UNDERGRADUATE STUDENTS' PERSPECTIVE ON THE IMPLEMENTATION OF HYBRID LEARNING IN SEMINAR ON ELT COURSE AT UNIVERSITAS MUHAMMADIYAH MAKASSAR
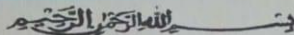
A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the Degree of Education in English Education Department

MUTMAINNAH MUTIA KAHAR
105351110419

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2023

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN

Skripsi atas nama **Mutmainnah Mutia Kahar** NIM **105351110419**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 317 Tahun 1445 H/2023 M, tanggal 01 Safar 1445 H/17 Agustus 2023 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Selasa 5 September 2023.**

Makassar, 20 Shafar 1445 H
5 September 2023 M

Panitia Ujian :

1. Pengawas Umum   : Prof. Dr. H. Ambo Asse, M.Ag   (...................)

2. Ketua   : Erwin Akib, S.Pd., M.Pd., Ph.D.   (...................)

3. Sekretaris   : Dr. H. Baharullah, M.Pd.   (...................)

4. Dosen Penguji   : 1. Dr. Hj. Syamsiarna Nappu, M.Pd. (...................)

            2. Dr. Nurdevi Bte Abdul S. Pd., M.Pd. (...................)

            3. Muhammad Zia Ul Haq, S.Pd., M.TI. (...................)

            4. Hilda Hafid, S.Pd., M.Pd.   (...................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

| Terakreditasi Institusi

ii

بســـم اللـه الرحمن الرحيـــم

APPROVAL SHEET

Tittle	:	Undergraduate Students' Perspective on the Implementation of Hybrid Learning in Seminar on Elt Course at Universitas Muhammadiyah Makassar
Name	:	Mutmainnah Mutia Kahar
Reg. Number	:	105351110419
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 31 Agustus 2023

Approved By,

Consultant I   Consultant II

Dr. Nurdevi Bte Abdul, S.Pd., M.Pd.   **Dr. Eka Prabawati Rum, S.Pd., M. Pd.**
NIDN. 0910048402   NIDN. 0911088704

Dean of FKIP   Head of
Universitas Muhammadiyah Makassar   English Education Department

Erwin Akib, S.Pd., M.Pd., Ph.D.   **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**
NBM. 860 934   NBM. 977 807

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name   : Mutmainnah Mutia Kahar

NIM   : 105351110419

Department   : English Education Department

Title   : Undergraduate Students' Perspective on the Implementation of Hybrid Learning in Seminar on Elt Course at Universitas Muhammadiyah Makassar

Consultant I   : Dr. Nurdevi Bte Abdul, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
24/07/2023		Abstract	D
25/07/2023		Reorganize your finding use past tense in Chapter III	D
27/07/2023		Find the theory of positive / negative / refusal perception	D
28/07/2023		use single space	D
29/07/2023		Give suggestion based on the data	D
31/07/2023		Acc	D

Makassar, 19 Juni 2023
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	Mutmainnah Mutia Kahar
NIM	:	105351110419
Department	:	English Education Department
Title	:	Undergraduate Students' Perspective on the Implementation of Hybrid Learning in Seminar on Elt Course at Universitas Muhammadiyah Makassar
Consultant II	:	Dr. Eka Prabawati Rum, S.Pd., M.Pd.

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20/06/23	1-3	- Revision (Seminar Proposal)	
29/6/23	4	- Findings - Data Display	
10/7/23		- Data Display - Discussion	
15/7/23		- Reference Manager - grammatical	

Makassar, 19 Juni 2023
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

v

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	Mutmainnah Mutia Kahar
NIM	:	105351110419
Department	:	English Education Department
Title	:	Undergraduate Students' Perspective on the Implementation of Hybrid Learning in Seminar on Elt Course at Universitas Muhammadiyah Makassar
Consultant II	:	Dr. Eka Prabawati Rum, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
24/7/23		- Abstract - list of figures - list of appendices	
28/7/23		Continue suggest	
		Ok	

Makassar, 19 Juni 2023

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

vi

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama	:	Mutmainnah Mutia Kahar
NIM	:	105351110419
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Undergraduate Students' Perspective on the Implementation of Hybrid Learning in Seminar on ELT Course at Universitas Muhammadiyah Makassar

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkan oleh siapapun.

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0411-860837/860132 (Fax)

Email : fkip@unismuh.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama   : **Mutmainnah Mutia Kahar**

NIM   : 105351110419

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, sayaakan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).

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3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi.

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Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 31 Juli 2023
Yang membuat perjanjian

Mutmainnah Mutia Kahar

MOTTO

Live like a butterfly, be useful and always choose a beautiful perch!

DEDICATION

"This Thesis is dedicated to my beloved parents, I myself, and the one that always support me."

ABSTRACT

Mutmainnah Mutia Kahar, 2023. Undergraduate Students' Perspective on the Implementation of Hybrid Learning in Seminar on Elt Course at Universitas Muhammadiyah Makassar. Under the thesis of the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nurdevi Bte. Abdul and Eka Prabawati Rum.

This study used a qualitative approach to know students' perspectives on the implementation of hybrid learning models in the subject of seminars on ELT at Muhammadiyah University of Makassar. The research subjects were 10 students from BG7E class. Data collection was carried out by conducting interviews and presented in descriptive form.

The results of this study showed 3 different views in several aspects. Some students have positive, neutral, and negative perspectives on the implementation of hybrid learning models on the subject of seminars on ELT at Muhammadiyah University of Makassar. But most students have a positive perspective stating that this hybrid learning model is favored and expected to be applied to other subjects. It can be concluded that the implementation of hybrid learning models on the subject of seminars is preferred and expected by students. The hybrid learning model should be improved and applied to other subjects by utilizing increasingly adequate technology to make the learning process more effective.

Keywords: Students' Perspective, Hybrid Learning Model, Seminar on ELT

ABSTRAK

Mutmainnah Mutia Kahar, 2023. Perspektif Mahasiswa Terhadap Pengemplementasian Model Pembelajaran Hybrid pada Subjek Seminar on ELT di Universitas Muhammadiyah Makassar. Di bawah tesis jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nurdevi Bte. Abdul dan Eka Prabawati Rum.

Penelitian ini menggunakan pendekatan kualitatif dengan tujuan untuk mengetahui perspektif mahasiswa terhadap pengimplementasian model pembelajaran hybrid pada subjek seminar on ELT di Universitas Muhammadiyah Makassar. Adapun yang menjadi subjek penelitian merupakan mahasiswa kelas BG7E yang berjumlah 10 siswa. Pengumpulan data dilakukan dengan cara melakukan interview dan disajikan kedalam bentuk deskriptif.

Hasil penelitian ini menunjukkan 3 pandangan berbeda dalam beberapa aspek. Terdapat mahasiswa yang memiliki perspektif positif, netral, dan negatif terhadap pengimplementasian model pembelajaran hybrid pada subjek seminar on ELT di Universitas Muhammadiyah Makassar. Tetapi mayoritas mahasiswa memiliki perspektif yang positif menyatakan bahwa model pembelajaran hybrid ini disukai dan diharapkan untuk diaplikasikan pada subjek lainnya. Dapat ditarik kesimpulan bahwa pengimplementasian model pembelajaran hybrid pada subjek seminar disenangi dan diharapkan siswa. Pengaplikasian model pembelajaran hybrid hendaklah ditingkatkan dan diaplikasikan pada subjek lainnya dengan memanfaatkan teknologi yang semakin memadai sehingga proses pembelajaran dapat menjadi lebih efektif.

Kata kunci*: *perspektif siswa, model pembelajaran hybrid, seminar on Elt

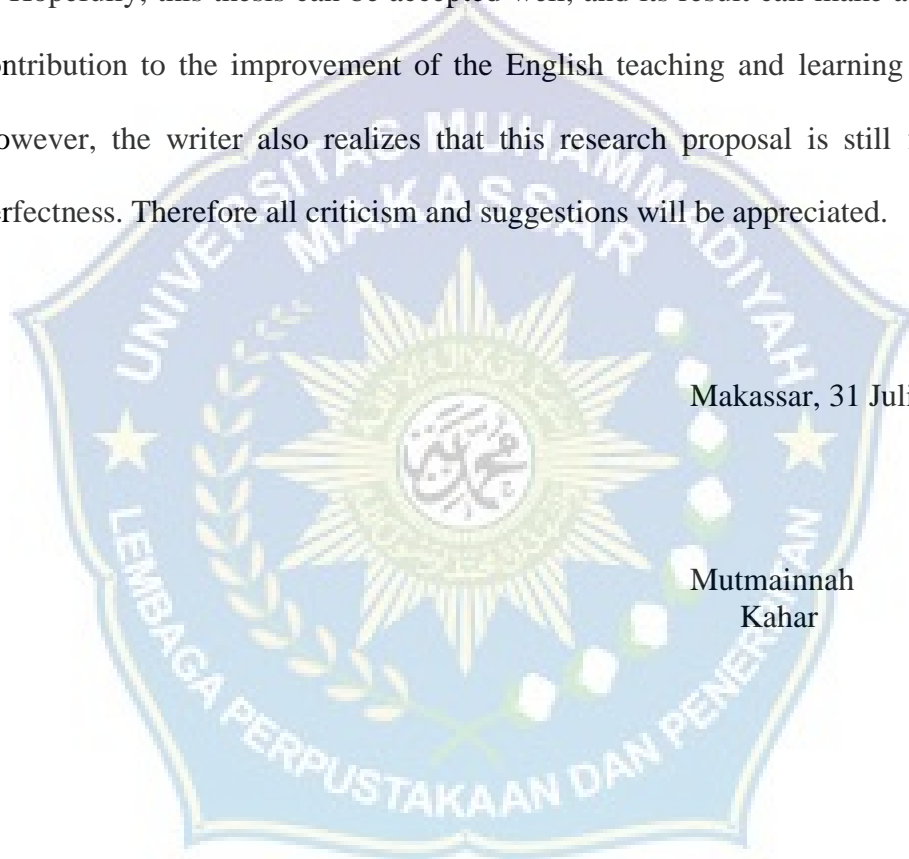# ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alahamdulillahirobbil 'alamin, praise and grateful for Allah SWT, the almighty for the mercy and blessing so that the writer can finish this thesis. Shalawat and Salam always sent to our prophet Muhammadad SAW, the best of mankind that Allah SWT hassent to be a good role model and mercyto the universe.

In writing this proposal the writer found many difficulties, so the writer realized that the thesis had a lot of mistakes and weaknesses. In order to become perfect, the writer needs correction and suggestions. The writer would like to say thank you so much for the people who gave spirit, advices, suggestions, and helping to write as follows:

1. My highest appreciation for the Rector of the Universitas Muhammadiyah Makassar, Prof. Dr. H. Ambo Asse, M.Ag.

2. My deeply and most grateful to Erwin Akib, M.Pd., P.h.D as the dean of FKIP Universitas Muhammadiyah Makassar.

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6. All the staff that are involved in helping and providing guidance to researchers.

7. For my friends, and sister afi. I'am so greatful to meet you all!

8. Lastly, thank to I myself for trying hard and never giving up! Let's fight for the next journey.

Hopefully, this thesis can be accepted well, and its result can make a massive contribution to the improvement of the English teaching and learning process. However, the writer also realizes that this research proposal is still far from perfectness. Therefore all criticism and suggestions will be appreciated.
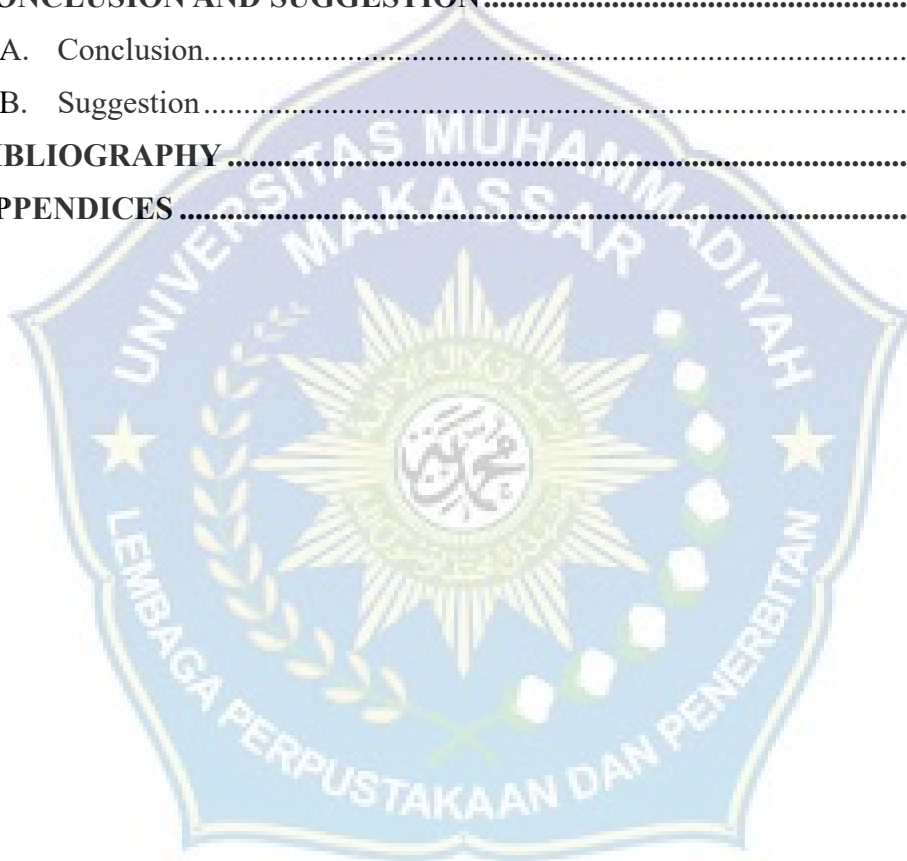
Makassar, 31 Juli, 2023

Mutmainnah Mutia Kahar

xiii

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Entering an all-digital era, humans have created tools that can help them facilitate each of their activities. Various ways have been done to create something that can make every activity carried out by humans achieve efficiency and effectiveness. It constantly evolves to produce much efficiency with the minimum possible power. It is this crucial role that has brought humans into the digital age. Today's increasingly sophisticated digital technology significantly changes the world (Setiawan, 2017).

Inventions and technological developments are constantly undergoing updates, which has brought various impacts on human life. The inventions and developments include computers, digital communication, smart applications, and smartphones (Danuri, 2019). Technology users in everyday life. The lack of energy and time used makes individuals feel helped by technology. Elements of human life that have used technology reduce human intervention in their activities.

Technology has developed in various fields. The use of technology in each field is different; each field has its way of utilizing technology, one of which is the field of education. In education, there are technical elements created to improve the learning process. Some digital systems can replace traditional systems. Technology can be used as a tool by educators to facilitate the educational process.

The transformation of the learning process is a process that brings learners closer to reality, presents knowledge critically and reflectively, and positions educators as facilitators who drive the learning process. The transformation of learning in the world of education in Indonesia is currently in the ecosystem of implementing the Merdeka Curriculum. This independent curriculum implementation ecosystem provides space for the use of technology and media to provide space for the use of technology and media to create flexibility for academic units. The success of integrating technology with science depends on its use and development, its usefulness in the learning process, whether to maintain educational values and improve academic scores (Aini, 2020).

One way to create meaningful and quality learning is through learning oriented toward each student's needs, abilities, characteristics, and learning media so that the learning process that is applied to the learning needs of students is also able to create a more independent, innovative, creative learning environment, help students concentrate, and increase learning motivation. So that students are expected to be more confident and active (Nurrita, 2018).

Another component that can support the running of the learning process is the selection of learning models or methods. A learning model is a form of learning depicted from beginning to end and applied by educators. Learning models are formed when learning approaches, strategies, methods, and techniques have been assembled into a unified whole. For this reason, a professional teacher must understand and have adequate skills in developing practical and creative learning models.

There have been many learning models that educators have applied to support the learning process to be more effective and efficient. A learning model that combines two learning methods is the *hybrid* learning model. This learning model takes place by combining online and offline methods. Some students do the learning process directly in the classroom, and some students take online classes. This learning model requires adequate classroom facilities and infrastructure to support this learning model. One is internet access; this learning model can be applied to internet access. Likewise, with students who take online classes, students' internet access is expected to be adequate to take classes, so that the material presented by educators can be well received.

In addition, the researcher also has personal experience by taking courses that apply the Hybrid learning model. The learning process that does not apply the hybrid learning model had a low percentage of attendance, this happens because there was no access for students who cannot attend classes offline to attend classes online or virtually. It was different in the Seminar on ELT course which had applied a hybrid learning model, so that students had an above-average attendance percentage. The offline learning process carried out in the Seminar on ELT learning process was conducted presentations and discussions, on the online learning side students can actively interact either with classmates or with the lecturer. When the lecturer only provides online class then presentations can be done online.

The benefits of applying the Hybrid learning model are the same as described above. Students can have the opportunity to have a high or better

attendance rate than ever before. The lecturer can overcome this by providing online learning media for students who need more time to follow the offline learning process. This advantage can make it easier for students to follow every learning process. As often happens in the learning process, many students have below-average attendance rates caused by several things: students who have blocked by distance to campus or are outside the area, students who have urgent business, and unstable health conditions hinder students. Another advantage is that due to the limited number of students entering the classroom offline, students have a higher level of focus due to more conducive class conditions so that lecturers can also more easily control students. Likewise, Hidayati et al. (2022) show several positive perspectives, including students can improve their technological skills. Students can learn about several applications that support online learning, such as Google Classroom, Zoom, and Google Meet, students can also learn in the learning atmosphere they like, so that students can more easily understand the materiaL, and the last is students can help their parents at house.

From several explanations and based on the researcher's experience. The researcher would like to find out in more detail whether this model of learning is needed and expected by the students. So that this hybrid learning model can be applied to other courses, if it is found to be positive. The researcher will be able to do this by looking at the perspectives of students who have taken courses in which the hybrid learning model has been applied.

B. Problem Statement

Based on the background above, the researcher can formulate the research questions as follows:

"What are the students' perspectives on the implementation of Hybrid learning in seminar on ELT course?"

C. Research Objective

Based on the research questions above, the purpose of this research is to find out:

"To find out students' perspectives on the implementation of hybrid learning in seminar on ELT course."

D. Significance of The Research

The researcher expected to offer some advantages for the learning and teaching process, which are:

1. For lecturers, applying this learning model can make the learning process more effective and efficient because it can involve students as a whole by minimizing obstacles.

2. For students, applying this learning model, students can take online class, which can help students who do not have time to attend classes offline.

3. For next researchers, the researcher hopes the next researcher can research deeper by focusing on different fields.

This research has benefits both pedagogically and theoretically that are:

1. Pedagogically

   The researcher hoped that the results of this study are one way that can help or become a reference for educators in managing to learn using the Hybrid Learning method.

2. Theoretically

   The researcher hoped that the results of this study can be a reference for future research with different focuses or aspects of the Hybrid learning method because future technological developments will continue to be updated.

E. **Scope of The Research**

The researcher only focused on analyzing students' perspectives of Hybrid Learning model in seminar on ELT course, BG7E class, English Department, Universitas Muhammadiyah Makassar. This research choosed BG7E class as a subject of the research because this class had applied the Hybrid Learning Model. The perspectives classified into 3 aspects there were positive, neutral, and negative.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

To get an initial picture related to the title of the research to be studied. The researcher first looks for several previous studies expected to support further research by looking at the possible possibilities, the problems in each study, and the results obtained.

The first research conducted by Zainudin et al. (2021) using the one-group pretest post-test design research technique to collect data. The researcher designs offline learning using the E-learning LMS in the learning process. Among others, 1) adding Lessons to manage lecture materials, 2) adding Forums for sharing student information online. 3) Adding an Assignment as an assignment of student work results. 4) Adding Quizizz as an assessment of student learning outcomes. Meanwhile, researcher use Zoom Meetings and Google Meet media in online learning. Based on the results of the study, the use of the Hybrid learning model is effective, judging from the results of the statement that students have a percentage of 90% which states that Hybrid Learning can explore student knowledge and skills. 95% of online learning students actively participate in learning.

The second research conducted by Andayani et al. (2020). The researcher selected 1st-semester students of the Faculty of Social Sciences, Medan State University, as research subjects. The researcher provides learning tools to

achieve the expected competencies, creating a quality learning process. The results of media expert validation of the Hybrid learning model with the PBL approach of the Sociology course showed a score of 3.58 was in the very feasible category; the instructional design expert showed a score of 3.54, and the feasible category without revision by the material expert was 3.36.

The third research conducted by Lestari et al. (2022). The research subject is a student who is studying microbiology course. The difference in scores between the pretest and post-test in the test and showed that the average HOTS with Hybrid learning was 72.27, higher than the conventional learning average of 54.28. Therefore, it can be concluded that the Hybrid learning model in improving students' HOTS in microbiology learning is effective.

The fourth research conducted by Erliza & Septianingsih (2022). This research was 45 S1 students majoring in English at the State University of Malang. Conducted this research with a survey research design. Data is retrieved through the distribution of closed questionnaires using Google Forms. The results obtained from this study show that students positively perceive the use of the Hybrid learning model in several aspects. That are social, technical, and pedagogical aspects.

The fifth research conducted by Rahmiati et al. (2023). This research was conducted at SMPN 3 Selayar Islands at grade VIII A level, using questionnaires and interviews in the data collection process. The results positively responded to student motivation to use Google Classroom.

More over, Mutmainnah et al., (2019) on their research state that to find out students' perception of Microteaching course. Using descriptive methods, with data collection techniques carried out through questionnaires and interviews. In this study, it was proven that students have a positive perception of Microteaching subjects..

From several types of research described above, there are similarities in the application of the Hybrid learning model, where each study shows positive results on the application of this learning model, for this reason, this Hybrid Learning model can support the learning process. the researcher also found the same research that use students' perspectives to find out the result of the research. On the other hand the difference lies only in the subject of learning, research design and research issue.

B. Some Pertinent Ideas

1. Student's perspective

    a. Definition

Students deliberately follow the learning process at school to develop their potential in an educational path, both formally and non-formally (Novitasari, 2014). Each student has their perception of what they have experienced before. Likewise, a teacher has a different perception from his students. One example is that a student has his view of his teacher's teaching style, and each student must have a different perspective, some are positive, and some have a negative perspective.

Perception is a process of gaining understanding by using the five senses to receive a stimulus and then organize and interpret it (Saifuddin, 2018). According to Bucher (2012), perspectives are a basic assumption that involves social psychology by structuring thoughts or feelings and then processing information from the environment. Several factors, including learning and motivation, can influence a student's perception.

Similar to the previous statement, Tarmiji et al. (2016) state that perspective is an interpretation of an event, object, or information based on the life experience of someone who performs the interpretation. Perception is one aspect of psychology important for responding to various aspects and symptoms around him (Najicun, 2017).

From the statements above, the researcher conclude that student perception is an understanding or view of each student after learning activities on the process or action they receive and how a student generates a thought from translating the intent of a particular stimulus or situation.

b. **Types of perspective**

There are two views in perspective, that are the broad and narrow views. A broad view of how a person perceives and interprets things. While narrowly representing the perception of how a person sees things (Simamora, 2015).

There are also positive and negative perceptions (Deriyanto et al., 2018) that is:

1) Positive perception

Positive perception comes from an individual's assessment of an object or information with a positive outlook or compatibility between the object and the individual. Usually, positive perception occurs because of the benefits obtained from the perceived object.

2) Negative perception

Negative perception comes from an individual's assessment of an object or information with a negative view; due to the absence of compatibility between the object and the individual. It usually occurs due to ignorance or the absence of individual experience of the perceived object.

In addition, Paridawati et al., (2021) State that two kinds of perception, positive perception is a view of an object in which the subject tends to accept the perceived object, or it can be said that there is a conformity between the subject and the object. On the other hand, negative perception is a view that tends to show a conflict between the subject and the object because there is a mismatch between the two.

Different perceptions are caused by the process of interpreting the stimulus received by each individual is different. So that each individual's interpretation has a different view of an object, but what is

accepted by an individual can be fundamentally different from objective reality (Sudarsono & Suharsono, 2016).

Moreover, There is also an attitude assessment which is divided into 3 categories, including positive (support), neutral, dan negative (reject) (Krisnandariputri et al., 2015). In short, positive, neutral, and negative perspectives can occur because each individual has differences that can be seen from several aspects, namely feelings, experiences, and thinking abilities. In addition there is a sentiment analysis aims to analyze a person's opinions, sentiments, evaluations, attitudes, judgments and emotions. Whether the speaker is in favor of a topic, product, service, organization, individual, or activity. The basic task in sentiment analysis is to categorize text in documents, sentences, whether the opinions expressed are positive, negative, or neutral. (Ardiani et al., 2020)

1) Positive sentiment: is a reaction or attitude that increases the value of someone or something. For example, "It's great that there are several parks and reading rooms."

2) Neutral sentiment: is a reaction or attitude that does not take sides, neither positive nor negative. For example "Visiting the carnival."

3) Negative sentiment: This is a reaction or attitude that lowers the value of someone or something, so it will cause a decrease in the value of viewing something. For example, "The

government's plan to renovate the West Kalimantan Cultural Park has never been realized."

2. Concept of E-Learning

a. Definition

Electoral Learning, or what we commonly known as E-Learning, is no longer a new way applied in the learning process that uses electronic media, especially the internet (P, 2019). E-learning is a conventional form of learning poured in digital format and presented through information technology.

E-learning include using electronic media that can be done formally or informally. Formal e-learning has a high level of interaction, such as learning with curriculum, syllabus, and tests that have been arranged and compiled based on a pre-agreed schedule. On the other hand, informal with more superficial interactions, usually through personal websites, programs, and mailing (Puriwigati, 2020).

Utilization of e-learning systems by educational institutions to increase the effectiveness and flexibility of learning. Through e-learning, learning materials can be accessed anytime and from anywhere. Besides, educators can be enriched and update the published material (Afridian, 2012). This e-learning system can be combined with a conventional learning system known as Hybrid Learning.

The term model is defined as a conceptual framework that will be a guide in carrying out an activity. In other words, a model can also be

used to imitate, show, explain, and introduce (Tibahary & Muliana, 2018). The learning model is a teaching plan that shows a pattern or step-by-step in the learning process; in the steps that have been structured can be seen the activities of educators in achieving learning objectives.

Educators who design a learning model must also consider students because each student has different characteristics; by using the learning model well, educators can find out whether the design has disadvantages or advantages in the implementation process (Khoerunnisa & Aqwal, 2020).

b. **E-learning Components**

In helping the e-learning learning process, educators must consider what components can support the learning process. Based on Puriwigati (2020) some components must be considered, such as:

1) E-learning Infrastructure: many things are incorporated into the E-Learning infrastructure, for example in the form of personal computers, abbreviated as PCs, internet access, computer networks, and multimedia equipment or tools. In addition, there are also subjects or people involved in the e-learning process. E-learning is almost the same as the conventional learning process, which requires an instructor (teacher) who directs and guides students as recipients and administrators as administrators and learning processes.

2) E-learning Systems and Applications: this system involves software that supports the conventional teaching and learning process, such as classroom management, making teaching materials or materials, discussion forums for educators and students, grading systems, and examination systems to the virtual learning process that we have commonly known as the Learning Management System (NGO) which all require access to the internet.

3) E-learning content: content or teaching materials provided can be shared with students using an e-learning system by using computer devices.

According to Sinurat (2023) there are several components contained in the learning model that are the key ideas that we need to understand, including:

1) The syntax describes a model in the form of actions that can be phases, steps, or sequences of learning activities. Each model has a different structure.

2) The principle of reaction helps educators determine effective reactions carried out by students by looking at learners' reactions of learners in the learning process.

3) The social system is divided into three parts of description: the various roles of students and educators, the relationship between

the authority of learners and educators, and various rules to motivate students.

4) Support system, sourced from educators' roles and students' demands. The support system is in the form of capabilities and facilities supporting a model to create a unique environment.

5) Instructional impact, the compiled model has a specific purpose, and some are structured for general use. Both are expected to have a learning effect on students.

6) The impact of accompaniment is caused by active students in the learning process, one of which is by thinking creatively.

c. **Characteristics of E-learning**

Based on Pebriyanti (2020), there are several characteristics of e-learning, such as:

1) Interactivity is using electronic technology services that can help educators and students communicate easily via chat.

2) Independence is self-learning material that allows students to learn independently by accessing teaching materials or materials indefinitely and whenever students need them.

3) Accessibility, matters related to the learning process can be easily accessed through the internet network with more comprehensive access than the distribution of teaching materials in the conventional learning process.

4) Enrichment uses digital media and computer networks that are easily implemented, such as animation and video streaming.

d. Advantages of E-learning

According to Ekantini et al. (2020), there are several benefits that we can absorb when implementing the teaching and learning process using e-learning, such as:

1) Flexible, flexible time and place selection where we can access learning anytime and anywhere without affecting the teaching material.

2) Self-study can provide opportunities for students who want to repeat the lessons they have learned before and support the success of students' learning.

3) Cost efficiency is the costs students incur by students when conducting conventional learning that differs for each student. This can be measured from far near where students live.

e. Disadvantages of E-learning

Although there are several advantages obtained when applying the e-learning learning process, it is undeniable that this also still has weaknesses (Ryan et al., 2013). Such as:

1) Students with low learning motivation can hinder learning success, so students tend to fail to receive teaching materials.

2) Some places or regions still need smooth internet access.

3) Lack of facilitators who master computer programming languages.

4) Tendency to ignore social aspects or academic aspects.

3. Concept of conventional learning

a. Definition

Teaching and learning activities in the classroom communicate where teachers and students exchange ideas to develop ideas and understanding (Huda, 2016). Conventional learning or what we know as face-to-face learning between students and educators. Where the two meet directly and carry out the learning process. Lestari & Sofyan (2014) said that traditional learning methods have long been used for oral communication between teachers and students in the teaching and learning process.

Face-to-face learning that we usually encounter is learning with the lecture method. The lecture method is a learning method in which educators explain and explain learning material to students. As described by Anggrawan (2019), face-to-face learning relies heavily on the presence of educators to teach classes spontaneously.

The characteristics of face-to-face are planned activities, be it place, time, and interaction in the classroom, and everything has been arranged from the beginning (Anggrawan, 2019).

b. **Advantages of conventional learning**

There are several advantages obtained in conventional learning, including (Delisda & Sofyan, 2014):

1) Every student has the same opportunity to listen.

2) Concepts presented hierarchically will provide learning facilities to students.

3) Educators can put pressure on things that matter so that time and energy can be used as well as possible.

4) Teaching materials can be completed quickly with the lecture method

c. **Disadvantages of conventional learning**

It is undeniable from some of the advantages that have been described there are also disadvantages of conventional learning, including (Suryani et al., 2022):

1) The learning process is tedious and can be passive.

2) Students are only active in taking notes.

3) The concepts can result in students being unable to master the material taught.

4) Knowledge gained through the lecture method is more quickly forgotten.

5) The costs incurred are more.

6) Short time.

4. **Hybrid learning model**

    a. **Definition**

    Hybrid learning is a combined method applied using technology and communication devices, affirmed by the opinion that hybrid learning combines face-to-face and online learning (Rachmayanti & Haryanto, 2021). It also combines various learning media to create a compelling student learning process.

    Hybrid learning can also improve learners' interaction with educators. In its application, it is necessary to adjust between school conditions and student residences (Wahyuni, 2021). This adjustment is significant because applying this Hybrid learning model can only be run with both.

    Applying the Hybrid Learning model is a learning solution in this era. The same is described by Ganovia et al. (2022) that students who study must be ready to face challenges in the era of technology which constantly experiences complicated developments. For this reason, by applying this learning model, students can train their abilities to get used to and use it. Likewise, what was explained by Tuapattinaya, (2017) through Hybrid learning, students are expected to be able to learn independently, continuously, and develop so that the learning process will be more effective and efficient, and interesting.

So, it can be concluded from some of the explanations above that hybrid learning is a learning model that combines face-to-face learning activities with technology-based learning and the Internet.

b. Application of Hybrid Learning

The application of a hybrid learning model that combines several methods that are reinforced with statements (Fauzan & Arifin, 2017), such as:

1) Face-to-face learning

Face-to-face learning is learning in the classroom; every activity, such as the teaching and learning process, discussions, presentations, and tests, is carried out in the classroom.

2) Synchronous virtual collaboration

Synchronous virtual collaboration is a form of collaborative teaching carried out simultaneously via chat. To conduct communication that involves interaction between educators and learners.

3) Asynchronous virtual collaboration

Asynchronous virtual collaboration is a form of teaching inversely proportional to Synchronous virtual collaboration. Asynchronous virtual collaboration is delivered at different times using e-mail or an online discussion board as a teaching and learning facility.

4) Self-paced asynchronous

Self-paced asynchronous is a form of learning facilitated by educators by providing teaching materials and exercises online so that students can access materials and teaching materials from different teaching resources independently.

c. **Priciples of Hybrid Learning**

There are four principles of Hybrid learning model according to (Klimovaa & Kacetla, 2014):

1. The instructional components of the face-to-face and online learning process are wisely integrated. It is done to benefit and meet the needs of students from both environments.
2. Innovative in the use of technology. Apply pedagogically appropriate technology to create interactive learning.
3. Reconceptualize the learning paradigm. Education students carry out updates by incorporating new pedagogy in acquiring knowledge.
4. Conduct ongoing assessment and evaluation. It is done to ensure that the Hybrid learning method still has the quality and effectiveness of education.

d. **Advantages of Hybrid Learning**

There are several advantages obtained in the application of the Hybrid learning model, as attached by Firdausi (2020), that is:

1) Flexible for educators and learners, balancing face-to-face and online learning.

2) The access provided is broader and easier to reach.

3) Flexibility in time and place.

4) Students who have jobs or live far from campus can also benefit from online study.

5) Learners can repeat the material they want to learn.

e. **Disadvantages of Hybrid Learning**

In addition to the advantages, there are also disadvantages to applying this Hybrid Learning model, according to Firdausi (2020) that is:

1) Some students prefer face-to-face meetings as a practical learning model because there is a direct interaction between educators and learners.

2) Interactive social activities that are different from face-to-face learning between educators and learners.
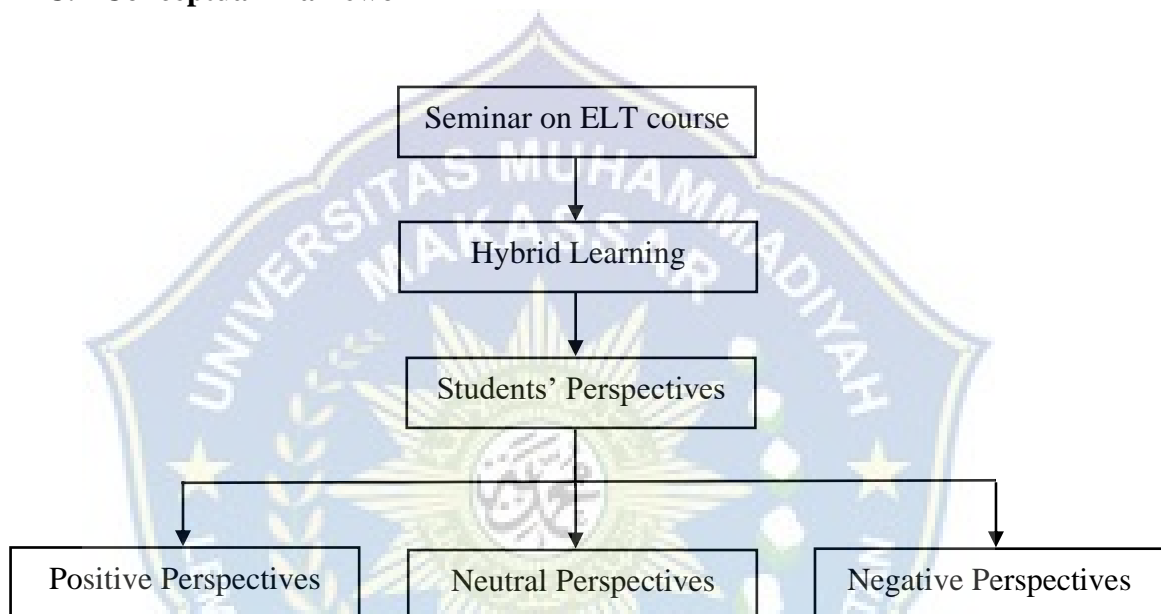
d. **Challenges of Hybrid Learning**

According to Meydanlioglu & Arikan, (2014) there are several challenges in applying the Hybrid learning model in the learning process, such as:

1) Have time management skills.

2) Make adjustments to online and offline learning activities.

3) Able to use technology or media that can support the learning process.

4) Can streamline the online and offline learning process.

C. Conceptual Framework

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┌─────────────────────────┐
│   Seminar on ELT course │
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            ↓
┌─────────────────────────┐
│    Hybrid Learning      │
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│  Students' Perspectives │
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┌──────────────────────┐ ┌──────────────────────┐ ┌──────────────────────┐
│ Positive Perspectives│ │ Neutral Perspectives │ │ Negative Perspectives│
└──────────────────────┘ └──────────────────────┘ └──────────────────────┘

Figure 2.1: Conceptual Framework

This conceptual framework above explains the research's focus on students' perspectives on implementing Hybrid Learning by lecturer in seminars on the ELT course. This research discovered whether students approved and needed the hybrid learning model by seeing students' perspectives. That seperated into 3 categories, there were positive perspectives, neutral perspective, and negative perspectives.

CHAPTER III
RESEARCH METHOD

A. Research Design

To obtain the data on the problem studied, it is necessary to use research methods that are by the scope of the research. This research uses a qualitative approach, for example research that involves researcher with physical subjects. Qualitative research is conducted in certain settings in real life by investigating and understanding phenomena: what happens, why it happens, and how it happens. There is the purpose of qualitative research is to understand the condition of a context by describing in detail and in-depth a picture of requirements in a natural setting about what happens (Fadli, 2021).

The mechanism of qualitative research conducted by researcher is to collect student responses to the Hybrid learning model in accordance with the study's objective of gathering data through interviews, the main aim is to ascertain students' perspectives.

B. Participant of the Research

The researcher opted to include students from the BGE class of 2019, who were pursuing their major in the English Education Department. From 20 students, the number of students selected as the subjects of this study amounted to 10 students. The number of research subjects was seen from the fulfillment of the criteria set by researcher. The criteria set are describe as listed below:

1. Students who understand hybrid learning,

2. Students who are already learning using a hybrid learning model.

C. Research Instrument

The researcher will collect the data by using a few instruments, which were:

1. Semi-structured Interview

The researcher chose semi-structured interviews by asking several questions to research subjects related to the research context to collect the data. The interview questions adopted and modified from Erliza & Septianingsih, (2022). This instrument helped the researcher discover students' perspectives of the Hybrid learning model in Seminar on ELT because this instrument uses open-ended questions prepared by the researcher where the research subjects can answer the questions by giving their opinions broadly. Researcher conduct interviews while recording conversations between researcher and research subjects, and this can help researcher so that what has been conveyed by research subjects can be played back.

D. Data Collection Procedure

Data collection techniques in this study used interviews. There are several stages of the procedure, as listed below:

1. The researcher prepared some questions to be submitted to the research subject.

2. The researcher interviewed the research subject that has been predetermined.

3. The researcher recorded the interview process.

4. The researcher collected the data based on the subject's statement to the research context explained descriptively.

5. The data from the recording was transcribed into written form and then analyzed qualitatively.

E. **Data Analysis**

According to Miles at al, (2014) activities in data analysis consist of four stages, such as:

1. Data Collection

Obtain essensial research data, encompassing botoh primary and secondary sources. The data was acquired using techniques like observation, interviews, and documentation.

2. Data Reduction

In this phase, the researcher summarizes, selects, and prioritizes essential information while disregarding irrelevant data. The problem statement plays a crucial role in guiding the process and achieving meaningful results.

3. Data Display

Presentation of data by providing a brief description of the data. Presenting qualitative data in narrative description tests can accompany charts, tables, etc.

4. Conclusion drawing

The initial conclusions are tentative and subject to revision if robust corroborating evidence is discovered during the data collection phase. Findings can be in the form of descriptions or descriptions of objects that have not been clear before and, when researched, will obtain clear results. Furthermore, the final conclusion is drawn, which is to look for the firmness of the problems that have been found for future improvement.
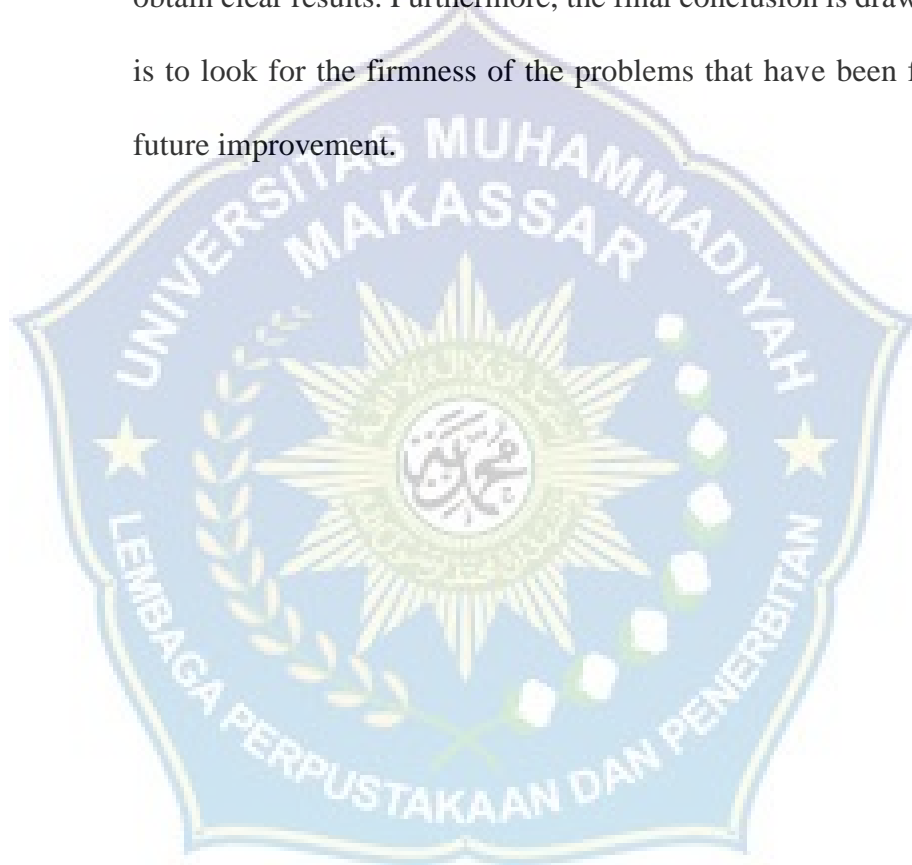
CHAPTER IV

FINDINGS AND DISCUSSION

A. **Findings**

- **The students Perspectives in Seminar on ELT course**

In the previous chapter, the things behind the research have been explained, the supporting theories of the research, the formulation of the problem be the subject of discussion, as well as the research methods used in this research. This chapter will describe various findings from researcher related to student perspectives of the application of hybrid learning models in seminar learning on ELT through data obtained from interviews of 10 respondents from class BG7E, Department of English Language Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar.

This research used a qualitative approach with a descriptive method. Aprocess carried out to understand human or social phenomena by creating a comprehensive and complex picture presented in words, reporting detailed views obtained from responders, and carried out in a natural setting.

For the analysis stage carried out by the researcher, namely made a list of questions for the interview process, data collection, and data analysis carried out by the researcher himself. The preparation of interview questions was made in accordance with the research focus on undergraduate students' perspective on the implentation of hybrid learning in seminar on ELT. Where researcher want to know whether this hybrid learning model is needed and approved by

students as a learning model that is still rarely applied by educators in the learning process.

The interviews conducted by the researcher were conducted in a phased manner in July 2023. Semi-structured interview techniques obtained the results of this study, then the researcher analyzed. The findings of researcher related to the formulation of the problem how the students' perceive the implementation of Hybrid learning in seminar on ELT course were carried out with direct interviews and the researcher found that there are 3 perspectives   obtained by researcher from the results of interwiews with respondents, will be discussed in the next section. The resulting data was successfully grouped by the author into categories with the terms positive perspective, neutral perspective, and negative Perspective. Researcher share this view because it is easier to categorize students' perspectives on hybrid learning models.

1) The Students' Positive Perspectives of hybrid learning in Seminar on ELT course

   a. Running Well

   "It'd run well, I could engage with this class and get more knowledge and reference. (R6)"

   Extract 01 shows that one of students perceived hybrid learning model in seminar on ELT ran smoothly. Students accustomed to offline and online learning with a stable internet connection and adequate devices will support their smooth learning in the hybrid learning process.

b. More Focus

> "Yes, I focused because the learning material was exciting and the learning process was different with other, so it required focus. (R6)"

Extract 02 shows that hybrid learning model allowed students to organize their study time and place. This learning model allowed them to study in an environment that was comfortable and free from distractions. Interactive presentations and videos make the learning process more engaging, helping students to maintain attention and prevent boredom.

c. Encourage to be an active students

> "...I was encouraged to be an active student. (R10)"

Extract 03 showed that hybrid learning model It can encourage students to be active where students have access to various learning resources such as learning videos shared by lecturers. These resources were one of the reasons why students were encouraged to be more active in deepening their understanding. Participating in class both offline and online can also made students more active involving students in discussion sessions where students have to speak, argue and listen to classmates making them become more critical and expand their understanding through other people's perspectives.

d. Clear material

> "Yes, it was clear because our lecturers are pretty open, making two-way communication, both student-to-lecturer and lecturer-to-student, made the process easier. (R6)"

Extract 04 shows that hybrid learning model It can allow students to set their learning level. Students can repeat online materials if needed or seek additional help from friends or teachers in face-to-face sessions. Students can access

learning materials anytime and anywhere through the online platform. This allows them to learn according to their rhythm and schedule.

e. Perfect attendance

"Yes, I always present on the seminar course on ELT. (R8)"

Extract 05 showed that this learning model can increase the accessibility of education for students who were located far from the campus or have limitations that prevent them from participating in offline classes. If there was a situation that does not allow them to be physically present in class, then they can still follow the lesson from another place with the help of technology..

f. Effective learning model

"This learning model was effective. (R5)"

Extract 06 shows that one of students perceived that hybrid learning model was effective so we can conclude that by applying this learning model can help students more understand the material. It was because the hybrid learning model combines the benefits of both offline and online learning methods. Face-to-face learning provides direct social interaction with teachers and classmates, while online learning provides flexibility and access to online learning materials..

g. Profitable for students and lecturer

"It was beneficial, for example when i was sick and in the village, I can still follow the learning process and this learning model made me reduced costs, such as gasoline when i ride motorcycle to campus. (R5)"

Extract 07 shows that hybrid learning model The hybrid learning model has many advantages, namely learning and teaching flexibility, social interaction,

diverse learning experiences, and the development of technological skills. So that students feel benefited in the application of the hybrid learning model.

2) The Students' Neutral Perspective of hybrid learning

a. Students' activeness

"I'm not as active as the other of my classmate. (R1)"

Extract 08 shows that in the learning process that applies hybrid learning can be a challenge for students to seek further understanding and increase their activeness in interacting in the learning process. The diversity of students' learning styles can also be an influence. Some students become active in face-to-face learning methods while others are more suitable in online learning.

b. Students' focus

"Honestly, my focus is only 50%. (R1)"

Extract 09 shows that in the application of hybrid learning model there were also those who become less focused because they were occasionally in a less conducive environment, students who had difficulty adjusting their learning style and found it difficult to find suitable materials to help them focus and understand concepts better..

3) Students' Negative Perspectives

a. Does not running well

"It is less efficient because the network. (R2)"

Extract 10 shows that there some students There were technical issues such as unstable internet connection that can disrupt the smoothness of the online learning process. Class management was also the next reason because it needs

to coordinate between students who attend offline and students who study online.

b. Less focus

"There is less focus during online learning because the lecturer's voice is sometimes interrupted. For offline learning, my focus is good, but when the lecturer interacts with students who take online classes, my focus is disturbed. (R3)"

Extract 11 shows that The application of hybrid learning model can also have a negative impact on students when students did not have independent skills, access to technology and internet network disruption would experience difficulties in participating in online learning, limited social interaction with teachers or classmates. This can disrupt the focus in the learning process.

B. Discussion

After the data is known, as presented in the findings above, then a further action of this research is to analyze the data that has been collected about students' perspectives on the implementation of hybrid learning in seminar on ELT course, which can be known from data findings. Based on the formulation of the problem, the following data is generated.

- **Students' Perspectives on the Implementation of Hybtid Learning in Seminar on ELT course**

    The implementation of hybrid learning during the learning process had a various perspectives, even though the majority of students have a postive perspective there still stundets have a neutral perspectives and

negative perspectives. For the positive perspectives, students said that this learning model can make them more focus, in contrast to Erliza & Septianingsih, (2022) state that Students find it difficult to concentrate on deeper learning, encourage to be an active student, According to Meydanlioglu & Arikan, (2014) hybrid learning strategy can make students more active in learning process, perfect attandace, In line with Prasetio, (2022) state that the hybrid learning model can increase students' participation in the learning model highly.

About neutral perspectives on the implementation of hybrid learning students stated that they can active but not as active their classmate and they can only be half-focused. In addtiton Blohm & Leimeister, (2013) that students have actively accepted the learning model, but also has neutral intentions to use it.

On the other hand students also had a negative perspectives, a few students said that this hybrid learning did not running well and make students less focus. Diffrent with Meydanlioglu & Arikan, (2014) show that the use of hybrid learning is more effective than online or FTF models. The same has been described by Firdausi (2020) there are several advantages obtained in the application of the Hybrid learning model there are flexible for educators and learners, balancing face-to-face and online learning, flexibility in time and place, students who have jobs or live far from campus can also benefit from online study.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research results, the researcher concluded that majority of students are in the category of positive perspectives on the implementasion of hybrid learning models in a seminar on ELT course because his proved the several aspects that state this learning model was runnning well, clear material, make students more focus, encourage to be an active student, perfect attandace, effective learning model, profitable for students and lecturer. Students' that had a neutral perspectives realize that there are specific benefits of offline learning that are not available during the online learning process, such as direct social interaction with classmates and lecturers. On the other hand, students' negative perspectives found the main obstacles in the hybrid learning process are preparation to start online classes, which takes a long time, and some obstacles that can occur when the network connection is poor. Such as lack of understanding and less focus. Most students have a positive perspective on the implementation of hybrid learning. Even though this learning model still has neutral and negative perspectives. The aplication of this learning the model can still running well if students and lecturer prepare before learning process starts, so there is no more distruction.

B. Suggestion

The suggestions from this study are:

1) For Lecturers

   Lecturer should prepare facilities and infrastructure that will be used in the learning process at least 30 minutes before learning begins. Assist students in developing effective online learning skills, including time management, independence and technology skills.

2) For Students

   Students are also expected to equip themselves and prepare everything supporting the learning process. The need to maintain focus especially in online learning, find a quiet environment with minimal distractions. Students are also advised to actively participate in both offline and online learning processes, ask questions, contribute to discussions, and do not hesitate to interact with classmates and lecturers.

3) For Further Researchers

   Further researchers are expected to continue this research by adding new theories and better solutions to be additional knowledge about the hybrid learning model.

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Appendix 1: Interview Protocol

Questions List Interview:

1. Have you ever attended a class that implements Hybrid learning?

2. Does the Hybrid learning process run well both online and offline?

3. Can you focus on the Hybrid learning process both online and offline?

4. Are you encouraged to be an active student in the Hybrid learning process?

5. Do you expect the Hybrid learning model to be applied to other courses?

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning learning process?

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

8. How do you overcome the difficulties that you face during the hybrid learning?

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

10. Does this learning model encourage you to have perfect attendance?

11. Do you think hybrid learning model is effective in seminar on ELT course?

(Adopted and modified from Erliza & Septianingsih, 2022)

Appendix 2: Transcript Interviewed Result

A. **Interview Result**

Resource: R1

1. Have you ever attended a class that implements Hybrid learning?

(Pernahka anda mengikuti pembelajaran yang menerapkan model Hybrid?)

Answer: Yes, I have; it started at the end of 2022 when hybrid learning was implemented in my classroom.

2. Does the Hybrid learning process run well both online and offline?

(Apakah proses pembelajaran hybrid berjalan lancar baik secara online maupun offline?)

Answer: Yes. It does, only my opinion.

3. Can you focus on the Hybrid learning process both online and offline?

(Apakah Anda dapat fokus saat proses pembelajaran hybrid baik secara online maupun offline?)

Answer: Honestly, my focus is only 50%

4. Are you encouraged to be an active student in the Hybrid learning process?

(Apakah Anda terdorong untuk menjadi siswa yang aktif dalam proses pembelajaran hybrid?)

Answer: I'm not as active as the other of my classmate.

5. Do you expect the Hybrid learning model to be applied to other courses?

(Apakah anda mengharapkan proses pembelajaran hybrid diaplikasikan pada mata kuliah lainnya?)

Answer: I do agree with the implementation of Hybrid for other courses.

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning process?

(Apakah materi dipaparkan dengan jelas pada proses pembelajaran hybrid baik online maupun offline?)

Answer: All of the materials presented in the classroom were clear because after the classroom ended, I always learned the material again by myself and asked the lecturer if I couldn't get the point of the materials.

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

(Kesulitan apa yang anda alami selama proses pembelajaran hybrid di kelas Anda?)

Answer: It was just about the internet connection; if the connection is bad, the material can not be clear to hear, and for the offline class, there are no difficulties in the offline classroom setting.

8. How do you overcome the difficulties that you face during the hybrid learning?

(Bagaimana kamu mengatasi kesulitan yang kamu temui selama proses pembelajaran hybrid?)

Answer: For online learning, I asked my friends about what the teacher said before because my internet connection was bad then.

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

(Apakah Anda merasa di untungkan dalam pengaplikasian model pembelajaran hybrid dalam proses pembelajaran?)

Answer: Yes, it was advantageous because I could still be at home while the classroom could be set online.

10. Does this learning model encourage you to have perfect attendance?
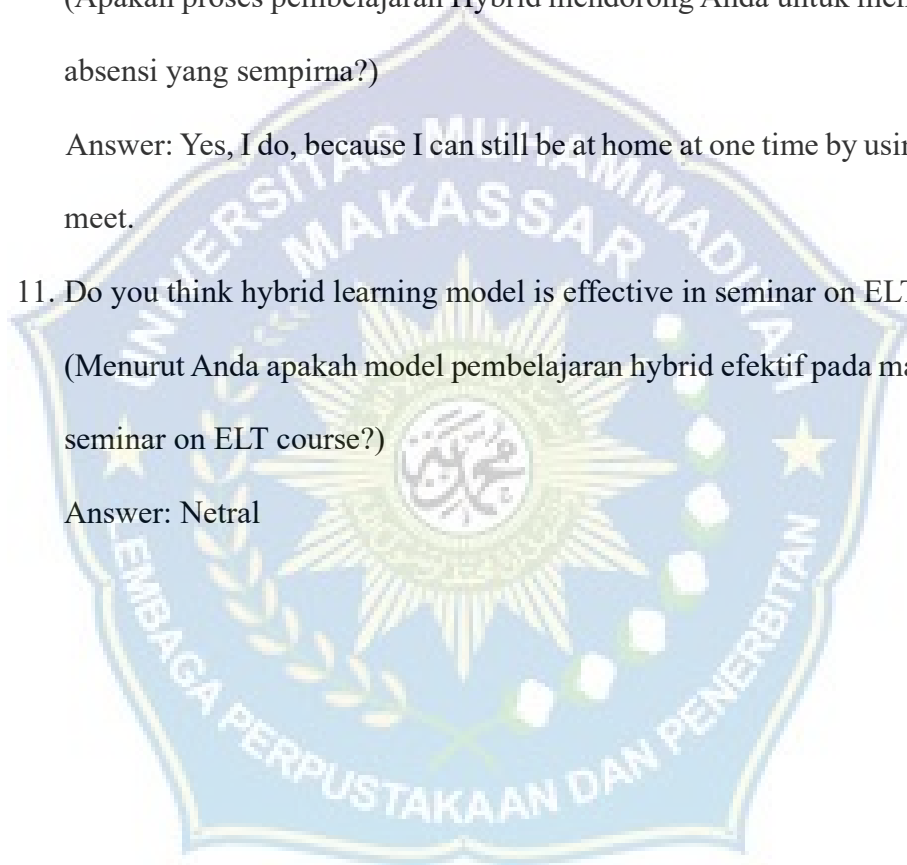
(Apakah proses pembelajaran Hybrid mendorong Anda untuk mendapatkan absensi yang sempirna?)

Answer: Yes, I do, because I can still be at home at one time by using google meet.

11. Do you think hybrid learning model is effective in seminar on ELT course?

(Menurut Anda apakah model pembelajaran hybrid efektif pada mata kuliah seminar on ELT course?)

Answer: Netral

Resource: R2

1. Have you ever attended a class that implements Hybrid learning?

    (Pernahka anda mengikuti pembelajaran yang menerapkan model Hybrid?)

    Answer: Yes, I have; been in a seminar on ELT when I was seven semesters.

2. Does the Hybrid learning process run well both online and offline?

    (Apakah proses pembelajaran hybrid berjalan lancar baik secara online maupun offline?)

    Answer: At that time, it was not smooth because there was always trouble in online learning because of internet connection, be it from students or lecturers, which sometimes takes a lot of time to prepare for the learning process. Because the lecturer only prepares the class when the learning hour has started.

3. Can you focus on the Hybrid learning process both online and offline?

    (Apakah Anda dapat fokus saat proses pembelajaran hybrid baik secara online maupun offline?)

    Answer: Offline, we can focus, but online, we all know that we face several problems; it could be because we are in an environment that does not support, for example, crowded.

4. Are you encouraged to be an active student in the Hybrid learning process?

    (Apakah Anda terdorong untuk menjadi siswa yang aktif dalam proses pembelajaran hybrid?)

Answer: I have always taken online classes and never tried offline classes, so it does not make me active because sometimes the lecture only focuses on offline learning.

5. Do you expect the Hybrid learning model to be applied to other courses?

(Apakah anda mengharapkan proses pembelajaran hybrid diaplikasikan pada mata kuliah lainnya?)

Answer: It can be for other courses, but lecturers have to prepare first before learning starts.

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning process?

(Apakah materi dipaparkan dengan jelas pada proses pembelajaran hybrid baik online maupun offline?)

Answer: The material is not very clear because sometimes the sound of interference sounds so that I don't hear the material.

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

(Kesulitan apa yang anda alami selama proses pembelajaran hybrid di kelas Anda?)

Answer: Because I only took online classes, I encountered difficulties with the network, audio, and difficulty focusing.

8. How do you overcome the difficulties that you face during the hybrid learning?

(Bagaimana kamu mengatasi kesulitan yang kamu temui selama proses pembelajaran hybrid?)

Answer: I just asked the lecturer if I didn't understand the material's point.

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

    (Apakah Anda merasa di untungkan dalam pengaplikasian model pembelajaran hybrid dalam proses pembelajaran?)

    Answer: Yes, I did online classes because I was in my hometown.

10. Does this learning model encourage you to have perfect attendance?

    (Apakah proses pembelajaran Hybrid mendorong Anda untuk mendapatkan absensi yang sempirna?)

    Answer: Yes, I think so.

11. Do you think hybrid learning model is effective in seminar on ELT course?

    (Menurut Anda apakah model pembelajaran hybrid efektif pada mata kuliah seminar on ELT course?)

    Answer: I am neutral about this learning model.

Resource: R3

1. Have you ever attended a class that implements Hybrid learning?

   (Pernahka anda mengikuti pembelajaran yang menerapkan model Hybrid?)

   Answer: Yes, I was in a seminar on ELT when I was in seven semesters.

2. Does the Hybrid learning process run well both online and offline?

   (Apakah proses pembelajaran hybrid berjalan lancar baik secara online maupun offline?)

   Answer: It is less efficient because the network is for online learning and less profitable for those who take offline classes. After all, only one person could take offline courses, and the rest are online classes.

3. Can you focus on the Hybrid learning process both online and offline?

   (Apakah Anda dapat fokus saat proses pembelajaran hybrid baik secara online maupun offline?)

   Answer: There is less focus during online learning because the lecturer's voice is sometimes interrupted. For offline learning, my focus is good, but when the lecturer interacts with students who take online classes, my focus is disturbed.

4. Are you encouraged to be an active student in the Hybrid learning process?

   (Apakah Anda terdorong untuk menjadi siswa yang aktif dalam proses pembelajaran hybrid?)

   Answer: I'm active in the hybrid learning process.

5. Do you expect the Hybrid learning model to be applied to other courses?

(Apakah anda mengharapkan proses pembelajaran hybrid diaplikasikan pada mata kuliah lainnya?)

Answer: I suggest this learning model to be applied to other courses.

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning process?

(Apakah materi dipaparkan dengan jelas pada proses pembelajaran hybrid baik online maupun offline?)

Answer: For learning materials, it was clear both online and offline.

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

(Kesulitan apa yang anda alami selama proses pembelajaran hybrid di kelas Anda?)

Answer: The difficulties in Online learning were networking, and offline learning was a matter of distance from home to campus, which is a bit far.

8. How do you overcome the difficulties that you face during the hybrid learning?

(Bagaimana kamu mengatasi kesulitan yang kamu temui selama proses pembelajaran hybrid?)

Answer: To overcome the problem of distance, that is, you can join friends, while networking problems, we can share internet data.

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

(Apakah Anda merasa di untungkan dalam pengaplikasian model pembelajaran hybrid dalam proses pembelajaran?)

Answer: There were advantages and disadvantages; when we could not attend, we could still take online learning.

10. Does this learning model encourage you to have perfect attendance?

(Apakah proses pembelajaran Hybrid mendorong Anda untuk mendapatkan absensi yang sempirna?)

Answer: Indeed, when facilitated, we can always be present in the learning process.

11. Do you think hybrid learning model is effective in seminar on ELT course?

(Menurut Anda apakah model pembelajaran hybrid efektif pada mata kuliah seminar on ELT course?)

Answer: Effective
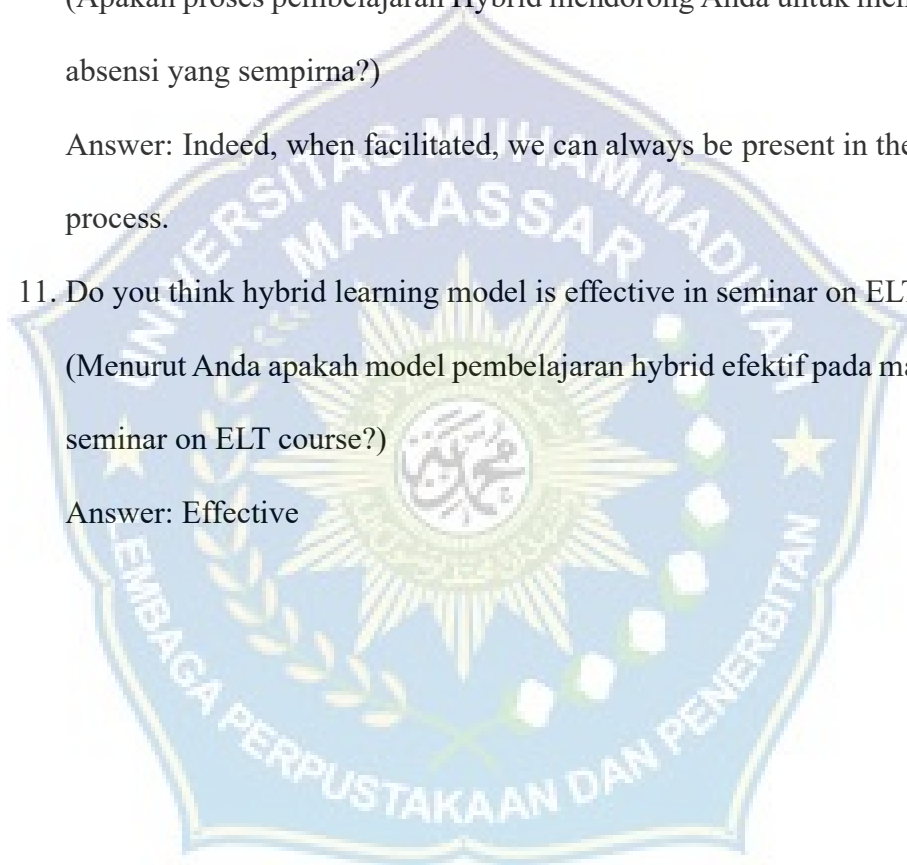
Resource: R4

1. Have you ever attended a class that implements Hybrid learning?

   (Pernahka anda mengikuti pembelajaran yang menerapkan model Hybrid?)

   Answer: Since I was seven semesters, I ever felt like I was in my city ternate, I joined a class that implemented hybrid learning, and I joined online learning where my friends participated in offline classes.

2. Does the Hybrid learning process run well both online and offline?

   (Apakah proses pembelajaran hybrid berjalan lancar baik secara online maupun offline?)

   Answer: It depends on the connection; if we have a good internet connection between the lecturer and students, I can get an understanding, but if the connection is terrible, of course, No. It's challenging to learn by hybrid learning.

3. Can you focus on the Hybrid learning process both online and offline?

   (Apakah Anda dapat fokus saat proses pembelajaran hybrid baik secara online maupun offline?)

   Answer: Yes, I can; it depends on whether we have a good connection.

4. Are you encouraged to be an active student in the Hybrid learning process?

   (Apakah Anda terdorong untuk menjadi siswa yang aktif dalam proses pembelajaran hybrid?)

   Answer: For those who join online classes, there is no sense of being active in the class because it is too much to join online classes, so we only have a few more opportunities to communicate with lecturers.

5. Do you expect the Hybrid learning model to be applied to other courses?

   (Apakah anda mengharapkan proses pembelajaran hybrid diaplikasikan pada mata kuliah lainnya?)

   Answer: No, because I don't feel intense in learning.

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning process?

   (Apakah materi dipaparkan dengan jelas pada proses pembelajaran hybrid baik online maupun offline?)

   Answer: Certainly not.

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

   (Kesulitan apa yang anda alami selama proses pembelajaran hybrid di kelas Anda?)

   Answer: The learning that is done is not practical. Even the lecturer responsible for explaining does not do it; it is difficult to ask directly, and even students who have assignments for presentations can commit cheating actions such as looking at notes, so it is practical and suitable for our education.

8. How do you overcome the difficulties that you face during the hybrid learning?

   (Bagaimana kamu mengatasi kesulitan yang kamu temui selama proses pembelajaran hybrid?)

Answer: And from ourselves to get more understanding, we can use other references such as YouTube and others.

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

(Apakah Anda merasa di untungkan dalam pengaplikasian model pembelajaran hybrid dalam proses pembelajaran?)

Answer: Some benefits, there are positive and negative. A positive example is that we do not need to spend more energy to go to campus, we can study and do it at home, but the negative is that we cannot intensely look with lecturers, so students must have more references to be able to understand the lecturer's intentions because lecturers and students can be constrained by networks, both from students and lecturers.

10. Does this learning model encourage you to have perfect attendance?

(Apakah proses pembelajaran Hybrid mendorong Anda untuk mendapatkan absensi yang sempirna?)

Answer: Yes, if hybrid learning, I can be more convinced that I can have a good presence, even if only through online learning.

11. Do you think hybrid learning model is effective in seminar on ELT course?

(Menurut Anda apakah model pembelajaran hybrid efektif pada mata kuliah seminar on ELT course?)

 Answer: Netral

Resource: R5

1. Have you ever attended a class that implements Hybrid learning?

   (Pernahka anda mengikuti pembelajaran yang menerapkan model Hybrid?)

   Answer: Yes, at 7 semester in seminar on ELT course.

2. Does the Hybrid learning process run well both online and offline?

   (Apakah proses pembelajaran hybrid berjalan lancar baik secara online maupun offline?)

   Answer: Yes, because my network was running well.

3. Can you focus on the Hybrid learning process both online and offline?

   (Apakah Anda dapat fokus saat proses pembelajaran hybrid baik secara online maupun offline?)

   Answer: Focus more when learning offline because the network usually disrupts it during online learning.

4. Are you encouraged to be an active student in the Hybrid learning process?

   (Apakah Anda terdorong untuk menjadi siswa yang aktif dalam proses pembelajaran hybrid?)

   Answer: For me, it is still below the average activeness.

5. Do you expect the Hybrid learning model to be applied to other courses?

   (Apakah anda mengharapkan proses pembelajaran hybrid diaplikasikan pada mata kuliah lainnya?)

   Answer: It can, except for specific courses that are better carried out offline, such as research courses, which are more manageable for us to focus on.

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning process?

(Apakah materi dipaparkan dengan jelas pada proses pembelajaran hybrid baik online maupun offline?)

Answer: It was more apparent when the learning process was offline because sometimes we had a bad network in an online class.

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

(Kesulitan apa yang anda alami selama proses pembelajaran hybrid di kelas Anda?)

Answer: Network, when sometimes exposing network constraints during online learning, but offline learning does not exist.

8. How do you overcome the difficulties that you face during the hybrid learning?

(Bagaimana kamu mengatasi kesulitan yang kamu temui selama proses pembelajaran hybrid?)

Answer: Look for a place that has a good internet connection for online learning.

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

(Apakah Anda merasa di untungkan dalam pengaplikasian model pembelajaran hybrid dalam proses pembelajaran?)

Answer: It was beneficial, for example when i was sick and in the village, I can still follow the learning process and this learning model made me reduced costs, such as gasoline when i ride motorcycle to campus.

10. Does this learning model encourage you to have perfect attendance?

(Apakah proses pembelajaran Hybrid mendorong Anda untuk mendapatkan absensi yang sempirna?)

Answer: I was absent during the study only once due to health reasons.

11. Do you think hybrid learning model is effective in seminar on ELT course?

(Menurut Anda apakah model pembelajaran hybrid efektif pada mata kuliah seminar on ELT course?)

Answer: This learning model was effective.
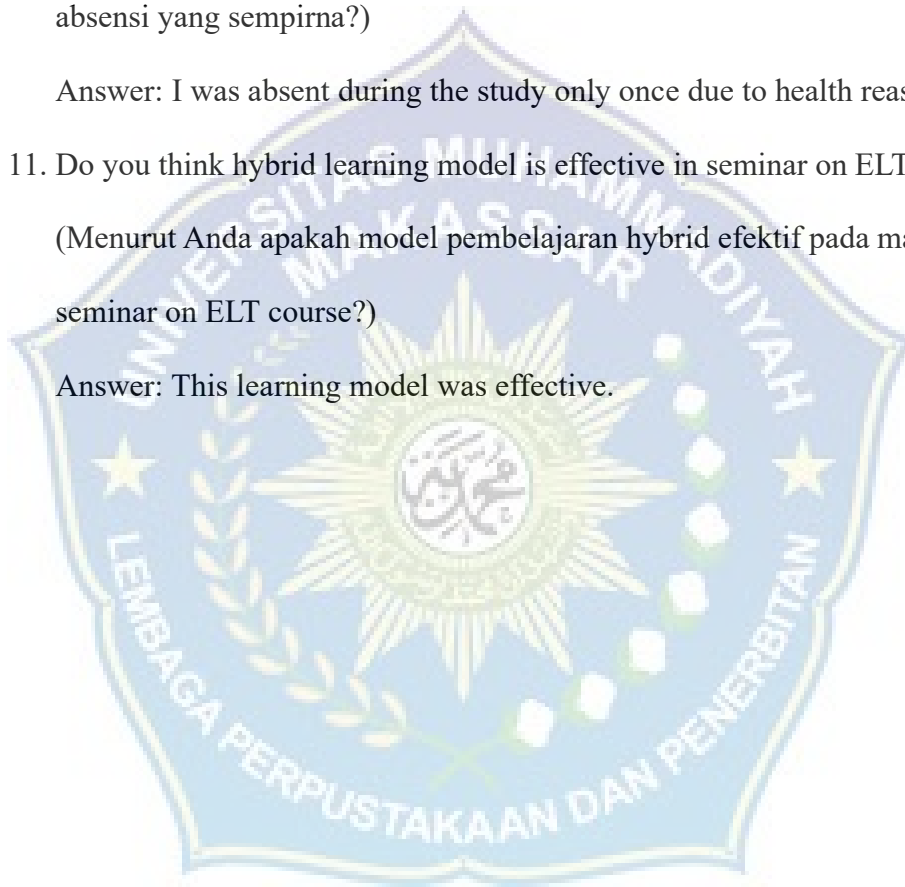
Resource: R6

1.	Have you ever attended a class that implements Hybrid learning?

	(Pernahka anda mengikuti pembelajaran yang menerapkan model Hybrid?)

	Answer: Yes, I was taking a seminar on ELT course pada semester 7.

2.	Does the Hybrid learning process run well both online and offline?

	(Apakah proses pembelajaran hybrid berjalan lancar baik secara online maupun offline?)

	Answer: It ran smoothly both online and offline, and I often attended offline classes because seminar courses were better following offline classes, but online classes were also not much better.

3.	Can you focus on the Hybrid learning process both online and offline?

	(Apakah Anda dapat fokus saat proses pembelajaran hybrid baik secara online maupun offline?)

	Answer: Yes, I focused because the learning material was exciting and the learning process was different with other , so it required focus.

4.	Are you encouraged to be an active student in the Hybrid learning process?

	(Apakah Anda terdorong untuk menjadi siswa yang aktif dalam proses pembelajaran hybrid?)

	Answer: Because this was an exciting course learning, I put myself to be an active student because there were many roles that we could play, such as audiences and speakers who teach us how to deal with online and offline seminars.

5.	Do you expect the Hybrid learning model to be applied to other courses?

(Apakah anda mengharapkan proses pembelajaran hybrid diaplikasikan pada mata kuliah lainnya?)

Answer: It could be applied to another course. Offline classes may be more excellent, but if combined, they can be more effective now that we can introduce students to be more sensitive to technology.

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning process?

(Apakah materi dipaparkan dengan jelas pada proses pembelajaran hybrid baik online maupun offline?)

Answer: Yes, it was clear because our lecturers are pretty open, making two-way communication, both student-to-lecturer and lecturer-to-student, made the process easier.

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

(Kesulitan apa yang anda alami selama proses pembelajaran hybrid di kelas Anda?)

Answer: The difficulty was adaptation because we were in a class that does its work, some were offline, and some were online, and then the lecturer must spill the material online. One has a problem, maybe from the network or infrastructure, so I felt that students who take online learning need the suitability again.

8. How do you overcome the difficulties that you face during the hybrid learning?

(Bagaimana kamu mengatasi kesulitan yang kamu temui selama proses pembelajaran hybrid?)

Answer: For offline classes, it was adequate because we met directly. At the same time, for online learning, we have to prepare a good network and infrastructure facilities such as laptops and cellphones that were fine such as cameras and speakers that must be considered and the use of the meeting application because I see my friends still don't understand the features provided in the meeting application.

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

    (Apakah Anda merasa di untungkan dalam pengaplikasian model pembelajaran hybrid dalam proses pembelajaran?)

    Answer: It was advantageous, but the lecturer was more beneficial because he could reach all his students.

10. Does this learning model encourage you to have perfect attendance?

    (Apakah proses pembelajaran Hybrid mendorong Anda untuk mendapatkan absensi yang sempirna?)

    Answer: Yes, remarkably, never absent from class.

11. Do you think hybrid learning model is effective in seminar on ELT course?

    (Menurut Anda apakah model pembelajaran hybrid efektif pada mata kuliah seminar on ELT course?)

    Answer: Effective

Resource: R7

1. Have you ever attended a class that implements Hybrid learning?

   (Pernahka anda mengikuti pembelajaran yang menerapkan model Hybrid?)

   Answer: Yes, in the seminar on ELT course in 7 semester.

2. Does the Hybrid learning process run well both online and offline?

   (Apakah proses pembelajaran hybrid berjalan lancar baik secara online maupun ?)

   Answer: Yes, it ran smoothly both online and offline.

3. Can you focus on the Hybrid learning process both online and offline?

   (Apakah Anda dapat fokus saat proses pembelajaran hybrid baik secara online maupun offline?)

   Answer: Yes, I can

4. Are you encouraged to be an active student in the Hybrid learning process?

   (Apakah Anda terdorong untuk menjadi siswa yang aktif dalam proses pembelajaran hybrid?)

   Answer: Yes, during the offline learning process, but not for online learning because sometimes network constraints. I used to ask questions.

5. Do you expect the Hybrid learning model to be applied to other courses?

   (Apakah anda mengharapkan proses pembelajaran hybrid diaplikasikan pada mata kuliah lainnya?)

   Answer: Not for now, because it's not a pandemic period.

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning process?

(Apakah materi dipaparkan dengan jelas pada proses pembelajaran hybrid baik online maupun offline?)

Answer: Sometimes there are network constraints for online learning, while offline does not exist.

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

(Kesulitan apa yang anda alami selama proses pembelajaran hybrid di kelas Anda?)

Answer: For online learning, sometimes the network is the obstacle, while for offline, sometimes, when I sit at the back, what the lecturer says is unclear.

8. How do you overcome the difficulties that you face during the hybrid learning?

(Bagaimana kamu mengatasi kesulitan yang kamu temui selama proses pembelajaran hybrid?)

Answer: I improved communication with my friend so that missed lessons could be communicated with them.

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

(Apakah Anda merasa di untungkan dalam pengaplikasian model pembelajaran hybrid dalam proses pembelajaran?)

Answer: Yes, it benefited me because I could divide my time richly. For example, I could return to my hometown and take online classes.

10. Does this learning model encourage you to have perfect attendance?
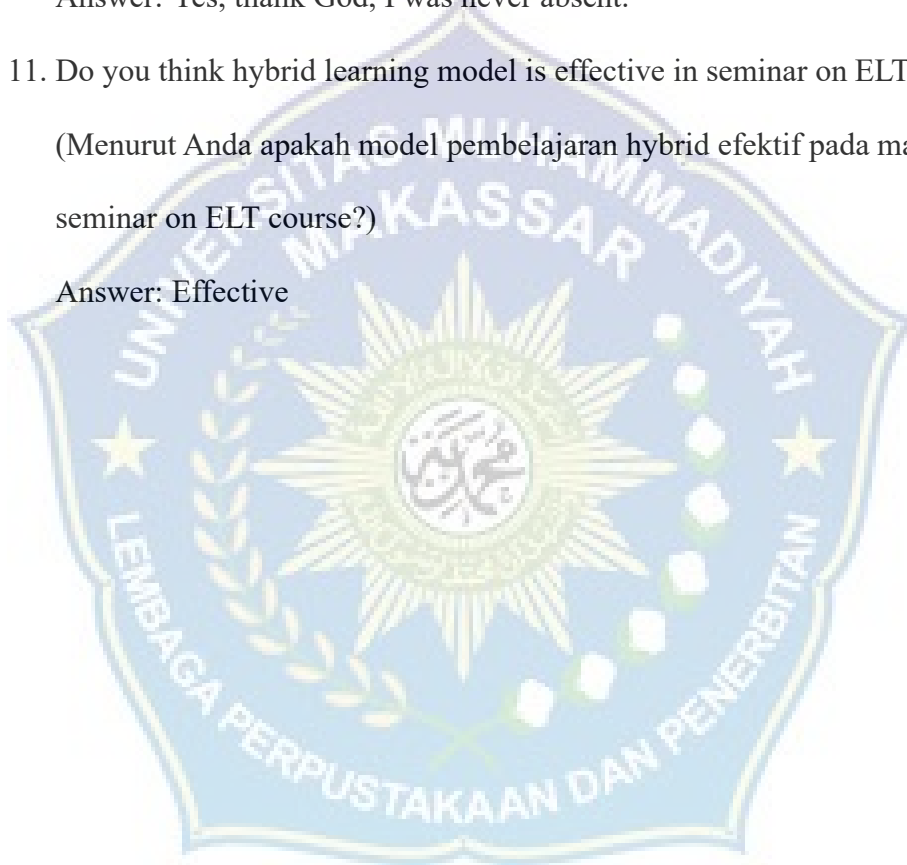
   (Apakah proses pembelajaran Hybrid mendorong Anda untuk mendapatkan absensi yang sempirna?)

   Answer: Yes, thank God, I was never absent.

11. Do you think hybrid learning model is effective in seminar on ELT course?

   (Menurut Anda apakah model pembelajaran hybrid efektif pada mata kuliah seminar on ELT course?)

   Answer: Effective

Resource: R8

1. Have you ever attended a class that implements Hybrid learning?

   (Pernahka anda mengikuti pembelajaran yang menerapkan model Hybrid?)

   Answer: Yes, I had it when I was seventh semester in the seminar course on

   ELT.

2. Does the Hybrid learning process run well both online and offline?

   (Apakah proses pembelajaran hybrid berjalan lancar baik secara online

   maupun offline?)

   Answer: In my opinion, it was smooth both online and offline learning.

3. Can you focus on the Hybrid learning process both online and offline?

   (Apakah Anda dapat fokus saat proses pembelajaran hybrid baik secara

   online maupun offline?)

   Answer: For offline learning, I could focus, but online education was less at

   the time because sometimes it was constrained by networks and unclear

   voices.

4. Are you encouraged to be an active student in the Hybrid learning process?

   (Apakah Anda terdorong untuk menjadi siswa yang aktif dalam proses

   pembelajaran hybrid?)

   Answer: I give a score of 7 out of 10 to rate my avctiveness.

5. Do you expect the Hybrid learning model to be applied to other courses?

   (Apakah anda mengharapkan proses pembelajaran hybrid diaplikasikan

   pada mata kuliah lainnya?)

   Answer: Yes, but the network is sometimes an obstacle.

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning process?

(Apakah materi dipaparkan dengan jelas pada proses pembelajaran hybrid baik online maupun offline?)

Answer: It was less clear for online learning, but for offline learning, it was apparent.

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

(Kesulitan apa yang anda alami selama proses pembelajaran hybrid di kelas Anda?)

Answer: There is none for offline learning but for online learning, such as network and internet data.

8. How do you overcome the difficulties that you face during the hybrid learning?

(Bagaimana kamu mengatasi kesulitan yang kamu temui selama proses pembelajaran hybrid?)

Answer: Choose offline learning.

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

(Apakah Anda merasa di untungkan dalam pengaplikasian model pembelajaran hybrid dalam proses pembelajaran?)

Answer: When I was blocked by the distance to campus, I could follow the online learning process.

10. Does this learning model encourage you to have perfect attendance?

(Apakah proses pembelajaran Hybrid mendorong Anda untuk mendapatkan absensi yang sempirna?)

Answer: Yes, I always present on the seminar course on ELT.

11. Do you think hybrid learning model is effective in seminar on ELT course?

(Menurut Anda apakah model pembelajaran hybrid efektif pada mata kuliah seminar on ELT course?)

Answer: Effective.

Resource: R9

1. Have you ever attended a class that implements Hybrid learning?

   (Pernahka anda mengikuti pembelajaran yang menerapkan model Hybrid?)

   Answer: When I was in the seven semesters, the subject was a seminar on ELT my lecturer applied hybrid learning because he thought that was needed for my class because some students could not join the offline class. Several of them had other activities.

2. Does the Hybrid learning process run well both online and offline?

   (Apakah proses pembelajaran hybrid berjalan lancar baik secara online maupun offline?)

   Answer: It'd run well, I could engage with this class and get more knowledge and reference.

3. Can you focus on the Hybrid learning process both online and offline?

   (Apakah Anda dapat fokus saat proses pembelajaran hybrid baik secara online maupun offline?)

   Answer: If we talk about online, I cannot focus because of destruction. For some friends who were late joining online classes and offline courses, we had to provide online classes, which took a lot of time. We only had limited time, so learning can be less effective but practical for friends who once cannot take offline classes, so there are disadvantages and advantages.

4. Are you encouraged to be an active student in the Hybrid learning process?

   (Apakah Anda terdorong untuk menjadi siswa yang aktif dalam proses pembelajaran hybrid?)

Answer: Yes, of course, different from online classes because sometimes online learning can be delayed. For example, two people asked questions that would be disturbed by online classes.

5. Do you expect the Hybrid learning model to be applied to other courses?

(Apakah anda mengharapkan proses pembelajaran hybrid diaplikasikan pada mata kuliah lainnya?)

Answer: Yup, maybe the answer is inconsistent with the previous answer where I expect all students to attend because some are in the village or have busy lives. It's okay to remind them that we have prepared the class before the start time so learning will not be interrupted.

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning process?

(Apakah materi dipaparkan dengan jelas pada proses pembelajaran hybrid baik online maupun offline?)

Answer: When we were face-to-face with lecturers, the material was conveyed well, and when there were problems, we could consult directly, but it was different if lecturers did online lectures. It may be less effective due to network interference.

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

(Kesulitan apa yang anda alami selama proses pembelajaran hybrid di kelas Anda?)

Answer: The difficulties were the data connection and the destruction.

8. How do you overcome the difficulties that you face during the hybrid learning?

(Bagaimana kamu mengatasi kesulitan yang kamu temui selama proses pembelajaran hybrid?)

Answer: We have to prepare well before learning begins.

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

(Apakah Anda merasa di untungkan dalam pengaplikasian model pembelajaran hybrid dalam proses pembelajaran?)

Answer: Yes, it was beneficial because I thought I could take online classes when I had activities. After all, there was no such thing as attendance and absenteeism, so because of this learning model, I can prevent absenteeism to avoid bad grades.

10. Does this learning model encourage you to have perfect attendance?

(Apakah proses pembelajaran Hybrid mendorong Anda untuk mendapatkan absensi yang sempirna?)

Answer: Yes, because the lecturer provided a learning model where we can always be present.

11. Do you think hybrid learning model is effective in seminar on ELT course?

(Menurut Anda apakah model pembelajaran hybrid efektif pada mata kuliah seminar on ELT course?)

Answer: Effective because we are in an era that can make it easier for us to access everything, like technology. So, in addition to learning, we can also learn through technology. So, there is no longer an excuse not to attend class.

Resource: R10

1. Have you ever attended a class that implements Hybrid learning?

   (Pernahka anda mengikuti pembelajaran yang menerapkan model Hybrid?)

   Answer: Yes it's seminar on ELT in the 7 semesters.

2. Does the Hybrid learning process run well both online and offline?

   (Apakah proses pembelajaran hybrid berjalan lancar baik secara online maupun offline?)

   Answer: It went smoothly then because it was combined between online and offline meetings.

3. Can you focus on the Hybrid learning process both online and offline?

   (Apakah Anda dapat fokus saat proses pembelajaran hybrid baik secara online maupun offline?)

   Answer: I was more prepared for offline classes because network problems sometimes constrained online classes.

4. Are you encouraged to be an active student in the Hybrid learning process?

   (Apakah Anda terdorong untuk menjadi siswa yang aktif dalam proses pembelajaran hybrid?)

   Answer: Because I took turns taking the offline and online classes, I was encouraged to be an active student.

5. Do you expect the Hybrid learning model to be applied to other courses?

   (Apakah anda mengharapkan proses pembelajaran hybrid diaplikasikan pada mata kuliah lainnya?)

   Answer: Yes, i recommend it.

6. Is the material presented by the lecturer clear in the online and offline Hybrid learning process?

(Apakah materi dipaparkan dengan jelas pada proses pembelajaran hybrid baik online maupun offline?)

Answer: From my experience, how lecturers taught us was good because lecturers gave practical assignments in offline classes, while online classes were more balanced material.

7. What difficulties did you experience when implementing the Hybrid learning model in your classroom?

(Kesulitan apa yang anda alami selama proses pembelajaran hybrid di kelas Anda?)

Answer: Online learning was a network, while offline learning, the distance from home to campus is a bit far, and we must have a vehicle and spend money to buy fuel.

8. How do you overcome the difficulties that you face during the hybrid learning?

(Bagaimana kamu mengatasi kesulitan yang kamu temui selama proses pembelajaran hybrid?)

Answer: For online learning, when there was a bad network, I usually communicated with my friends when I didn't understand the material. I contact them via WhatsApp, while in offline classes, I typically use public transportation (bus) when there is no vehicle at home.

9. Do you feel advantaged by applying the Hybrid learning model in the learning process?

(Apakah Anda merasa di untungkan dalam pengaplikasian model pembelajaran hybrid dalam proses pembelajaran?)

Answer: It was very beneficial because I felt bored attending offline classes daily with vehicle constraints and the costs spent.

10. Does this learning model encourage you to have perfect attendance?
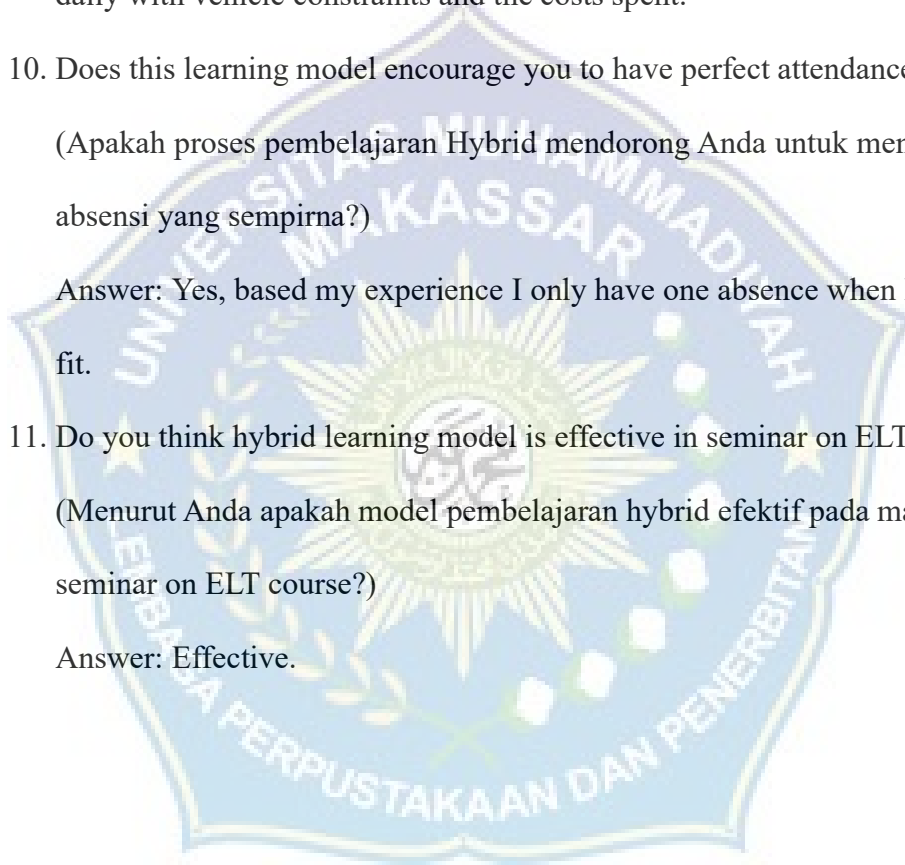
(Apakah proses pembelajaran Hybrid mendorong Anda untuk mendapatkan absensi yang sempirna?)

Answer: Yes, based my experience I only have one absence when I was less fit.

11. Do you think hybrid learning model is effective in seminar on ELT course?

(Menurut Anda apakah model pembelajaran hybrid efektif pada mata kuliah seminar on ELT course?)

Answer: Effective.

Appendix 3:The Table of Interview Schedules

No.	Code	Respondent's Name	Interview Date	Interview Technique
1.	R1	MF	1 Juni 2023	Face to Face
2.	R2	MA	5 Juni 2023	Online
3.	R3	SB	7 Juni 2023	Online
4.	R4	FA	7 Juni 2023	Online
5.	R5	KM	15 Juni 2023	Face to Face
6.	R6	FT	15 Juni 2023	Face to Face
7.	R7	IL	15 Juni 2023	Face to Face
8.	R8	SK	19 Juni 2023	Online
9.	R9	FS	19 Juni 2023	Online
10.	R10	NH	19 Juni 2023	Online

Appendix 4: The Table of Interview

No.	Nama responden	code	Pertanyaan	Jumlah			pernyataan			Mayoritas perspektif
				Positif	netral	negatif	positif	netral	negatif	
1.	MF	R1	Does the Hybrid learning process run well both online and offline?	7	1	2	Yes, ran smoothly, it was smooth	Depends on the connection	Less efficient, not smooth	Positif
2.	MA	R2	Can you focus on the Hybrid learning process both online and offline?	3	6	1	Yes, I focused, yes I can	Only 50%, More focus when offline learning	Less focus	Neutral
3.	SB	R3	Are you encouraged to be an active student in the Hybrid learning process?	5	2	3	I was active, put my self to be an active student	Yes during the offline learning but no for the online learning	Below the average,	Positif
4.	FA	R4	Do you expect the Hybrid learning model to be applied to other courses?	8	-	2	Yes, I recommend it, it can	-	No	Positif
5.	KM	R5	Is the material presented by the lecturer clear in the online and offline Hybrid learning process?	4	5	1	It was clear	Less clear for online learning but for offline learning was clear	Certainly not	Netral

No.	Code	Question							
6.	FT R6	What difficulties did you experience when implementing the Hybrid learning model in your classroom?	-	-	10	-	-	Online learning was a network, the cost of offline learning	Negatif
7.	IL R7	How do you overcome the difficulties that you face during the hybrid learning?	10	-	-	Prepare well before the learning prosess begin	-	-	Positif
8.	SK R8	Do you feel advantaged by applying the Hybrid learning model in the learning process?	8	2	-	Yes, it benefited, It was advantageous	There were advantages and disadvantages	-	Positif
9.	FS R9	Does this learning model encourage you to have perfect attendance?	10	-	-	Yes, I do, I never absent	-	-	Positif
10.	NH R10	Do you think hybrid learning model is effective in seminar on ELT	7	3	-	Effective	Netral	-	Positif

Appendix 5: Documentation

R1	R2
R3	R4
R5	R6
R7	R8
R9	R10

STUDENTS' ATTENDANCE

NO	Stambuk	Nama Mahasiswa
1.	10535111019	INDAH LESTARI
2.	10535110219	NURUL AYUNI HIDAYAH
3.	10535110419	MUTMAINNAH MUTIA KAHAR
4.	10535110519	ANDI ROSDAYANTI
5.	10535110719	NURUDKMA
6.	10535110819	SYIFA NURSYIAMI
7.	10535110919	RUSMAYANI
8.	10535111019	SUHARDYANTO BUCHARI
9.	10535111119	FATIRA RUBYANELIA SYAHRIR
10.	10535111219	SITI NUN AJNUN KELSABA
11.	10535111419	FIRDAYANTY AMALIYAH NON BATJO
12.	10535111519	FACHRUL ACHSAN SAPUTRA
13.	10535111619	MUH. FADHIL AFIQ HINAWAN

NO	Stambuk	Nama Mahasiswa
14.	10535111719	ANUGRAH ARYANA AKHAL
15.	10535111819	KARMILA
16.	10535111919	FITRIAH AMALIA NURULIAH
17.	10535112019	ULFATUL UMMA ISHA
18.	10535112119	SRI KHAFIFAH SYARIAVI
19.	10535112219	MUTIA AL-JANNAH
20.	10535112419	AKBAR QADRI RAMADHAN

MATERI KULIAH

SURAT KETERANGAN BEBAS PLAGIAT

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Mutmainnah Mutia Kahar
Nim   : 105351110419
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
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2	Bab 2	2 %	25 %
3	Bab 3	0 %	10 %
4	Bab 4	2 %	10 %
5	Bab 5	0 %	5%

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 02 Agustus 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

SURAT IZIN MENELITI DARI LP3M

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221. e-mail :lp3m@unismuh.ac.id

Nomor : 2024/05/C.4-VIII/VII/1444/2023   06 Muharram 1445 H
Lamp : 1 (satu) Rangkap Proposal   24 July 2023 M
Hal : Permohonan Izin Penelitian

Kepada Yth,

Ketua Lembaga Perpustakaan dan Penerbitan
Universitas Muhamamdiyah Makassar
di –

     Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14241/FKIP/A.4-II/VII/1445/2023 tanggal 20 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : MUTMAINNAH MUTIA KAHAR
No. Stambuk : 10535 1110419
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"UNDERGRADUATE STUDENT'S PERSPECTIVE ON THE IMPLEMENTATION OF HYBRID LEARNING IN SEMINAR ON ELT COUSRE AT UNIVERSITAS MUHAMMADIYAH MAKASSAR"

Yang akan dilaksanakan dari tanggal 26 Juli 2023 s/d 26 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

Ketua LP3M,

Dr.Ir. Abubakar Idhan, MP.
NBM 101 7716

07-23

KARTU KONTROL PENELITIAN

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Mutmainnah Mutia Kahar
NIM : 105351110419
Judul Penelitian : **Undergraduate Students' Perspective on the Implementation of Hybrid Learning in Seminar on Elt Course at Universitas Muhammadiyah Makassar**

Tanggal Ujian Proposal : 22 Mei 2023
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	1 Juni 2023	Interview	Amar Ma'ruf, S.pd, M-Hum, Ph.D	
2	5 Juni 2023	Interview	Amar Ma'ruf, S.pd M Hum, Ph.D	
3	7 Juni 2023	Interview	Amar Ma'ruf, S.pd M.Hum, ph.D	
4	15 Juni 2023	Interview	Amar Ma'ruf, S.pd, M.Hum, phD	
5	19 Juli 2023	Interview	Amar Ma'ruf, S.pd, M Hum, Ph.D	
6				
7				
8				
9				
10				

Makassar, 29 Juli 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

Erwin Akib, M.Pd., Ph.D
NBM. 860 934

SURAT TELAH SELESAI MENELITI

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT KETERANGAN PENELITIAN
Nomor : 0261/FKIP/05/A.5-VI/VIII/1445/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : **Mutmainnah Mutia Kahar**
NIM : 10535 11104 19
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2022/2023 terhitung sejak 31 Mei 2023 s.d 31 Juli 2023, dalam rangka penyusunan Skripsi dengan judul:

"Undergraduate Students' Perspective on the Implemention of Hybrid Learning in Seminar on Elt Course at Universitas Muhammadiyah Makassar.

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

15 Muharram 1445 H
Makassar ————————————
02 Agustus 2023 M

Dekan,
FKIP Unismuh Makassar,

Erwin Akib, M.Pd., Ph.D
NBM. 860 934

| Terakreditasi Institusi
BAN-PT

LOA (LETTER OF ACCEPTANCE)

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Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســــم اللـه الرحمن الرحيــم

LETTER OF ACCEPTANCE
0800/BG-FKIP/LOA/B/VIII/1445/2023

Dear MUTMAINNAH MUTIA KAHAR

It is our pleasure to inform you that, after reviewing your paper:

UNDERGRADUATE STUDENTS' PERSPECTIVE ON THE
IMPLEMENTATION OF HYBRID LEARNING IN SEMINAR ON ELT
COURSE AT UNIVERSITAS MUHAMMADIYAH MAKASSAR

The manuscript ID: 1030

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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Makassar, 5 August 2023 M
18 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
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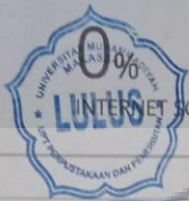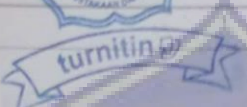PRIMARY SOURCES

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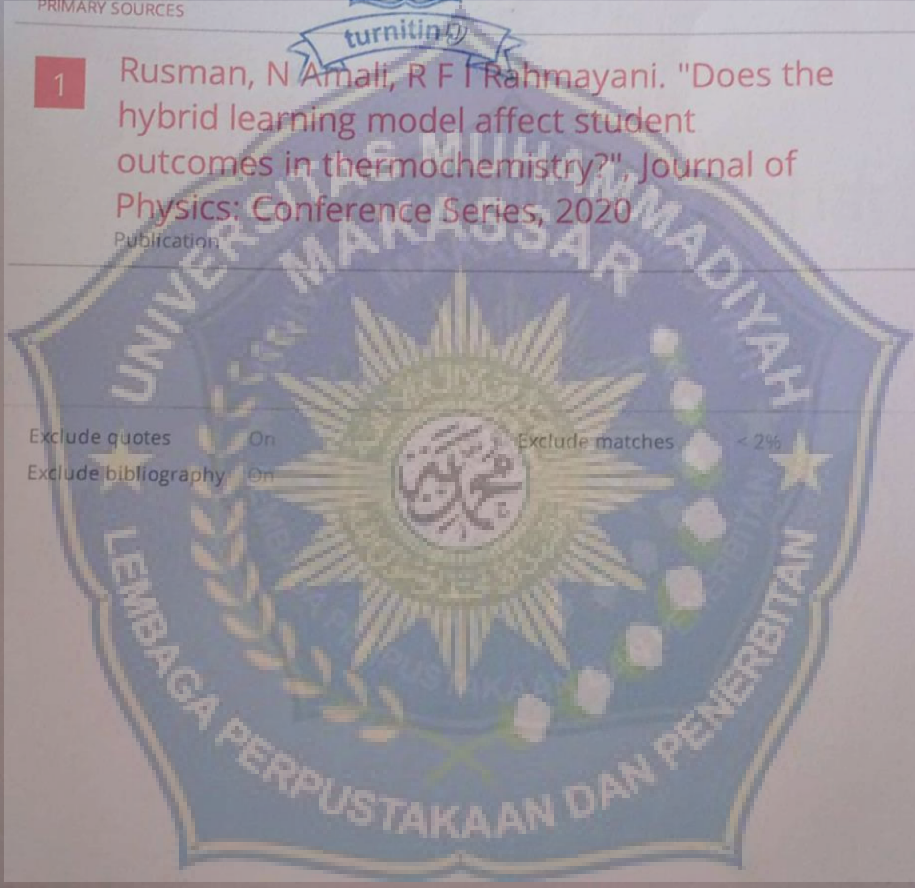
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CURRICULUM VITAE (CV)

MUTMAINNAH MUTIA KAHAR was born on July 5th, 2001 in Soppeng, South Sulawesi. The author is the only child of Kaharuddin and Nuraini. She first entered the world of education at SD Negeri 5 Mattiropole in 2007 and graduated in 2013, in the same year she continued her education to MTs DDI Pattojo and graduated in 2016, after graduating from MTs, she continued to SMA Negeri 1 Soppeng and graduated in 2019 and in the same year she was registered as a student at Muhammadiyah University of Makassar, Faculty of Teacher Training and Education, Department of English. While at the University of Muhammadiyah Makassar, the researcher was active in various activities. With the endless motivation and encouragement given by parents, family, and closest friends, she was able to complete the final project of this thesis. Finally, she expresses her deepest gratitude for the completion of the thesis entitled **"Undergraduate Students' Perspective on the Implementation of Hybrid Learning in Seminar on ELT course at Universitas Muhammadiyah Makassar"**.