



Hybrid Learning (HL) in Higher Education: The Design and Challenges

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The covid-19 outbreak is spreading in the world fast, forcing states worldwide to transform into digital services, including education services. This study aims to investigate the design and challenges of Islamic universities in implementing HL. Hybrid Learning (HL) denotes a mixture of face-to-face (FTF) learning in the classroom with online learning through application assistance. In this study, the researcher used a qualitative descriptive method using open questions, documentation, and observation. In collecting data, researchers used critical reflection and triangulation. The study's results delineate that the HL design in Islamic universities in West Nusa Tenggara is imposed with FTF and online learning. Online learning design is prescribed using various features such as maximizing various applications, including zoom applications, LMS, Google Classroom, Whatsapp Group, etc. Students who savor online learning are students in the fifth semester and up, while students who undergo the FTF learning system are freshman and second-year students. This arrangement is because students in that semester have never felt the stall and orientation of lectures. Meanwhile, students who can make online appointments and FTF are those who are undergoing the final project. The challenges in HL include lecturers having difficulty constructing learning tools, students' low motivation and willingness to learn, unstable and unevenly distributed internet access, and students' economic conditions who experience difficulties. In FTF, lecturers and students have difficulty interacting because government policies prohibit crowds, social distancing, and must wear facemasks. Therefore, students, parents, and colleges must synergize to make the HL process successful.

Keywords: hybrid learning, design, challenges, FTF, online learning, higher education

INTRODUCTION

Coronavirus has been identified as a dangerous and contagious virus that can interfere with the respiratory tract (Pinter et al., 2020; World Health Organization, 2020). This virus is designated as a pandemic and is an international health emergency considering death rates, transmission speed, and anticipation, which will then become a reference for formulating strategic policies for international health emergencies (Scarpino & Petri, 2019). One of WHO's policies is to limit human activities, maintain distance, and work from home (Sorour et al., 2021). Massive campaigns to maintain health was continued in various government sectors, including education (Fauzan, 2020). Likewise, the

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government imposed a curfew and dispersed crowds (Ivanov, 2020). These drastic changes impact changing life transformations, including changes in the learning system in which teachers use more virtual space. It is considered the best system for learning during a pandemic (Almaiah et al., 2020; Jena, 2020; Nuñez & Padilla, 2020).

Social distancing policies for the community require human work patterns that avoid physical contact, sports, and other activities and migrate using online platforms (Pokhrel & Chhetri, 2021; Uscher-Pines et al., 2018). According to Hrastinski (2008), there are two types of online learning: asynchronous and synchronous e-learning. These two e-learning modes are prevalent in distance learning and affect various aspects, including motivation and learning achievement (Bailey et al., 2021; Bovermann & Bastiaens, 2020). Therefore, educational institutions must begin to improve, providing various facilities that support learning efficiency and effectiveness, including ensuring a platform and strengthening resources to support education during online learning, including in universities (Almaiah et al., 2020).

Hybrid Learning (HL) is the format of combining conventional-based education or face-to-face with online-based education or utilizing the appropriate online learning platforms. HL is a necessity in universities, including Islamic universities. Referring to various previous studies, many researchers have studied hybrid learning in Islamic universities with different themes and research results. Utilizing hybrid learning is more effective than face-to-face in higher education (FTF) (Meydanlioglu & Arıkan, 2014). Furthermore, hybrid learning in higher education is not only an internal consumption (internal student user) but applicable to international classes (Hilli et al., 2019) because HL does not cross traditional learning dichotomies and barriers. HL is also known as "Blended learning" (BL). The model of combining online pedagogy with face-to-face classroom learning is also called hybrid learning. HL is an alternative format in university learning because it is transparent, fair, and flexible in the learning process. Different aspects arise from students who do not like full HL. Learning is more effective when a dynamic between FTF and online is alternate (Gleason & Greenhow, 2017; Sukiman et al., 2022) because of the cost affordability and confidence in conveying ideas authentically. In addition, HL integrates the teacher's role in designing physical, digital, and innovative learning spaces (Manciaracina, 2020).

Another study on perceptions, strategies, and challenges of using hybrids in higher education illustrates that hybrid policies in formal learning in universities familiarize lecturers and relevant technology to industrial revolution 4.0 requirements (Syam et al., 2019). Students feel comfortable in learning, have self-confidence, and back it up by students themselves (Ackerman, 2008), especially amid the covid 19 pandemic. Then universities need to improve the quality of digital components in learning (Benito et al., 2021). Likewise, FTF and online learning have their respective strengths, weaknesses, and threats when combined (Singh et al., 2021). The COVID-19 pandemic has accelerated the digital reform of learning in higher education (Skulmowski & Rey, 2020), resulting in a large student population and cost efficiency (el Said, 2021). However, universities require comprehensive digital acceleration by providing adequate

infrastructure, tuition fees, and internet quotas because each university has different backgrounds and characteristics (Nursjanti et al., 2021).

The findings above sharpen the advantages of HL amid the Covid 19 pandemic. Nevertheless, HL also has negative impacts that need to be addressed. Implementing hybrid learning reduces students' work ethic and persistence (Lint, 2013) and causes difficulty in grasping the course material presented (Ningsih, 2021). Other weaknesses are less serious and focused; boredom and aspiration in learning, unstable internet connection, insignificant emotional ties, draining quota and dissatisfaction, difficulty in interaction and communication, lack of motivation and parental support, and lack of social literacy (Agoestyowati, 2020; Alessandro and Kristina Roseven Nababan, 2021; Gita Safira & Temi Damayanti D, 2022; Panjaitan et al., 2021). However, the above perspective is negated because online learning is considered something new, so the concept, design, and challenges must be anticipated.

Ziadat (2022) has studied the effect of two models of online intervention using physical and art activities approaches on ASD students. The applied experimental design uses three groups using pre-test and post-test treatment. The measurement result indicates the effect of art intervention is 86.8%. Meanwhile, the physical intervention effect is 87.2%. Hence, the effect of art and physical intervention online may improve ASD students' skills. Students' and teachers' gesture on physics learning in UEA has been reported by Alarabi et al. (2022). This research employed a cross-sectional descriptive design. The result shows different demeanor between state and private school students in online physics learning, while teachers' gestures are not significantly different. Hardianto et al. (2022) have studied on child learning process using a shared-experiences at home for parents during the pandemic. The applied method in this study is concurrent embedded research or collecting qualitative and quantitative data simultaneously. The study concludes that sharing experiences can change students' understanding more efficiently than conventional parenting methods.

Referring to the study above, hybrid learning has been widely studied at the locus of public tertiary institutions. Not many studies have discussed HL in Islamic tertiary institutions, even though HL (Yauri et al., 2017) in Islamic universities can promote student motivation and collaboration. Other studies discuss lecturers' participation in implementing HL (Hasriani, 2021), examine the implementation of blended learning-based Islamic education (Tirajoh et al., 2021), and conduct needs analysis in online learning (Rahayu R et al., 2018). Other studies improve outcomes by developing blended learning (Adhi et al., 2022) and digital-based learning at the Islamic University of Indonesia (Hasanah et al., 2021). The research with HL themes has not discussed how to design its application in Islamic universities and the challenges they face. That is the focus and novelty of this research. The researcher focuses on HL design and challenges in Islamic universities. This research was conducted at an Islamic university in Lombok, West Nusa Tenggara.

At these universities, HL has been implemented during the covid 19 pandemic. However, the platform used is not the same. Each faculty has its own platform using the google classroom application, zoom meeting, Whatsapp Group, learning management

system (LMS), and various other applications. Therefore, researchers are interested in thoroughly exploring the platform used and the concepts and challenges faced while using the platform. The design referred to in this study includes an integrative learning space design pattern, which combines FTF learning with online (Carius, 2020). Meanwhile, the challenges include the problems faced in implementing FTF and online

METHOD

This study used descriptive qualitative research to emphasize students' and lecturers' interpretations and experiences (Carius, 2020). This research was conducted at an Islamic state campus on Lombok island. Semi-structured interviews with open-ended questions were carried out during the data collection procedure. This study aims to understand HL design and its challenges comprehensively. Interview questions received input from various experts to ensure that the research focus and theme did not deviate. The interview about the hybrid learning concept focused on information about learning with HL, which contained FTF and online. Meanwhile, on research questions concerning the challenges of online learning, researchers profoundly explore the obstacles and problems they faced in implementing online learning and FTF. In this case, the researcher randomly interviewed lecturers with the criteria for implementing hybrid learning. The research questions are as follows:

1. How did you design the HL during the lecture?
2. What challenges you encountered while implementing the HL?

The data collection technique refers to the researcher's subjectivity by paying close attention to the design and research methods so that not to experience bias and misinterpreted research results (Cypress, 2017). Researchers also use critical reflection so that the whole research process provides accurate information and avoids personal views (Miles & Jozefowicz-Simbeni, 2019). Researchers carefully and thoroughly consider the information obtained from the interviews and observations.

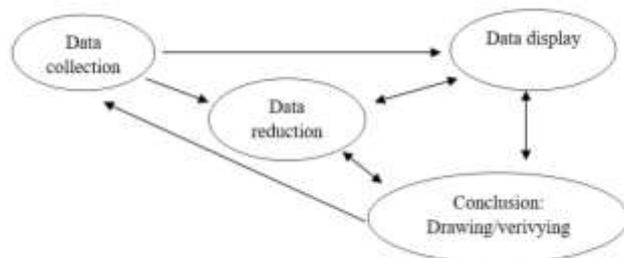


Figure 1
Interactive model of data analysis (Miles et al., 2018)

Figure 1. shows the interactive model of data analysis. Data analysis in this study was carried out with the following steps: first, listening to the interview recording from beginning to end; second, transcribing the recording by repeatedly hearing all recordings while adjusting to the spoken narration and clarifying the informant's intent and

emphasis. In this case, the informant listens and reads the transcript that has been made and can comment on and edit the transcript; third, the transcript is arranged coherently and eliminates incidental questions; fourth, narratives are analyzed to identify similarities and differences that occur across individual narratives.

FINDINGS

The Design of HL in Higher Education

Online learning and FTF are options when facing a pandemic. The government, directly through the Covid-19 Task Force, stopped all community activities that brought crowds, kept a distance when interacting, washed hands, and imposed a night curfew, including stopping all community service office activities, including education services at public and private universities.

Offline education services have been discontinued since the Covid 19 Task Force was established. Public health is prioritized, including safety from Covid 19 patient transmission. The policy prohibits implementing FTF Education and uses the blended learning education system through various other digital learning platform features until the authorities issue other decisions, that is, using a hybrid learning system (Interview With MAS, 12 Oktober 2021, n.d.).

The decision to use a blended learning system transforms the learning system to undergo a massive digital transformation. The researcher's observations show that since Covid 19 struck Indonesia and forced citizens to switch to a digital system, the lecturers at universities have many choices, including Whatsapp groups, zoom meetings, google classroom, LMS, and Edmodo. Some academics not ready to use these features traditionally still use the Whatsapp learning system because it is easier to operate at an affordable cost. One of the lecturers expresses this vast range of choices:

Since covid 19 has spread and closed the FTF education service system. Immediately, we fixed the learning patterns that would be used, including the most appropriate learning platforms during a pandemic. Various platforms, including Whatsapp Group, have advantages and disadvantages in cyberspace. Using Whatsapp Group is more practical and easy for students to access, but students cannot save learning history that can be reviewed at future meetings. Then we also tried to use google classroom, which is also effective in learning, as well as Edmodo and zoom meetings (Interview with Nuj, 12 November 2021, n.d.).

At the beginning of implementing online learning, campuses were looking for an ideal system, and all inputs for e-learning applications were ideal with their advantages and disadvantages. The learning evaluation results using an online system have advantages and disadvantages, including keeping students away from an authentic lecture atmosphere, having difficulty understanding precise lecture material, unsatisfied with lecturer services, and having limited internet network in accessing the course, especially those using video conferencing such as zoom meetings and google meet.

The results of interviews with campus officials show that one of the appropriate e-learning applications for online learning is LMS. The platform can be integrated

comprehensively with the systems used on campus. The LMS application is easy to operate, lightweight, and cost-effective application. In addition, the LMS application is also used by the best universities in Indonesia, including Islamic universities. However, after a circular was issued to implement a limited FTF lecture system, we tried to use a semi-FTF-online learning system. FTF learning is carried out for first-semester students and students under thesis guidance. Therefore, we provide digital spaces and FTF during learning (Interview with SAP, 12 November 2021, n.d.).

HL stages in Islamic tertiary institutions are carried out in three stages: planning, implementation, and evaluation. At the implementation stage, the lecturers prepare educational tools such as lesson planning (RPP), determine learning media, determine the platform used, and plan for learning implementation and evaluation. Meanwhile, at the implementation stage, it contains the learning process flow relevant to online learning and FTF. Furthermore, at the evaluation stage, authentic assessment, self-assessment, and project assessment are carried out (Interview with ALI, 12 November 2021, n.d.).

In the learning process using the LMS, various stages include controlling courses, registering courses, and distributing class join keywords to students. The problem often arises with the forgotten password feature in the enrollment process. LMS participants who forget their password can correct the password or contact the available help desk. Meanwhile, during FTF learning, there are no obstacles at all because the available space adjusts to the circulars of the campus's internal Task Force and the regional and central Covid 19 Task Force.

The findings from the HL design are a form of learning that students and lecturers must take. This HL brings many blessings or many benefits. Many lecturers who are initially less tech-savvy start to learn many different applications for learning, such as creating an email, installing applications, registering, and operating applications from start until finish. As a result, the campus massively held training or workshops about operating applications required for learning. The benefit of HL is that lecturers and students can store, process, and report course materials, quizzes, assignments, midterm (UTS), and final term (UAS) exams fairly, openly, effectively, and efficiently. Hence, HL design will transparently and fairly improve educational quality for all stakeholders.

The Challenge of HL in Higher Education

The challenges of HL in Islamic universities are very diverse. It is difficult for lecturers to design an online learning system to support optimal learning. Psychologically, FTF is more effective because there is an authentic direct interaction between students and lecturers. The lecturer who taught online learning stated this:

The teacher's challenge in implementing online learning is considering the planning aspect. A lecturer, as effectively as possible, should make learning tools efficacious in duration and not long-winded. It means the material presented is short and easy for students to understand (Interview with Ahyar, 12 Oktober 2021, n.d.).

One elementary education student also expressed the same: "we often have difficulties attending lectures because the lecture duration is draining the quota. For example, we

use zoom meetings. We could save more on quota if the lecturer first uploads the course material on Youtube; that way, it is more efficient and only needs reinforcement during the zoom meeting" (Interview with DEA, 12 November 2021, n.d.).

Reflecting on the extravagant learning system above, it is a habit for lecturers to deliver lecture material during the zoom meeting. So that during lectures, there are many critical questions for students that require detailed answers, which requires a lot of time. Hence, lectures consume a huge quota (Observation on October 2021, n.d.).

Referring to the challenges above, it is the student's concern without ignoring the creativity of other lecturers who tried integrating three application platforms in one lesson. The lecturers may use the Youtube platform for information-sharing applications to make conveying information easier, and students can access it anytime. The second application uses an LMS where lecturers can automate their learning activities, including sharing the link on the platform, and a zoom meeting, which is conducting video conferences with students.

The next challenge in implementing HL is learning loss. Learning loss is a student's academic setback due to a prolonged online learning gap, as acknowledged by VERA, which says that: HL, where online learning is done first, can actually reduce students' work ethic and persistence. Unlike when learning FTF, we are more enthusiastic about learning because we interact authentically and can exchange information well.

As for academics, online learning makes lectures ambiguous. Some material that requires direct explanations from the lecturer becomes difficult to grasp because it is not delivered directly. Furthermore, online learning makes students not focus and take it lightly when attending lectures, occasionally attending lectures while cooking, bathing, and other activities (Interview with DEA, 12 November 2021, n.d.). The researchers' observations regarding students' activities in learning activities are that, typically, they are not serious and unfocused. Online learning is not paying attention to the material presented but making online learning activities additional or side activities such as cooking, bathing, and even watching TV series (Observation on October 2021, n.d.).

Other challenges are boredom, unstable internet connection, lack of motivation, and parental support. Tired because the meetings are only in cyberspace, and not all students have a stable internet network. This is because Indonesia's vast demographics are very diverse, impacting the motivation and support of parents. The challenge in HL, especially FTF, is that student attendance must be one hundred percent. Typically, student residences are far from campus. So it costs money to present on campus. It can be concluded that implementing hybrid learning is more expensive because it must combine FTF with online learning (Interview With FAT, 12 Oktober 2021, n.d.).

The predominant challenge is related to the internet connection. Many lecturers or students found it hard to get internet connections because they were in remote areas or had poor internet signals. Aside from poor internet signal, buying internet quota was another issue, especially for students. Thus, the campus has provided many solutions by setting up free internet access in the campus area for lecturers or students who are constrained by internet access. Meanwhile, the Ministry of education and culture also provided internet quota subsidies for students. The essential matter is the synergy

between parents, students, lecturers, and campuses in optimally providing services in the HL process.

DISCUSSION

HL Design in Higher Education

The era of traditional education has undergone a transformation towards digital-based education after facing the deadly COVID-19 pandemic, closing schools and universities (Ismail et al., 2021; Okmawati, 2020). This change in the education system occurs on all fronts, including at the early childhood education level (Marlina & Hazizah, 2020). The policy of implementing an online learning system is considered to be the right policy to tackle the Covid 19 dispersion. However, there was a sharp debate over the decision, raising debatable (Adzim & Faris Khoirul Anam, 2020), but as a collaborative government policy that mainstreams public health and participant safety (Rupita et al., 2021), this policy was decided by a Joint Decree (SKB) of four Ministers.

Various applications, including Google Classroom, can be used as an online learning facilitators because this feature is very effective (Okmawati, 2020) and less effective (Syah & Tasrif, 2021). However, compared to Whatsapp class, Google classroom is more effective (Endah Yuliani & Romadhiyana Kisno Saputri, 2021). Besides the pros and cons of an online learning platform, Google Classroom has complete learning features, including announcements, sharing materials, and editing assignments. Google Classroom is an effective tool for online teaching because it is easy, accessible, and useful, and the communication delivered is interactional and interesting (Aisyah et al., 2022).

The next e-learning application is the Whatsapp group and Google meet. Whatsapp group learning is smartphone-based learning that involves many discussion groups and can improve performance and achievement (Sayan, 2016). Learning with Whatsapp Group makes lecturers easier to give instructions to students. This is because it can create focus during the learning process. Lecturers and students favor the Google Meet application because it can take many participants in video conferences, and learning outcomes using Google Meet are better than conventional learning (Aisyah et al., 2022). They are considered to have advantages over other video conferencing applications (Mesran et al., 2021).

Zoom Meeting is the learning application that is also the most sought-after by lecturers. The use of zoom meetings in Islamic universities has a magnet for lecturers and students undergoing the teaching and learning process. Unless upgraded to accommodate large-class learning, the application is very effective for small-class usage. In addition, Zoom Meeting in use has full application features, starting from sharing material and displaying user-friendly layers, and the quality of the features is pretty complete. Learning to use zoom is very effective for the learning process. Zoom can also record while the lecture is on the way and sort out various rooms, including break rooms, interview rooms, and public rooms (Rucker et al., 2020). In Islamic universities, zoom meeting is used not every meeting. Zoom meetings are used for materials that require material reinforcement that cannot be explained online and requires virtual FTF. This is

because of the cost factor if zoom is upgraded. Likewise, Zoom meetings can only be used for limited meeting users, a maximum of one hundred people for one hour.

Figure 2. shows the face Appearance of LMS In Islamic Higher Education. the Most lecturers and students at State Islamic universities in West Nusa Tenggara use the application LMS. The LMS used is integrated with the campus academic portal. Using LMS can lead to high self-confidence (Kaewsaiha & Chanchalor, 2021) for students. For structural, LMS shows the administration function for students as shown in figure 3. Likewise, instructors indicated that the LMS administration function was highly interactive as shown in figure 4 and 5 (Al-Hunaiyyan et al., 2020). The following are the stages of preparing and implementing learning using LMS.



Figure 2
Face Appearance of LMS In Islamic Higher Education



Figure 3
Switch on the mood



Figure 4
Upload and design material and presence



Figure 5
Adding quiz and evaluation schedule

Based on the table above, the stages of learning using LMS in Islamic universities can be explained. The first stage is to open the LMS website address, <https://lms.uinmataram.ac.id/my/>. Next is to turn on the mood change which functions to open various items in the used LMS. Furthermore, users can upload lecture materials and create a list of absences, quizzes, and learning evaluations.

From the discussion above, the hybrid learning design in Islamic universities can be concluded. Researchers create a hybrid learning design chart as in figure 6 follows:

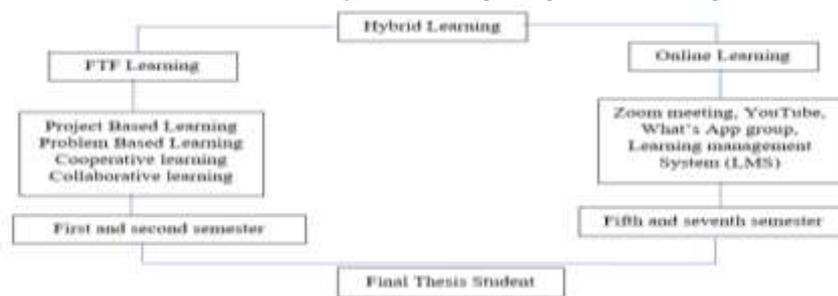


Figure 6
The hybrid learning design chart

The front-page display on the LMS above contains the LSM account name and the website address integrated with the campus website. Hybrid learning is a blend of online learning and FTF Learning. Online learning employs various digital applications such as zoom meetings, YouTube, Whatsapp group, and LMS. FTF learning uses various methods, such as project-based, problem-based, cooperative, and collaborative learning. Online learning is for fifth and seventh-semester students, while FTF is for semesters one and three. The students allowed to carry out hybrid learning are final-year students completing their final project.

The Challenge of HL in Higher Education

Online learning systems adaptation in universities during the covid-19 pandemic negatively affected student performance (Sorour et al., 2021). In transitioning the learning process from a virtual learning system to an online learning system, universities need to investigate the effectiveness of the implemented learning system, facilitate an effective teaching and learning process, and identify the opportunities and challenges ahead (Mushtaha et al., 2022). The research results reveal that 55.6% of the sample

experienced a negative impact on online learning. The same condition also occurs in various campuses that adapt their learning system by implementing an online learning system but are more effective by preparing student handbooks (Colfer et al., 2021), enriching the curriculum, analyzing pedagogical challenges, and developing collaborative projects (Pazich et al., 2018).

There are many challenges for lecturers and students in implementing HL in Islamic universities. Concerning online learning, the challenges start from internal and external. Students' most significant challenge is the learning environment in their homes, while the minor challenge is literacy and technological competence (Barrot et al., 2021). As for learning English, the challenges in online learning include teaching methods for social aspects, computer skills, coordinating learning methods, motivation, and willingness (Hijazi & Alnatour, 2021). Likewise, the infrastructure has not ready to effectively implement quality learning at a distance (Adedoyin & Soykan, 2020). In addition, each student's economic situation is different, and most are not ready to study online because internet access is deficient (Ismail et al., 2021).

Responding to the various challenges above, Islamic universities also have various challenges. The demographics of student residences are very diverse, ranging from the slow internet network to the non-coverage internet network areas and even having to climb a hill with a certain height to get internet access (Observation on October 2021, n.d.). This system requires digital infrastructure, and students are not ready to undertake online learning. However, this dynamic also does not hinder our students in carrying out lectures or choosing learning applications that do not require a high-level stable internet network, such as using the Facebook application or Whatsapp Group (Interview With FAT, 12 Oktober 2021, n.d.).

In addition to infrastructure and other digital facilities, other online learning challenges are also faced by lecturers, obstacles in making adjustments to the design and delivery of material (Bhuana & Apriliyanti, 2021). For students, the challenges they face include internet coverage, environmental disturbances, learning devices, environmental disturbances, pedagogical challenges, and lack of innovation and social interaction (Das, 2022). In addition, interaction among students are minimum, unclear assessment strategies, inappropriate feedback and lecturer support, and lack of interest in learning (Tareen & Haand, 2020), and poorly disciplined students in the class (Chiu et al., 2021). Online learning also creates a distance between students and their peers, and some teachers are not familiar with the technological features of the apps, lack methods and other ways to motivate students, have unclear interaction and communication, and often experience environmental disturbances (Barrera, 2021; Friedman, 2020; Rusly et al., 2021; Saleh & Meccawy, 2022).

The challenges of online learning above that Islamic universities also experience a transition from FTF to an online learning process. The absence of interaction between lecturers and students is the cause of unclear learning instructions, although, in general, the application of online learning is made flexible; that is, it can be done anywhere and anytime. Online learning can also save time in the teaching and learning process, but students are often not focused and distracted in its implementation. In addition to

studying online, various side activities also do other activities such as washing, cooking, and so on.

The learning FTF challenges during the covid-19 pandemic at State Islamic universities are pretty compelling. However, some of the challenges faced include the timing of learning implementation. When the covid-19 pandemic was rampant, the policy for implementing the Education system required a limited FTF, in which some students were allowed to carry out lectures on an FTF basis with different time divisions. For example, first-semester students of class A are divided into two study groups, and both receive one hour of lessons from what should be two hours of lessons. Another FTF challenge is about learning outside the classroom or inside the classroom. The no-crowd policy is challenging to explore active and effective learning methods and does not violate the Health protocol. Students' distance is also arranged in the classroom, so they are not too close. This distancing also impacts teacher activities in innovating to create active and effective learning.

CONCLUSION

The Covid-19 outbreak behooves that digital transformation is a necessity forced by the covid 19 outbreak that has beat the whole world, including changing the education system based on face-to-face (FTF) and HL, which blends FTF and online learning. Online learning heavily depends on the internet network, directly affecting the students' affordability with economic classes and different problems. For this reason, Islamic universities need to design education that is not only oriented to digital transformation but can also take advantage of FTF classes. So that the HL design carried out at Islamic universities in West Nusa Tenggara is to carry out online lectures and FTF - Online using the zoom application, LMS, Google Classroom, Whatsapp Group, and so on. As for FTF, lecturers use mixed learning methods but still abide by health protocols.

Although it has imposed discrete innovations in designing learning, HL has also encountered disparate challenges, such as the lack of social interaction between students and lecturers, the course materials preparations not coordinated with learning methods, students' poor motivation and willingness, and coupled the students' diverse economic conditions and poor internet access. So that students are not ready to provide internet quota. In addition, the challenges of the FTF are difficult to implement because it contradicts the government's policies on social distancing, prohibiting crowds, and managing small classes. This policy becomes an obstacle for lecturers in creating student centers in learning.

This research recommends that there should be a synergy between students, parents, lecturers, and the campus to make the learning process via HL work successfully. Students must be high-spirited in following learning both online and FTF. Lecturers must properly prepare learning material and all learning devices, and the campus must prepare maximum facilities and equipment to manage such a process to work as expected.

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