

# **CHAPTER I**

## **INTRODUCTION**

In this Chapter, of course, there were six sub-chapters, namely the background of the study, formulation of the problems, the purposes of the study, the significance of the study, limitations of the study, and a systematic overview of the study.

### **1.1 Background of the Study**

Since the beginning of 2020, the Indonesian government has designated the COVID-19 virus disease as a global pandemic, with its impacts reaching across all aspects of human life, including education. To prevent the spread of COVID-19, all learning activities at all levels of education were conducted offline, and offline learning was temporarily suspended [1]. There were various opinions, both in favor and against, from the community regarding suspending offline learning. With the suspension of offline learning, many students ultimately did not study at home. Consequently, there arose a need to conduct offline (face-to-face) and online (remote) learning, commonly called hybrid or blended learning.

Hybrid/blended learning combined traditional face-to-face meetings and technology integration in e-learning. Thus, its implementation depended directly on the strategies used evenly by lecturers and students [2]. With hybrid learning, students could learn face-to-face or remotely at home. The main goal of hybrid learning was to make learning more effective, efficient, and engaging by providing opportunities for diverse student personalities, allowing students to learn independently and continuously, and promoting lifelong learning [3]. [4] Hybrid or blended learning has gained popularity in several contexts by combining technology-based and face-to-face learning.

Before implementing hybrid learning, institutions had to consider three essential factors. The first was infrastructure. These facilities connected students and teachers in different locations. Methods and materials for hybrid teaching

needed to be standardized. The suitability of an asset could be determined by its capacity and size. In addition to classroom arrangements, teachers also required to pay attention to this and operate the mentioned equipment. The second step in creating a hybrid learning environment for students was identifying challenging learning environments. Teachers should not only focus on teaching-centered activities such as presentations, group discussions, project-based learning, case-based learning, etc. The third step in implementing hybrid learning was creating interaction between students and teachers. This could be sibling interaction or parent-child interaction, creating good interpersonal interactions. Students and teachers faced significant challenges because teachers had to deal with different students in class and at home. The three most important factors were infrastructure, student learning, and student-centered interactions, contributing to developing student perception in hybrid learning [5].

Perception was a process that freed the human brain and was a way to observe a phenomenon. This process involved many factors, including emotions, needs, motivation, education, and experiences [6]. Perception could also be defined as placing most objects, events, or relationships obtained through data collection and message decomposition.

Perception could be defined as the process through which individuals interpret and understand sensory information from their environment. It involved organizing, analyzing, and understanding sensory stimuli such as vision, sound, touch, taste, and smell. Various factors influenced perception, including past experiences, cultural background, cognitive processes, and biological predispositions. Essentially, perception shapes how individuals perceive and interact with the world around them, playing a fundamental role in cognition, behavior, and decision-making.

With perception, we could understand the phenomena that were occurring around us. Therefore, in this research, the researcher aimed to investigate the perception of both students and teachers towards English language learning through hybrid/blended learning.

In July 2022, the Directorate General of Higher Education, Directorate of Research and Technology (Ditjen Dikristek), based on the Joint Decree of the Minister of Education, Culture, Research, and Technology, the Minister of Religious Affairs, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia No.01/KB/2022, No.408 Year 2022, No.HK.01.08/MENKES/1140/202, Higher Education Institutions were allowed to conduct learning activities in geographical areas either by organizing courses in classrooms or online, following the guidelines provided in Decision Number 420-1026 year 2022 to determine how learning would be carried out during the COVID-19 virus pandemic, taking into account the geographical regions [7]. With this decision, Universitas Islam Majapahit (UNIM) Mojokerto, for the academic year 2022/2023, conducted offline and online (hybrid) learning activities. However, it was also important to note that offline and online (hybrid) activities considered the surrounding conditions and notifications issued by the government for the subsequent period.

It should be noted that many other schools or universities have also begun implementing this hybrid learning, combining offline and online learning. Because of this hybrid approach, learning became more effective. However, among the many schools or universities implementing hybrid learning activities, Majapahit Islamic University has its uniqueness in implementing this hybrid learning. For instance, during offline learning sessions, if some students couldn't attend in person due to unavoidable circumstances, they could still participate in the learning process online. This way, there were simultaneously two learning models: offline and online. By implementing this approach, students wouldn't miss out on lessons for that day.

From the explanation of the phenomenon currently occurring above, it became an interest for the researcher to ascertain the perceptions of both students and teachers of English language learning using hybrid learning with the research title, "HYBRID LEARNING: STUDENT AND TEACHER PERCEPTIONS IN ENGLISH LANGUAGE LEARNING."

## **1.2 Formulation of the Problems**

1. What are student's perceptions of learning English using hybrid-based learning?
2. What are teacher's perceptions of teaching English using hybrid learning?

## **1.3 The Purposes of the Study**

The purpose of this research itself is. The aims of this research are:

1. To investigate student's perceptions of English language learning through hybrid learning methods.
2. To explore teacher's perceptions of English language teaching through hybrid learning methods.

## **1.4 The Significances of the Study**

Based on the objectives of the research above, it was hoped that the results of this research could provide benefits, both theoretically and practically, for all parties related to this research, namely:

### 1) Theoretical Significances

Through this research, it was hoped that it would be useful for technological developments, especially in the world of education, so that education could be more easily accessed through various methods that were more accessible and could be understood by students.

### 2) Practical Significances

- For Students: To improve students' enthusiasm for learning English, students could find out what a hybrid-based learning system was like.
- For teachers: The research revealed that hybrid-based learning like this could make it easier for teachers to explain when providing material.

## **1.5 Limitation of the Study**

The focus of this research topic was hybrid learning. This research was carried out from March to June 2024. The place or location itself was at the Majapahit Islamic University. The object of this research was English language education students in semesters 2, 4, 6, and 8. This research used descriptive qualitative methods, namely structured interviews and mixed questionnaires.

## **1.6 A Systematic Overview of the Study**

The systematic discussion of the results of this research was divided into five chapters, which were related to each other, namely Chapter 1, which contained the introduction, chapter 2 contained the literature review, chapter 3 research methods, chapter 4 research results and discussion, and finally chapter 5, the conclusion.