



Hybrid Learning In English Language Learning: Student's and Teacher's Perception

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Abstract

This research uses the hybrid learning method to discuss the perceptions of students and teachers in English language learning. This study aims to understand how students and teachers perceive English language learning through the hybrid method. This research used a descriptive qualitative method, with data obtained through interviews and questionnaires. The study focuses on students and teachers from the Faculty of Teacher Training and Education, English Department, at Universitas Islam Majapahit. The results of this research indicate that both students and teachers have positive responses toward using hybrid learning in English language education. Hybrid learning facilitates students' understanding of the material, as they can review the instructional videos on the e-learning platform. Students become more enthusiastic about participating in lessons due to the various features and tools available in hybrid learning, which helps to reduce boredom during classes. Hybrid learning is also highly effective in assisting students who cannot attend in person, allowing them to follow the lessons without missing any material. Teachers conduct evaluations at the end of each lesson to identify and address any shortcomings in that day's teaching. Teachers feel glad because this method can accommodate students and teachers who cannot attend in person.

Keywords: Perception, Hybrid Learning

A. INTRODUCTION

Since the beginning of 2020, the Indonesian government has designated the COVID-19 virus disease as a global pandemic, with its impacts reaching across all aspects of human life, including education. To prevent the spread of COVID-19, all learning activities at all levels of education were conducted offline, and offline learning was temporarily suspended (Aminullah, Ikram, Chandra, F., Fitriani, N., Wasna, Misna, 2021). There were various opinions, both in favor and against, from the community regarding suspending offline learning. With the suspension of offline learning, many students ultimately did not study at home. Consequently, there arose a need to conduct offline (face-to-face) and online (remote) learning, commonly called hybrid or blended learning.

Hybrid/blended learning combines traditional face-to-face meetings and technology integration in e-learning. Thus, its implementation depended directly on the strategies used evenly by lecturers and students (Nashir, M., & Laili, 2021). With hybrid learning, students could learn face-to-face or remotely at home. The main goal of hybrid learning was to make learning more effective, efficient, and engaging by providing opportunities for diverse student personalities, allowing students to learn independently and continuously, and promoting lifelong learning (Hersa, Malasabessy, Juandi, 2022).

Perception was a process that freed the human brain and was a way to observe a phenomenon. This process involved many factors, including emotions, needs, motivation, education, and experiences (Aprianto, n.d.). Perception could also be defined as placing most objects, events, or relationships obtained through data collection and message decomposition. Perception could be described as how individuals interpret and understand sensory information from their environment. It involved organizing, analyzing, and understanding sensory stimuli such as vision, sound, touch, taste, and smell. Various factors influence perception, including past experiences, cultural background, cognitive processes, and biological predispositions. Essentially, perception shapes how individuals perceive and interact with the world around them, playing a fundamental role in cognition, behavior, and decision-making.

In July 2022, the Directorate General of Higher Education, Directorate of Research and Technology (Ditjen Diktiristek), based on the Joint Decree of the Minister of Education, Culture, Research, and Technology, the Minister of Religious Affairs, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia No.01/KB/2022, No.408 Year 2022, No.HK.01.08/MENKES/1140/202, Higher Education Institutions were allowed to conduct learning activities in geographical areas either by organizing courses in classrooms or online, following the guidelines provided in Decision Number 420-1026 year 2022 to determine how learning would be carried out during the COVID-19 virus pandemic, taking into account the geographical regions (Y, 2022). With this decision, Universitas Islam Majapahit (UNIM) Mojokerto, for the academic year 2022/2023, conducted offline and online (hybrid) learning activities. However, it was also important to note that offline and online (hybrid) activities considered the surrounding conditions and notifications issued by the government for the subsequent period.

From the explanation of the phenomenon currently occurring above, it became an interest for the researcher to ascertain the perceptions of both students and teachers of

English language learning using hybrid learning with the research title “Hybrid Learning In English Language Learning: Student’s and Teacher’s Perception.

B. THEORETICAL STUDY

1. Perception

Perception is a process of selecting, evaluating, organizing, interpreting, and integrating stimuli from all types of information that a person receives and finds essential and different from each other, constituting the cognitive process of perception (Sahrawi, n.d.). Perception is a psychological process by which people interpret reactions into positive or negative views based on information gathered by their five senses.

(Nurhayati, 2020) claimed that perceptions were split into two categories: positive and negative perceptions. A positive perception encompassed all information and actions that were continued in the endeavor to apply it. The next step would be to activate, accept, and support the observed thing. A negative perception was any information or response that was out of sync with the perceived item. It was referred to as negative perception. It would either move forward inertly or reject and resist the thing that was perceived.

It was suggested that three components formed the structure of perception. (Haekal, A., & Widjajanta, 2016). The cognitive component (perceptual component) pertains to elements linked with understanding, viewpoints, convictions, and, essentially, factors correlated with individuals' perceptions of attitudes toward an object. The affective component (emotional component) pertained to aspects associated with feelings of pleasure or displeasure towards an attitude object. Pleasure represented a positive aspect, whereas displeasure represented a negative aspect. The conative component (the behavioral component) refers to aspects associated with the inclination to act towards an attitude object. This component indicates the intensity of the attitude, reflecting the extent of an individual's tendency to act or behave towards the attitude object.

2. Hybrid Learning

Hybrid learning was an educational strategy combining traditional classroom teaching with technological advances and student participation through online learning (Pamungkas, n.d.). This showed that learners felt that this learning helped them improve their English skills and that the hybrid learning model could become an alternative English learning model (Rachman, L. A., Sudiyono, S., & Phonix, 2021). This learning system also incorporated two options for the leading role: the student or the teacher. Generally, the teacher's role was more dominant in the initial stages. Once the process ran smoothly, the focus shifted to a more student-centered approach (Makhin, 2021). This learning system is balanced between in-person learning and learning mediated by computers and the Internet. Students could access and learn flexibly to balance various learning resources (Aldosemani, T., Shepherd, C. E., & Bolliger, 2018).

Students mentioned the advantages of a hybrid learning style and listed the advantages of a hybrid learning style. Combining electronic technologies with traditional teaching enhanced and mutually reinforced each other, igniting students' interest and boosting their enthusiasm in the learning process (Nagaeva, 2016). The effectiveness of the hybrid learning model was bolstered by its strengths, such as prioritizing student engagement and offering a wealth of information (Long J, Mou, J., Zhang, L., Zhang, S.,

& Li, 2021). Students saw several disadvantages in absorbing learning material in the hybrid learning format: they found it difficult to understand new material. They received a lot of independent work from a teacher. Even though most students had difficulty voicing their opinions in class, teachers always gave them opportunities and considered their points of view. Challenges in scheduling, class timing, and internet disruptions were cited as drawbacks of hybrid learning that impeded the learning process (Gultom, J. R., Sundara, D., & Fatwara, 2022).

Technology revolutionized higher education, catering to students' diverse learning needs and styles. These advancements reshaped the methods and locations of studying, ranging from learning management systems (LMS) to adaptive learning software and video conferencing. Hybrid and blended learning models are crucial for higher education institutions to maintain enrollment and facilitate safe learning environments during times of crisis or uncertainty, such as the recent global pandemic. According to a survey by the Institute of International Education (IIE), nearly nine out of ten higher education institutions implemented a blended learning approach in the fall of 2020.

Hybrid learning effectively combines conventional teaching methods with web-based approaches to enhance English language instruction. This approach fostered and improved English language learning through active methodologies and engaged in practical activities as encountered online. Furthermore, a hybrid teaching approach enabled students to strategically solve problems based on the experiences gained from online learning. Hybrid learning offered adequate access to various curriculum activities and traditional English teaching materials. The utilization of conventional learning concepts played a crucial role in facilitating English language learning processes, particularly in honing skills like writing vocabulary definitions, as demonstrated in traditional learning formats (Cheung, S. K. S., Fong, W., Wang, F. L., & Kwok, 2013). English language learners could access pertinent information via electronic platforms to facilitate effective learning of specific English components (Igi Global, 2018).

C. RESEARCH METHOD

This study employed a descriptive qualitative methodology, which entailed observing phenomena within their natural settings and utilizing various existing models for interpretation. The researcher used or gathered 33 respondents/participants for this study. They consisted of students from the 2nd, 4th, 6th, and 8th semesters of the English Education Faculty, and this group comprised three teachers at Majapahit Islamic University. The instruments used in this research are an interview guide and a mixed questionnaire. Interview guide: 24 questions were to be given to predetermined participants. The total number of questions in this questionnaire was 15 questions given to predetermined participants. The data collection techniques used in this research were structured interviews and questionnaires. The data analysis includes data reduction, data display, and drawing conclusions.

D. RESULT AND DISCUSSION

RESULT

Student's Perceptions of English Language Learning Using Hybrid Learning

This section discussed students' perceptions of English language learning using hybrid learning. Data was collected using a questionnaire, as evidenced. The questionnaire was used to obtain information indirectly from the students. It was distributed and conducted via mobile phone to students of the Faculty of Teacher Training and Education, English Education Department.

Table 1. Results of Student's Perception

Aspect	Indicator	Perception	
		Positive	Negative
Cognitive	Knowledge	63,3%	10%
	Understand	56,7%	13,3%
	Synthesis	73,4%	6,7%
	Evaluation	86,6%	6,7%
Affective	Feeling	73,4%	16,7%
	Emotional	50%	40%
	Interest	70%	10%
	Attitude	93,3%	3,35%
Conative	Motivation	46,7%	-
	Behavior	94,95%	3,35%
	Desire	76,7%	6,7%

source: Researcher data processing

The result of the cognitive aspect of students' perception could rewatch the instructional videos available on the hybrid learning platform, such as e-learning. This allowed them to recall and enhance their understanding of the material provided. This was particularly true for material that should be explained during face-to-face sessions. Hybrid learning promotes active, independent materials management on online platforms and participation in face-to-face discussions and collaborations. Another reason students agreed was that teachers sometimes assigned projects and asked questions in each lesson that related the material to real-life situations. Students could explore various technological resources and create new approaches to understanding English materials.

Moreover, with digital media used in learning, the lessons became more engaging due to the various displays and tools available. Hybrid learning is very effective. It helped students who couldn't attend offline classes but could participate online. Additionally, students felt that hybrid learning provided flexibility for self-paced learning through online platforms while still having direct interaction in face-to-face sessions, which enhanced overall learning experiences for students. The challenges faced by students in the cognitive aspect were as follows: they felt not all material could be understood through hybrid learning. This was particularly true for material that should be explained during face-to-face sessions, as hybrid learning could sometimes be hindered by poor internet connectivity.

The result of the affective aspect is that students felt that hybrid learning reduced boredom that could arise from using only one teaching method. Students felt comfortable with hybrid learning because it allowed them not to be confined to just one teaching

method. Hybrid learning was seen as beneficial because it allowed students to attend classes online when they were unable to participate in offline courses, ensuring they did not fall behind in their studies. Students had more flexible time to explore materials and engage in diverse interactions. Hybrid learning also provided opportunities to use English in more real-life contexts, such as online discussions or tasks, which enhanced interest because students could see the direct relevance of learning English in daily life. The challenges faced by students in the affective aspect were as follows: students preferred offline classes because offline classes allowed them to meet friends in person, making learning more exciting, and they felt a lack of interaction during hybrid learning, primarily online.

The result of the conative aspect of students' perception of skill was the most challenging to learn in English language learning using hybrid learning. Speaking was the most difficult skill in English language learning using hybrid learning. Direct feedback from teachers and classmates is crucial for improving pronunciation, intonation, and word usage. The input may not be as effective in online learning as in face-to-face learning. Students mentioned that e-learning provided access to various resources such as videos, articles, presentations, and additional materials that could be accessed anytime. They viewed it as an opportunity to expand their knowledge and develop new skills by participating in hybrid learning activities. Students had seen opportunities to expand their knowledge and skills by utilizing various resources and flexible learning methods available in hybrid learning. Others noted that hybrid learning offered a variety of techniques, making learning more engaging and fostering a strong desire to learn.

Teacher's Perceptions of Teaching English Using Hybrid Learning

The result of the cognitive aspect of the teacher's perception of hybrid learning was lectures conducted in two modes simultaneously. There are two modes at the same time. One mode was online using any conference tool, such as Zoom, Google Classroom, or Google Meet, and the other mode was offline, which was usually conducted in the classroom. In hybrid learning, the benefits for teachers were accessible. There was more freedom and more options for conducting lectures. In the past, online learning was limited by time and space. The time and space were chosen, but the locations were very restricted. However, with hybrid learning, there was greater flexibility regarding place and time. Teachers knew if the students understood the material explained through hybrid learning by implementing Project-Based Learning (PBL) with the students. So, the students' output was in line with what he expected. Teachers ensured students could think critically in hybrid teaching and provided concrete examples, linking theory with real-world examples, whether they were social or educational issues. By connecting the existing theory with real-life examples, the hope was that students would be able to develop critical or logical thinking. Hybrid learning was very effective because, without Zoom or in-class online sessions, students often felt bored due to the lack of technology integration, which was crucial for students who lived in a digital world and those who worked or participated in other programs.

Teachers had the flexibility to design the classroom. However, in practical terms, we provided it without needing anything special. In this setup, Zoom was available for those who could not attend the class in person, while those who could attend were in the classroom as usual. The lecturer just needed to place the laptop in front of the desk,

allowing them to deliver offline and online materials. However, it seemed that we had not fully reached the level of teleconferencing yet. The challenges of using hybrid teaching in English included connectivity issues and intimate interaction with the lecturer. In contrast, those joining outside the school or from other cities might have experienced less intimacy. The main drawback in communicating within the class was the distance, which could not be bridged as effectively as in face-to-face interactions. Evaluation was always conducted at the end of each lesson.

The result of the affective aspect teacher's perception teacher stated that if asked whether they are happy, they are happy because they can help students who cannot attend lectures. Or perhaps when we are unable to attend. Indeed, hybrid learning can assist in such situations. However, hybrid learning requires different preparations compared to face-to-face teachers and is increasingly facilitated by alternative tools and devices available in hybrid learning. When it was online, if we met face-to-face, it was more intensive, interactive, and intimate. However, when some students joined online, we couldn't control that. I wasn't the type of lecturer who could instruct everyone to turn on their cameras. I couldn't be instructive and required all students to be on camera, showing their faces and being active. I wasn't that type of lecturer. Therefore, controlling the students who participated online wasn't optimal. That was the experience. I tended to give students the flexibility to follow my class. For example, if they couldn't be intensive during the lecture but joined via Zoom, they could watch the recording later on e-learning. The recording of the teaching activity could be replayed on e-learning. In hybrid learning, teachers said values that could be derived from hybrid learning were indeed independence, self-discipline, and commitment to their requests. When asking for hybrid learning, students had more freedom to observe the issues around them, identify problems, and seek solutions.

The result of the conative aspect teachers stated that it significantly impacted time management. A lot needed to be prepared before and after the class. Before the class, additional time was required to prepare the material to be delivered, ensuring it was accessible to the students online. It was also necessary to provide a stable internet connection and set up the required links. After the teaching session, we also needed to make sure the recordings were available so students could access the videos at any time to review the material. The teacher said I hope for hybrid learning and that it should extend to other courses. Education at the high school or middle school level needs transformation, not just monotonous teaching. There should be a change involved. For example, if the theme is not just the environment but also bullying, there needs to be action, not just discussions about bullying. Students should experience it directly. What is bullying? What are its impacts? Language today is often used merely as a tool. For me, it is a tool for transformation and change. Language should serve as an agent of change, especially for students. Teachers, if they were interested, it was because many more things could be developed and explored with hybrid methods compared to traditional classrooms. While we could also improvise in the classroom, hybrid learning, both in class and online, would continue to evolve with technological advancements. I would keep up with these developments, making online learning even more enjoyable. Perhaps in the future, we could have avatars in class, where we all sit together using our avatars, like in virtual reality or augmented reality. There are possibilities to explore with the

existing devices, such as Zoom and Google Meet, and in the next 1-2 years, there will likely be even more exciting options available.

DISCUSSION

Student Perceptions of English Language Learning Using Hybrid Learning

According to students, they expressed that teachers had consistently introduced English language materials effectively through hybrid learning. The drawbacks of hybrid learning included difficulties in scheduling, class timing, and disruptions due to internet network issues that affected the learning process (Gultom, J. R., Sundara, D., & Fatwara, 2022). Students felt they could think more critically in hybrid learning environments by utilizing various learning resources such as books, articles, videos, and more. This exposure allowed them to encounter diverse perceptions, encouraging them to analyze and compare information, an essential critical thinking component. Students also mentioned that they had a high level of creativity in hybrid learning because they could explore various technological resources and create new approaches to understanding English language materials. Digital media made lessons more engaging with multiple presentations and tools available. They received a lot of independent work from the teacher (Long J, Mou, J., Zhang, L., Zhang, S., & Li, 2021). Students agreed with hybrid learning because it assisted those who could not attend offline classes but could participate in online education. (Afuro, 2021) students felt that hybrid learning provided flexibility to learn independently through online platforms while still having face-to-face interactions, which enhanced their overall learning experience.

According to students, hybrid learning could have reduced boredom that might have arisen from using only one teaching method. They also mentioned that traditional classroom-only learning could often have been monotonous, thus necessitating educational advancements, especially in technology. They felt comfortable with hybrid learning because it allowed for flexibility in teaching methods. Another reason students appreciated hybrid learning was its many advantages and disadvantages. The success of hybrid learning models was also supported by their inherent advantages, such as focusing on student interaction and providing more information (Long J, Mou, J., Zhang, L., Zhang, S., & Li, 2021). Adopting hybrid learning offered flexibility in terms of time and location, enabling each student to select the most convenient place and time for their learning (Sutisna, E., & Vonti, 2020).

According to students, the skill that was difficult to learn in English during hybrid learning was speaking. This difficulty stemmed from the importance of direct feedback from teachers and classmates in improving pronunciation, intonation, and word usage. Students became more independent because e-learning platforms provided access to various resources such as videos, articles, presentations, and additional materials that could be accessed anytime. This flexibility allowed students to learn at their own pace and in ways that suited them best. Effective implementation of the hybrid model encouraged students to take more initiative in their learning. This was because the model played a vital role in delivering educational content from diverse sources, motivating students to actively engage in the learning process (Sutisna, E., & Vonti, 2020).

Teacher's Perceptions of Teaching English Using Hybrid Learning

Hybrid learning emphasizes both online and offline learning. Mixed learning combines teaching approaches, such as face-to-face, computer-based, and online (web

and mobile) learning (Klimova, B. F., & Kacetyl, n.d.). A hybrid combining electronic technologies with traditional teaching enhanced and mutually reinforced each other, igniting students' interest and boosting their enthusiasm in the learning process (Nagaeva, 2016). In online learning, teachers use technology tools like Zoom and Google Meet, as well as tools for editing videos, creating posters, and crafting poetry, such as Canva and Microsoft Clipcharm. In hybrid teaching, students actively participated in group presentations and project-based learning activities. However, projects had not yet progressed to the stage of producing outcomes. Students were immersed in project-based learning tasks, such as creating video projects akin to indie films and preparing presentations within specified time frames. Teachers assessed whether students understood the material by calling on each student individually and facilitating interaction. When students provided appropriate feedback, it indicated to the teacher whether they understood the content or had a deep understanding. According to teachers, various ways were employed to encourage students to think critically in hybrid learning environments. Teachers provided concrete examples and linked theories to real-world issues, encompassing social and educational contexts. According to the teacher, there were several ways to interact effectively with students, usually by addressing them personally. Generally, the teacher's role was more dominant in the initial stages. Once the process ran smoothly, the focus shifted to a more student-centered approach (Makhin, 2021). Reflection and evaluation were always conducted at the end of each lesson, whether offline or online, to identify shortcomings in that day's learning process. This method allowed for alternative materials and teaching media, providing the flexibility to choose the media and tools to be used and the devices.

Teachers were happy because many tools were available for use in teaching, making it easier for students to complete their projects. This learning system also incorporated two options for the main role: the student or the teacher. Generally, the teacher's role was more dominant in the initial stages. Once the process ran smoothly, the focus shifted to a more student-centered approach (Makhin, 2021). Teachers reported that with hybrid teaching, they focused more on the students who attended the offline class and had difficulty controlling the online students. The values that could be derived from hybrid learning included independence, self-discipline, and commitment to their requests for hybrid learning, which they had to commit to attending and participating actively. Students also had more freedom to explore the issues around them and actively worked to solve these problems.

Adopting hybrid learning offered flexibility in terms of time and location, enabling each student to select the most convenient place and time for their learning (Sutisna, E., & Vonti, 2020). According to the teachers, hybrid learning has made them very productive because they had to prepare links and ensure a stable internet connection for online learning. Additionally, teachers have been able to manage their time better. Hybrid teaching could support implementing hybrid lectures regarding devices and network connections. Additionally, there has been a transformation for change to prevent monotonous learning. Teachers felt that hybrid teaching had been very effective because it included both online and offline elements. Teachers were mainly interested because it opened opportunities for anyone to participate in class. This opportunity was available to those physically present and those who faced limitations in distance and time, as it could be done from anywhere, although attendance was still necessary.

E. CONCLUSION

First, based on the results of this research, students had a positive perception of learning English using the hybrid learning method. They found it easier to understand the material because they could revisit the learning videos on the e-learning platform. Hybrid learning provided opportunities to use English in real-world contexts, such as online discussions or assignments. It also reduced the boredom that students experienced when only one teaching method was used. Hybrid learning was very flexible and offered a dynamic and engaging learning experience. It made students more independent in their learning, as the e-learning platform provided access to various resources such as videos, articles, presentations, and additional materials that could be accessed anytime. This allowed students to learn at their own pace and in the way that suited them best.

Second, based on the findings of this research, teachers had a positive perception of teaching English using the hybrid learning method. Teachers felt happy and found it convenient because it could facilitate or help students who could not attend, ensuring they did not fall behind in their studies. Even so, the challenges often faced by teachers during hybrid teaching included signal issues and a lack of closeness when teaching was conducted online. With hybrid teaching, teachers felt more flexible in choosing the time and place since it could be done anytime and anywhere. The platforms used by teachers for hybrid teaching were Zoom and Google Meet. Additionally, teachers used Canva to create videos and posters and edit poems. According to teachers, hybrid learning combines traditional and modern offline and online learning.

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