

The Hybrid Classroom's Challenges of Senior High School Students Learning

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Abstract

The study aims to discover challenges in hybrid learning in senior high school. As a researcher, the researcher will conduct this research to learn about the challenges that exist in hybrid learning. This research design is qualitative approaches. This understanding refers to the experience of students who have attended a hybrid class. This study used a qualitative method, and the researcher used a case study. This research will only apply interviews to collect the primary data. The researcher constructs blueprint interviews and guidelines to mine reliable and valid data. The data taken from this study is in the form of an in-depth interview statement. The data source was one student each from 4 high schools. In this study, structured interviews were used as a data collection approach. Thematic analysis was used to analyse the data in this study. This study found five challenges that students face in online learning. These challenges are obstacles in accessing the application and internet connection problems that often occur when learning online. Other challenges are less interaction between students and teachers in the online classroom. In addition, there are difficulties in understanding the material during online learning. Students also have problems related to unclear pronunciation during online learning. This study also found two challenges students face in offline education: fewer sources and less technology.

Keywords: *Challenges, Hybrid classroom, Students' learning*

Introduction

Because of COVID-19, the school has been closed across the world. Globally, over 1.2 billion students between elementary to university levels are in school (Rahman et al. 2019). It was uncertain if face-to-face instruction could continue due to the unpredictability of COVID-19; thus, educational systems had to find a strategy to keep students engaged in their studies. At the time, online learning may have offered a temporary fix because on-campus learning was about to end permanently. But in a new regular era, vaccines offer hope as they help our bodies build significant immune responses that would continue to protect against new variants (Powell, 2021). It has been reported that immunity can limit the population's

breakout and spread of infection. While one has to remain hopeful, it must be noted that extreme caution and scenario-planning activities need to be undertaken to provide optimal learning experiences to students (Powell, 2021). Thus, combining the face-to-face teaching method with online learning options, hybrid or blended learning is one such option to deliver exciting learning experiences to students.

Hybrid learning spaces can be defined as learning spaces that blur the boundary between physical and virtual environments where online learners and offline learners and instructors still can interact with each other, and the course content can be delivered synchronously and asynchronously by using digital tools, mimicking real-time communication (Akkoyunlu & Soyly, 2008). Hybrid or mixed learning is designed to navigate the complex and implicated components of the changing pedagogical paradigms in all of these digital transitions. Furthermore, according to (Hediansah & Surjono, 2020), it is explained that teacher learning management is a critical part of achieving the effectiveness of learning processes and outcomes.

Although hybrid is a solution that can be offered for now, there will always be challenges in every learning model. Therefore, in this study, the author wants to reveal the obstacles obtained during hybrid learning, especially students' difficulties.

Literature Review

Hybrid Classroom

Hybrid learning spaces can be defined as learning spaces that blur the boundary between physical and virtual environments where online learners and offline learners and instructors still can interact with each other, and the course content can be delivered synchronously and asynchronously by using digital tools, mimicking real-time (Akkoyunlu & Soyly, 2008). Hybrid or mixed learning is designed to navigate the complex and implicated components of the changing pedagogical paradigms in these digital transitions according to (Hediansah & Surjono, 2020). Responding to the challenge in modern learning spaces, a new concept, "hybrid learning spaces," has been developed; similar terms such as blended learning and mixed-model learning are also used interchangeably in current research (Martyn, 2003). We concur with the general definition of hybrid classes, as some learning activities have been moved online without eliminating face-to-face classes (Singh et al., 2021). Hybrid and blended instruction allow students to experience face-to-face and online learning and scheduled and self-paced classwork (Singh, 2017). This form of teaching can be the new norm as it allows instructors to reinvent and revise the content, especially in disciplines where instructors struggle to provide engaging learning experiences for students in an online medium of instruction (Rodriguez, 2020).

Challenges of Face-to-face Format

Before the pandemic, most classes in traditional brick-and-mortar schools were utterly face-to-face (Singh et al., 2021). The face-to-face format has many benefits; this teaching modality provides in-person, real-time interaction between faculty-students and student-student, which can spark innovative questions and conversations (Singh et al., 2021). With the rising cases of COVID-19 following the lifting of the lockdown,

educational institutions are struggling with the dilemma of risking public health to reopen campuses for face-to-face learning or playing it safe with remote knowledge. This dilemma is particularly challenging for large classes (with over 200 students) where neither form of instruction addresses the issue of disengagement in large-size classes (Hapke et al., 2021). Students' concerns about face-to-face classes include practical matters like finding parking spaces when driving to school a few minutes before class begins (Negash et al., 2007).

Challenges of online classroom

Tallent-runnels et al. (2006) state that Online classes are courses that are delivered entirely on the Internet. And as further research said by (Liesdistiana et al., n.d.) Web-based education uses the Internet and communication technologies, set from the Internet as a research tool to taking online classes. In some instances, the Internet is also used to supplement instruction, as in using a website to communicate information to students in a face-to-face class. Online education also describes courses delivered to students do not present in the same room (Liesdistiana et al., n.d.). These might be delivered via WhatsApp, online courses, and Google Classroom. E-learning may describe any electronically mediated or facilitated learning by transactions software Zemsky & Massy cited (Tallent-runnels et al., 2006). The lack of standard online student performance assessment places another challenge for professors (Negash et al., 2007). Despite increased efforts to launch additional courses, online education was not as effective as predicted, as learning was primarily passive (Schaber et al., 2010). According to Smaldino et al. (2015), it is explained that technology is an inseparable part of the 21st.

Methods

The author used the qualitative approach method because the author wants to study the challenges in hybrid learning comprehensively. The data taken from this study is in the form of an in-depth interview statement. The data source was one student each from 4 high schools. The Type of interview was structured. Thematic analysis was used to analyze the data in this study. The method of determining patterns or themes in qualitative data is called thematic analysis. To validate the data, these research Interview questions were submitted to the experts before being used to collect data. This study will validate the instrument by an ELT expert with more than 20 years of experience. In addition, the author will validate the interview blueprint and interview guidelines.

Findings and Discussions

Challenges of studying online for senior high school students

During the learning process, students may experience various cognitive, motivational, or affective difficulties that affect their learning. From the interview result, it showed that there were some students has their challenges in studying online as follows:

a. Application access

Application access is one of the challenges that students face in online learning. According to the findings of the interviews, several difficulties in accessing technology were discovered in online learning.

[P1] Not all of them, an example that I can't use on a computer is Microsoft Excel; I don't understand Microsoft

There are also some other students' responses

[P3] I don't understand how to use the application

[P4] So so far, I can use the application only. Some applications are challenging to understand at first, but I usually use WhatsApp. Based on his responses, Participant 1 stated that he could not use all intelligent phone applications, one of which was difficulty understanding Microsoft Excel in a truly big way. Participant 3 also said they did not understand the application's use. Participant 4 stated that some applications were the most challenging, which is significant for all intents and purposes.

From the statements of several participants I interviewed, they said there were challenges in accessing the application smoothly. Accessing the application is one of the challenges that students face in online learning based on what has been told by the participant who has discussed in the chapter on the findings. The number one problem students face is that many students still do not own smartphones because their parents cannot afford them (Atmojo & Nugroho, 2020). Moreover, even if they have the devices such as smartphones, most are not compatible with online learning (Kamil, 2020; Setyawan et al., 2020). Here, we can discover how crucial an access application is to online learning.

b. Internet access

Internet access is one of the challenges that students face in online learning. According to the findings of the interviews, several difficulties in internet access were discovered in online learning.

[P2] Can access the internet, only when it rains can't because of provider interference

There are also some other students' responses

[P3] The internet is slow, the signal is complex, and the network is also difficult

[P4] If I don't use Wifi, I experience internet problems because the provider does not cover my house, and it's hard to get a stable signal.

According to the interview results, several challenges were primarily found in online learning, namely difficulties in accessing the internet, or so they thought. According to Participant 2, it was challenging to access internet signals because internet providers, for the most part, had problems when it rained. Participant 3 stated that the network he generally uses for online learning is typically slow and difficult to obtain an excellent definite signal subtly.

Similarly to what Participant 4 expressly stated, he has been using Wi-Fi. Still, if the Wi-Fi has problems, he essentially has difficulty doing online learning because it is difficult to get a signal because it is difficult to get a stable internet signal at home, or so they thought. From statements by several participants I interviewed, they said there were challenges with internet access. Internet access is one of the challenges

that students face in online learning, based on what has been noted by the participant who has discussed in the chapter on the findings.

Adedoyin & Soykan (2020) stated that online learning depends entirely on technological devices and the Internet. Therefore, instructors and students with lousy internet connections can be denied access to online education.

Then, regarding the unequal access to the internet connection in Indonesia, most students have to face struggle and even risk their safety to get an internet connection (Atmojo & Nugroho, 2020; Bahasoan, Ayuandiani, & Mukhram, 2020; Setyawan et al., 2020). The lack of internet connection turns the internet quota to be wasteful (Kamil, 2020). Here, we can discover how crucial an internet connection is to online learning. Conversely, poor internet connections significantly negatively impact online learning and make students hesitant to participate in class.

c. Less interaction

Less interaction is one of the challenges students face in online learning; according to the interviews, several difficulties and lack of interaction were discovered.

[P1] There is a lack of corrections for material; if it is offline, it is more straightforward because it can be asked at any time because every lesson is face to face

There are also some other students' responses

[P2] There is a lack of interaction between students and teachers, online we can only meet via screens

[P3] Meeting in person is great because I can ask questions immediately.

Several challenges in online learning were discovered based on the results of the interviews, including difficulties in the lack of interaction between teachers and students. According to Participant 2, there is a lack of interaction between teachers and students because online learning occurs only through screens, and they cannot meet face to face; he feels uncomfortable if there is no direct interaction between teachers and students. Participant 3 also stated that he could not directly inquire about the material.

From statements by several participants I interviewed, they said there were challenges in less interaction or lack of interaction between students and teachers. Therefore, less interaction is one of the challenges that students face in online learning based on what has been said by the participant who discussed in the chapter on the findings. A study by Muhammad and Kainat (2020) found that internet access problems, a lack of interaction between teachers and students, and a lack of technological facilities challenge the efficacy of online learning. This leads to the conclusion that online learning frequently has issues, with a lack of interaction between teachers and students posing a challenge because students require direct, personal interaction.

d. Difficulty in understanding

Difficulty in understanding is one of the challenges that students face in online learning; according to the interviews, several challenges, in a sense, were discovered in online learning.

[P1] For example, online learning does not understand where the error lies

[P3] For online learning, I don't understand the material because it's not clear what is meant, and there are no examples

According to the findings of the interviews, several challenges in online learning have been identified, including the difficulty in understanding the material being transferred. As stated by Participant 1, online learning does not comprehend the material or the errors made when completing assignments. Participant 3 said nearly the same thing: if he learned online, he did not understand the material because there were no direct examples or further explanations. From statements by several participants I interviewed, they said there were challenges in Difficulty in understanding. Difficulty in knowledge is one of the challenges that students face in online learning, based on what has been told by the participant who has discussed in the chapter on the findings. Rahma et al. (2021) show that many students are not satisfied with the implementation of online learning, teachers are also less able to deliver learning material well, internet signals are unstable, and expenditure of large quotas. Febrianto et al. (2020) also state that students' ability to understand the lessons varies because online learning is less natural than face-to-face learning. This leads to the conclusion that online learning frequently has issues delivering material since students can understand it if they interact with it in person.

Challenges of studying offline for senior high school students

During the learning process, students may experience various cognitive, motivational, or affective difficulties that affect their learning. From the interview result, it showed that there were some students had challenges as follows:

a. Less source

Less source is one of the challenges that students face in offline learning. According to the findings of the interviews, several difficulties in lack of authority were discovered in offline learning.

[P1] Some of the material I have difficulty understanding because there is no source of inspiration or material sources that can be studied.

[P2] There are modules. If you omit them, you get a fine of 50 thousand per module. However, the teacher only explains directly on the board and uses power points. There are no module sources or other material sources besides that.

[P3] The module is paid, so it's a bit of a challenge for me

Based on the interview findings, several challenges in online learning have been identified, including a lack of material sources. For example, participant 1 said that he had difficulty understanding some of the material because there were no other references or examples that referred to the material. Another participant added that when he had a learning resource or module, he was fined if he removed the module and added that the teacher only explained directly on the board and added power points; there were no other sources of learning material. In addition, participant 3 said that if he had to pay to get modules or teaching materials, this would be one of the challenges for him to study face-to-face. From statements by

several participants I interviewed said there were challenges in the lack of learning resources or teaching materials for face-to-face learning. Less source is one of the challenges that students face in offline learning based on what has been said by the participant who has discussed in the chapter on the findings.

An increasing number of face-to-face (F2F) courses are beginning to incorporate some online components, in which traditional in-class activities are supplemented, rather than replaced, with online activities (Ituma, 2011). According to the research, this would be an appropriate response as many students wanted classroom learning to be supplemented with e-resources, making content more accessible to students. This leads to the conclusion that face-to-face learning often has constraints in terms of limited quality modules or teaching resources that are easily accessible to students.

Conclusions

The conclusion summarizes the article's key points. Conclusions should not repeat what has already been said in the Findings and Discussions section but rather explain the most important findings, applications, and advances of the research conducted. This section should also demonstrate the feasibility of achieving the study objectives. Conclusions are written in the style of descriptive paragraphs. Do not use bulleted lists. Conclusions must contain contributions and recommendations, particularly for future research.

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