

TERTIARY EDUCATION STUDENTS' PERCEPTION ON HYBRID ENGLISH LEARNING ENVIRONMENT

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Abstract

Corona virus diseases (Covid-19) pandemic causes educational institutions to shift their learning process from offline to online learning. However, at the moment, the Covid-19 pandemic begins to subside. The government begins to impose face-to-face restrictions teaching and learning that makes some schools apply hybrid learning environment. considering the background, the objective of this research is to describe tertiary education students' perception on hybrid English learning environment.

This research used a survey research design with purposive sampling technique. Twenty nine students of English Language Education Department at STKIP PGRI Jombang were involved as the participants of the research. This survey focus of questions is mainly to gather students perception on various learning aspects related to the hybrid delivery approach. The data in this research were collected by using questionnaire that consisted of six aspects. The six aspects are learning responsibility, active learning and participation, efficient communication and interaction, learning style and needs, technical understanding, and learning experience related to the hybrid learning. The data were then analyzed quantitatively to answer the research question. The researcher used descriptive analysis by calculating the frequency and percentage of the students' response in each item.

From the results of the data analysis, it is found that the participans tended to positive perception on each aspects on the questionnaire. Sequentially, 62,1% participants perceive positively on the learning responsibility aspect, 55,2% participants on the active learning and participation aspect, 55,6% participants on the efficient communication and interaction aspect, 65,5% participants on the learning style and needs, technical understanding aspects, and 62% participants on the learning experience aspect. Thus, it can be concluded that the tertiary education students' tend to have positive perception on hybrid English learning environment.

Keyword : Tertiary Education, Perception and Hybrid Learning.

Introduction

Corona virus diseases (*Covid-19*) pandemic causes educational institutions to shift their learning process from offline to online learning. It opens a new paradigm in teachers' teaching practices since all materials should be delivered through online platform. During the Covid-19 pandemic, students have to learn independently at home. Any do not receive the explanation directly from the teachers. All of the teaching-learning activities are done online.

There are various reactions to respond to this new phenomenon. For some schools that are ready for this unpredictable change will adapt easily with the new form of instruction and online technology utilization. But, for others, the sudden change may lead to stress and burden. In some cases, it is reported that some schools, which do not have sufficient time to prepare online technology for the teachers and students, are experiencing ups and downs in exploring new medias (Wardana & Eka, 2020). In addition, online learning also causes students to experience lack of motivation to study independently and attention deficit disorders (Wardana & Eka, 2020).

Beside the problems presented above, there are some other problems occur in online learning. The problems include internet access, economic problems and lack of face-to-face interaction with teachers. Those problems cause difficulties for students to understand the material (Adnan & Anwar, 2020). The problem in Internet access is a common problem in conducting online learning. Many students complained about the difficulties in accessing the internet connection, especially for those living in the countryside. The second problem is related to the students' economic condition. During the pandemic, many people face economic

hardship (Irawan et al., 2020). Unfortunately, some students experience it that causes them feel reluctant to spend a certain amount of money to buy internet quota to join the online learning.

The last problem is about the lack of direct interaction between teachers and students. In an online learning environment, teachers lack direct access to verbal and nonverbal feedback from their students. This feedback enables the teacher in an offline learning environment to use verbal and nonverbal signals to adjust the instructional process in real-time. As students are accustomed to receiving direct feedback and explanations from the teachers, they find it hard to understand the materials that they read by their own. Regarding to evaluation of teachers' well-being and teaching process in online education in Covid-19 context, emphasizing that teachers experience a decrease in the quality of well-being, mainly due to the lack of physical interaction and tiredness generated by overloading with tasks. In the same time, they take profit of the technological advantages that offer them the opportunity to grow autonomously (Popescu, 2021)

At the moment, the Covid-19 pandemic begins to subside. The government begins to impose face-to-face restrictions teaching and learning. This situation makes schools apply some changes in their teaching and learning process. Some schools limit their face-to-face learning time, from eight hours learning to four or five hours learning time. Some others implement blended learning in which the student take turns taking online and offline learning. While few of the schools apply hybrid learning.

Blended and hybrid are similar but different. Both methods combines online and offline learning. However, hybrid learning is a learning method that combines

online and offline at same time. According to Deignan, (2021) Hybrid learning is a combination of traditional face-to-face learning and distance learning. Some students attend the class, while others can attend remotely from another location. Students do not need to attend online or directly. Hybrid learning methods vary, but often rely heavily on communication technologies such as Zoom and Microsoft Teams, as well as educational technology (EdTech) and e-learning tools. Hybrid learning is an approach to education in which some people participate directly and others online. Instructors and facilitators use technologies such as video conferencing to teach learners remotely and onsite at the same time (Steele, 2022).

In blended learning, on the other hand, trainers and facilitators combine face-to-face classes with online learning activities. Learners complete some components online and others directly (Deignan, 2021). Blended learning is a combination of face-to-face and online or e-learning methods. Traditional classroom learning takes place in a dedicated space with both students and teachers, but online materials allow students to work at their own pace and at their own time. Blended learning is a special educational strategy that combines face-to-face learning with online learning. Blended learning focuses on how teachers actually teach students, not situations or scenarios. This includes the resources used by students and how they are used as part of the lesson plan (Steele, 2022).

Both types of learning involve a mix of in person and online learning, but they differ in the two scenarios. With hybrid learning, the in person learners and the online learners are different individuals. With blended learning, the same individuals learn both in person and online.

Integrating hybrid learning in the learning process has several advantages. Hybrid learning can overcome the limitations and differences in distance, time, and space between learners and instructors. As stated by Zainuddin and Keumal (2018). The use of technology and internet access are potentials for each college to develop hybrid based learning media by integrating technology.

Hybrid learning is believed to create an efficient environment for teachers and students and have a positive impact in English learning (Raes, 2022; Wahyuni et al., 2022). Exploring higher education students' experiences in hybrid learning environment, Raes (2022) did not find any significant differences between physical and remote presence regarding conceptual understanding, yet significant differences were found in regard of affective engagement in favors of the onsite students and remote students having the opportunity to interact. The research also found that successful learning and teaching activities are interrelated with set, epistemic, and social design decisions. Another study by Wahyuni et al. (2022) aimed to examine students' perceptions of learning English, the difficulty of learning English, and the positive effects of learning English through hybrid learning. The study investigated 43 students at SMA Negeri 3 Mataram. The results showed positive effect of English learning through hybrid learning. However, students expressed difficulty and neutral perception in learning English through hybrid learning.

Regarding students' perception on hybrid learning, positive results were found by some studies (Mutmainnah, 2022; Turrahma & Ardi, 2022; Park, 2011) on its implementation at secondary education (Mutmainnah, 2022; Turrahma & Ardi, 2022) and tertiary education (Park, 2011). Mutmainnah et al. (2022)

investigated teachers and students at MTSN 4 Bone. The study found that both teachers and students showed a positive perception toward hybrid learning. Similar results were also found by Turrahma and Ardi (2022). Investigating 65 students from SMK 3 Padang, the study aimed to determine students' perceptions of hybrid learning in English subjects and to measure student motivation for hybrid learning in English subjects. The results of this study indicated that the majority of SMK 3 students had a positive or favorable perception of implementing hybrid learning. The students found that the use of hybrid learning motivated the student to be more active in the classroom and improved the student's critical thinking, interpretation, communication, and coordination skills.

Besides being implemented in secondary education, hybrid learning is also implemented in tertiary education. Earlier study by Park (2011) investigated a hybrid learning for a lab-based construction management course. This study examined the students' perceptions experiencing a hybrid learning environment used in practical courses in construction management majors. According to survey results, the majority of students who participated in the study agreed that the hybrid format of internship education provided a positive learning experience.

Reviewing some previous studies above, there are some differences noticed between those studies and the present research. First, Mutmainnah's (2022) study applied qualitative design to observe secondary education learners' perception on hybrid learning while this present research implemented survey design. The design is similar to the study of Turrahma and Ardi (2022) and Wahyuni et al. (2022). However, the two studies focused on observing secondary education learners while the present research observed tertiary education learners. The

earlier study by Park (2011) also observed tertiary education learners' perception toward hybrid learning yet, the focus of implementation was on a lab-based class construction management course while the focus of implementation of this present research is on English learning. Overall, the present research focus of observation is tertiary education students' perception on hybrid English learning environment

RQ1: Based on the background of the study above, the researcher formulates a statement of the problem: How is tertiary education students' perception on hybrid English learning environment ?

Theory

1. Hybrid Learning Environment

Hybrid learning is a learning method that combines online and offline at same time. According to Deignan (2021); Hybrid learning is a combination of traditional face-to-face learning and distance learning. Some students attend the class, while others can attend remotely from another location. Students do not need to attend online or directly. Hybrid teaching methods vary, but often rely heavily on communication technologies such as Zoom and Microsoft Teams, as well as educational technology (EdTech) and e-learning tools. Hybrid learning is an approach to education in which some people participate directly and others online. Instructors and facilitators use technologies such as video conferencing to teach learners remotely and onsite at the same time (Steele, 2022).

A combination of some online course and some traditional (on-campus) courses. In the hybrid learning environment, much of the communication between teachers and students, as well as information from the university, takes place

online. In most cases, courses can be booked entirely online. Students additional online support services such as online tutoring and online bookstores. The goal is to minimize the time students spend on campus.

The Gayar (2005) Hybrid Learning Environment (HLE) is a classroom and computer-based environment that is an open system that enables synchronous and asynchronous dialogue and encounters with other participants.

The Rogers (2009) Hybrid Learning Environment is a hybrid of traditional web-based teaching methodologies, classes gather for lectures, hands-on project, and exams, a course management platform is used to provide support materials, and instructors have notes and lead discussions. A term that is sometimes used interchangeably.

However, the hybrid learning itself has some advantages and disadvantages. Carlton (2022) mentions some advantages and disadvantages of hybrid learning as follows.:

Advantages:

a. Hybrid means flexible , hybrid classes offer more schedule flexibility than in person classes. Rather than attending multiple on campus class sessions each week, students complete more than half of their work online, allowing them to arrange coursework around their other responsibilities.

b. Work for diverse learning style

A hybrid class adapts better to student learning style than an exclusively online or in person class can. For example, auditory learners may benefit from the ability to rewind recorded lectures, while visual learners can

study slides at theirs can study slides at their own pace. Meanwhile students who benefit from in person meetings can still connect with their instructors and fellow students.

c. Provides an intro to online classes

A growing number of college students are taking online classes as part of their degree. A hybrid class can be the perfect introduction to online classes. Students learn how to use distance learning technologies, interact with instructors, and stay on top of their coursework while still having the familiarity of in person sessions.

Disadvantages:

a. Requires strong organization skills

Some students struggle with the organizational skills required for online study. For example, online courses often require greater time management skills and the ability to prioritize assignments. Taking a hybrid course can help learners strengthen their organizational abilities, but it can also be challenging for students who struggle in this area

b. Technology requirements

Hybrid classes usually come with technology requirements, like a computer that meets the college's specifications and reliable internet access. For some students, taking a hybrid class might require buying a new computer or upgrading their current technology. Depending on the program, hybrid learners may also need to buy software programs.

In line with Carlton (2022), Park (2011) observed six aspects on hybrid learning course delivery in his research. The six aspects were learning

responsibility, active learning and participation, efficient communication and interaction, learning style and needs, technical understanding, and learning experience related to the hybrid learning.

a. Learning Responsibility

Learning responsibility is prominently important for students at school, because with a sense of responsibility, it will create motivation and interest to learn and participate in every activity in school. The formulation of the character of student responsibility is carried out optimally covering all aspects of students themselves, namely cognitive, effective and psychomotor (Sari & Bermuli, 2021). The implementation of the character of responsibility can be carried out through solving the problem of learning topics and the responsibility of helping fellow group members to complete tasks and master the learning material (Nastiti, 2017).

b. Active Learning and Participation

Active learning is a method of education students that allow them to participate effectively in class. It takes them beyond the role of passive listener and note taker and allows the students to take some direction and initiative during the class. The role of the teacher is to facilitate and guide the students in directions that will allow them to “discover” the material as they work with other students to understand the curriculum. Active learning can encompass a variety of techniques that include small group discussion, role playing, hand-on projects and teacher driven questioning. The goal is to bring students into the process of their own education (Lorenzen, 2001). Active participation of students in teaching is the one of

the effective way of learning in science education according to large investigation (Safaei, et al., 2012)

c. Efficient Communication and Interaction

Efficient communication is the ability to deliver a clear message in the shortest amount of time. With this form of communication the message may or may not be received in the manner intended. The receiver may feel the brevity is insufficient and may need more clarity in order for the message to be delivered effectively. Being able to master efficient communication in business will have a positive impact on managing professional relationships and organizational behavior (JC Wright, 2015). Interactive learning is a pedagogical approach that incorporates social networking and urban computing into course design and delivery. Interactive learning has evolved out of the hyper-growth in the use of digital technology and virtual communication particularly by students.

d. Learning Style and Needs

Learning style and needs by Coffied, et al (2004) refer to a range of theories that aim to account for differences in individuals learning. Although there is ample evidence that individuals express personal preferences for how they prefer to receive information, few studies have found any validity in using learning learning styles in education. Many theories share the proposition that humans can be classified according to their “style” of learning, but defined, categorized and assessed. A common concept is that individuals differ in how they learn.

e. Technical Understanding

Technical understanding is skilled in practical and mechanical arts rather than theoretical or abstract thinking. Relating to or characteristic of a particular field of activity.

f. Learning Experience

Learning experience is any experience, planned or unplanned, in any number of settings and contexts that transform learner insights, supports emotional growth and builds knowledge, skills and dispositions. Learning experience refers to any interaction, course, program or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside-of school locations, outdoor environments). Learning Experience is a powerful and proven approach to teaching and learning that is based on one incontrovertible reality: people learn best through experience (Kolb, 2014).

2. Perception

Perception is the liberating perspective of human brain processes and phenomena. According to Robbins and Judge (2013), perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Moreover, states that perception is the interpretation of the sensory information related to the brain from the receptor organs such as the eyes, ears, nose, mouth, skin to produce an organized image of the environment. Many factors are involved in this process, including emotions, needs, motivations, education and experience (Koentjaningrat 2010, in Aprianto,

2017). In other words, perception is the human thought process for a particular phenomenon from the environment that has passed through the sense organs.

The perception in this present research is classified into two types, positive and negative perceptions. According to Irwanto (2002), positive perception is perception that describes all of information, knowledge (known or unknown) positively. In addition, positive perception is positive interpretations that involve human evaluating something around them. In this case, if someone has positive perception, he will accept and support the object that is perceived. On the other hand, negative perception is perception that describes information (known/unknown) negatively or not suitable with the object that is perceived. In other words, negative perception is negative interpretations that involve human evaluating something around them. In this case, if someone has negative perception, he will reject and defy every effort that is perceived. Thus, positive or negative perception will always affect person to do an action. Moreover, positive perception or the negative perception depends on how person describe any knowledge of an object that is perceived.

There are some factors that influence perception. Irwanto (2022) mentions three factors that influence perception, they are: 1) Effective attention, not all the stimulus is captured could be the center of attention, but only interesting stimulus that will be the center of attention; 2) Values and needs of a person, perception of an object or event every person is different depending on the values and needs of the individual; 3) Previous experience, first experience can affect a person's perception of observing a certain object.

Other experts, Robbins and Judge (2013), mention three different factors that influence perception. The first factor is the perceiver. When a person is looking at the target and trying to interpret what he or she sees, the interpretation is strongly influenced by the characteristics of the person which involve the attitude, personality, motives, interests, past experience, and expectations. The second factor is the target. The characteristics of the target also affect what is perceived. Loud people are more likely to be noticed in a group than quiet ones. Because the targets are not looked at in isolation but, the relationship between the target and background also influences the perception. The third factor is the situation. It refers to the context in which we see objects or events is also important. The time at which an object or event is seen can influence attention, as can location, light, heat, or any number of situational factors. For instance, at a night club on Saturday night, you may not notice a young guest wearing a sexy dress, but the same person attired for your Monday morning in management class would certainly catch your attention and your classmates. Neither the perceiver or the target has changed between Saturday night and Monday morning, but the situation is different.

It can be concluded that perception is influenced by several factors. These factors can emerge from the outside or within the individual itself. Thus, every person has a different perception about a particular object. Then, the powerful and interesting stimulus are the most things that are observed.

3. Learning

Learning means the process of acquiring something, such as skills and knowledge through study and experience. Gross (2010) stated that learning was about the process of acquiring new things, such as: behavior, understanding, skill,

attitudes, and many others. Learning could also be done in various situations, such as: learning while presentation, discussion in class, and with various activities, such as: listening, speaking, writing, and reading. Usually, it included the process between students or group of students to get knowledge skill or attitude from what they are learning with their teacher. The Indonesian National Education System also provided a definition of learning. Based on *UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 Ayat 20*, belajar or learning was the process of interaction between students with educators and learning resources in a learning environment. Additionally, Pribadi (2009) also stated that learning was a process that was deliberately designed to create learning activities in individuals.

As technology has developed, the process of learning could be done offline or also known as face-to-face learning and online or also called as virtual learning. Offline learning or face to face learning represented teaching in the pre-internet era. Although some forms of information technology had already been utilized to assist instruction, traditional teaching methods required that teaching and learning should took place at the same time and place. Meanwhile, online learning did not have the time and space limitations, and therefore, made teaching and learning separable via internet-based information delivery systems (Peia & Wub, 2019). The biggest difference between them was that online learning had more extensive learning path and more unrestricted learning place and time Ding (2019).

Method

Research Design

Restating the purpose of this research is to describe the higher education Tertiary Education Students' Perception On Hybrid English Learning Environment. Further, this research also aims at identifying the tendency of the students' attitudes. Therefore, this research uses a survey research design. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell 2012).

Research Setting

This research was conducted in Department of English Language Education at STKIP PGRI Jombang which is carrying out teaching practicum.

Participant

The participants of the research student English department at STKIP PGRI JOMBANG 2020-A that have returned the questionnaires to the researcher as many as 30 students' English education.

Sampling Technique

the data in this research were collected by using questionnaire. Thus, the instrument of this research is in the form of questionnaire with closed-ended questions. The questioner is adopted from Park (2011). It consists of six items with five likert scale choices :

- 1 = Strongly Disagree
- 2 = Moderately Disagree
- 3 = Neither Agree or Disagree
- 4 = Moderately Agree

5 = Strongly Agree

The likert scales choices were then classified into positive and negative perception with the following criteria: Likert Scales 1 and 2 are classified into negative perception, Likert Scale 3 is classified into neutral, and Likert Scale 4 and 5 are classified into positive perception.

Data Collecting Procedure

The data in this research were collected by using questionnaire. The questionnaire was distributed online to the thirty English Language Education Department students of 2020 A at STKIP PGRI Jombang. The questionnaire was distributed to the research sample on 9 December 2022. However, there were only 29 students who gave response to the questionnaire.

Findings and Discussion

In this thesis, the researcher used a survey design with purposive sampling technique to collect data about tertiary education students' perception on hybrid English learning environment. The data were collected by the researcher through online questionnaire. The questionnaire consisted of six questions. The items in the questionnaire were adapted from Park (2011). To be focus, survey questions were mainly to gather students responses on six aspects related to the hybrid delivery approach.

Based on the result of the data analysis, it was found that most of tertiary education students involved in this study perceived positively toward the hybrid English learning environment that they have experienced. This finding is similar to Mutainnah et al. (2022), Turrahmah and Ardi (2022), and Park (2011). Mutmainnah et al. (2022) found that their respondents have a positive perception

about hybrid learning that make them easier to understand the material. Students felt that hybrid learning really helpful for them. Additionally, the results of Turahmah and Ardi's (2022) study showed that the majority of the students (79,09%) had a positive positive perception on the implementation of hybrid learning. Specifically, the students agree that the use of hybrid learning motivates them to be more active in class, improve their critical thinking, interpretation, communication, and collaboration skills. While Park (2011) found that around 83,17% of his respondents also pecieved positively toward hybrid learning environment. They perceived in large part the hybrid format was a better instruction delivery than the traditional 100% F2F delivery. This was particularly true in its capability to make students selfresponsible for their learning and its flexibility to be sensitive to learner's style and needs.

However, the findings of this study are different from the finding of Wahyuni et al (2022). This present study found that most of the students tend to have positive perception on hybrid English learning environment (60,99%), followed by negative perception (20,08%), and neutral perception (18,38%). On the contrary, Wahyuni et al (2022) found that most of their respondents tend to have neutral perception on hybrid learning environment (37,5%), followed by positive perception (33,8%), and negative perception (28,8%). Thus, it can be concluded that the more students have neutral position towards the use of HL in learning English.

Further, a more specific discussion is done on the finding of each aspects in the questionnaire. The first aspect is "The hybrid course delivery encouraged you to take responsibility in your learning." More than a half of the participants

(62,1%) tend to have positive perception related to the first aspect. The finding is in line with the finding of Park (2011) who found that most of his respondents (89%) perceived positively on the same aspect.

As mentioned in the previous chapter, twenty-nine students of 2020 A responded to questionnaire. Based on the data analysis process on the tertiary education students' perceptions related to hybrid English learning environments, it was found that 61,49% of the students tend to have positive perceptions (Moderately Agree = 57,47%, Strongly Agree = 4,02%). The summaries of perception are presented in the table 4.1.

Item number	Item	Strongly Disagree (1)	Moderately Disagree (2)	Neither Agree or Disagree (3)	Moderately Agree (4)	Strongly Agree (5)
1	The hybrid course delivery encouraged you to take responsibility in your learning	-	5 (17,2%)	6 (20,7%)	18 (62,1%)	-
2	The hybrid course delivery promoted active learning and participation	-	9 (31%)	4 (13,8%)	16 (55,2%)	-
3	The hybrid course delivery allowed efficient communication/ interactions with the instructor.	-	7 (24,1%)	5 (17,2%)	17 (55,6%)	-
4	The hybrid course delivery was sensitive to students' learning style, needs, and preferences.	-	3 (10,3%)	7 (24,1%)	16 (55,2%)	3 (10,3%)
5	The hybrid course delivery helped you easily	-	4	6	18	1

	understand the technical topics covered.		(13,8%)	(20,7%)	(62,1%)	(3,4%)
6	Overall, the hybrid course delivery is believed to provide a good learning experience.	1 (3,4%)	6 (20,7%)	4 (13,8%)	15 (51,7%)	3 (10,3%)

The similar results were also found in the second and third aspects. Around 55,2% of the participants perceived positively on the second aspect and 55,6% on the third aspect. From those results it can be concluded that around half of the participants tended to have positive perception both on the hybrid delivery that promote active learning and participation (55,2%) and hybrid course delivery that allow efficient communication/ interaction with the instructor (55,6%). The results of this study are similar to the findings of Turahmah and Ardi (2022) who argued that their respondents agree that the use of hybrid learning motivated them to be more active in class and improved their communication. Additionally, the present findings also confirm the findings of Park (2011). However, Park (2011) found a higher percentage in both aspects. Around 84% of his respondents perceived positively on the second aspect, and 75% on the third aspect.

Next, the respondents were also found to have positive perception on the fourth and fifth aspects. The fourth item, "The hybrid course delivery was sensitive to students' learning style, needs, and preferences," and the fifth item, "The hybrid course delivery helped you easily understand the technical topics covered," were perceived positively by 65,5% of the respondents. The results support the findings of Park (2011) on the similar aspects. Park (2011) found 78% and 86% of the respondents perceived positively on aspect 4 and 5. Additionally, the finding

in the aspect 5 supports the finding of Turrahmah and Ardi (2022) who state that their respondents agree that hybrid learning improved their understanding on the material.

The result on the last aspect of hybrid course delivery, “Overall, the hybrid course delivery is believed to provide a good learning experience,” showed positive response from the participants. Specifically, 62 % of the participants perceived positively to the aspect. The finding confirms the survey result of Park (2011) on the same aspect who found 87% of the respondents tend to have positive perception.

Conclusion

This research investigated tertiary education students’ perception on hybrid English learning environment. A survey design was implemented and a questionnaire was used to collect data. The questionnaire consisted of six aspects related to the hybrid course delivery. This survey focus of questions is mainly to gather students perception on various learning aspects related to the hybrid delivery approach.

Referring to the findings presented in the previous chapter, it can be seen that the participants tend to have positive perception on each aspects on the questionnaire. Sequentially, 62,1% participants perceive positively on the first aspect, 55,2% participants on the second aspect, 55,6% participants on the third aspect, 65,5% participants on the forth and fifth aspects, and 62% participants on the sixth aspect. Thus, it can be concluded that the tertiary education students’ tend to have positive perception on hybrid English learning environment.

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