

HYBRID LEARNING: ANALYSIS OF PROBLEMS AND LEARNING TOOLS IN THE INTRODUCTION TO BUSINESS COURSE

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Abstract. Distance learning had already evolved before the pandemic occurred. Implementing Learning Management Systems began through the SPADA Kemdikbud program, and the pandemic further accelerated the adoption of this platform. The limitations of Learning Management System utilization in several universities for supporting hybrid learning have become one of the challenges in the teaching process. This study aimed to analyse issues in hybrid learning and examine the instructional tools used in Introduction to Business courses at the university level. This study employed a descriptive qualitative method with a case study approach. The research subjects were private universities under the Association of Indonesian Teachers (PGRI) within the East Java region. The research findings indicated that the challenges faced in the hybrid learning process at several universities include material comprehension, internet connectivity, and students' learning environment. The decline in student enrollment at several universities did not contribute to the challenges encountered in the hybrid learning process. Learning tools, including syllabus development and semester lesson plans, must continuously improve and align with the applicable curriculum. Utilising a Learning Management System with enhanced content development can facilitate the effectiveness of hybrid learning..

Keywords: Hybrid learning, Learning tools, LMS.

I. INTRODUCTION

Distance Learning (PJJ), which utilises learning management systems within higher education, has been implemented since 2014 (Direktorat & Kemahasiswaan, 2018). The program, founded on a significant advancement in information and communication technology, offers an opportunity for Network Higher Education and online learning to enhance fair access to high-quality education in higher learning institutions (Baturay, 2015). The Learning Management System integrated into Spada Indonesia allows students from a particular university to enroll in high-quality courses offered by other institutions, and their academic achievements are equally recognised by their home university (Tessier & Dalkir, 2016). Developing the Learning Management System through the Spada program aims to address the challenges higher education institutions face with varying capacities. Many universities still lack adequate and high-quality educational resources, and the distribution of quality higher education institutions remains concentrated on the island of Java. Additionally, there are persistent issues regarding the limited availability of equitable and high-quality higher education services and the insufficient assurance of meeting the demand for high-quality higher education. Blended dan Hybrid Learning merupakan salah satu metode pembelajaran yang sesuai dengan menggunakan Learning Management System (Castillo et al., 2015).

Hybrid learning and blended learning share a relatively similar concept (Mcgee & Reis, 2015). The fundamental difference lies in the proportion of face-to-face sessions and the instructional delivery of materials. Hybrid learning integrates both online and in-person learning simultaneously within a specific timeframe (Kostolanyaova, 2015). Face-to-face learning is replaced with supervised internet-based learning activities. The success of blended and hybrid learning methods can be achieved by incorporating innovative approaches in in-person and online learning environments. Another perspective on blended learning is that it combines both online and face-to-face instruction (Kenney & Newcombe, 2011). In essence, the proportion of content delivery, learning processes, and assessments are systematically integrated between online and in-person modes, ensuring alignment with learning outcomes. Blended learning is a practical approach in the post-pandemic era (Mcgee & Reis, 2015). It serves as a bridge for the significant transition in the learning process during the pandemic, which shifted from traditional face-to-face instruction to fully online learning.

It is crucial that supporting infrastructure and knowledge are ready to implement online learning. Challenges in online learning include the preparedness of each university's Learning Management System, the alignment of instructional tools with hybrid learning requirements, and the difficulties encountered in the online learning process. Many universities have adopted blended learning for lectures in the post-pandemic period. The

policy allowing students to participate in online or in-person classes has significantly impacted campus activities. The implementation of blended learning has revitalised campus activities after the COVID-19 pandemic. Student engagement within the university plays a crucial role in sustaining the effectiveness of blended learning.

Research on hybrid learning in universities suggests that blended learning provides a unique experience, particularly by enhancing efficiency and effectiveness in knowledge transfer with minimal resources. Another study on hybrid learning indicates that mastery of course tools contributes positively to academic performance in the respective field of study. This research aims to analyse the challenges in hybrid learning and examine the instructional tools utilised in university-level courses.

II. RESEARCH METHODS

This study employed a descriptive qualitative research design with a case study approach. The case study approach provided an in-depth exploration of individual experiences, examining how individuals subjectively perceived and interpreted situations after the pandemic (Creswell, 2009). This was particularly relevant as the pandemic had transformed how students learned and engaged in academic activities on campus.

This study utilised a case study approach. The research was conducted on lecturers at private universities under the PGRI organization in East Java. Data collection was carried out through interviews, observations, and documentation. Interviews were conducted using online web applications such as Zoom and Google Meet to minimise the spread of COVID-19. The interviews followed a structured format based on the research instrument (McDonough, 2017). Observations were carried out in person at each university. Data triangulation was conducted by performing website-based observations to assess the quality of each university's Learning Management System to enhance data quality. The research subjects were lecturers who taught using the hybrid learning method. They were faculty members from various private universities under the Association of Indonesian Teachers (PGRI) in East Java, implementing hybrid learning in their teaching.

Table 1. Respondent's Profile

Code	Location	Department	Number of students
U1	Malang	Department of Management	103
U2	Pasuruan	Department of Economic Education	267

Data analysis was conducted through structured interviews with predefined thematic categorization. The study utilised NVivo 12 software. NVivo was employed to facilitate qualitative data development, support, and management, primarily functioning to code data efficiently and effectively. NVivo assists qualitative researchers in overcoming challenges related to coding data from various sources while distinguishing data obtained from informants, researchers, and secondary sources such as books, reports, research findings,

documents, journal articles, websites, field notes, and others. The qualitative research workflow is illustrated in Figure 1.

III. RESULTS AND DISCUSSION

Challenges Faced by Students and Lecturers in Learning During and After the Pandemic

One of the challenges faced by students and lecturers in learning during the pandemic was the decline in student enrollment. The onset of the COVID-19 pandemic 2019, which lasted until 2023, led to a decrease in student numbers at several private universities. The end of the pandemic 2023 was officially declared in Presidential Decree No. 17 of 2023. The following is a presentation of data on student enrollment numbers at various private university locations.

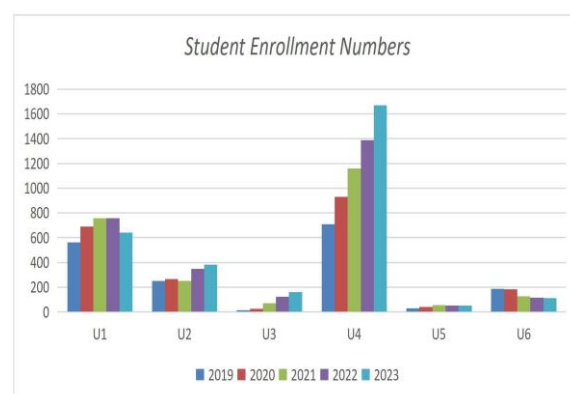


Figure 1. Diagram of Student Enrollment Numbers

The number of student enrollments at several universities fluctuated during the pandemic from 2019 to 2023. At University U1, student enrollment increased by 196 students (30.5%) but later declined by 219 (34.1%). Student enrollment fluctuations did not occur at U2, as students consistently increased. During the pandemic, student enrollment at U2 grew by 170 students, with an average increase of 58.6%. In contrast, U3 experienced fluctuations, with an increase of 25 students (9.12%) and a significant decline of 274 students (89.7%). Student enrollment increased at U4, reaching 961 (82.3%), with no decrease in student numbers. Meanwhile, U5 experienced fluctuations, with an increase of 30 students (66.6%) and a reduction of 6 students (13.3%). Student enrollment fluctuations also occurred at U6, with a decrease of 64 students (46.3%) followed by an increase of 9 students (6.5%). Based on the diagram above, the universities that experienced enrollment fluctuations during the pandemic were U1, U3, U5, and U6. In contrast, U2 and U4 were not affected by enrollment fluctuations.

Table 2. Percentage of Student Enrollment Fluctuations

No	Subject	2019	2020	2021	2022	2023	Increase	Decrease
1	U1	561	690	757	668	538	30,5%	34,1%
2	U2	209	250	267	349	379	58,6%	-
3	U3	421	300	213	238	200	9,12%	89,7%
4	U4	709	929	1159	1389	1670	82,3%	-
5	U5	27	41	56	50	51	66,6%	13,3%
6	U6	166	175	126	113	111	6,5%	46,3%

One of the challenges several private universities face in the learning process is limited Internet access. Limited internet access has been a significant barrier for students accessing course materials and participating in online learning. Lecturers teaching the Introduction to Business course highlighted this issue. Another issue faced by students and lecturers during the pandemic was the ineffective absorption of course material and the less conducive learning environment for students. The following is a summary of interview excerpts with the teaching team for the Introduction to Business course.

"Difficulty being punctual, what else... oh, weak signal as well. As instructors, we struggle to monitor students who turn off their cameras. Sometimes, students join Zoom with their cameras on while lying down. Here, the internet quota provided by the Ministry of Education is slow, so students often have to purchase their data. Additionally, the material we deliver is not always absorbed optimally, and some students are still not fully adaptive to technology."

Another issue in learning during the pandemic was that the internet quota provided to students was not fully utilised. The instability of network providers, particularly in remote areas, forced students to come to campus to access a stable internet connection.

Learning tools used in education during and after the pandemic.

The learning tools used during the pandemic involved various media provided by each university. The Semester Learning Plan, which has been adapted to the Independent Learning Curriculum, also poses a challenge for universities in adjusting to the changes. Research findings indicate the following aspects of syllabus design that need improvement.

Table 3. Stages of Learning Plan Design That Need Improvement

Description	U1	U2	U3	U4	U5	U6	U7
<i>Syllabus Planning Design Stage</i>							
Identifying Course Learning Outcomes (CPL)	-	-	-	-	√	-	-
Formulating Learning Outcomes	-	-	-	-	-	-	-
Formulating Sub-Course Learning Outcomes (Sub-CPMK)	-	-	-	-	√	-	-

The learning tools that require syllabus improvements across most universities include learning analysis, learning needs assessment, assessment criteria and instrument development, learning model development, and learning evaluation. Only one university still requires improvements in identifying Course Learning Outcomes (CLO) and formulating Sub-Course Learning Outcomes (Sub-CLO). In the design phase of the Semester Learning Plan, all universities have met the established criteria. However, the university needs

improvements in the following areas: 1) The alignment of CLOs assigned to courses and their formulation in Sub-CLOs. 2) The final competencies planned for each learning stage (Sub-CLO). 3) Learning models and teaching methods. 4) Student learning experiences in the form of assignments. 5) The Semester Learning Plan (RPS) format.

The learning tools used during and after the pandemic did not undergo significant changes. The media utilised included Zoom Meeting, Google Meet, WhatsApp, Google Classroom, and Learning Management Systems. The media used after the pandemic remained the same, but the frequency of usage and the number of face-to-face meetings increased. Hybrid learning was implemented with 70% face-to-face instruction and 30% online sessions.

Pandemic The development of the Learning Management System used during and after the pandemic.

The Learning Management System used in several universities is still in the content development stage. The government-provided Learning Management System through spada.kemdiktisaintek.go.id is an alternative online learning platform. The development of learning management systems in universities continues progressing and is synchronised with spada.kemdiktisaintek.go.id. Only Universitas PGRI Kanjuruhan Malang remains synchronised with spada.kemdiktisaintek.go.id. Other universities are still expanding courses and developing various content, particularly during the pandemic.

The following is the development of the Learning Management System implemented in the Introduction to Business course by several universities under the Association of Indonesian Teachers (PGRI).

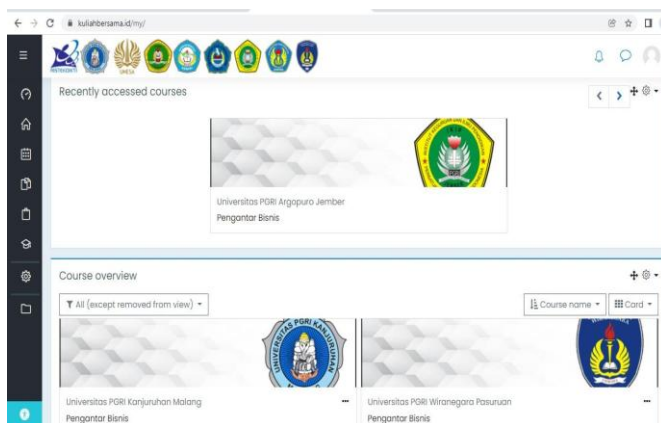


Figure 2. Development of Learning Management Systems by Several Universities

In this development stage, the focus is on content creation for the Introduction to Business course lecturers to deliver and present learning materials effectively. Each lecturer responsible for the course will independently develop the content in this stage. The Learning Management System (LMS) was developed at www.kuliahbersama.id, with content structured based on the Semester Learning Plan (RPS). The creation of the Introduction to Business course content begins with outlining the course description, listing the lecturer's name, and

integrating Course Learning Outcomes (CPL), Course Learning Objectives (CPMK), and Sub-Course Learning Objectives (Sub-CPMK) on the course homepage. The lecturers conducting the course develop and update weekly learning materials for each session.

Building content within the LMS begins with integrating activity features that support the Introduction to Business course. The available features include: 1) Assignments: This feature allows students to submit structured assignments assigned by the lecturer. Lecturers can set and monitor submission deadlines agreed upon at the beginning of the course. 2) Forum and Chat: This feature allows instructors and students to engage in discussions based on the lecture topics. 3) Attendance: This feature lets lecturers systematically record student attendance for each session. Only the lecturer can configure attendance settings, preventing students from marking their attendance, as access is restricted to instructors. 4) Quiz: This feature allows lecturers to conduct written assessments, including Mid-Semester Exams and Final Exams. Instructors can control submission times and set a time limit for completing the exam. Once the allocated time expires, students can no longer access the exam.

The challenges faced by students and lecturers during the pandemic primarily focused on the learning process. The challenges encountered during the learning process included limited internet access, issues with proper usage of applications such as Zoom and Google Meet, and students' difficulty absorbing the course material. These issues were present across all universities involved in the study. Educational institutions could not fully address one major challenge: the students' reliance on unstable internet networks. The government-provided internet quota served as a partial solution to address internet access limitations. However, the uneven network coverage across different regions remained beyond the responsibility of educational institutions.

Fluctuations in student enrollment were observed in nearly all universities included in the study. Only a few institutions experienced continuous growth without any decline, primarily due to the popularity of specific academic programs. A significant decrease in student enrollment was observed in the research subject in Jombang, with a reduction of 89.7% from the pandemic's beginning until it was officially declared over. In contrast, other research locations experienced a decline between 13.3% and 46.3% from 2019 to 2023. The decrease in student enrollment cannot be attributed solely to the pandemic. Various factors contribute to the fluctuations in student admissions at the universities included in this study.

The learning tools used during the pandemic included resources supporting the learning process, infrastructure, syllabus, and Semester Learning Plans (RPS) adapted to the Merdeka Belajar Curriculum. The gap in syllabus and Semester Learning Plan (RPS) development observed in the research subjects is crucial to consider when designing hybrid learning. The Introduction to Business course syllabus and Semester Learning Plan (RPS) development stage has been refined regarding format alignment, needs analysis, assessment criteria, instrument development, and learning evaluation. The development process has been completed and adapted to the

latest format in the Merdeka Belajar Curriculum. In the research subjects, Universitas PGRI Argopuro Jember required the most revisions. The primary reason for the extensive syllabus and Semester Learning Plan (RPS) adjustments was the university's change in status. The transition from IKIP PGRI Jember to Universitas PGRI Argopuro Jember necessitated significant curriculum adjustments to align with the Merdeka Belajar Curriculum.

During the pandemic, students were required to study from home using Zoom Meetings and Google Meets, leading to varying levels of material comprehension among students. This issue could be addressed by combining instructional delivery techniques with a Learning Management System (LMS). The use of Zoom Meetings and Google Meet, initially 100% during the pandemic, has decreased with the integration of Learning Management Systems (LMS). Utilising LMS features makes it easier for students to access both upcoming and previously studied materials. However, LMS usage is still in the content development stage for research subjects. The adaptation process for lecturers teaching the Introduction to Business course in learning to utilise various LMS features has become a challenge in developing LMS-based lectures. The LMS offers many features, requiring instructors to adapt and integrate them into teaching and learning. The successful implementation of hybrid learning after the pandemic relies on utilising LMS as a key learning platform.

IV. CONCLUSIONS

The challenge faced during the pandemic was adapting to online learning while dealing with technological limitations experienced by several universities within the Association of Indonesian Teachers (PGRI). The decline in student enrollment experienced by several universities is a complex issue, not solely caused by the COVID-19 pandemic but also influenced by educational service satisfaction and program interest at each institution. The post-pandemic learning process emphasises using comprehensive and structured media to support smooth learning activities. Learning Management Systems (LMS) help facilitate the organisation and delivery of course materials in hybrid learning. Integrating Introduction to Business learning using hybrid learning requires adjustments to align with the Merdeka Belajar Curriculum. Significant improvements are needed in developing the syllabus and Semester Learning Plan (RPS). Improvements will be more effective if carried out with the participation of departments within the academic association. The alignment of learning tools with the curriculum must continue to be developed by each university to support the achievement of its educational vision and mission. Developing content in the Learning Management System (LMS) for the Introduction to Business course is designed to meet learning needs. The integration of hybrid learning methods has continued post-pandemic. The effectiveness of hybrid learning, which combines online and face-to-face instruction, largely depends on the LMS. Lecturers must adapt hybrid learning methods to ensure teaching effectiveness in the Introduction to Business course.

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