

Developing Pragmatic Learning on Hybrid Learning Model for Indonesian Language and Literature Education Students

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ABSTRACT

Hybrid learning integrates online technological advancements with traditional interactive learning methods, aiming to enhance educational outcomes. This study focuses on developing a hybrid learning model tailored for pragmatic education using the Borg & Gall development model. The research employed the Borg & Gall 10-step R&D model involving 30 participants from an Indonesian language education program. Data collection methods included observations, questionnaires, and tests, analyzed using statistical tools. Key steps in the development process were needs analysis, design, initial and subsequent field testing, iterative revisions, and final implementation. Field testing revealed marked improvements in learning outcomes. The initial test phase showed an increase in average scores from 5.50 (pre-test) to 6.71 (post-test). Subsequent testing showed scores improving from 6.15 (pre-test) to 7.41 (post-test). Statistical analyses confirmed significant enhancements in learning motivation ($t = 9.554$), creativity ($t = 9.897$), and learning outcomes ($t = 9.996$), with t-count values surpassing the critical t-table value of 2.136. The findings highlight the efficacy of the hybrid learning model in improving pragmatic education outcomes. Significant gains in motivation and creativity suggest that the model effectively integrates online and traditional teaching methodologies to address diverse educational needs. This study underscores the potential of hybrid learning models, developed using a systematic approach, in fostering improved learning outcomes for pragmatic education. The significant pre- and post-test differences validate its application and effectiveness.

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1. INTRODUCTION

The Pragmatics course is a core component of the Indonesian Language and Literature Education program at a state university in Jambi, categorized under the applied linguistics group within the field of linguistics. This course holds strategic significance as it equips students with essential skills for effective language communication. Mastery in pragmatics involves understanding the speaker,

knowing how to construct and deliver utterances, determining appropriate moments to take or yield conversational turns, and effectively responding to interlocutors. Such skills ensure that communication processes within speech events unfold smoothly (Krisma, 2021).

Pragmatics, as an applied linguistic discipline, is integral to fostering effective communication by examining how language is used in real-life contexts (Hartini et al., 2020). It explores the relationship between language and context, providing a framework for interpreting meaning (Saifudin, 2018). Beyond mere application, pragmatics aids speakers in comprehending their roles, selecting appropriate utterances, and crafting communication strategies, all of which are critical for achieving seamless interactions. This highlights the pivotal role of pragmatic competence in ensuring effective and contextually appropriate communication.

In the Indonesian Language and Literature Education Study Program at a state university in Jambi, pragmatic learning has traditionally been carried out using conventional teaching methods, such as lecturing, discussions, and assignments. Preliminary observations suggest that the teaching process primarily takes place in the classroom, where students are not exposed to real-life situations that are essential for meaningful language acquisition. According to language learning theories, especially those emphasizing communicative and contextual approaches, language learning should not be limited to theoretical knowledge, but should also involve practical, real-world interactions. The current conventional methods, however, fail to address this need for contextual learning, making it difficult for students to apply pragmatic skills in authentic communication. This gap between theory and practice underscores the importance of this research, which aims to explore alternative approaches and develop more effective pragmatic learning strategies that integrate real-life context and communicative competence into the curriculum.

Throughout the history of learning, various learning experts have provided reasons why face-to-face learning in the classroom is still considered necessary (Mubarok, 2022). The classroom is needed as a forum to explain the purpose and mechanism of learning that will be shared directly with all students (Lawanto & Ketua, 2013). In addition, it is important to provide understanding and learning experiences by working on assignments in groups and collaboratively for each student. For this purpose, students need to get to know each other personally in order to build a strong group during further virtual work. Huda (2013) suggested that classroom meeting learning is very necessary considering the classroom. Students need to act according to their behaviour. Hence, students will be able to think positively to be responsible and even respect each other.

Web-based learning refers to educational activities that utilize online platforms or websites accessible through the internet network (Januarisman, 2016; Jaelani, 2020). Web-based learning is one type of E-Learning learning. Web-based learning or also called Web-Based Education or also often called E-learning (electronic learning) is the application of web technology in learning at the stages of the educational process (Harahap & Fauzi, 2018; Sari, 2017). In this case learning is carried out by utilizing internet technology. Through this technology the learning process becomes easier, both in terms of space, time and distance as well as the ease of obtaining information (Rusman, 2012). The characteristics of E-learning learning are interactive, directly or indirectly, learning resources are easy to access (Sukanto, 2020; Silahuddin, 2015). In line with that description, web-based learning can be defined as a learning model by utilizing the internet network to communicate and convey learning information (Hardyanto, 2017; Fauziah, 2020). In this case, both teachers or lecturers, as well as students or students each have the same access

Hybrid learning-based learning is a combined learning model of various learning methods. In this case using more than two learning methods in a particular learning process (Rahmani, 2022). The use of two or three methods in a learning activity, in various learning and learning theories as well as learning innovations is often referred to as blended learning (Idris, 2018). There are also those who call it the term hybrid learning, as well as mixed learning. According to Maria (2018), Hybrid learning is a learning model that integrates innovation and technological advances through an online learning system with interaction and participation from traditional learning models. Whereas Bailey, (2013)

states that the combination of the two learning models is very meaningful for learners in sum through the online learning system with interaction and participation from the new model of the learning process.

Previous studies have extensively examined hybrid learning in diverse contexts. Triyono (2021) highlighted its effectiveness in vocational schools, particularly in balancing online and at-home student activities. Harun et al. (2021) demonstrated the significant impact of hybrid learning on improving student learning outcomes. Similarly, Indarto et al. (2018) explored hybrid learning in sports education, specifically its implementation in football courses, where it enhanced student engagement and performance. Collectively, these studies affirm the potential of hybrid learning to improve educational experiences and outcomes across various fields. However, their focus has largely been on general or discipline-specific contexts, with limited exploration of its application in pragmatic education.

Addressing this gap, the present study aims to develop a hybrid learning model specifically designed for teaching pragmatics within Indonesian language and literature education programs. Utilizing the Borg & Gall development framework, this research integrates the strengths of hybrid learning with the specific needs of pragmatic education, emphasizing its role in enhancing communication competence. The study seeks to answer two key questions: (1) How can a hybrid learning model be effectively developed for pragmatic education? and (2) What are its impacts on students' motivation, creativity, and learning outcomes? The research holds significant theoretical and practical implications, contributing a novel approach to hybrid learning in linguistics and offering a scalable model that can be adapted to other applied linguistic contexts.

2. METHODS

The research method used is the research and development method. According to Sugiyono, (2017) Research and Development (R&D) is utilized as a methodological approach to develop specific products and evaluate their effectiveness. This study aims to create a product and assess its efficacy, employing the Borg & Gall model. The research was conducted with students enrolled in the Indonesian language and literature education program during the odd semester of 2021/2022, specifically those taking pragmatics courses at a state university in Jambi. One class served as the control group, while another, consisting of 30 students, served as the experimental group.

The data analysis method in this study aligns with the structured steps and procedures of R&D research. The research process followed the Borg and Gall development model, encompassing stages such as needs analysis and information gathering, design, development, implementation of field tests, evaluation, revision, small group testing, Phase II revision, large group testing, Phase III revision, and final implementation.

Procedurally the steps that researchers use for research that is developed, can be described as follows:

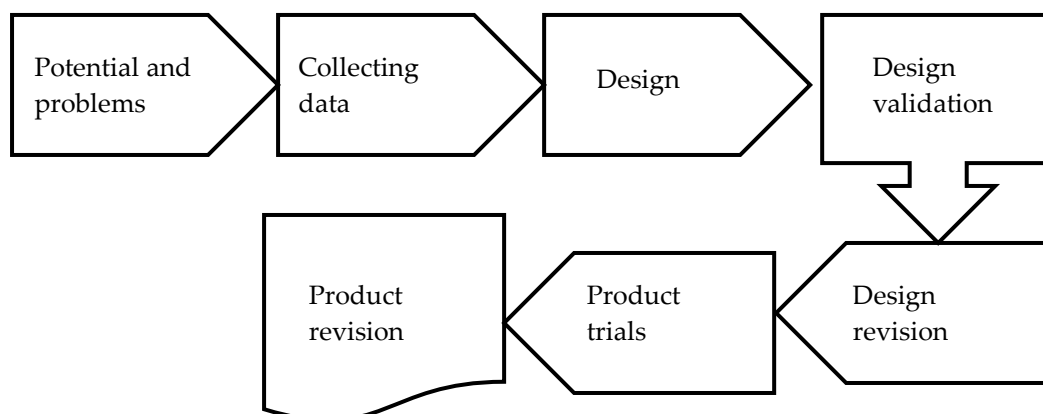


Figure 1. The Step of Research and Development

During product trials, limited-scale testing is conducted using experimental methods, typically employing either a before-after experimental design or a One-Group Pretest-Posttest Design. Two techniques were employed to ensure the validity of the data in this study: triangulation, which involves cross-verifying data from multiple sources or methods, and validity and reliability testing techniques. Data triangulation techniques were carried out to test the validity of qualitative data, through technical triangulation, source triangulation, and theoretical triangulation. While the data about the results of the model test carried out validity and reliability techniques. All statistical analyzes in this research and development were carried out with the SPSS series 20 computer program.

3. FINDINGS AND DISCUSSION

The research outcomes regarding pragmatic learning models utilizing Hybrid learning for students are presented based on the implementation of four distinct learning methods. These methods include face-to-face sessions in both classroom and field settings, direct E-Learning via Zoom and Siakad platforms, indirect E-Learning using email and WhatsApp, and the use of modules and E-Books. The hybrid learning approach is implemented in a rotational manner across different lecture sessions. For instance, face-to-face methods are applied during sessions I, VI, XI, and XVI, while Zoom meetings are utilized for sessions II, III, IV, and V. Sessions VII, VIII, IX, and X incorporate lectures based on E-Books and modules. The development and scheduling details are outlined in the provided table.

Table 1. The example of the Hybrid Learning Model

| No | Teaching Method | Meeting |
|----|------------------------------------|------------------------|
| 1 | Face to Face | VI, XI, and XVI |
| 2 | Synchronous Virtual Collaborati | II, III, IV, and V |
| 3 | Asynchronous Virtual Collaboration | VII, VIII, IX, and X |
| 4 | Self-Face Asynchronous | XII, XIII< XIV, and XV |

The outcomes of testing the hybrid learning-based pragmatic learning model, which has been developed and validated, undergo evaluation through a three-stage field test: stages I, II, and III.

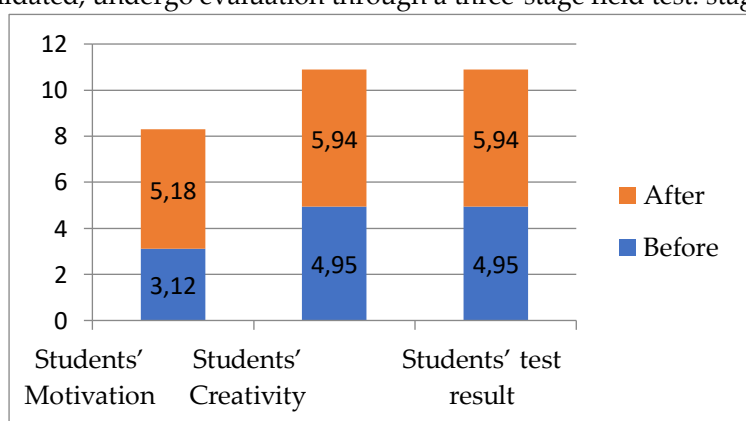


Figure 2. Field Test Results I

Based on the findings of the initial phase test mentioned earlier, it is evident that the implementation of a hybrid learning-based learning model product has resulted in positive changes or improvements in terms of motivation, creativity, and learning outcomes.

The second stage of field testing carried out showed the following results.

Table 3. Field Test Results II

| Aspect of Effectivity of Learning Model | Before | After |
|---|--------|-------|
| Students' Motivation | 4.76 | 6.12 |
| Students' Creativity | 5.95 | 7.65 |
| Students' test result | 7.74 | 8.47 |
| Average | 6.15 | .41 |

The findings from Phase II testing demonstrated that the implementation of the hybrid learning-based model significantly enhanced students' motivation, creativity, and learning outcomes. Building on these results, Phase III field testing was conducted to further evaluate the effectiveness and impact of the developed learning model. The outcomes of this phase provided additional insights into the model's potential for fostering improved educational performance and engagement in pragmatic education.

Table 4. Field Test Results III

| Aspect of Effectivity of Learning Model | Before | After |
|---|--------|-------|
| Students' Motivation | 4.80 | 6.83 |
| Students' Creativity | 6.93 | 7.36 |
| Students' test Result | 8.11 | 8.98 |
| Average | 6.61 | 7.72 |

The outcomes from Stage III testing confirm that the implementation of the hybrid learning-based model has resulted in significant improvements in students' motivation, creativity, and learning outcomes. Across Stages I, II, and III, consistent positive changes were observed, highlighting the effectiveness of the hybrid learning approach in enhancing educational experiences. Further statistical analyses, including t-tests, provide detailed evidence of these improvements, as summarized in the following table.

Table 5. Different test results through the t-test

| Assessment Aspect | Average | t-count | t-table | Description |
|---|---------|---------|---------|-------------|
| Effectiveness of Students' Motivation | 4.04 | 9.554 | 2.134 | Significant |
| Effectiveness of Students' Creativity | 6.98 | 9.897 | 2.135 | |
| Effectiveness of Students' Test Results | 8.82 | 9.996 | 2.136 | |

During the field tests, the effectiveness of the hybrid learning model was assessed across three stages. In the first field test, the average score increased from 5.50 before implementing the hybrid learning model to 6.71 afterward. Similarly, in the second field test, the average score improved from 6.15 to 7.41 after implementation. In the third field test, the average score rose from 6.61 to 7.72 following the model's application. Statistical tests, specifically the t-test, revealed significant results for learning motivation ($t = 9.554$, which is greater than t-table value 2.134), student creativity ($t = 9.897$, greater than 2.135), and learning outcomes ($t = 9.996$, greater than 2.136). These findings indicate a substantial improvement after adopting the hybrid learning model. Comparatively, in the pragmatic learning process within the Indonesian Language and Literature Education Study Program at FKIP, University of Jambi, there was a notable difference observed before and after the implementation of the hybrid learning model.

Discussion

The research findings reveal that the implementation of hybrid learning in pragmatic education employs a rotational approach, integrating four distinct methods: (1) face-to-face sessions conducted in both classroom and field settings, (2) direct e-learning via platforms such as Zoom and Siakad, (3) indirect e-learning using email and WhatsApp, and (4) module-based learning through E-books and printed materials. These methods are applied cyclically throughout the lecture sessions. For example, face-to-face sessions are conducted during sessions I, VI, XI, and XVI. Observations of the classroom learning process during sessions I and XVI indicated a less favorable attitude among students, with lower levels of motivation being particularly evident.

Hybrid learning offers a distinct advantage in pragmatic learning due to its approach of combining face-to-face and online learning, which allows students to practice communication in a wider range of contexts. According to Wahyudi et al. (2024), hybrid learning enables more flexible interaction between students and instructors, providing opportunities to adapt to different types of communication, both in live meetings and through digital platforms. In Muhammad's (2022) study, it is mentioned that in face-to-face learning, students can easily use facial expressions, intonation, and body language to clarify the meaning of their messages. However, in online learning, students must be more careful in choosing words and paying attention to nuances of meaning, given the limitations of non-verbal communication. This supports findings that indicate hybrid learning helps students develop more flexible and contextual pragmatic skills because they are accustomed to adapting to different communication media, both more informal in physical classrooms and more formal in online discussions.

One of the key advantages of hybrid learning is its ability to train students to choose the appropriate utterance according to the medium used. As explained by Olivia, (2024), in face-to-face learning, students can be more expressive with body language and intonation, whereas in online learning, they must be more cautious in word choice due to the limitations of non-verbal expression. This shows that students involved in hybrid learning can sharpen their skills in selecting utterances suitable for different audiences and communication contexts. This approach enables students to understand and apply more complex pragmatic principles, such as aligning speech with the communication medium and adjusting to different audiences, whether in formal or informal settings.

Furthermore, hybrid learning provides opportunities for students to develop pragmatic skills in more dynamic and diverse situations, particularly in negotiating meaning. As found in Susanti's (2021) research, communication in virtual spaces, such as discussion forums or chats, requires students to be more proactive in asking for clarification and providing feedback. This is crucial in pragmatics, as it helps students understand the meaning of the message conveyed, especially when there is ambiguity or uncertainty in text-based communication. In Aksenta's (2023) study, it is explained that the use of various tools, such as discussion forums, video conferencing, and chats, enables students to practice meaningful negotiation in different communication formats. Thus, hybrid learning provides a space for students to develop skills in understanding messages delivered by instructors or peers, and enhances their ability to communicate effectively in different contexts.

Overall, hybrid learning offers advantages in developing pragmatic skills because it allows students to practice in a more diverse and dynamic range of communication contexts. Based on Raes, (2020) research, this approach helps students understand the importance of context, speech choice, and audience adaptation in various communication situations. By leveraging both learning modes face-to-face and online students can hone their communication skills in both physical and digital settings, and be better prepared to face the challenges of real-world communication. This approach also emphasizes the importance of understanding the differences in communication situations and the media used, which is at the core of effective pragmatic learning.

However, after entering lectures II, III, IV, and V through the application of the E-Learning Zoom meeting method, most of the students showed a positive attitude. In this case they show serious motivation to learn. However, there are some who show a less motivated attitude. This may be due to

infrastructure, such as the distance learning system through the University of Jambi's LMS, which is constrained by an inadequate network. In addition, there are also some students who feel burdened by the provision of insufficient internet quota.

During meetings VII, VIII, IX, and X, which utilized E-Books and module-based lectures, students generally demonstrated a positive attitude and strong learning creativity. This was evident from the quality of their portfolio submissions, as outlined in the distributed pragmatics lecture material module. However, a small number of students displayed less favorable results in their learning creativity. This was reflected in their portfolio performance, where some tasks were completed superficially, lacking the effort or thoroughness required to meet the expected standards.

In the learning process, each method applied demonstrates an improvement compared to the previous model that solely focused on face-to-face classroom learning. Observations indicate an increase in students' learning creativity across different methods, resulting in varied and engaging learning experiences that avoid monotony. Furthermore, there is a noticeable enhancement in their learning motivation, as students become more dedicated to learning due to the diverse approaches employed. Similarly, learning outcomes exhibit significant improvements, which is evident from the results of pre-test and post-test evaluations where post-test scores consistently exceed pre-test scores. Statistical analyses, including t-tests, confirm these improvements are statistically significant when comparing classes utilizing the hybrid learning model versus those that do not.

Additionally, field trial observations during Field Tests I, II, and III demonstrate consistent improvement: Field Test I saw an increase from an average of 5.50 before using the hybrid learning model to 6.71 afterward; Field Test II showed an increase from 6.15 to 7.41; and Field Test III displayed an increase from 6.61 to 7.72. These quantitative observations consistently indicate enhanced learning outcomes following the implementation of the hybrid learning model.

Statistical tests, specifically the t-tests, indicate significant results for learning motivation ($t = 9.554$, greater than t-table value of 2.134), student creativity ($t = 9.897$, greater than 2.135), and learning outcomes ($t = 9.996$, greater than 2.136). These findings underscore a substantial difference attributed to the implementation of the hybrid learning model in pragmatic learning. Thus, it can be concluded that applying hybrid learning in pragmatics courses proves highly effective.

Hybrid learning offers a unique advantage in pragmatic learning compared to traditional methods due to its approach that combines both face-to-face and online learning, allowing students to practice communication in a wider range of contexts (Gultom, 2022). In traditional methods, which rely solely on direct in-class interaction, students are limited to concrete and structured communication situations. With hybrid learning, students can learn to adapt to different types of communication, whether more informal and direct in the classroom or more formal and structured in online forums or platforms (Aksenta, 2023b). This approach enables students to develop more flexible and contextual pragmatic skills.

One of the main advantages of hybrid learning is its ability to train students to select the appropriate utterance according to the communication medium being used (Zulaicha et al., 2022). In physical classrooms, students can use facial expressions and intonation to reinforce their messages. However, in online learning, they must be more cautious in choosing words and understanding the nuances of meaning due to the limitations of non-verbal expression. By practicing in both contexts, students are better prepared to face a variety of communication situations in the real world, whether in the classroom or on digital platforms. Furthermore, hybrid learning allows students to develop pragmatic skills in more diverse and dynamic situations, such as communicating through text, voice, or video. Online learning, which often involves text- or video-based discussions, teaches students how to negotiate meaning behind messages and ask for clarification when there is confusion. Tools like discussion forums, chat, and video conferencing provide space for students to engage more actively in communication and deepen their understanding of how messages are delivered and understood in different contexts.

Hybrid learning also addresses the diverse needs of audiences, which is a key aspect of

pragmatics. By learning in an environment that combines both direct interaction and online formats, students learn to adjust their communication style based on different audiences. They are taught to select appropriate utterances in both formal and informal contexts, as well as to communicate with audiences who have different backgrounds and perspectives. This prepares them to become more effective and adaptive communicators, both in personal and professional situations.

Prior to this research, pragmatic courses were taught exclusively through conventional face-to-face classroom methods, which yielded unsatisfactory results. Learning outcomes, student motivation, and creativity, which were initially below expectations, showed improvement with the implementation of the hybrid learning model. However, the observed success in pragmatic learning, as measured by learning motivation, creativity, and outcomes, should not be considered a definitive benchmark. According to Prananda (2019), motivation is an internal drive that prepares students to achieve their goals, but numerous other factors also influence the learning process. These factors, particularly those affecting pragmatic learning through hybrid models, along with other variables critical to improving learning outcomes in pragmatics courses, were not fully explored in this study. This highlights a limitation of the research, as it did not comprehensively address all aspects necessary for a more holistic understanding of the hybrid learning model's impact.

4. CONCLUSION

The implementation of the hybrid learning model in pragmatic education has demonstrated significant positive outcomes, with notable improvements in student motivation, creativity, and learning outcomes. Statistical analyses, including rigorous testing methods, confirmed the hybrid learning model's superior effectiveness compared to traditional approaches, particularly in fostering engagement and adaptability in pragmatic learning contexts. These findings suggest that hybrid learning is a valuable and transformative approach in modern education, offering an adaptable framework for diverse learning environments. However, the research faced limitations, such as its focus on specific indicators like motivation, creativity, and learning outcomes, without addressing other potential factors influencing pragmatic learning. Future research should adopt a more comprehensive approach, exploring additional variables and long-term impacts of hybrid learning models across various educational disciplines to further refine and expand their application.

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