

## First Year Student Perception in Hybrid Learning at University After Drastic Decline Covid-19 Cases

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### Abstract

This study determines the perceptions of first-year students towards hybrid learning during the drastic decline of Covid-19 cases. This research uses a qualitative approach with descriptive methods conducted by first-year students from the Journalism Study Program at Syarif Hidayatullah State Islamic University (UIN) Jakarta. The results revealed that there were 4 subscales with positive perceptions including preparation for the Covid-19 pandemic (99%), academic adjustment (92%), social change (62%), institutional attachment (86%), and 1 subscale with negative perceptions, namely personal-emotional adjustment (73%). The conclusion from the results of the study is that of the five subscales, respondents' perceptions refer to positive values. Although there is one subscale that has a high negative perception. Respondents can prepare and adjust themselves to learn with hybrid learning method. However, respondents need self-awareness regarding their mental and physical health.

**Keyword:** Covid-19 cases, first-year student, hybrid learning, perception

### Abstrak

*Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa tahun pertama terhadap hybrid learning dimasa turunnya kasus Covid-19 secara drastis. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif yang dilakukan oleh mahasiswa tahun pertama dari Program Studi Jurnalistik Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta. Hasil penelitian mengungkapkan bahwa terdapat 4 subskala dengan persepsi positif diantaranya persiapan menghadapi pandemi Covid-19 (99%), penyesuaian akademik (92%), penyesuaian sosial (62%), keterikatan institusi (86%), dan 1 subskala dengan persepsi negatif yaitu penyesuaian personal-emosional (73%). Kesimpulan dari hasil penelitian adalah bahwa dari kelima subskala tersebut, persepsi responden mengacu pada nilai-nilai positif. Meskipun ada satu subskala yang memiliki persepsi negatif yang tinggi. Responden dapat mempersiapkan dan menyesuaikan diri untuk belajar dengan metode hybrid learning. Namun, responden membutuhkan kesadaran diri mengenai mental dan fisik mereka.*

**Keywords:** Kasus Covid-19, mahasiswa tahun pertama, pembelajaran hybrid, persepsi

### Introduction

Since early 2020, the Government of Indonesia has declared the status of Corona Virus Disease 19 (Covid-19) as a global pandemic, the impact of which can be felt in all sectors of human life, including the education sector. In order to prevent the transmission of Covid-19, all learning activities are carried out offline by all levels of education and offline learning is temporarily suspended (Aminullah et al., 2021). Disrupted learning activities due to the Covid-19 pandemic will result in a decrease in the quality of human resources in the

future (Winata et al., 2021). However, learning activities must still be organised regardless of the current situation and do not let the right to learn be lost due to the Covid-19 pandemic (Winata et al., 2021).

The Minister of Health of the Republic of Indonesia (Kemenkes RI), Budi Gunadi Sadikin, said the drastic decline in Covid-19 cases is scientifically due to the fact that most Indonesians already have immunity in their bodies to ward off the virus. Two factors that influence this immunity, which comes from vaccinations or from people who have recovered from illnesses (Intan, 2021). Until July 2022, the Directorate General of Higher Education, Research and Technology (Ditjen Diktiristek), based on the Joint Decree of the Minister of Education, Culture, Research and Technology, Minister of Religious Affairs, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number 01/KB/2022, Number 408 of 2022, Number HK.01.08/MENKES/1140/2022, and Number 420-1026 of 2022 concerning Guidelines for Implementing Learning during the 2019 Coronavirus Disease (Covid-19) Pandemic, by looking at the geographical conditions of the region based on the Decree of the Minister of Education, Culture, Research and Technology Number 160/P/2021 concerning Special Regions Based on Geographical Conditions, learning activities in the higher education environment can be carried out face-to-face or offline while continuing to implement health protocols or conducting distance learning or online (Hendayana, 2022). In line with this decision, State Islamic University (UIN) Syarif Hidayatullah Jakarta through Rector Circular Letter Number 4067 of 2022 concerning Academic and Non-Academic Activities for the Odd Semester of Academic Year 2022/2023 UIN Syarif Hidayatullah Jakarta, states that academic and non-academic activities are carried out offline by taking into account the level of Restrictions on Community Activities (PPKM). However, in reality, the activities carried out, especially academic activities, are carried out offline and online. Academic/learning activities combined offline and online can be called hybrid learning or blended learning (Habibah et al., 2021; Sanjaya et al., 2022).

Hybrid learning is a learning method that combines several other learning methods (Tim Brillian, 2015). Learning can be delivered through media such as text, graphics, animation, simulation, audio and video. Hybrid learning can improve the quality of learning through the actual features of online learning and reduce the barriers that occur in face-to-face offline learning (Farkhatun, 2021). According to Mulyana et al., (2020) education experts call the hybrid learning model between face-to-face and distance learning is a more realistic option for most educational institutions in the new normal era. The following are some research results that have been conducted previously by other researchers related to hybrid learning.

First, research conducted by Harun et al., (2021) found that in general, students are interested in hybrid learning, because learning activities are not tied to time and place. The success of hybrid learning is also supported by the availability that can support it. The advantage of hybrid learning lies in the interaction process between teachers and students who are present in the teaching and learning process that can be applied again (Nuril Ahmad Fauzi & Setiawati, 2021). The application of hybrid learning can be an alternative to increase learning motivation and can improve learning outcomes during limited face-to-face learning periods (Wahyuni, 2021; Zahrawati & Aras, 2020; Zahrawati & Nurhayati, 2021).

On the other side, research from Makhin (2021), found that there are four factors inhibiting and supporting the implementation of hybrid learning including teachers, parents, students, and applications. The unpreparedness of a teacher in starting learning using technology, insufficient data packages, the need to have a stable signal, then, the need for parents to provide enthusiasm and support to their children to always be enthusiastic in learning, and students are also expected to continue to understand the material provided by the teacher, all greatly affect these factors. These four factors support research by H. V. Putri & Sari, (2022) with the statement that constraints on hybrid learning trigger difficulties in conditioning, focusing, and understanding the material. Next, based on research Ismunandar

& Nandang, (2022), hybrid learning does not make students understand the material from the lecturer. Strategies that can improve students' reasoning skills are offline learning, giving more examples, and others. Therefore, the novelty of this research compared to previous studies lies in the timing of hybrid learning, which occurred when the covid-19 pandemic case dropped drastically, especially for first-year students who do not fully understand the physical state of the university but experience learning that is not entirely done face-to-face.

The hybrid learning process during the drastic decline in Covid-19 cases is being felt directly by first-year students of the Journalism Study Program at the Faculty of Da'wah and Communication Sciences of UIN Syarif Hidayatullah Jakarta in the 2022/2023 academic year. It is based on the Rector's Circular Letter Number 4067 of 2022 concerning Academic and Non-Academic Activities for the Odd Semester of Academic Year 2022/2023 of UIN Syarif Hidayatullah Jakarta (fikesUIN, 2022). As a first-year student, there will be adaptations or changes in conducting their education which is certainly different from previous education. The learning process will be more varied, either academically or non-academically (Oetomo et al., 2017). The process of moving into the world of higher education or lectures is normal for new students (Chafsoh, 2020).

The digital era requires journalists not only to be smart in covering the news directly, but also to utilise technology. This makes hybrid learning for first-year students of the journalism study programme function as a method to train themselves to become journalists who are ready for the future. Making journalists who are able to provide factual information based on direct and online reportage. However, its success in following or adjusting to a new atmosphere certainly cannot be done quickly and easily (Raharjo & Pebriyani, 2020).

First-year students' perceptions of hybrid learning activities during the drastic decline in Covid-19 cases need to be explored. Knowing perceptions can be new information and perspectives as evaluation materials (Cahyawati & Gunarto, 2021). Perception is the human ability to distinguish, classify which then focuses on something and to interpret it (Alizamar & Couta, 2016). Perception is a process that begins with the sensing process, which is the process of receiving stimulus by individuals who hit the sensory organs or also called the natural process or physical process (Saleh, 2018).

Beginning with the Rector's Circular Letter Number. 4067 of 2022, concerning Academic and Non-Academic Activities for the Odd Semester of the 2022/2023 Academic Year of UIN Syarif Hidayatullah Jakarta, regarding the process of academic activities carried out offline, but in reality it is carried out in a hybrid manner, which combines offline and online, and based on the results of the study, as well as the results of previous studies, so that the problem of how is the perception of first-year students regarding hybrid learning after the Covid-19 case has drastically declined? And in the end, this research aims to find out and describe the perceptions of first-year students towards hybrid learning after the Covid-19 case drastically declined.

## Methodology

This research uses a qualitative approach with descriptive methods. Qualitative research focuses more on describing the nature or purpose of a particular object or symptom (Abdussamad, 2021). The research has been carried out in a period of approximately September 2022 to November 2022, starting from the selection of the title and implementation of research to the preparation of research reports as research results. The population in this study were first-year students in the Journalism Study Programme at the Faculty of Da'wah and Communication Sciences, UIN Syarif Hidayatullah Jakarta in the academic year 2022/2023. The samples in this research were 4 (four) classes in the journalism study program. Sampling was carried out using purposive sampling technique, which is a sampling technique by the researcher by relying on his own judgement when selecting members of the population to participate in the research (Lararenjana, 2020)

The data collection technique to find data sources in the study was an instrument in the form of a questionnaire with the answer choice Yes for positive perceptions and the answer choice No for negative perceptions. Dichotomous Question technique is a form of question for respondents by being given the freedom to choose one answer from the two available answers. This type of question uses Yes or No (Salmaa, 2021). As evidence of the validity of the data, researchers used the source triangulation technique. The triangulation technique is a data collection technique using different data sources which are then compared with other techniques (Abdussamad, 2021). Data Validity In testing the veracity of the data obtained, the researcher conducted interviews to. According to (Rijali, 2018), the data analysis technique consists of four stages that must be carried out, namely: data collection stage, data reduction stage, data presentation stage and conclusion drawing stage.

## Result and Discussion

First-year students' perceptions of hybrid learning after the drastic decline in Covid-19 cases were measured by 5 subscales, namely Covid-19 pandemic preparation, academic adjustment, social adjustment, personal-emotional adjustment and institutional attachment. The demographics of the subscales can be seen in Table 1.

Tabel 1. The Percentage Result on Each Subscale

Subscale	Percentage	P/N
Covid-19 Pandemic Preparation	99%	P
Academic Adjustment	92%	P
Social Adjustment	62%	P
Personal-Emotional Adjustment	73%	N
Institution Attachment	86%	P

Percentage results on each subscale. Results from the questionnaire are presented for each subscale measured. P to describe positive results and N to describe negative results. From the table above, it can be described that the preparation of first-year students in preparing for the Covid-19 pandemic is very good with a percentage of (99%) or can be said to be almost perfect. This subscale is a complement to the research object with the aim of knowing the state of first-year students regarding these preparations before starting learning at the University. Then, academic adjustment for first-year students shows a positive perception with a percentage of (92%). Furthermore, social adjustment for first-year students shows a positive perception with a percentage of (62%). However, personal-emotional adjustment for students showed a negative perception with a percentage of (73%). Next, institutional attachment for respondents showed a positive perception with a percentage of (86%).

### Covid-19 Pandemic Preparation

In this subscale, researchers want to know the respondents' perceptions regarding preparations for the Covid-19 pandemic that have not been completed, but lectures must be carried out by utilising hybrid learning methods. As a result, respondents have a positive perception with a percentage of (99%). With these results, researchers can say that respondents are ready to implement hybrid learning methods even though the pandemic has not yet been completed. The researcher also concluded that the respondents were very good at preparing themselves. The manifestation of this positive perception can be seen by respondents who have vaccinated before starting lectures at the University.

Vaccination is one of the Indonesian government's programmes to reduce Covid-19 cases. This statement is supported by information submitted by the Government Spokesperson for Covid-19 Vaccination in Indonesia, Dr Siti Nadia Tarmizi, who said that vaccination can help reduce the risk of being infected with the corona virus (Fadli, 2021). So it is not

impossible that the vaccination carried out by respondents does not have any effect on them, because vaccination can protect and keep respondents from being easily exposed to the virus. Vaccination by respondents is part of the health procedures that must be carried out, and facilitates their activities, especially outdoor activities.

Apart from vaccination, there are also some respondents who are difficult to be exposed to the coronavirus because they have previously been exposed to the virus. Basically, the immune system in the human body actually still remembers the virus (Putri, 2021). So that these respondents already have immunity to the corona virus, even though they have not vaccinated. The form of respondents' preparation for the Covid-19 pandemic described above is evidence of the statement of the Indonesian Minister of Health, Budi Gunadi Sadikin regarding the decline in Covid-19 cases, which states that most Indonesians have immunity in their bodies to ward off the virus from two factors, either factors originating from vaccination or factors originating from people who have recovered from illness (Intan, 2021). For respondents who had previously been exposed to Covid-19, until this study took place, some of them had vaccinated. It can be concluded that respondents have no worries regarding the pandemic that is still happening today, and this subscale indirectly affects the other subscales.

### **Academic Adjustment**

Respondents' perceptions in the academic adjustment subscale were measured on self-motivation towards lectures using hybrid learning methods supported by ability and self-satisfaction in dealing with lectures with these methods. The results in table 1. prove that respondents have a positive perception in self-adjustment related to the hybrid learning method applied to lectures with a total percentage (92%). The results of the study are also in accordance with research conducted by (Rahayu & Arianti, 2020), namely that motivation is manifested by the ability and respondents to meet all needs in applying the method. The real form is the respondents' easy understanding of hybrid learning, both in terms of the material studied and the material delivered by the lecturer.

In addition, having supporting devices (mobile phones, laptops, etc.), accessibility (internet quota, network stability, etc.), use of transportation, both private and public, also strengthen respondents' motivation to learn using hybrid learning methods. Respondents also stated that this was a proof of readiness and became their own satisfaction as first-year students in attending lectures using this method. Some respondents were unable to adjust due to supporting devices and accessibility constraints, which could certainly interfere with their immediate comfort in applying the method.

### **Social Adjustment**

The social adjustment subscale which is states that the level of student involvement in social activities, involvement with others on campus and success in adjusting to circumstances away from the family left behind, then, escape from the comfort of significant others in their home area, and feelings of satisfaction with the new social environment can be a sign of respondents' social adjustment (Rahayu & Arianti, 2020). From the results of the study with a total percentage of (62%), most of the respondents managed to socially adjust to the hybrid learning method applied in lectures, which means they expressed positive perceptions.

This positive perception is illustrated by respondents who have a sense of wanting to try to join activities or organisations at the University. Having new skills that are not obtained in lectures is also a motivation for respondents to take part in these activities. Then, respondents have also managed to establish and maintain good friendships. They did not feel that the method hindered their social life. Homesickness did not burden respondents in implementing the method, as most of them still lived with their families. Of course, it can also be concluded that respondents also did not miss their previous neighbourhoods, and there was no anxiety about the social environment around the University.

Although there were some respondents who found it difficult to immediately adjust to the new environment. This is also continuous with the respondents' involvement in activities or activities at the University. There are some respondents who still have a sense of homesickness for their families and neighbourhoods. Especially for respondents who migrated. The previous education period related to the place of residence also made it difficult for respondents to adjust to the lectures that had been undertaken.

### **Personal-Emotional Adjustment**

Different from other subscales, negative perception is the largest percentage of respondents in the personal-emotional adjustment subscale with a total percentage of (73%). The negative perception of hybrid learning can be seen in two aspects, the first is the aspect of mental disorders that appear in the form of anxiety, tension, etc., the second comes from the aspect of physical disorders that appear in forms such as indigestion, respiratory problems, headaches, back pain, fatigue, etc., (Rahayu & Arianti, 2020). Most of the respondents in this study experienced these two aspects in various forms.

They expressed that the hybrid learning method is very draining. The number of assignments given, until they accumulate which is then related to the very close collection time makes the respondents feel burdened, both mentally and physically. In addition, respondents also rarely do exercise, which in turn becomes one of the supporting factors for the realisation of these two aspects. The two aspects are indirectly interrelated. Stress can cause headaches. This happens because stress makes the muscles in the head area experience tension. Apart from stress, anxiety can also trigger headaches (Anggraini, 2020). In this subscale, the researcher concludes that respondents care less about themselves, both mentally and physically.

### **Institution Attachment**

In this last subscale, positive perception was successfully shown again by the respondents with a percentage of (86%). The result also refers to the respondents' comfort towards the hybrid learning implemented at the University. All elements in the University do not make most respondents feel disturbed. Both their views on the highest institution, the faculty chosen, and the study programme undertaken by the respondents.

Respondents have high enthusiasm in pursuing education at the University. This is motivated by the fact that the Covid-19 pandemic caused learning to be carried out using fully online methods, making respondents have a high desire to carry out offline learning. For this reason, respondents really enjoy the hybrid learning method at the University. Respondents also feel suitable with their chosen study programme. So it can indicate that there is no intention for respondents to regret continuing their education at the University, and there is no discomfort related to the hybrid learning method applied.

### **Conclusion**

The conclusion from the results of the study is that all five subscales show positive perceptions by respondents towards hybrid learning after the drastic decline in Covid-19 cases. Although there is one subscale with a high negative perception. However, it does not rule out the fact based on the data that respondents can prepare and adjust themselves to learn using the hybrid learning method. There are no obstacles for respondents regarding the Covid-19 pandemic that still exists today. Suggestions from researchers related to the hybrid learning method carried out by respondents, related to the personal-emotional adjustment subscale, the need for self-awareness regarding the mental and physical health of respondents in following the hybrid learning method. Not only respondents, institutions also need to pay attention, related to these subscales, so that lectures with hybrid learning methods can be carried out and have good benefits, without any obstacles. Researchers realize that the research that has been

done still has many shortcomings. Therefore, further research is needed on hybrid learning implemented by universities across Indonesia if they are still in the Covid-19 pandemic status, regardless of the rise or fall of the pandemic cases.

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