

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Perception**

##### **1. Definition of Perception**

The researcher discusses students' perception of implementing hybrid learning in this study. The perception of students' towards this method can be seen from the learning activities when online or offline learning. The word perception is an uptake word from the English language that is a perception that has the meaning of observation. Perception can be defined as a response that a person has to assess anything that is viewed from one's perspective. Human behavior towards something obtained basically begins with sensing or sensation, which is the process of entering a stimulus into the human senses, then the stimulus received by the sense tool is translated by the brain.

Perception is a cognitive process of selecting, analyzing, organizing, interpreting, and integrating stimuli of any kind of information received by someone that is meaningful and different from one another (Sahrawi, 2017:172). Perception is a process that commences with the use of the five senses to receive a stimulus, then organizes and interprets the information so that it understands what has been sensed. The brain's ability to translate the stimulus into the human senses is called perception (Sugihartono et al., 2012:66). Perception is a psychological process through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. In a psychological process through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. This shows that each individual has a different point of view or perception even though they are in the same room or condition because the stimuli received by each individual are different and interpreted in different ways. The brain translates the stimulus received from the five senses to produce an

understanding that can affect the way individuals behave or respond to a stimulus. Perception is about personal experiences through the five senses and feelings (Matthen, 2015:145).

## **2. Types of Perception**

According to Lee et al., (2016:228), there are two types of perception, they are negative and positive perception, both are explained in the following description:

### **1). Positive perception**

The Positive perception is the perception that describes all information knowledge (known or unknown) positively. In addition, positive perception is the positive interpretation that involves humans evaluating something around them. In this case, if someone has a positive perception, they will accept and support the perceived object.

### **2). Negative perception**

The negative perception is the perception that describes information (known or unknown) negatively or not suitable for the perceived object. In other words, negative perception is the negative interpretation that involves humans evaluating something around them.

## **3. Students' Perception**

Students are subjects who accept what is conveyed by the lecturer. The figure of student' is generally a child who needs the help of others to be able to grow and develop towards maturity.

Perception is a complex process that causes a person to receive or summarize information obtained from his environment. That perception is relative, selective, and orderly. The better the perception of something, the easier it is for students to learn to remember something (Tarmiji, 2016:148).

Students' perception is the process of applying students to information on an object in the application of the hybrid learning method. Through the

observation of their senses, students can give meaning to interpreting the observed object.

#### 4. Aspect of Perception

To find out students' perceptions, the researcher use the same question aspect as the journal entitled: teachers' perceptions of writing scientific papers in the Sekadau district (Aunurrahman, et al. 2019).

**Table 2.1**

**The Aspect of Perception**

Aspects	Description	Example	Indicator in Tools of Data Collection
Understanding	To determine the extent to which students' regarding hybrid learning method.	Judge from one's mindset towards this method. If someone already understands it will be seen from the actions and results.	Students Awareness, Students Perception, Students Perfomance (Alfiras et al., 2021).
Criticism	To find out the shortcomings that exist in the hybrid learing method.	Judging from the sensitivity, how sensitive at teachers are to what they feel, what is lacking and can finally give it criticism.	Students criticism of hybrid learning method.

Suggestions	To make quality learning better in the future.	Judging from what someone needs, if someone needs something they want it definitely suggests getting something.	Suggestion given by students in hybrid learning.
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Table from: Aunurrahman, et al. 2019

With an explanation of the aspect of perception, it can be easier to know what is discussed in this perception. And it turns out from the explanation above that there are only 3 aspects of perceptions of the implementation hybrid learning method , namely understanding, criticism, and suggestion. That way it's easy to know the realm.

a. Students Awareness

Students' awareness of being part of the human experience and encouraging acceptance of others who may look, learn or behave differently from what is known (Alfiras et al., n.d.). The researcher uses students' awareness as an indicator of understanding part of the perception aspect.

b. Students Perception about Hybrid Classes

Students perception of an information on an object or event being observed. The researcher uses students perception as an indicator of understanding part of the perception aspect.

c. Students Perfomance

Student performance is influenced by several factors such as student learning skills, teacher quality, and others that are obtained when hybrid learning. The researcher uses students' performance as an indicator of understanding part of the perception aspect.

## **B. Implementation**

### **1. Definition of Implementation**

The implementation in this research is focused on the hybrid learning method which is implemented for the second-semester students of IKIP PGRI Pontianak. Implementation is an activity carried out by planning to achieve the objectives of an activity. Implementation is not just an activity, but a planned activity to achieve the objectives of the activity (Murestiyanto, 2019:136). The implementation aims to implement something in the educational process by several policy objectives (Viennet & Pont, 2017:6). It is similar to the implementation of the hybrid learning method in the focus of this research, which also certainly has a purpose. The purpose of the implementation of hybrid learning in this study is to help facilitate the teaching and learning process in various eras so that they do not experience difficulties and obstacles. The implementation helps reveal "what" is going on, and respond to a specific problem based on a specific context (Signed, 2017:208). From the description above, it can be concluded that the implementation is a plan and response activity to achieve a specific problem in the educational process. An example in the educational field is the implementation of hybrid learning which can be applied in various eras.

### **2. The benefits of implementation of Hybrid Learning**

Hybrid learning combines the best sides of face-to-face activities, online learning, and contextual practices. It is indisputable that the technology usage in hybrid towards the New Normal era has both good and bad sides (Rorimpandey & Midun, 2021:182). One of the good sides of hybrid is giving students the freedom to express their idea which is not visible when lectures are processed in class due to shyness, hesitation, afraid, and even inadequate verbal skills. It also eliminates the traditional 'top and down' teaching pattern where lecturers know the whole thing and students only comply with all the lecturers utter and it enlarges students'

and lecturers' creativeness and freedom in upgrading themselves with the latest knowledge. Besides, through hybrid learning, students are more accustomed to using technology in learning and reducing dependence on the tutors' attendance like in a face-to-face meeting. It is in line with Park, (2014:4) who applied a hybrid learning format and it provided a positive learning experience for students. Implemented hybrid learning (online and face to face), this approach is better than traditional face-to-face, it is more flexible, makes students more responsible in learning and more sensitive to learning styles and needs.

## **C. Hybrid Learning**

### **1. The Description of Hybrid Learning**

The application of new methods in learning in the new normal era seems to have become a necessity. For less than two years, the students have been studying at home with achievements that we are still increasing the level of success. Currently, various learning programs are being talked about to support the learning process, especially in dealing with the issue of curriculum change, so that the budget and effectiveness in achieving the learning process become the focus of attention. And we are still in the process of adapting to new ways of learning and forming a hybrid learning method. The benefits of online learning will be better if it is combined with other learning components, namely mixed learning (Makhin, 2021:98). During the Covid-19 pandemic, where all learning was delivered online, hybrid learning was made one of the right choices to accommodate learning activities in schools and colleges.

Hybrid learning is a combination of offline or offline learning with online or online learning (Xu et al., 2019:3). Learning interactions that are usually done online or virtual such as zoom, google meet, and the like can now also be done offline or meet in person in the class. Hybrid learning is learning that is usually integrated through learning outside the classroom where you can use electronic facilities such as tutorials, study groups, or information from the library (Pavlidou et al., 2021:23). Hybrid learning is

learning with a combination system of learning methods between online or online methods (outside class) with face-to-face meeting methods for several hours (inside the class).

There are several factors for hybrid learning, including (a) Adequate internet network; (b) The ability of teachers to access electronic devices and access applications that will be used in the learning process; (c) Providing briefing to students in accessing the application system platform that will be used in the online learning process. The problem that will arise when learning using a hybrid system is not about the technology or students' mastery of technology, but because of human resources, especially the mindset of the teacher (Park, 2014:7).

## **2. The Advantage and Disadvantages of Hybrid Learning**

The students, in a study done by Shimkovich et al., (2022:1539), noted the positive aspects of the hybrid learning format. The respondents noted the advantages of communicating with teachers and classmates in the classroom. They also began to better understand the educational material in this format of learning and communication and find it much more convenient to use textbooks in paper form. These students also experience an improvement in the quality of learning in hybrid format compared to distance learning.

Students note some difficulties in assimilating educational material in a hybrid learning format: it is difficult for them to understand new information, and a large amount of independent work is received from a teacher. A significant part of students do experience problems in expressing their point of view during classes, the teacher always gives them the time, and takes into account their opinion. Some students believe that the teacher rarely asks them. Most of the students highly appreciated the communication between classmates, and students constantly communicate with each other; only some students are dissatisfied with communication in the group.

#### **D. Previous Related Studies**

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows :

Sang Yeoup Lee, (2016) with the title “Students’ perceptions of problem based learning tutorial sessions in a systembased hybrid curriculum” this article is to find out that problem based learning (PBL) significantly improves knowledge and various learning skills in a system-based hybrid curriculum. They agree with the benefits of PBL as a medical education-learning tool. However, like other educational methods, PBL has its strengths and weaknesses. Studies reported that PBL performance is related to factors, such as, gender (of students and tutors), age, race, ethnicity, social or cultural background, peer review, grading system, the use of simulations, and learning style, which tutors need to understand prior to PBL sessions. For the result in this study, students disagreed that PBL is a substitute for the lectures. Every student has different preferred types of learning styles so that they may want to experience various ways of learning. Also, we completely support the necessity of students and staff training. At present, it is clear that PBL offers a useful tool for medical education in the East and West.

Blanka Frydrychova Klimova and Jaroslav Kacetl, (2015) with the title “Hybrid learning and its current role in the teaching of foreign languages” this article aims to explore the current perception of the concept of hybrid learning with respect to the research conducted in this area and to describe its methodology such as a thoughtful integration of face-to-face and fully online instructional components; innovative use of technology; reconceptualization of the learning paradigm; or sustained assessment and evaluation of blended learning. In addition, the authors of this article focus, both theoretically and practically, on its role in the teaching of foreign languages and its added value in this process. Therefore, hybrid learning can be a solution to a number of problems. However, one must always bear in mind the purpose of using this approach and the learner’s needs.



Paulus Ganovia (2022) with the title “Effectiveness of Hybrid Learning in the Learning Process for Class XI Senior High School Students Kalam Kudus Pematangsiantar” this article aims to were obtained which stated that during the Covid-19 pandemic, the school carried out hybrid learning guided by the curriculum. The hybrid learning approach used is student center. The findings of this study are learning activities using hybrid learning have obstacles. By looking at the obstacles experienced, it is hoped that effective teachers and learning providers can improve them, so that learning can be more meaningful, interactive, and fun for students during this pandemic.

Faridatul Kibtiyah Zaini, Anwar Sa’dullah, Muhammad Sulistiono (2021), with the title “Implementation Of Hybrid Learning in Educational Learning Islam in Senior High School 2 Malang”. This research is to motivated by how a student carries out a learning process that takes place online or offline using a hybrid learning system. The hybrid learning system had been implemented by SMAN 2 Malang before the pandemic period, so that during the pandemic the system was even more intensified. The results of research that there are four factors inhibiting and supporting hybrid implementation learning including from teachers, parents, students, and applications.

Muhammad Makhin, (2021) with the title “Hybrid Learning: A Model Of Learning In The Pandemic Time In Bungurasih Elementary School, Waru Sidoarjo” this article aims to to describe Hybrid Learning implemented at SD Negeri Bungurasih Waru Sidoarjo and the problems experienced and their solutions. The results of this study, there are several stages carried out by the teacher in the implementation of Hybrid Learning, including: first, the planning stage. At this stage, several things were carried out, namely: socialization of distance learning to parents, formation of associations for each parallel class, division of small groups of students, manufacture of learning tools; second, the implementation stage. At this stage Hybrid Learning is carried out with a combination of online learning and face-to-face learning carried out in groups at the students' homes; third, the evaluation or assessment stage is carried out by giving test and non-test questions.