

The influence of hybrid learning model on students' learning attitudes in English subject

Azmi Radjulani¹, Andi Nurwati^{2*}

^{1,2}IAIN Sultan Amai Gorontalo

✉ andinurwati@iaingorontalo.ac.id*

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Abstract

This research aims to determine the influence of the hybrid learning model on students' learning attitudes in English language learning and examine the students' learning attitudes in English language learning using the hybrid learning model. The study utilize a mixed-methods approach with a concurrent embedded design, employing questionnaires, interviews, and documentation as data collection techniques. The result of the study indicate that the hybrid learning model in English language learning influences students' learning attitudes, with a coefficient of determination (R-squared) value of 0.299. This implies that the hybrid learning model accounts for 29.9% of the variance in students' learning attitudes, while the remaining 70.1% is influenced by other unexplored variables. The implementation of the hybrid learning model at MTs.N 1 Gorontalo Regency takes place during the transition period from full online learning to limited face-to-face learning, where students are scheduled to come to school. Students learning attitudes in the hybrid learning model exhibit both positive and negative aspects. Additionally, there is a special class in the school where many students display positive learning attitudes. However, it should be noted that students who are not part of the special class can still possess positive learning attitudes.

Keywords: hybrid learning model, students' learning attitudes, English subject

INTRODUCTION

Instruction that integrates technology has become unavoidable in the current era. In education, technology has penetrated every aspect, from interactive learning software to online learning platforms (Isbell, 2018). Teachers and students alike recognize the enormous benefits that technology offers in teaching and learning. Through the use of technology, learning

becomes more interesting (Karim et al., 2019), interactive (Azis & Ahmad, 2022), and easily accessible (Gee & Hayes, 2017). Students can access various learning resources such as videos, simulations, and customized materials according to their individual needs (Akdere et al., 2021; Efendi, 2023; Learning, 2011). Technology also allows teachers to involve students in different learning activities, such as online quizzes (Bratel et al., 2021), online discussions (Yang, 2018), and collaboration through sharing platforms (Means et al., 2014). In addition, technology allows teachers to provide more rapid and thorough feedback (Cosi et al., 2020) to students, thereby speeding up the learning process and helping students identify areas for improvement. With all the advantages offered by technology, it is imperative for educational institutions to integrate technology in learning so that students can acquire skills that are relevant to the ever-evolving digital world (Nabu, 2023).

Although technology-based learning has become an important part of the modern learning process (Chun et al., 2016), there is no denying that this approach is not perfect and there are advantages to the combination of online and offline learning (Jordán et al., 2021).

This is especially true in the context of learning English. In the process of learning English, direct interaction with teachers and fellow students is very important to develop authentic speaking and listening skills (Bailey, 2005). While technology can provide a virtual platform for practicing languages through audio and video records Akdere, M., Acheson-Clair, K., & Jiang, Y. (2021). An examination of the effectiveness of virtual reality technology for intercultural competence development. *International Journal of Intercultural Relations*, 82. <https://doi.org/10.1016/j.ijintrel.2021.03.009>

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ngs, face-to-face interaction still has significant added value (Cahyono & Widiati, 2009). Through direct interaction, students can get real-time feedback, participate in group discussions, and practice speaking in more real situation (Jin & Deifell, 2013). On the other hand, technology also plays an important role in learning English. Students can access online learning resources, such as mobile applications, e-learning platforms (Lembah et al., 2023), and multimedia content that provide grammar exercises, vocabulary enrichment, and listening training (Goertler, 2017). The combination of online and offline learning (Hybrid Learning) allows students to combine the benefits of hands-on interaction and the practicality of technology. By using this approach, students can build English skills holistically through diversified learning experiences (Albiladi & Alshareef, 2019). Therefore, it is important for educators to consider the use of a combination of online and offline learning in designing effective and comprehensive learning strategies for English students (Anuli et al., 2023).

Although there have been many studies examining the effectiveness of hybrid learning in English (Garrison & Kanuka, 2004; Jordán et al., 2021; Laili & Nashir, 2018; Mulyadi et al., 2020; Olesen, 2020), studies looking at the learning attitudes of students and teachers towards the implementation of hybrid learning are still limited. This shows the need for further research that focuses on aspects of attitudes and perceptions of students and teachers towards the use of hybrid learning in English classes.

It is important to understand student and teacher attitudes because positive attitudes towards hybrid learning can affect their motivation (Pido et al., 2023) and participation in the learning process (Dörnyei et al., 2006). For example, research looking at students' attitudes toward hybrid learning can reveal the extent to which students feel comfortable and motivated to interact in learning environments that use a combination of face-to-face and technology. In addition, research looking at teachers' attitudes can identify their challenges and needs in

implementing hybrid learning, as well as their understanding of the benefits and possible impacts of this approach.

By gaining a deeper understanding of students' and teachers' attitudes toward hybrid learning in English, educators can identify factors influencing the acceptance and adoption of hybrid learning (Kaharu et al., 2023). These findings can be used to develop guidelines and approaches that are more effective in designing and implementing hybrid learning in the context of learning English. In this context, studies that look at the learning attitudes of students and teachers towards the implementation of hybrid learning in English classes provided valuable insights to improve and enrich the hybrid learning process as a whole. Thus, this research attempt to seek the influence of the hybrid learning Model on students' learning attitudes in MTs Negeri 1 Kabupaten Gorontalo.

METHODS

Using a mixed-methods research design (Amal et al., 2019), this study aimed to investigate the impact of the hybrid learning model on students' learning attitudes in the English subject. A sample of 169 eighth-grade students from Madrasah Tsanawiyah Negeri 1 Kabupaten Gorontalo participated in the study. Multiple data collection techniques, including questionnaires, interviews, and documentation, were utilized.

A 22-item questionnaire was utilized to collect information regarding students' perceptions of hybrid learning. The Likert scale was used to assess the attitudes and perceptions of the students towards the hybrid learning approach. Using a validity table, the questionnaire's validity and reliability were evaluated to ensure that the instrument accurately measured the intended constructs. In addition, interviews were conducted with three EFL teachers in order to gain insight into their perceptions of hybrid learning and to validate the students' survey responses. These interviews provided a qualitative understanding of the students' attitudes and enabled a more in-depth examination of their hybrid learning experiences.

To increase the data's credibility and transferability, researchers documented Lesson Plans and student assignments. These documents served as additional information sources and allowed the researchers to confirm the hybrid learning model's implementation and its effects on students' learning attitudes. A combination of descriptive and inferential statistical analyses was used to examine the relationship between the hybrid learning model and students' learning attitudes. Appropriate formulas were employed. The purpose of this extensive research design

was to provide an in-depth understanding of the impact of the hybrid learning model on students' attitudes and perceptions of the English subject, thereby providing valuable insights for educational practitioners and policymakers.

RESULTS AND DISCUSSION

Results

This research was conducted in the 8th grade, consisting of 10 classes, with each class comprising 30 students. Based on the determination of sample size according to (Moniruzzaman Sarker & AL-Muaalemi, 2022), the sample size for this research was 169 students, which were filled out by students through face-to-face and online methods, the results are as follows:

Chart 1. Hybrid Learning Model

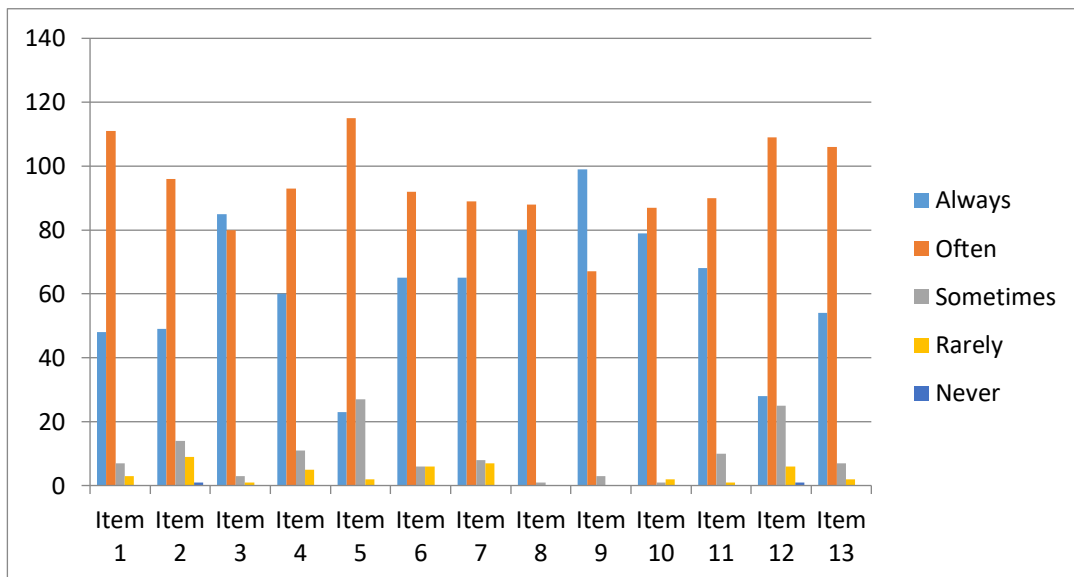
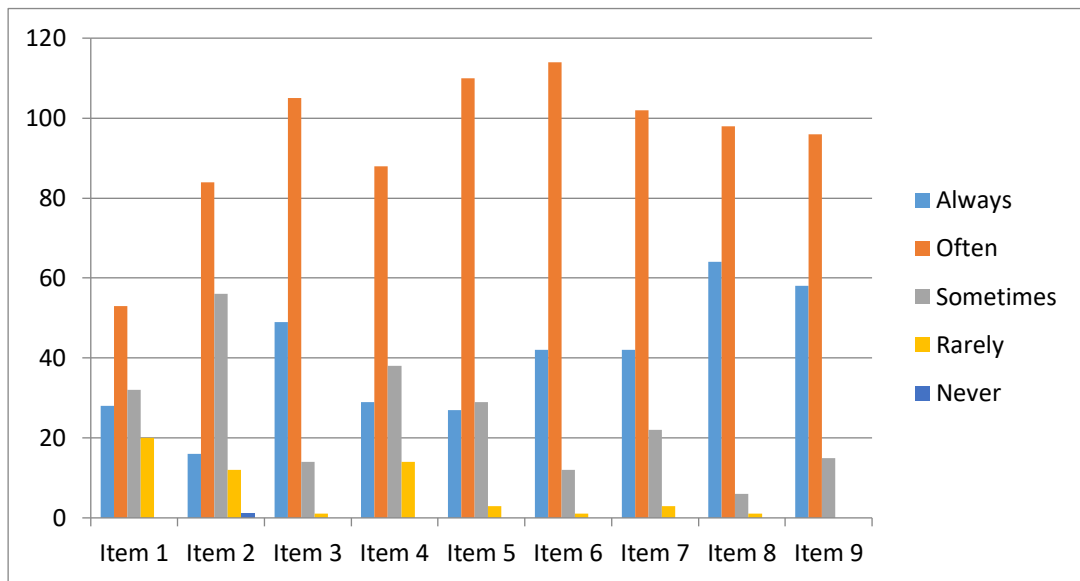


Chart 2. Students' Learning Attitudes in English Subject



Based on the bar chart it is known that most students answer often on each item statement.

The data obtained is further analyzed through prerequisite data analysis, as suggested by Gani and Amalia, a good research model must fulfill the prerequisite tests to ensure that statistical problems are not encountered during the process. Prerequisite data analysis is an important step in research to ensure the validity and reliability of the estimated parameters used, as well as to determine whether the regression model employed demonstrates a significant and representative relationship. In this research, the prerequisite data analysis is conducted through tests of normality, heteroscedasticity, and linearity using the SPSS software.

a. Normality Test

Table 1. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		169
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.50760573
Most Extreme Differences	Absolute	.060
	Positive	.060
	Negative	-.040
Test Statistic		.060
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Data Analysis Results with SPSS

The normality test aims to determine whether the research model exhibits a normal distribution or not. A good research model is characterized by having data that follows a normal distribution or closely approximates it. The decision rule for this test is that if the value of Asymp.Sig. (2-tailed) > 0.05 , then the data is considered to be normally distributed. Upon performing the analysis using SPSS, the obtained Asymp.Sig value is 0.200, which is greater than 0.05. Therefore, it can be concluded that the research data follows a normal distribution

b. Heteroscedasticity Test

Table 2. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.682	1.850		1.450	.149
	Hybrid Learning Model	.001	.033	.002	.020	.984

a. Dependent Variable: Abs_RES

Source: Data Analysis Results with SPSS

Heteroskedasticity is a condition where the variance of the residual values is not equal across different observers. If the variance and residual values are the same among observers, this condition is referred to as homoskedasticity. A good regression model is one that exhibits homoskedasticity rather than heteroscedasticity, the decision rule for this test is if the sig. value > 0.05 , it is concluded that there is no presence of heteroskedasticity in the regression model. Upon performing the analysis using SPSS, the obtained sig. value is 0.984, which is greater than 0.05. Therefore, it can be concluded that there is no evidence of heteroskedasticity in the research data, and it is in a homoskedastic condition.

c. Linearity Test

Table 3. ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students' Learning Attitudes * Hybrid Learning Model	Between Groups	(Combined)	1190.648	22	54.120	4.493	.000
		Linearity	882.336	1	882.336	73.250	.000
		Deviation from Linearity	308.312	21	14.682	1.219	.244

	Within Groups	1758.642	146	12.045		
	Total	2949.290	168			

Source: Data Analysis Results with SPSS

The linearity test, also known as one of the classical assumption tests, is conducted to assess the linearity between the independent and dependent variables. It is important to determine whether the linearity assumption holds in the relationship between these variables, as it can affect the validity of the resulting regression model. The decision rule for this test is if the deviation from the linearity value is > 0.05 , there is a significant linear relationship between the independent and dependent variables. Upon performing the analysis using SPSS, the obtained deviation from the linearity value is 0.244, which is greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the Hybrid Learning Model and Students' Learning Attitudes in the English subject in this research.

After verifying that the data meets the prerequisites for analysis, the next step is to perform an F-test. The F-test is used to examine the significance of the influence of independent variables on the dependent variable. In this study, the researcher utilized the SPSS software on a computer device to conduct the F-test. The results of the F-test can be seen below and will provide information regarding the presence of a significant relationship between the independent and dependent variables.

Table 4. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	882.336	1	882.336	71.289	.000 ^b
	Residual	2066.954	167	12.377		
	Total	2949.290	168			

a. Dependent Variable: Students' Learning Attitudes

b. Predictors: (Constant), Hybrid Learning Model

Source: Data Analysis Results with SPSS

The decision rule for the F-test is as follows: first, if the sig. value is less than 0.05, it is concluded that there is a significant influence between the independent and dependent variables. Second, if $F_{\text{count}} \text{ value} > F_{\text{table}} \text{ value}$, it is concluded that there is a significant influence between the independent and dependent variables. Based on the SPSS output, it is known that the sig. value is 0.000, which is less than 0.05, and the F count value is 71.289, which is greater than the F table value of 3.84. Therefore, according to the decision rule, it can be concluded that the

Hybrid Learning Model has a significant simultaneous influence on Students' Learning Attitudes in the English subject.

To assess the extent of influence exerted by variable X (Hybrid Learning Model) on variable Y (Students' Learning Attitudes), it can be observed through the coefficient of determination or R-squared value.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547 ^a	.299	.295	3.518

a. Predictors: (Constant), Hybrid Learning Model

Source: Data Analysis Results with SPSS

Based on the given table, the coefficient of determination or R-squared value is 0.299. This indicates that the magnitude of the influence of the hybrid learning model on students' learning attitudes is 29.9%, while the remaining 70.1% is influenced by other variables not examined.

Discussion

This research aims to answer two research questions. First, is there an influence of the hybrid learning model on students' learning attitudes in English subjects? Second, how are students' learning attitudes in English language learning when using the hybrid learning model in English subject? To answer these questions, the researcher employed an embedded research design. Two types of instruments were used in this embedded design: questionnaires and interviews. The questionnaire was used to address the first research question, while the interview was used to address the second research question, as presented in the above findings. In conclusion, this study has successfully addressed the two research questions, which will be discussed as follows:

Hybrid learning has an influence on students' learning attitudes, as the results of the F test, it can be seen from the value of F count > F table and the significance value < 0.05, the independent variable has a significant effect on the dependent variable. The results of the ANOVA output show that the value F-count is 71,289 and the F-table is 3.84 or 71,289 > 3.83, so it can be interpreted that the hybrid learning model affects students learning attitudes with a determinant coefficient on the hybrid learning model variable of 29.9% so it can be concluded

that the effect of the hybrid learning model on students learning attitudes of 29.9% while 70.1% is influenced by other variables not examined.

This is in line with the findings of a study conducted by Muh Yusuf Hidayat and Ayu Andira titled “The Effect of Hybrid Learning Model Assisted by Schoology Media on Students’ Learning Outcomes in Grade XI MIA at MAN Pangkep”, the research shows that there is an influence of the hybrid learning model assisted by Schoology media on students’ learning outcomes, with an average score of 86.17 for the students.

MTs.N 1 Kabupaten Gorontalo has adopted hybrid learning as a response to the transitional situation that limits the full attendance of students in school. The learning schedule is arranged in such a way as to ensure that students attend classes on a rotational and limited basis. By using the hybrid learning model, students can remain engaged in the learning process and meet their educational needs even in these conditions.

The preparations made by teachers before starting the teaching process involve preparing teaching materials, creating Zoom classrooms, and uploading materials to the e-learning platform. After preparing for the teaching process, the teacher then focuses on how to effectively deliver the English language materials based on the interview findings from the three sources. The strategies used by teachers include designing PowerPoint presentations, utilizing instructional videos, and providing stimuli to students. This aligns with the research conducted by Ayu Sri Wahyuni, which states that before implementing the hybrid learning model, teachers engage in the preparation phase of facilities and infrastructure, as well as organizing the strategies to be used.

During the hybrid learning process, teachers face various challenges, including difficulties in assessing students’ understanding, ineffective delivery of certain topics, and the lack of facilities available to students. These challenges result in some students struggling to actively participate in the learning process, especially in online learning where teachers find it challenging to have full control over students’ activities. However, despite these challenges, some students can actively engage in the learning process, particularly those in special classes.

From the research findings, it is known that MTs. 1 Kabupaten Gorontalo has special classes where students who show good attention, focus, and participation in the learning process are placed. Therefore, students who can actively participate in the learning process are assigned to these special classes. To address the various challenges experienced, teachers commonly re-explain the materials that students have not understood during online learning and provide time

for students to complete assigned tasks. As Ayu Sri Wahyuni mentioned in her research, the delivery of materials can be further enhanced during face-to-face learning.

Based on the interview findings, students' learning attitudes toward using the hybrid learning model in English language lessons can be both positive and negative. Positive attitudes towards learning include paying attention to the teacher's explanations, actively participating in the learning process, and following instructions effectively. On the other hand, negative learning attitudes are observed when students fail to comply with the teacher's instructions during online classes, such as not turning on their cameras, only showing their faces, and not responding to the teacher's questions. Similarly, during face-to-face learning, some students display negative attitudes by sleeping during the learning process, lacking enthusiasm, and not paying attention to the teacher's explanations.

The student's attitude influences the learning outcomes and understanding of the material by the students themselves because students who are serious about learning get good results compared to students who do not intend to learn, student learning attitudes are also influenced by various factors one of which is motivation, for students Those who have motivation will show a positive learning attitude while students who do not have motivation will show a negative learning attitude, even so, the teacher still motivates students to do the assignments that have been given.

This research aims to answer two research questions. The first question is whether there is an influence of the hybrid learning model on students' learning attitudes in English subject, the second question is about the learning attitudes of students in English subject using the hybrid learning model. To answer these questions, the researcher employed a concurrent embedded research design. Two types of instruments were used in this design, namely a questionnaire and interviews. The questionnaire was used to address the first research question, while the interviews were conducted to address the second research question, as discussed in the above findings. In conclusion, this study has successfully answered the two research questions, which will be discussed as follows.

Hybrid learning has an influence on students' learning attitudes, as the results of the F test, it can be seen from the value of $F_{count} > F_{table}$ and the significance value < 0.05 , the independent variable has a significant effect on the dependent variable. The results of the ANOVA output show that the value F_{count} is 71,289 and the F_{table} is 3.84 or $71,289 > 3.83$, so it can be interpreted that the hybrid learning model affects students learning attitudes with a

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Based on the interviews with the three informants, it was found that MTs.N 1 Kabupaten Gorontalo had implemented the hybrid learning model, although initially there were teachers who were unfamiliar with the concept of the hybrid learning model. A hybrid learning model is an instructional approach that combines both online and offline learning methods. Online learning utilizes various online instructional media, while offline learning involves face-to-face interactions.

There are several considerations for using the hybrid learning model. Firstly, there is a concern about the lack of parental control when learning is conducted entirely online. Secondly, during the transition from full online learning to limited face-to-face learning, not all students can fully participate in online or face-to-face learning. Additionally, some people argue that the hybrid learning model can serve as a tool to address boredom in offline learning. The use of the hybrid learning model during this transition period is in line with the Circular Letter from the Minister of Education, Culture, Research, and Technology (Mendikbudristek) No. 3 of 2022, where limited face-to-face learning in educational institutions must comply with the regulations set forth in the Joint Decree of Four Ministers. This Circular Letter also provides parents/guardians with the option to choose between limited face-to-face learning and distance learning.

The implementation of the hybrid learning model at MTs.N 1 Kabupaten Gorontalo is carried out based on a schedule, as not all students can attend simultaneously. The school schedules the students' attendance alternately to allow them to remain engaged in learning, albeit in a limited capacity. According to Yusnira, the implementation of learning is the process in which teachers implement the designed learning materials and strategies to achieve the learning objectives.

Based on the interview findings, the preparations made by teachers before starting the learning process include preparing teaching materials, and media, uploading materials to the e-learning platform, and ensuring the presence of both teachers and students. The strategies used in delivering English language materials include designing PowerPoint presentations, utilizing instructional videos, providing stimuli, and conveying upcoming lesson content so that students can study it in advance. This aligns with the research conducted by Ayu Sri Wahyuni, where the preparation phase for implementing the hybrid learning model involves arranging facilities and infrastructure and determining the strategies to be employed.

In research conducted by Romi Mesra et al, there were various obstacles faced by teachers and students in implementing the hybrid learning model, this also happened at MTs.N 1 Gorontalo Regency, there were various obstacles experienced by teachers in implementing the hybrid learning model, include the difficulty of measuring students' understanding, inadequate delivery of certain materials, and the lack of facilities available to students. As a result, some students were unable to fully engage in the learning process, particularly in online learning. However, it should be noted that there were also students who were able to participate effectively in the learning process, especially those in specialized classes.

Based on the research findings, it is known that MTs. 1 Kabupaten Gorontalo has specialized classes, which consist of students who demonstrate good attention, focus, and participation in the learning process. Therefore, students who are able to actively engage in the learning process are placed in these classes. To address the various challenges faced, teachers commonly take the approach of re-explaining the material that students did not understand during online learning and providing additional time for students to complete assigned tasks. As Ayu Sri Wahyuni stated in her research, in hybrid learning, the delivery of materials can be further improved during face-to-face sessions.

The students' attitudes toward learning using the hybrid learning model in English subject can be both positive and negative. Positive attitudes are observed when students pay attention to the teacher's explanations, actively participate in the learning process, and follow the instructions given. On the other hand, negative attitudes are displayed when students fail to follow the teacher's instructions during online learning, such as not turning on their cameras, only showing their faces, or not responding to the teacher's questions. Similarly, during face-to-face sessions, some students may exhibit behaviors like sleeping during the learning process, lack of enthusiasm, and a lack of attention toward the teacher's explanations.

The difficulty of directly controlling students and material that is not conveyed properly will have an impact on student learning outcomes, this is consistent with previous research conducted by Abdul Rahim Habayan et al, which states that students who do not understand the presented materials and are not focused during the learning process may not achieve satisfactory learning outcomes.

Students' learning attitudes have an influence on their learning outcomes and understanding of the subject matter. Students who are diligent and committed to learning tend to achieve better results compared to those who lack motivation to learn. Students' learning attitudes are also influenced by various factors, one of which is motivation. Students with high motivation exhibit positive learning attitudes, while those with low motivation display negative learning attitudes. Nevertheless, teachers continue to provide motivation to students to complete the assigned tasks.

Some teachers argue that students' learning attitudes are influenced by the instructional models they use, while others claim that students' learning attitudes are independent of the instructional models and depend more on their own personal disposition. This is consistent with the findings of this study, where it was found that the hybrid learning model had a 29.9% influence on students' learning attitudes in English subject, while 70.1% was attributed to other unexamined factors.

Each child has different characteristics, including their tendencies and attitudes. In MTs.N 1 Kabupaten Gorontalo, despite the fact that some students may not listen to instructions during online learning, sleep during face-to-face classes, or lack enthusiasm in their participation, there are also students who actively engage and show attentiveness during the learning process. It is worth noting that most of these highly engaged students are in special classes. However, this does not imply that students who are not in these special classes lack participation and attentiveness in the learning process, as each student has their own unique tendencies and attitudes.

CONCLUSIONS

Based on the results of research on the influence of the hybrid learning model on students' learning attitudes in learning English, the following conclusions can be drawn:

1. The hybrid learning model in learning English has an effect on students' learning attitudes based on the value of the coefficient of determination or R square of 0.299,

this means that the magnitude of the influence of the hybrid learning model on students' learning attitudes is 29.9% and the remaining 70.1% is influenced by other variables that not researched.

2. The implementation of the hybrid learning model at MTs.N 1 Gorontalo Regency was carried out during the transition from full online learning to limited face-to-face learning, where students were scheduled to come to school. There are positive and negative learning attitudes shown by students in this hybrid learning model, in this school there is also a special class where in this class many students have a positive learning attitude, but that does not mean that students who are not in this special class do not have positive learning attitudes.

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