, such as flexibility, goal focused approach as well as closely connected relationships between in-class and online instructions, are indispensable for students to acquire a set of skills and strategies for successful language learners in hybrid learning environments.

Based on the previous research above, it is known that students need the hybrid teaching model to improve mastery of lecture material. So that researchers are interested in learning more about "Hybrid teaching model's attitudes at class.

## B. RESEARCH METHODOLOGY

This research has been conducted using a qualitative descriptive method. The aim of the research to find out Students hybrid teaching mode attitudes at class. The instruments that has been used in this research are questionnaires and open-ended questions. The questionnaire was consisting of three parts: Attitudes towards face-to-face, Attitudes towards hybrid teaching, Open ended questions (Hybrid teaching models attitudes). The participants were asked to indicate their agreement or disagreement with each statement and give reasons. All questions are rated on a Likert scale of two points (1) Agree (2) Disagree.

## C. Finding and Discussion

### ➤ Findings

In this chapter, the researcher describes the results of this study. The researcher found several forms of students' attitudes towards hybrid teaching. Researchers gave questionnaires to fourth and fourth-semester students who had done online learning; data collection was carried out on August 7-11, 2021). For more details, the results of the questionnaire can be seen as follows:

### Responses of students' Hybrid teaching model's attitudes at Class

#### Attitudes Student' Towards Face to Face Instruction

The data obtained regarding students' attitudes towards face-to-face teaching are shown in Table 1. As many as 80% of students agree on the importance of direct contact with lecturers in face-to-face classes. Students agree to have face-to-face classes in hybrid teaching.

**Table 1. Attitudes Student' Towards Face to Face Instruction**

No.	Statements	Agree	Disagree
1.	Students like face-to-face sessions in hybrid teaching.	80%	20%
2.	Students prefer face-to-face teaching meetings more than online teaching?	86,7%	13,3%
3.	Students feel it is important to communicate with lecturers face to face.	96%	4%
4.	Students feel it is important to meet the lecturers in each course?	82,7%	17,3%
5.	It is easier for students to understand the	90%	10%

	explanation of the material by the lecturer face-to-face.		
6.	Students prefer all subjects using face-to-face teaching.	73%	27%
<b>Total</b>		508,4%	91,6%
$\Sigma$		<b>84,7%</b>	<b>15,3%</b>

Based on table 1. above, the researcher shows that students agree with the face-to-face sessions held during hybrid teaching. It makes it easier for students in the learning process, the material presented by the lecturers becomes easy to understand when studying face-to-face sessions. So it can be concluded that face-to-face sessions are taught hybrids with in this condition, the learning process is more effective and efficient.

### **Students Attitudes towards Hybrid Teaching**

The data regarding students' attitudes towards hybrid teaching used 16 questionnaire items (see Table 2). Most students generally agree that hybrid teaching is more efficient in learning, time, and skills using computers and the internet.

**Table 2. Attitudes Students' towards Hybrid Teaching**

<b>No.</b>	<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>
1.	Students like the learning model of a course through Hybrid teaching?	78,7%	21,3%
2.	Does the hybrid teaching model make the Lecture Process more effective?	70,7%	29,3%
3.	Do you think the hybrid learning model makes the learning process easier?	69,3%	30,7%
4.	Do you think that with the hybrid teaching model, students think more critically when studying?	54,7%	45,3%
5.	Does hybrid teaching make students more responsible for their assignments?	62,7%	37,3%

6.	The hybrid teaching model encourages students to become independent learners	77,3%	22,7%
7.	Using the hybrid teaching model allows you to become skilled and master in using computers and internet networks.	86,7	13,3
8.	Hybrid teaching model makes students develop high creativity?	87%	13%
9.	The hybrid teaching model creates interesting and valuable content that makes it easier to apply the knowledge given.	77,3%	22,7%
10.	Students can only enter college if they have sufficient resources to study, such as electronic devices and internet networks? (agree/disagree)	68%	32%
11.	Do you think hybrid teaching makes students do academic tasks more efficiently?	61,3%	38,7%
12.	In your opinion, as a student, does the hybrid teaching model support all cour	48%	52%
13.	The hybrid teaching model only helps a few courses.	76%	24%
14.	By combining two teaching methods, namely face-to-face teaching and online teaching, will the recovery process become more efficient?	81,1%	18,9%

15.	With hybrid teaching, students get more information about the subjects being studied.	62,7%	37,3%
16.	Students feel happy and very helpful when using multimedia tools during hybrid teaching.	92%	8%
<b>Total</b>		1.153,5%	446,5%
<b>Σ</b>		<b>72,1%</b>	<b>27,9</b>

Based on table 2. above, the researcher found that students agreed with hybrid teaching because it used two learning methods, online learning, and offline learning. Students get more knowledge and material from lecturers when face to face, and when online students must deepen the understanding that has been obtained must think critically so that students can get more information about course material.

**Table 3. Face to face and Hybrid teaching**

No.	Types of hybrid teaching	Agree	Disagree
1.	Attitudes Student' Towards Face Face Instruction	84,7	15,3
2.	Attitudes Towards Hybrid Teaching	72,1	27,9
<b>Total</b>		156,8%	43,2
<b>Σ</b>		<b>78,4%</b>	<b>21,6%</b>

Based on table 4.3 above, students' responses to hybrid teaching with the Attitudes Student' Towards Face Face Instruction, Attitudes towards Hybrid Teaching section is *sufficient*, from the results above, the researchers conclude that the students' attitudes in the Hybrid Teaching Model are at the *sufficient* level.

➤ **Discussion**

In this part, researchers discuss about the result of this study. From the overall results of the students' responses on the questionnaire, it can be seen that the percentage of student hybrid teaching is sufficient.

Classified as stating that there must be a combination of offline and online learning modes after the release of the lock period, the result is that most of the students (70.5%) are at the average level. According to Yoko Hirata, and Yoshihiro Hirata Japanese Students' Attitudes towards Hybrid Learning this study, it was concluded that the Japanese students perceived their language learning in different ways and different approaches provided them with different impacts. Is at the average level. The present of this study is designed to find out how students' attitudes towards hybrid teaching are, in line with the research question of this study, namely how are students' hybrid teaching models attitudes in the English Education Program of the University of Muhammadiyah Bengkulu.

The results of the reaseach of two batches of students in the English education program (semesters 4 and 6) for the 2020/2021 academic year, it can be seen from students' that attitudes towards face-to-face, show teaching is more effective than online teaching. Students can better understand the material from the lecturer, and then when ask student didn't understand about material, they can asked the lecturer for directly in class. Based on the students' answers to the researcher's open ended questions, Hybrid teaching is the best solution during the COVID-19 pandemic in Indonesia because online teaching is more than offline. Hybrid teaching has advantages and disadvantages. When teaching online, students can repeat the material sent by the lecturer in the form of videos, pdf drive books, etc. On the other hand, during face-to-face contact, students are assisted by lecturers to deepen the material, make students understand more because of direct contact, and ask questions if there are doubts with satisfaction.

On the other hand, Hybrid teaching is the right combination because there are face-to-face and online sessions, requiring students to be more independent in trying to learn to understand themselves; and Hybrid teaching makes students think more critically when studying. When teaching online, students can learn anywhere and anytime. Students must have electronics and an internet network; if students intend to study, it will take a lot of effort, for example, at a friend's house to borrow electronic devices and the nearest internet network or internet cafe. When teaching offline, they rarely use electronic devices and internet networks only when the lecturer invites students to look for less understood material. The division of online and offline time allows students to manage when to do this task well. Hybrid teaching makes students often use computers and have a lot to do with the internet network. Students gain more knowledge by searching for learning on the internet and can also make students skilled and mastered in using computers and internet networks.

Students often use computers because of changes in the teaching system; they become more enthusiastic and want to learn new things;



when teaching face-to-face, the learning system rarely uses multimedia tools. Online teaching students have little control over the computer. Multimedia is very helpful in the teaching process and facilitates students in the learning process and time efficiency. Just as if teaching online, students are also helped by this multimedia tool. It can be used to enlarge meetings, fill in attendance, collect assignments, review material, and make it easier for students in all aspects of the learning process.

Based on the explanation above, the researcher can conclude that students agree with hybrid teaching, which makes it easier for students when studying, especially students who have a practicum schedule, can see firsthand how lecturers practice it, and online teaching has more numbers. Covid-19 cases are reduced. The results of this study indicate that students' attitudes towards hybrid teaching are at a sufficient level, where hybrid teaching is quite adequate in conditions during the COVID-19 pandemic.

#### **D. CONCLUSION**

Based on the results of research and discussion, it shows that the percentage of students' attitudes towards hybrid teaching is at a moderate level. Where the *sufficient* level is 76%-100% Sufficient/Good which is shown in the percentage table. Students' attitudes towards hybrid teaching are at a high level.

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