

Navigating Hybrid Language Learning Realities: Students' Views on Workload & Time Allocation during Covid-19

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ARTICLE HISTORY

Received : 2023-03-15

Revised : 2023-04-05

Accepted : 2023-08-24

KEYWORDS

Covid-19 Pandemic

Hybrid Learning

Students Perception

Suitability

Workload Course Study Time

ABSTRACT

The Covid-19 pandemic in Indonesia led a shift in university learning policies towards a hybrid learning model. The objective of this study is to determine how English literature students feel about the workload and time suitability of hybrid learning. The descriptive quantitative research method was employed, with questionnaires serving as instruments. The questionnaire consisted of five Likert items in order to gather information for the research findings. The questionnaire was distributed to 467 out of 870 students enrolled in the English Literature Study Program at Gunadarma University using google form and was analysed using a descriptive approach. Data collection used random sampling technique in the odd semester of the 2021/2022 academic year. Ali's (2018) three aspects of learning literature were used to categorize the data. The eight courses perceived were categorised into 3 groups, e.g., language structure (ls), rhetorical (r) and contextual knowledge (ck). The research results show that perceptions related to time suitability are very good with an average of 45.30% (ck), 48.68% (r), and 48.9% (ls). The perception of workload also has positive results, with 41.14% (ls), 42.26% (r) and 48.7% (ck). These results indicate that the learning model is feasible and acceptable for language and literature study program. The findings highlighted collaboration and commitment of participants in hybrid learning environments. It also displayed the eight courses that were thought to be required for determining the best teaching-learning strategy to use for hybrid learning. In order to improve these findings, it is suggested that additional research be conducted to investigate students' perceptions of other variables.



1. Introduction

The education sector is one of many sectors affected by government initiatives related to the Covid-19 pandemic. The government's policy regarding Community Activities Restrictions Enforcement (CARE), also known as the *Pemberlakuan Pembatasan Kegiatan Masyarakat* (PPKM) in Indonesian, which was implemented in response to the pandemic, affects all levels of educational institutions. According to a UNICEF report, at the beginning of the pandemic, at least 68 million students from all levels of education were required to participate in distance learning (UNICEF, 2021). Numerous things, including the readiness of the weight of the material and the learning process itself, are affected by these alterations. According to a study, Indonesia still has room for improvement regarding its readiness to implement

online learning. This includes enhancing the readiness of teachers to facilitate learning and encouraging students to become more independent in their academic pursuits (Churiyah et al., 2020). In other words, the epidemic forces adaptability and creates new learning and teaching patterns.

The Directorate General of Higher Education (DIKTI) published circular number 1 of 2021 concerning the Implementation of Face-to-Face and Online Learning (Hybrid Learning). This was followed by circular letter number 4 of 2021 concerning the technical implementation of academic learning for the 2021/2022 academic year. Both of these documents were issued within the context of higher education. The government's Hybrid Learning policy in higher education is divided into three major phases, e.g., preparation, implementation, and observation phase.

The policy essentially calls for the formation of a task force to handle Covid-19 issues, the enforcement of health protocols, obtaining parental consent, administering vaccines, limiting classroom occupancy to 50%, and providing online learning as an option for students unable to attend classes. In addition, health will be monitored through tracing and periodic evaluations (DIKTI, 2021).

The implementation of hybrid learning by the government can be viewed as an opportunity for students to explore and utilise technology in their learning process. Hybrid learning combines the technological advances and innovations of online learning systems with the interactive and participatory learning models (Gultom et al., 2022). In hybrid learning, students learn at the same time using a combination of live-synchronous and virtual-synchronous learning. According to Chaeruman (2020), live-synchronous learning occurs in the same time and space, whereas virtual-synchronous learning occurs at the same time but in different spaces.

Several studies, including 'Hybrid Learning Model as a Strategy for Enhancing Learning Systems during the Covid-19 Pandemic in Universities in Jakarta', have examined the complexity of hybrid learning and its application, especially in the context of higher education. Their study is a descriptive analysis of the effectiveness and suitability of learning systems in the pandemic era. The results show that 46.4% of respondents chose hybrid learning as an effective and suitable learning model (Gultom et al., 2022). The following study, 'Implementation of Hybrid Learning Model in the Learning Process of Statistics II Course in the Management Study Program of FPEB UPI', found that the hybrid learning model is less effective for quantitative courses. Another study, 'Student Response to Hybrid Learning After the Covid-19 Pandemic', concluded that the hybrid learning model requires the support of other applications for exercises in order to help the development of student reasoning (Ismunandar & Nandang, 2022). The last referred previous study 'Blended Learning in a Reading Course: Undergraduate EFL Student' Perceptions and Experiences' stated that the students' perceptions suggested that in blended learning they acquired some advantages and challenges (Pitaloka et al., 2020).

The findings of these studies indicate that the hybrid learning model is effective for higher education. However, additional support is still required to improve student reasoning in quantitative courses. Furthermore, previous research indicates that students from different scientific backgrounds may respond differently to hybrid learning. Given this perspective, it becomes essential to investigate how students in different scientific disciplines respond to hybrid learning. Educators will be able to tailor the hybrid learning approach to meet the diverse requirements of students from various academic disciplines if they comprehend their unique experiences and feedback (Ramos &

Baldespiñosa, 2021). This knowledge can contribute to further improvements in the implementation of hybrid learning and enhance its effectiveness across the educational landscape.

English language and literature is an intriguing subject to investigate in the context of hybrid learning implementation. During the Covid-19 pandemic, numerous studies have investigated English language learning via e-learning or computer-based models. These discussions extend beyond the technology adoption to include various factors, such as teacher perceptions and teaching strategies, which influence the learning experience.

English language and literature courses that incorporate hybrid learning presents both opportunities and challenges. Researchers have thoroughly investigated how technology can be effectively used to augment language instruction, studying its impact on students' language proficiency, engagement, and motivation (Bourrouk, 2021). Additionally, the investigation of teachers' attitudes towards technology usage in the language classroom provided valuable insights. It has shown how educators adapt to the hybrid learning environment. Furthermore, these studies have analysed the various teaching approaches and pedagogical strategies employed in the hybrid setting to determine the most effective methods for facilitating language learning and literary analysis. Understanding these dynamics enables educators to design hybrid learning approaches that are tailored to the specific needs of English language and literature students. Through this, a more successful and enriching learning journey can be fostered within the evolving educational environment. Research by Khan (2020), for example, focuses on method and strategies. His research revealed that in Pakistan, both public and private universities use multiple methods with different emphasises, i.e., the public sectors are more likely to use Grammar Translation Method (GTM), whereas the private sectors are more likely to use a communicative approach. It is proved that not only the subjects (English language), but also the background of the university, whether it is fully supported or not, are important.

Nevertheless, in the context of Pakistan, Talpur et al. (2021) discovered that computer assisted language learning (CALL) is gaining positive perspective among university's lecturers. CALL was viewed as a facilitating tool for encouraging language learning, increasing students' motivation level, and assisting in skill development. It is one of many proofs that technological literacy and proficiency facilitate in the learning process.

In the context of Indonesia, the initial discussion in this article highlighted the policy implementation of hybrid learning. This approach combines online and offline methods for the learning process. Recent statistical data from 2022 indicates a slight decline in

the use of information technologies (IT) in education, dropping by 0.66% to 76.67% compared to the previous year. The decline is due to the increasing prevalence of hybrid learning policies in educational institutions. Higher education students have notably embraced hybrid learning more, accounting for 52.09% of IT usage in the learning process (Direktorat Statistik Kesejahteraan Rakyat, 2022). The question that arises then is how hybrid learning is implemented specifically in English language learning. This is of particular importance, not only because English proficiency is vital to the development of Indonesia's human resources, but also because, as Ali (2018) noted, the study of literature and language involves three essential aspects: structural, rhetorical, and contextual.

Due to the combination of online and offline elements in hybrid learning, careful adjustments beyond mere division of occupancy are needed. Material weight, course duration, and other variables should be considered to ensure the effective implementation of this approach in English language and literature courses. Therefore, it is necessary to map and investigate how hybrid learning is being integrated into the specific domain of English language and literature education in Indonesia. Understanding the nuances and challenges in this context will enable educators optimize the benefits of hybrid learning while meeting the unique demands of language and literary studies.

This study takes a unique standpoint and has a distinct scope in comparison to previous studies. While the majority of prior research has focused on lecturer perspectives or the effectiveness of hybrid learning itself, this study seeks to explore the perceptions of English literature students. Specifically, this study intends to investigate how these students perceive the workload and time suitability of hybrid learning implementation for English literature courses during the Covid-19 pandemic. As the central figures in the learning process, students were a central focus of this study. The ultimate indicator of success in the teaching-learning journey lies in the academic achievements of the students. Hence, it becomes essential to understand and acknowledge the students' perspectives on the learning process and various aspects of their courses. Educators can then better adapt and customise the hybrid learning experience to meet to the needs and preferences of their student, thereby enhancing their overall learning outcomes and academic experiences. The valuable insights gained from this student-centred approach significantly contributed to our understanding of the effectiveness of hybrid learning in teaching English literature during the pandemic.

The research focuses on student perceptions regarding the suitability of workload and course time in hybrid learning. Ministerial regulation concerning the national standard stated study workload in higher education is implemented in credit system. It, further explained that 1 credit equal to 50 minutes of learning

process, 60 minutes of structured assignment, and 60 minutes of independent learning activities (Kemendikbud, 2020). Therefore, it is important to discuss the adjustment of the national standard for hybrid learning during pandemic, as well as, how the students perceived it.

The researcher wants to find out how the workload is suitable for the competencies to be achieved and the duration of learning with the time schedule. The justification for these focuses is the relationship between workload and time suitability toward the student's mental health condition. College students are confronted with two learning scenario in a hybrid learning context. According to Nurwulan et al., (2021), stress levels among Indonesian college students are correlated with workload and length of study sessions. Female students reported experiencing higher levels of stress during the COVID-19 pandemic than male students did. Meanwhile, Rahmayanti et al. (2022) explain that in terms of language learning, the use of online learning during Covid-19 is perceived negatively due to the abundance of tasks and difficulties in following the complete online learning mode. In other words, the workload and time suitability contributed to or had an impact on the student's mental health.

The perceptions of students regarding workload and time suitability will add depth to the discussions on hybrid learning practises and their implications. The insights gained from this study are expected to offer valuable inputs for curriculum design and teaching methods within the hybrid learning process. Addressing these objectives will help to fill research gaps left by previous studies. Ultimately, the research findings have the potential to make a significant contribution to the implementation and advancement of the hybrid learning model in the context of English literature subjects.

2. Literature Review

2.1 Student's Perception

The etymological definition of perception is a direct response (acceptance) to something; the process of a person knowing multiple things through his senses (KBBI, 2008). In other words, perception is the cognitive outcome of accepting sensory inputs. Student perception is influenced by their individual experiences when it comes to the research topic, where students are the subjects. According to Herlina et al. (2022) experience is an essential aspect of interaction as a communicative, historical and cultural phenomenon. In the context of studying, students' experiences become a fundamental aspect in shaping their perceptions. Jubhari et al. (2022) found that when students internalise concepts through discovery, reinforcement, and interrelationships, they receive meaning from the learning process, gain knowledge, and remember their studies.

Qiong (2017) divided perception into three stages, i.e., selection, organisation and interpretation. He further explained that there are three classifications of perceptual diversity, i.e., (a) diverse perceptions in recognising similarities among physical objects or events; (b) diverse perceptions in verbal behaviour; and (c) diverse perceptions in non-verbal behaviour. In the context of this study, students' perception pertains to their experiences in three areas: (a) recognising similarities between online and offline learning processes; (b) experiencing behavioural and interaction patterns during online and offline learning; and (c) non-verbal experiences during the learning process. The primary objective of this study is to explore students' perception towards their experiences in hybrid learning.

The perceptions of students regarding online learning have an impact on their readiness in navigating learning patterns, which in turn influences the overall learning process. According to the research conducted by Susilana et al. (2020), Indonesian students in higher education tend to have negative impressions, with 75.93% of students considered that learning during pandemic is worse than it was before Covid-19 pandemic and only 4.32% students considered it better (Susilana et al., 2020). In spite of the fact that negative experiences caused by home distractions, workloads, and internet signal strength dominated the hybrid learning perception. According to the findings of Sakinah et al. (2022), flexibility and the use of online learning platforms were perceived positively by 59.3% of Indonesian students.

The study conducted by Alhamudin & Zebua (2021) provided valuable insights into the behavioural and interactional aspects of hybrid learning, making it a relevant reference in this context. The research findings indicated that the roles of lecturers in hybrid learning have a significant impact on the learning process. It was found that 93.8% of Indonesian students preferred face-to-face interaction with lecturer than face-to-screen interaction. According to Seoud (2014), motivation is an essential component of learning activities, and Singh argued that motivation can be affected by both intrinsic and extrinsic factors. Further this theory is supported by lecturers (Hermanto et al., 2021).

The significance of this discussion lies in the impact of students' perceptions on hybrid learning, particularly on their learning motivation. From the discussion, it is clear that a variety of variables and indicators have an impact on students' perceptions.

Therefore, this research aims to contribute to the ongoing discourse surrounding students' perceptions in the context of hybrid learning, providing valuable insights, and enriching the understanding of this crucial aspect of the learning process.

2.2 Hybrid Learning

Hybrid learning is an educational approach that combines online technology-based learning systems with conventional teaching methods (Gultom et al., 2022). Blended learning, social distance, adaptive learning tools, flexibility, and other elements are all included in the hybrid learning model, as a result of this integration. Nurlaili et al. (2021) explained that the implementation of hybrid learning models is increasing due to the current challenges and needs.

The online streaming platform plays a crucial role in facilitating the connection between lecturers and students in the hybrid learning model. Therefore, technology literacy and accessibility become pivotal factors for the successful implementation of hybrid learning. These aspects can be seen as both strengths and weaknesses of the hybrid learning model. On the one hand, hybrid learning promotes a modern and dynamic learning environment by providing students with flexibility and access to technological advances. On the other hand, it relies on the availability and accessibility of technology, which vary among students and pose potential challenges. Despite these concerns, hybrid learning offers several positive impacts. It fosters an interactive learning environment that encourages active participation and engagement among students. Moreover, it fosters independence and self-directed learning, enabling students to improve their academic performance. This emphasis on interactivity and autonomy further enhances the effectiveness of hybrid learning and contributes to its positive outcomes in the educational landscape (Nurlaili et al., 2021).

Hybrid learning, according to several studies, also influences learning outcomes. Means et al. (2009) stated that hybrid learning can enhance student achievement. Rovai, according to Ackerman (2008), mentioned that it can accommodate various learning styles, enabling students to adapt better to their needs. Therefore, hybrid learning has great potential to revolutionise education by providing students with a flexible, engaging, and inclusive learning. Although challenges may arise, evidence indicates that students generally view hybrid learning positively, benefiting from increased motivation, improved academic performance, and higher levels of satisfaction. To fully capitalize on the advantages of hybrid learning, it is crucial to adopt effective teaching approaches, integrate technology seamlessly, and consistently evaluate its implementation on regular basis. As a result, hybrid learning will remain a valuable and effective educational model for many years to come.

2.3 Course Workload

The course workload in the Indonesian context is based on the National Standard Regulation, which includes face-to-face meeting learning process, structured assignment, and independent learning

activities, as stated in the introduction. Nevertheless, the Covid-19 pandemic has forced higher education to adapt the learning process, migrate from face-to-face into face-to-screen learning process, and then into hybrid learning, which combines face-to-face, face-to-screen and e-learning via learning platforms. According to [Beena & Sony \(2022\)](#), this sudden migration has created multidimensional demand for students. As a result, evaluating student workload is critical because it has a direct impact on the resulting workload, which may contribute to increased levels of stress among students.

The introduction emphasises that in the Indonesian context, course workload is traditionally governed by National Standard Guidelines, which include face-to-face meetings, structured assignments, and independent learning activities. However, the emergence of the Covid-19 pandemic forced higher education institutions to adapt quickly, shifting from face-to-face to face-to-screen learning, and eventually embracing hybrid learning, which combines face-to-face, face-to-screen, and e-learning via various platforms.

The study conducted by [Beena & Sony \(2022\)](#) revealed that the transition to hybrid learning resulted in a variety of complex challenges for students. Consequently, there is a need to measure students' workload because it has a significant impact the outcomes of their workload, which could potentially lead to student stress. Understanding and managing the students' workload is vital to ensuring their well-being and optimising their learning experiences in the evolving educational landscape.

[Widyanti & Park \(2020\)](#) agreed with Beena and Sony's statement, attesting that the use of technology in the learning process will result in a high-pressure situation if the user lacks the technical ability. In the context of Indonesia, student workload is assessed based on the number of hours dedicated to various activities, such as attending lectures, engaging in independent study, participating in examinations, and other related tasks. This measurement is designed for offline situations, as opposed to hybrid learning, which involves connectivity, internet access, and other digital devices. Therefore, the challenges and outcome will be different. The fundamental understanding is that course workload should also consider the mental workload of students.

Gopher and Dochin defined mental workload as the cognitive ability and demand necessary to complete a task or tasks ([Widyanti & Park, 2020](#)). In other words, when evaluating course workload, it is essential to consider the students' level of readiness. [Widyanti & Park \(2020\)](#) discovered in their research that Indonesian university students exhibit low readiness in terms of self-directed learning and motivation. This highlights the importance of tailoring course workload and teaching approaches to meet the specific needs and

capabilities of students in order to support their academic success and growth. This circumstance supports the assertion that Indonesian students prefer verbal and face-to-face communication in the classroom over writing and typing or virtual classrooms as a learning environment. Indonesian students are learning the fundamentals of social interaction that are needed.

In language courses, cognitive ability to perform native languages is necessary. Therefore, the course workload should be designed appropriately for hybrid learning. As stated previously, the workload should be examined by considering the students mental workload. With regards to the aforementioned comprehension pertaining to workload, it is fundamental to know how students perceive the course load.

3. Method

3.1. Research Design

The main objective of this research is to assess the appropriateness of hybrid learning implementation, particularly in the context of language courses. The research seeks to address the following questions: How do students perceive the workload and time allocation in English language and literature courses during hybrid learning? The research focuses primarily on understanding students' perceptions of workload and the time duration of hybrid learning. As a result, the research adopted a descriptive quantitative approach to collect and analyse data, aiming to provide a comprehensive and numerical representation of students' experiences and opinions in this particular field of study. Quantitative methods are suitable for addressing problems that are causal ([Ali, 2018](#)). This particular approach was selected due to its capacity to assess and authenticate student perceptions within the scope of the research focus. Meanwhile, the descriptive aspect pertains to the process of presenting an explanation of the results of research analysis. The research design is referred to the information value research model ([Rusho & Raban, 2020](#)). Typically, the model involves two variables, i.e., an independent variable that is expected to influence a dependent variable. This study considers hybrid learning to be the independent variable, while students' perception serves as the dependent variable. The model was adjusted to align with the research objectives, which aim to better comprehend students' perspectives.

The research model used in this study focuses solely on the independent variable of experience, specifically the students' course workload experience and course time experience in hybrid learning ([Figure 1](#)). The objective of this study is to evaluate students' perceptions of related to course workload and time during their experiences with hybrid learning. The research utilized a questionnaire as a data collection tool to capture students' experiences. The questionnaire intended to assess the effectiveness and time allocation

of different components within hybrid learning, including assignments, exams, independent learning, online meetings, and offline meetings. By gathering responses through the questionnaire, the research aims to gain insights into how students perceive and navigate various aspects of hybrid learning and online meetings, shedding light on its overall impact and effectiveness in the context of their educational experiences.

Workload experience and course time experience in hybrid learning can be seen in Figure 1. Using this research framework, the study intended to investigate and comprehend students' perceptions of course workload and time in the context of hybrid learning. The questionnaire data will provide valuable insights into how students perceive workload and time management in their hybrid learning experiences, which will inform future improvements and adjustments to improve the overall learning experience.

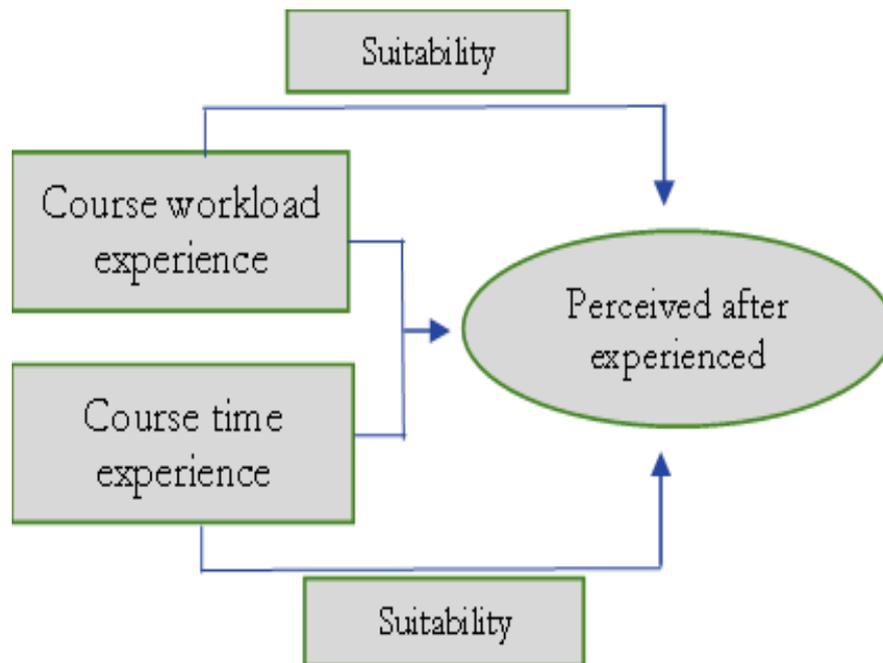


Figure 1. Research framework

3.2 Data Collection and Analysis

The study focused on student population enrolled in the English literature study program at Gunadarma University. Gunadarma University is a private college that has obtained A-accreditation. The English literature study program at this university has received international accreditation from FIBAA and has successfully implemented hybrid learning.

The respondents in this study were situated within the geographical boundaries of the Java-Bali PPKM area. By focusing on this specific population, the research aims to capture insights from students enrolled in an accredited university who are experiencing hybrid learning in the context of pandemic-related restrictions in the Java-Bali region. The results obtained from this selected group can provide valuable insights into the implementation and perception of hybrid learning in a region impacted where the PPKM policy has an impact.

The research data was collected randomly from students of the English literature study program during the odd semester of 2021/2022. The instrument used is a perception questionnaire with Likert scale in by filling out a google form. By using random sampling, this research collects 467 respondents or 53.67% from 870 students as population.

This instrument was selected because it considers the effectiveness of the number of respondents and the time efficiency that can be achieved with an online questionnaire. The questions in the perception questionnaire were organised according to two variables, i.e., (a) workload perception and (b) time perception. By organizing the questions in this manner, the research aimed to gain insights into how students perceive the workload and time allocation in the context of hybrid learning. This approach allowed for a comprehensive examination of students' experiences and opinions regarding the implementation of hybrid learning in their English literature study program during the specified semester.

The courses chosen for consideration refer to Ali (2018)'s opinions regarding three aspects; structural, rhetorical and contextual. Therefore, the courses in this study are divided into three categories, e.g., (a) structural language (b) rhetorical practice and (c) contextual knowledge.

The data analysis process involved several steps. Firstly, the completeness of the respondents' answers was checked to ensure the reliability of the data. Secondly, the collected data was classified according to predetermined criteria, enabling the determination of data proportions and distributions. Thirdly, nonparametric tests were used to analyse the data.

The data obtained from the perception questionnaire was measured using the Likert scale and was assessed using Google analytic software. It was subsequently analysed using descriptive analysis in accordance with the research objectives, employing statistical descriptive analysis as the selected data analysis method. This approach enabled a comprehensive examination and presentation of the data, providing valuable insights into students' perceptions of workload and time allocation in the context of hybrid learning in the English literature study program. According to Nurlaili et al. (2021), statistical descriptive analysis is a type of statistical assessment that is performed during the process of conducting data analysis by describing the obtained research data. Ariyanti (2021) explained that descriptive analysis is the process of transforming data into a concise description of information in order to draw conclusions. As a formulation of research results, the relationship between perception and course must be understood.

4. Result

The results and discussion of the study are organised into four main sections. First, the data results description and research respondents' section provide an overview of the respondents' characteristics, including the classification of courses based on Ali's three criteria. The second section presents the results of student questionnaires regarding workload in hybrid learning. The findings are derived from statistical descriptive analysis with the Likert scale measurement and by shedding light on students' perceptions of workload in the context of hybrid learning. In the third section, the results of student perception questionnaires regarding the suitability of learning time with schedules in hybrid learning are presented. This section explores the students' perspectives on how well the time allocation corresponds with their learning schedules during the hybrid learning implementation.

In the final section, a data analysis description concerning student perceptions of hybrid learning in English language and literature courses during the transition to post-Covid-19 is provided. This section aims to provide a comprehensive understanding of students' experiences and opinions as they adapted to the changes in the learning environment during and after the pandemic. Each of these four sections will be elaborated upon in subsequent sections of the research, with data and analysis-derived insights and implications.

4.1 Description of language structure courses categories

The research data comprises the responses provided by the respondents to the research questionnaire, which reflect their perception of the study's focus. The workload perception factor is related to the workload of courses in hybrid learning and its impact on the attainment of competencies. Meanwhile, the perception of time is related to the suitability of the hybrid learning duration.

Data was collected from students from year 1 (1st semester), year 2 (3rd semester), year 3 (5th semester) and year 4 (7th semester). Distribution of respondents can be found in Table 1.

Table 1. Respondent Distribution

Respondents Distribution		
Semester	Respondents	Percentage (%)
1 st SMT	139	29.8%
3 rd SMT	134	28.6%
5 th SMT	97	20.7%
7 th SMT	98	20.9%

The courses that have been chosen are organised into categories and subsequently scheduled by the semester. The categorisation considers the expected learning outcomes of the course. The courses categories are shown in Table 2. The categorised courses were then evaluated by the students using the questionnaire.

Table 2. Categories of language structure courses

Courses Categories				
SMT	Language structure	Rhetorical	Contextual knowledge	
1	Grammar 1	Speaking 1	Listening 1	
	Writing 1	Pronunciation 1	Reading 1	
3	Grammar 3	Speaking 3	Cross-cultural understanding	
	Translation 1	Public Relation	Literary appreciation	
5	English morphology	Interpreting English-Indonesia	Literary theories	
	Linguistic research methodology	CALL	Human and culture	
7	Semantics and pragmatics	Drama performing	Human and English culture	
	Sociolinguistics	English analysis	drama	Cultural interaction

4.2 Workload in hybrid learning

The workload in this study encompasses various components related to the structure of course activities, including face-to-face (both live and virtual) sessions, structured tasks, and self-study components. In accordance with the desired learning outcomes, the workload assessment focuses on students' perceptions of the appropriateness and effectiveness of the workload in hybrid learning lectures.

Upon analysis of the questionnaire responses, it was determined that among the courses falling under the language structure category, three courses were perceived to be lacking by a notable percentage of students. Specifically, Writing 1, English Morphology, and Sociolinguistics were considered as deficient by 2.9%, 2.98%, and 1.8% of students, respectively.

Nonetheless, it is important to note that the majority of students had a favourable opinion. For instance, Grammar 1 received a very good perception from 60.15% of students, while Writing 1, Grammar 3, Translation 1, Linguistic Research Methodology, and Semantic and Pragmatics were also perceived as very good by significant portions of students (47.11%, 47.33%, 41.23%, 44.32%, and 56.44%, respectively).

Furthermore, two courses, English Morphology and Semantics and Pragmatics, obtained the highest percentage of good perception (26.74% and 28.72%, respectively), indicating that the majority of students had a positive view of these courses' workload. [Figure 2](#) displays these statistics.

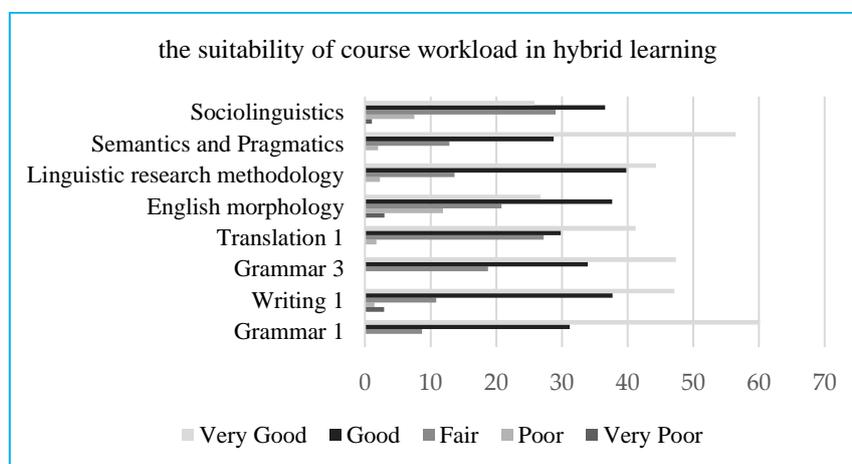


Figure 2. The workload suitability of language structure category courses

In the rhetorical course categories, the questionnaire results reveal that four courses, e.g., Pronunciation (0.74%), CALL (1.2%), Interpreting English-Indonesian (1%), and Drama Performing (1.76%), were perceived by a small percentage of students as very unsuitable in terms of workload. However, it is important to note that the overall student perceptions were predominantly very positive for most courses. Students gave overwhelmingly positive ratings to the courses English Drama Analysis (34.62%), Drama Performing (25.44%), Interpreting

English-Indonesia (43%), CALL (41.47%), Speaking 3 (40.34%), Public Relations (29.46%), Speaking 1 (61.32%), and Pronunciation (62.5%). The results are displayed in [Figure 3](#).

These findings indicate that the majority of students viewed the workload in the rhetorical course categories as suitable and effective. It demonstrates that the hybrid learning implementation for these specific courses has been well received.

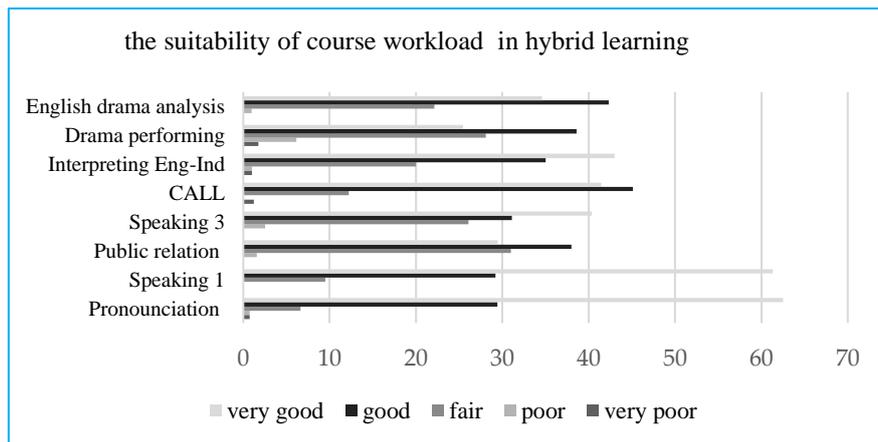


Figure 3. The workload suitability in rhetorical category courses

The courses falling under the contextual knowledge categories, based on the questionnaire results, also demonstrate similarities with the previous two categories, as they are predominantly perceived with very good perceptions. Human and English Culture (44.67%), Cultural Interaction (38.95%), Literary Theories (53.95%), Human and Culture (47.12%), Literary Appreciation (39.35%), CCU (45.69%), Reading 1 (58.52%), and Listening 1 (59.58%) were particularly received positively by a significant portion of students.

However, it is worth noting that the course Human and English Culture received a very low perception

(0.98%), indicating that a small percentage of students viewed this particular course's workload as less suitable or effective compared to other courses in this category. The results are represented [Figure 4](#).

Overall, the majority of contextual knowledge courses received extremely positive evaluations, demonstrating the success of hybrid learning implementation in these courses. The exception of Human and English Culture calls for further investigation to identify potential areas of improvement or address specific challenges related to the workload perception in this particular course.

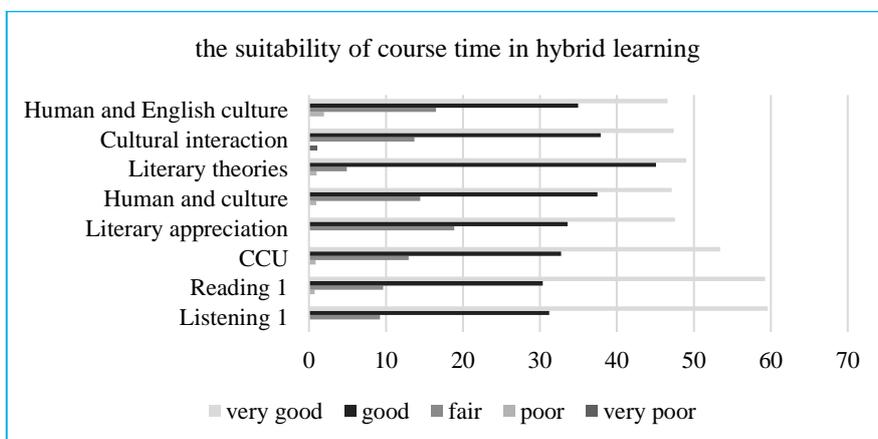


Figure 4. The workload suitability of contextual knowledge category courses

The findings of the questionnaire indicate that students' perceptions of course workload in all three categories of hybrid learning trend positively. The dominant tendency appears to be very good, with an average of 41.14% in the language structure course category, followed by 42.26% in the rhetorical category, and 48.47% in the contextual knowledge category. This indicates that the implementation of the hybrid learning model does not significantly impact the suitability of workloads and the attainment of course learning competencies. In other words, the adjustments made to the workload through the hybrid learning model appear to be successful.

These results indicate that hybrid learning is effective at managing course workloads and ensuring that students' perceptions of workload suitability remain positive across various course categories. The data points towards a successful implementation of hybrid learning, indicating that it was well-received by students and has not adversely affected their learning experiences or outcomes. Overall, the findings highlight the potential of hybrid learning as a viable and effective educational model that promotes positive perceptions and supports students in achieving their learning goals.

4.3 Learning time in hybrid learning

In this study, learning time is defined as the suitability of time weights per one (1) credit, i.e., face-

to-face (live and virtual) for 50 minutes, structured tasks for 60 minutes and self-study for 60 minutes. Each course that is the object of student perception has a time weight of two (2) credits.

The questionnaire variables were designed to investigate whether the implementation of the hybrid learning model affected the suitability of the set learning time. The results obtained from the respondents showed a predominant tendency towards very good perceptions in several courses, including Sociolinguistics (33.34%), Semantics and Pragmatics (61.39%), Linguistic Research Methodology (46.6%), Translation 1 (46.5%), Grammar 3 (50.9%), Writing 1 (52.18%), and Grammar 1 (66.67%). Additionally, good perceptions were also reported for these courses, although at slightly lower percentages, such as Sociolinguistics (38.71%), Semantics and Pragmatics (25.75%), Linguistic Research Methodology (40.91%), Translation 1 (32.46%), Grammar 3 (35.72%), Writing 1 (34.06%), and Grammar 1 (27.54%). It can be seen in Figure 5. However, there are four courses that received very poor perceptions from the respondents, namely Writing 1 (2.18%), Translation 1 (0.88%), English Morphology (1.99%), and Linguistic Research Methodology (1.14%). This indicates that a small percentage of students may not find the learning time for these courses to be suitable or effective.

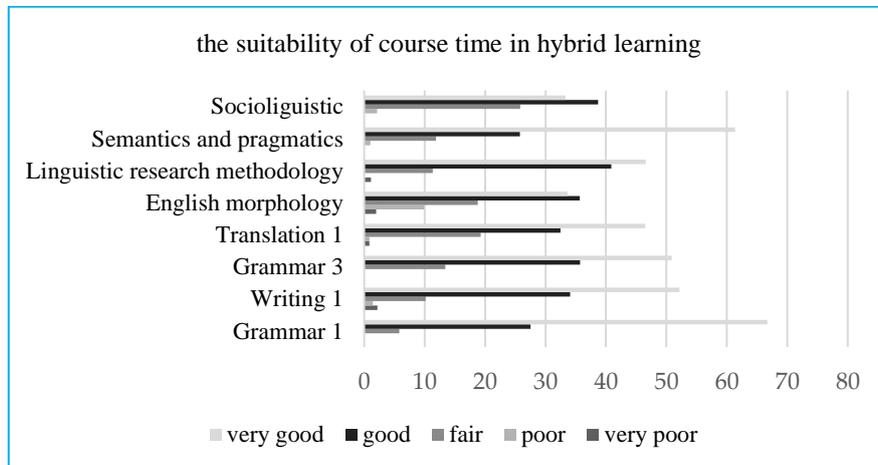


Figure 5. Time match of language structure category courses

The subsequent questionnaire results for the rhetorical category revealed that although five courses—Pronunciation (2.21%), Speaking 3 (0.85%), CALL (1.22%), Interpreting English-Indonesian (1%), and Drama Performing (3.51%)—were perceived as very lacking by some students, the overall perception of courses in the hybrid learning model remained positive. Notably, students' perceptions were overwhelmingly very good for several courses, including English Drama Analysis (48.08%), Drama Performing (32.46%), Interpreting English-Indonesia

(51%), CALL (47.7%), Speaking 3 (44.54%), Public Relations (33.34%), Speaking 1 (62.78%), and Pronunciation (69.86%). These findings indicate that the majority of courses were still well-regarded with positive and very good perceptions regarding their suitability and effectiveness within the hybrid learning model. This suggests that students generally responded positively to the hybrid learning approach and found it as beneficial in these specific courses within the rhetorical category (as shown in Figure 6).

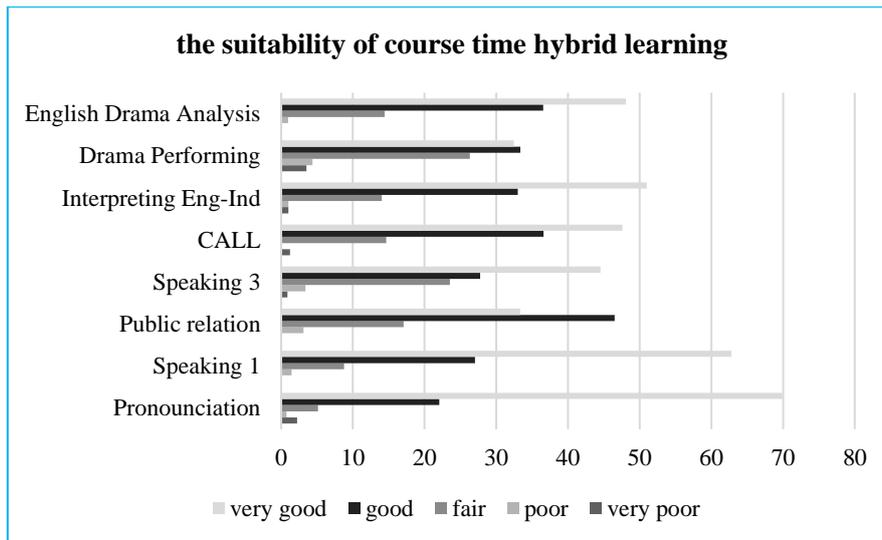


Figure 6. Time match of rhetorical category courses

In the contextual knowledge category, students' perceptions of college time in hybrid learning also remained positive. The majority of courses received a very good perception, with high percentages observed in Human and English Culture (46.61%), Cultural Interaction (47.37%), Literary Theories (49.02%), Human and Culture (47.12%), Literary Appreciation

(47.55%), CCU (53.45%), Reading 1 (59.26%), and Listening 1 (59.58%). Only two negative perceptions were reported in the questionnaire results. Cultural Interaction received a very poor perception (1.06%), and Human and English Culture obtained a poor perception (1.95%); shown in Figure 7.

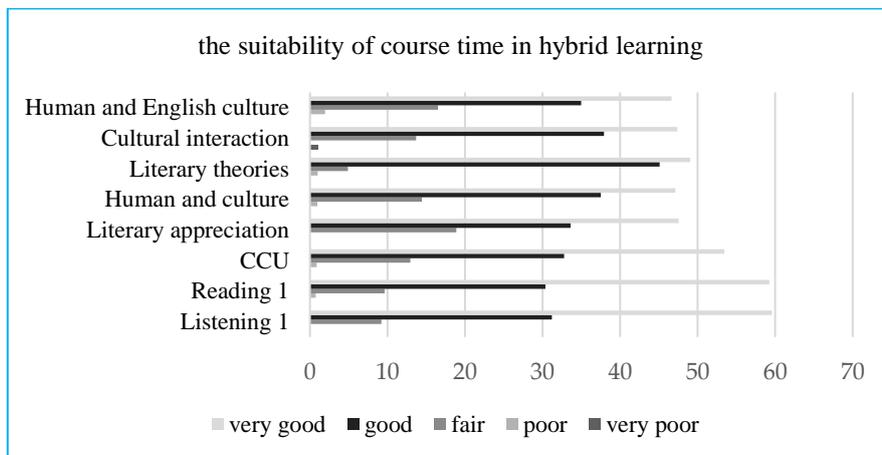


Figure 7. Time match of contextual knowledge category courses

The positive trend in student perceptions, as demonstrated by the questionnaire results, indicated that the implementation of the hybrid learning model has no significant effect on the suitability of the learning time weight. This suggests that the hybrid learning process conducted in the English literature study program at Gunadarma University still adheres to the standards of learning time weight.

The findings affirmed that the hybrid learning model effectively manages course workloads and learning time, meeting the students' expectations, and ensuring that the allocated time is appropriate and effective for their learning requirement. The positive

perceptions from students underscore the success of the hybrid learning approach in balancing course requirements and promoting a conducive and rewarding learning experience.

These results validate the effectiveness of the hybrid learning model in the English literature study program at Gunadarma University and support its continued utilization as a valuable and efficient educational approach. The positive student perceptions further endorse the relevance of the hybrid learning model in meeting the learning objectives and standards in the context of the English literature study program.

5. Discussion

5.1 Students' perceptions of hybrid learning

Hybrid learning, also known as blended learning, is an innovative educational approach that seamlessly integrates traditional face-to-face instruction with online learning experiences. Its popularity has risen in recent years due to its flexibility and potential to enhance student engagement and learning outcomes. This paper aims to investigate and analyse students' perceptions of hybrid learning, highlighting both its benefits and challenges, and providing valuable insights into its potential to influence future educational practises.

The hybrid learning experience conducted by the students is undeniably challenging due to various readiness-related obstacles, as previously mentioned. The readiness of technology, pedagogy, content, as well as physical and mental is essential for learning, especially those involving online conditions (Cahyawati & Gunarto, 2021). This readiness then affects the perception of students.

Qiong (2017) identified three classifications of perceptual diversity, i.e., (a) the diversity of perceptions in seeing the similarities of physical objects or events; (b) diversity of perceptions in verbal behaviour; and (c) diversity of perceptions in non-verbal behaviour. In the first classification, the challenge of hybrid learning is that the similarity of physical objects or events is limited when 50% of students face-to-face and 50% live-virtual. Students who attend class in person will get a more complete reception than those who attend live-virtually.

For students to effectively comprehend and acquire a foreign language, especially English, the aspect of reception is crucial. When students receive course materials and interactions effectively, their motivation to learn is significantly increased. Oktavia & Lestari (2022) highlighted that motivation can be influenced by various external factors, including the learning environment, interactions with people, and other elements. These external factors play a significant role in shaping students' motivation levels, ultimately impacting their language learning outcomes. However, the results of this research show a positive response in most of courses. In other words, hybrid learning by face-to-face and live-virtual does not significantly influence the student's perception toward physical object or material, such as learning material during the courses.

In the second classification, which relates to the perception of verbal behaviour, hybrid learning can lead to differences between how students perceive words or expressions and how individuals express themselves. These variations in perception may arise due to the nature of hybrid learning, where technology facilitates live-virtual interactions. However, there can be time lags, especially if students or lecturers

encounter signal issues or face challenges with their electronic devices or internet connection. Technical problems related to electronic devices and unstable internet connections are among the challenges faced in online learning (Amin & Widiastuti, 2022). These constraints can affect the process of decoding-encoding information due to the delays in communication in the network, leading to discomfort in learning.

Self-expression varies with hybrid learning, primarily due to the spatial differences involved. As we are aware, motivating students to actively participate in the classroom is a challenge in language learning. It was highlighted that this issue is particularly common in courses that require verbal activity, as students often feel apprehensive about making mistakes and lack confidence (Oktavia & Lestari, 2022). However, students will be encouraged to be more open in hybrid learning. Students with closed and shy personalities tend to actively communicate in online learning because they can respond through writing (Saragih et al., 2021). In other words, students who have adapted to being active online can also be encouraged to be more active when offline. Nonetheless, challenges arise in courses requiring active participation, such as Drama Performing and Interpreting Indonesian-English-Indonesian. Adaptation of learning strategies becomes essential in these courses. Laksono & Ismiatun (2023) emphasised that courses involving cultural context and speaking should be designed with appropriate context in the learning process, such as role-playing techniques. The role-playing technique will encourage students to understand the context of the learning process and boost their confidence. Implementing such strategies can create a conducive environment for active participation, fostering students' self-expression and communication skills in hybrid learning settings.

The third classification related to perceptions of non-verbal behaviour in hybrid learning can be understood through four things; e.g., gestures, silence, space and time (Qiong, 2017). In hybrid learning, perceptions of space and time differ significantly from conventional learning. It relates not only to physical positioning, but also to the distribution of learning load and time, which can be distinct in hybrid learning and can impact students' attitudes and receptiveness towards the learning process.

The student's movements will naturally differ in hybrid learning. Students are restricted in their movement in offline situations because they are confined to the classroom environment, which is governed by the authority of the lecturers as the centre of instruction. In addition to interaction limitations and potential disruptions during the learning process, offline students may face interaction restrictions and learning disruptions. To address these challenges, hybrid learning lectures must create a conducive learning atmosphere and employ appropriate teaching or learning methods. As previously stated, the hybrid

learning model combines two leaders of the learning process, namely the lecturer (instructor-lead) and the students (learner-lead). They further explained that hybrid learning, typically begins with instructor-lead then progresses to students-lead (Hendrayati, 2013). The successful implementation of this combination has the potential to have a significant impact on the workload and time of learning activities.

5.2 Students' perceptions of workload and time suitability in hybrid learning

In this study, nevertheless, the classification of perceptions' explanation were associated with the questionnaire results on the workload and time of hybrid learning in courses in the English literature study program. In this scenario, it can be seen that student perceptions tend not to be affected by hybrid learning conditions.

The results of the questionnaire indicate a positive trend, with an excellent average generally above 45% for the perception of learning time, and a general average above 40%, which demonstrates that the English literature study program at Gunadarma University has made the necessary adjustments. These findings align with the research conducted by Talpur et al. (2021), revealing that the usage of computer technologies has a positive and motivating impact on the learning process. In other words, hybrid learning using online technologies is widely accepted and perceived positively by the students. The successful implementation of these adjustments in the hybrid learning approach has contributed to students' positive perceptions of the learning process and time allocation, providing valuable insights for future educational practices and continuous improvements in the learning experience.

5.2.1 Students' perceptions of workload and time suitability in language structure courses

Based on the results of the questionnaire, students' perceptions of various language structure courses were assessed. In this category, three courses, namely Writing 1, English Morphology, and Sociolinguistics, received very low percentages of 2.9%, 2.98%, and 1.8%, respectively, indicating that students perceived these courses to be lacking in meeting their expectations or needs adequately.

On the other hand, the majority of students had a very positive perception of the language structure courses overall. Several courses received high percentages of very good perception from the students. The courses with the highest percentages of very good perception were Grammar 1 (60.15%), Writing 1 (47.11%), Grammar 3 (47.33%), Translation 1 (41.23%), Linguistic research methodology (44.32%), and Semantic and Pragmatics (56.44%). These results indicate that the majority of students found these courses to be well-designed, engaging, and beneficial for their learning.

Among the language structure courses, two courses received the highest percentages of good perception. English Morphology and Semantics and Pragmatics were perceived as very good by 26.74% and 28.72% of the students, respectively. These findings suggesting that these courses were particularly well-received by the students, who found them to offer valuable learning experiences and content.

5.2.2 Students' perceptions of workload and time suitability in language rhetoric courses

The findings from the questionnaire offer valuable insights into students' perceptions of specific courses within the rhetorical category of hybrid learning. The analysis focuses on the perception percentages for each course, highlighting both courses with very unsuitable perceptions and those with predominantly very good perceptions.

The questionnaire results indicate that four courses in the rhetorical category were perceived as very unsuitable by a small percentage of students. These courses are Pronunciation, CALL (Computer-Assisted Language Learning), Interpreting English-Indonesian, and Drama Performing, with perception percentages of 0.74%, 1.2%, 1%, and 1.76%, respectively. The low perception percentages suggest that these courses might not have resonated well with some students, or there could be challenges or shortcomings in terms of course content, instructional approach, or relevance to students' learning needs and expectations. It is important to carefully analyse and address these issues to improve the overall learning experience and student satisfaction in hybrid learning courses. This feedback can be valuable in making necessary adjustments and enhancements to create a more engaging and effective learning environment.

On the other hand, the overall results of student perceptions for the other courses in the rhetorical category were predominantly very good. Specifically, English Drama Analysis, Drama Performing, Interpreting English-Indonesia, CALL, Speaking 3, Public Relation, Speaking 1, and Pronunciation received relatively high perception percentages ranging from 25.44% to 62.5%. These percentages suggest that a significant majority of students found these courses to be highly suitable, engaging, and valuable to their learning experiences.

The difference in perception percentages between courses perceived to be very unsuitable and those perceived to be predominantly very good provides valuable insights for course instructors and curriculum developers. This discrepancy implies that certain courses may require further evaluation and adjustments to better align with students' preferences, learning styles, and learning objectives.

Understanding the reasons behind the lower perceptions can help identify potential areas for improvement, such as revising course content, refining

instructional strategies, enhancing student engagement techniques, and integrating practical applications and real-life scenarios. Conversely, the courses with predominantly very good perceptions can serve as exemplars for effective course design and delivery within the rhetorical category. These courses have been well-received by students, signifying successful instructional approaches and engaging learning materials. Educators can draw upon the positive aspects of these courses and replicate effective teaching practices in other courses to further enhance the overall learning experience in the hybrid learning environment.

5.2.2 Students' perceptions of workload and time suitability in contextual knowledge courses

The questionnaire results provide valuable insights into students' perceptions of courses within the contextual knowledge category in the hybrid learning environment. This analysis focuses on the perception percentages for each course, highlighting both similarities and differences within this category.

The results reveal that the majority of courses in the contextual knowledge category were perceived very positively by students, with a dominant very good perception. Specifically, courses such as Human and English Culture, Cultural Interaction, Literary Theories, Human and Culture, Literary Appreciation, CCU (Cross-Cultural Understanding), Reading 1, and Listening 1 received relatively high perception percentages ranging from 38.95% to 59.58%. These percentages indicate that a significant majority of students found these courses to be well-designed, engaging, and enriching in their understanding of contextual knowledge in the English language.

However, the questionnaire results show that the Human and English Culture courses were an exception within the contextual knowledge category, receiving a relatively lower perception percentage of 0.98%. This suggests that a small percentage of students might have found this specific course to be less suitable or engaging compared to other courses in the same category.

The dominance of very good perceptions across most courses in the contextual knowledge category underscores the effectiveness of the instructional approaches, course content, and learning materials employed in these courses. It also indicates that students find value in studying topics related to human culture, literary theories, cross-cultural understanding, and reading and listening comprehension. The positive reception of these courses reflects their relevance in broadening students' perspectives, enhancing their cultural awareness, and fostering critical thinking in the context of English language and literature.

The relatively lower perception percentage for the Human and English Culture courses warrants attention from educators and curriculum developers. Understanding the factors contributing to this lower

perception can provide valuable insights for course improvement. It may involve revisiting the course content, incorporating more interactive and engaging learning activities, or exploring ways to align the course with students' interests and expectations.

Continuous feedback and evaluation are crucial for identifying areas of improvement and ensuring that all courses within the contextual knowledge category effectively cater to the needs and preferences of students. By incorporating student feedback into the course development process, a more student-centred learning experience can be achieved, ultimately enhancing students' engagement, motivation, and overall satisfaction with the hybrid learning approach.

6. Conclusions

The purpose of this study was to find out what students thought about the English literature study program at Gunadarma University regarding the implementation of hybrid learning. Positive perceptions of workload and time allocation were found in three types of courses, e.g., language structure, rhetoric, and contextual knowledge. The average perception of workload in hybrid learning was found to be excellent, exceeding 40%. Meanwhile, the perception of time in this hybrid learning was reported to be very good, with an average rating of 45%.

The findings provide valuable insights into the strengths and weaknesses of the language structure courses. Despite the fact that some courses require improvement to better meet the students' expectations, the majority of courses were perceived positively, indicating that they are effective in delivering the intended learning outcomes. Educators and curriculum developers can use these findings to make necessary adjustments to courses that were perceived as lacking and to improve on courses that were already well-received. This feedback-driven approach can contribute to an improved learning experience for the students and better align the courses with their needs and preferences. It also emphasises the significance of regularly seeking student feedback to guarantee the efficacy and relevance of the language structure courses offered in the curriculum.

As for rhetoric language courses, the results reveal a range of perceptions regarding the rhetorical courses in the hybrid learning model. A small percentage of students thought that certain courses were inappropriate, but the majority of students thought that the most of the courses were excellent. This highlights the importance of continuous assessment and student feedback in identifying areas for improvement and ensuring that course offerings meet the needs and expectations of learners. By incorporating student input and feedback, educators have the ability to establish a learning environment that is centred around the needs and preferences of students. This approach promotes active participation, increased motivation,

and the creation of meaningful learning experiences across various courses falling under the rhetorical category and the wider hybrid learning approach.

The results reveal a positive trend in students' perceptions of courses within the contextual knowledge category. The predominance of excellent perceptions in most courses demonstrates their effectiveness and relevance in providing students with a comprehensive understanding of contextual knowledge related to the English language and literature. Although the majority of courses received positive feedback, the relatively lower perception percentage for the Human and English Culture courses emphasises the importance of continuous improvement and responsiveness to students' preferences. Educators can create a more dynamic and impactful learning environment by continuously modifying course design and instructional strategies.

The findings of this study offer valuable insights into enhancing the courses workload and time allocation of the hybrid learning model. It implied that the hybrid learning model is feasible and well-received by the students. However, the findings are limited to the course workload and duration aspects. The research has not yet included employed teaching-learning techniques as a variable. In the future, this variable will be essential for gaining a more comprehensible perspective. Therefore, it is recommended to conduct further research on various other aspects.

7. Acknowledgement

We would like to thank REiLA and the respected reviewers for their contribution to the publication of this article. This research was accomplished with the assistance of several parties. We would also like to express our gratitude to Gunadarma University, specifically the English literature Study Program and Faculty of Letters and Culture for supporting this research. Special thanks to all respondents who provided the required information.

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