
Students' Perceptions of Hybrid Learning in The Face-To-Face Meeting System (PTM) Limited to Science Lesson at The MTs Level

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ABSTRACT

Keywords:

Hybrid learning, limited PTM, Science learning

This study aims to determine students' perceptions of learning Hybrid Learning in the Limited PTM System in Science Subjects Class IX at the SMP/MTs level. The research method uses descriptive qualitative methods. The data in the study were in the form of a questionnaire with 14 questions to students. The data analysis technique in this qualitative research is using data reduction, data presentation, and conclusions. One of the advantages of implementing Hybrid learning is being able to improve students' cognitive learning outcomes. However, in limited PTM the problem faced by students is limited student social interaction, students have difficulty understanding the material. So, among the weaknesses in limited PTM it is assumed that Hybrid Learning is able to overcome problems that occur when PTM is limited. So, it is important to do this research. The results of this study namely students' perceptions of Hybrid Learning learning that Hybrid Learning makes it easier for students to understand the material, students feel happy when learning Hybrid Learning because they can communicate directly both with teachers and with friends. So, it can be concluded that students' perceptions of Hybrid Learning give a positive response.

INTRODUCTION

The impact of the Covid-19 pandemic has caused changes in various aspects of life, one of which is in the education aspect. During the Covid-19 pandemic, many problems were felt in distance learning which caused the quality of education in Indonesia to be considered to have decreased. This is in accordance with the opinion (Setyawan, 2021) that online learning during the Covid-19 pandemic has a negative impact, one of which is the quality of education experiencing learning loss. Therefore, the government makes a strategy so that learning can be carried out face-to-face (PTM), so that a policy set by the government emerges, namely limited face-to-face (PTM) learning with a policy that all educators must have vaccinated and limited learning hours and continue to apply strict health protocols. students are divided into study groups in shifts so that the number of students is limited in one class (Ode et al., 2021)

In such conditions, it becomes a challenge especially for teachers to master technology. The challenges of teachers during the pandemic are very heavy, especially regarding how teachers build effective communication, all perceived limitations must be able to be transitioned into a challenge that results in innovation and change (Kholik et al., 2021). Teachers can make learning innovations to create interesting learning during the current Covid-19 pandemic. Schools began to implement face-to-face learning, but with different innovations, namely combination

learning that combines face-to-face learning with online learning. Hybrid learning is learning that combines or mixes face-to-face learning and computer-based learning (online and offline). The goal of hybrid learning is to provide the most effective and efficient learning experience. Hybrid Learning is also often equated with Blended Learning which is also a learning system by combining Face-to-face with technology mediated (Imania, 2019). According to (Hidayatullah and Anwar, 2020) Hybrid Learning, technically the implementation is almost the same as Blended Learning, namely by combining face-to-face learning models with online learning.

The learning process contained in the Regulation of the Minister of Education and Culture of Indonesia No. 65 of 2013 directs learning that is interactive, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to talents and interests (Astuti, Arso and Wigati, 2015). Science learning is a process to encourage students to make learning more meaningful so that they can master science knowledge and concepts through skills and apply them in everyday life (Sunarno, 2018). So, with the use of digital developments to be able to educate students and answer all the conditions felt by students during the teaching and learning process with hybrid learning, which is considered effective as a reference material for learning models during the Covid-19

pandemic. This is in accordance with the research of (Belakang and Advance, 2021) that states Hybrid Learning creates active learning with more valid assessment supervision.

The problems felt by students when learning online were about discipline, limitations in mastering the material, and uncondusive learning environment. So that learning is needed that is not just online, but still considers the skills that students must master, namely by combination learning (Hybrid Learning). (Oktavianto, 2021). Hybrid Learning is assumed to be very suitable to be applied in limited face-to-face (PTM) learning activities. Limited PTM is starting to be implemented in all education units. The thing that underlies the implementation of this limited PTM is that all educators have been vaccinated and during online learning the quality of education has decreased. This limited PTM is carried out for 3 hours of lessons for a shift and combines with online learning so that PTM is carried out 2 to 3 times in 1 week. The impact felt by students regarding Limited PTM is that students experience limitations in social interaction, students complain because of assignments, the stress felt by students increases due to restrictions on activities during school. (Ode et al., 2021). From the problems felt by students related to PTM with these limitations, this study aims to find out about students' perceptions of learning Hybrid Learning in Limited PTM. This is in line with the journal that limited PTM will collaborate with online learning

based on technological developments, so that it will be able to make learning more effective using a flexible approach and in line with the 2020-2035 Indonesian education roadmap (Sistiarini, Ishaq and Sulthoni, 2021).

In its application, Hybrid Learning offers learning activities, namely 50% of students face to face and the other 50% online. With this format, students will have half the class in face-to-face learning. Hybrid Learning benefits are streamline time, low costs and make it easier for students to access learning quickly (Journal et al., 2021). (Hidayatullah and Anwar, 2020) Hybrid Learning has various advantages, namely providing opportunities for students to meet face-to-face or face-to-face and conduct discussions, ask questions or receive direct instructions. So, it is assumed that the application of Hybrid Learning is quite varied, and it is hoped that students will not get bored. Several previous studies on Hybrid Learning, namely in research (Puspitorini et al., 2020) that Hybrid Learning-based learning can be used as an alternative to overcome the limitations of face-to-face time in the classroom and to improve students' cognitive learning outcomes. Because through Hybrid Learning students can access material inside and outside the classroom. Research by (Putra, 2015) states that through learning Hybrid Learning can make student activities more active so that students are active, and learning is student-centered. Research by (Mata, Practicum and Padang, 2021) claims that learning

Hybrid Learning is suitable as a learning solution in the New Normal because in delivery of material can be delivered before face to face.

From various previous studies on the application of Hybrid Learning, Hybrid Learning is able to answer problems that occur in education during the Covid-19 pandemic and is able to improve learning outcomes. While the limited PTM system that has been described above has problems that are felt by students. Currently there is no research that examines students' perceptions of Hybrid Learning learning in the Limited PTM System even though the implementation of Hybrid Learning has been carried out during the New Normal Covid-19. Therefore, there is a need for a study to determine students' perceptions of Hybrid Learning in the Limited PTM System.

In secondary schools (SMP/MTs), a limited face-to-face learning (PTM) system has been implemented. Based on the above description of the advantages of Hybrid Learning and the weaknesses of limited face-to-face learning felt by students, the purpose of this study was to determine student perceptions of Hybrid Learning in the Limited PTM System for Science Subjects for class IX at the SMP/MTs level. The location of this research is narrowed at SMP Negeri 5 Bojonegoro, MTsN 1 Sidoarjo and MTsN 4 Sidoarjo. This research is said to be important to students based on facts and thoughts, among others, 1) need to know the readiness to learn face to face and meet teachers directly in class, especially class IX, 2) need to know

thoughts about online and offline learning in class IX.

METHODS

This study using a qualitative descriptive method. Descriptive qualitative (QD) is a term used in qualitative research for a descriptive study. This type of research is generally used in social phenomenology (Polit & Beck, 2009, 2014). One of these social studies relates to students' perceptions of Hybrid Learning research in the limited PTM system in science subjects. Qualitative descriptive (QD) is focused on answering research questions related to who, what, where and how an event or experience occurred until finally studied to find patterns that emerged in the event (Kim, H., Sefcik, JS, & Bradway, C., 2016). In summary, it can be explained that descriptive qualitative (QD) is a research method that moves on a simple qualitative approach with an inductive flow. This inductive flow means that qualitative descriptive research (QD) begins with an explanatory process or event which finally can be drawn a generalization which is a conclusion from the process or event. The result or output produced is to display the data obtained from the research and will be displayed in the form of a diagram to draw a conclusion from several questions posed to the resource person. Data collection was carried out in three schools, namely SMP N 5 Bojonegoro, MTsN 1 Sidoarjo and MTs N 4 Sidoarjo for grade IX students. So that this research can help and find out student perceptions and assess

whether this learning model can be re-applied even though the covid-19 pandemic is over. The research also uses research instruments in the form of questionnaires distributed to students as respondents. The data analysis technique in this qualitative research uses data reduction, data presentation and conclusions.

This study using a questionnaire for data collection, especially to determine the perception of each student. This questionnaire was distributed to class IX students via google form. Questions posed to students include matters relating to online and offline learning.

RESULTS AND DISCUSSION

Student Respondent Questionnaire Results

This section displays the statistical data generated based on the number of student responses about students' perceptions of Hybrid Learning in SMP/MTs. For student respondent data taken from 1 class, namely class IX

which comes from several schools, namely SMP Negeri 5 Bojonegoro, MTsN 1 Sidoarjo, and MTsN 4 Sidoarjo. In this study, data reduction will be carried out, so that the results of the perceptions of students from several schools will be compared in the form of diagrams and descriptions of data from each school. Furthermore, the results of data from several schools will draw a conclusion to determine students' perceptions of learning Hybrid Learning in the PTM System Limited to Science Subjects at the SMP/MTs Level.

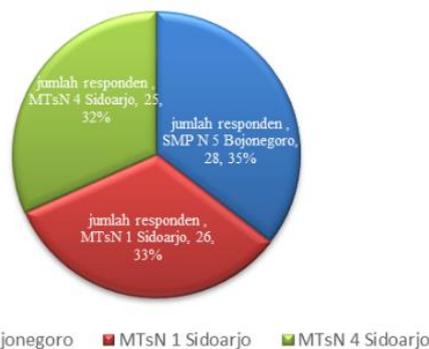


Figure1. Number of Student Respondents at SMP/MTs Level

Table 3. Distribution of Student Questionnaire Perception Results

No.	Pertanyaan	SMPN 5 BJN				MTsN 1 Sidoarjo				MTsN 1 Sidoarjo			
		SS	S	TS	STS	SS	S	TS	STS	SS	S	TS	STS
1.	Saya lebih mudah memahami pelajaran setelah guru menggunakan model Hybrid Learning pada saat PTM terbatas	20	7	0	0	2	21	3	0	3	21	1	1
2.	Saya merasa bosan ketika kegiatan pembelajaran tidak menggunakan model Hybrid Learning pada saat PTM terbatas	2	15	10	0	5	13	7	1	1	18	7	0
3.	Penggunaan model Hybrid Learning pada saat PTM terbatas memberikan pengaruh yang sangat besar dalam menerima pelajaran IPA	4	19	4	0	4	16	6	0	4	20	2	0
4.	Saya lebih bersemangat mengikuti pelajaran IPA yang menggunakan model Hybrid Learning pada saat PTM terbatas	2	24	1	0	6	12	8	0	3	21	2	0
5.	Saya merasa tegang dan takut selama mengikuti kegiatan pembelajaran IPA menggunakan Hybrid Learning pada saat PTM terbatas	1	3	21	2	0	6	15	5	3	6	17	0
6.	Manfaat penggunaan Hybrid Learning pada saat PTM terbatas dapat saya rasakan	2	25	0	0	5	17	3	1	3	6	17	0
7.	Saya lebih mudah memahami pelajaran IPA karena materi dapat di ulas kembali secara online	2	23	1	1	8	17	1	0	4	19	3	0
8.	Saya merasa lebih terbantu memahami materi IPA setelah guru menggunakan model Hybrid Learning pada saat PTM terbatas	2	21	1	0	4	16	6	0	3	16	5	2
9.	Model pembelajaran Hybrid Learning membuat saya tidak takut lagi pada pelajaran IPA	5	19	6	0	3	22	1	0	2	18	6	0

Students' Attitudes towards the Use of Hybrid Learning when PTM is Limited to SMP/MTs

At SMP Negeri 5 Bojonegoro

The Covid-19 pandemic has an impact on all aspects of life, especially the education aspect in Indonesia. Since the emergence of the Covid-19 pandemic, it has led to the transformation of the education system in Indonesia to date. The government has launched a limited PTM system so that learning activities can still be carried out face-to-face but still by being aware of the transmission of Covid-19. There are so many learning

innovations that have been created to support learning activities in accordance with the current Covid-19 pandemic conditions. The application of learning innovation used is Hybrid Learning as a form of mixed learning between face-to-face and online. However, there are big challenges in implementing Hybrid Learning. Especially for students who are used to doing online or distance learning. To find out the opinions or perceptions of students, it is necessary to conduct a survey with the following results.

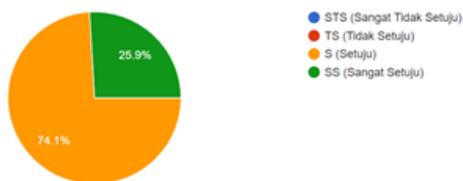


Diagram 1. Pertanyaan Ke-1

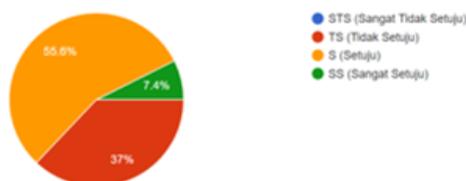


Diagram 2. Pertanyaan Ke-2

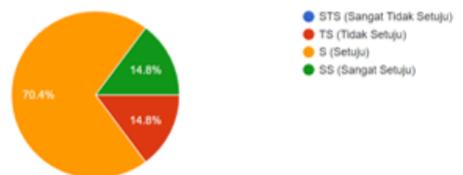


Diagram 3. Pertanyaan Ke-3

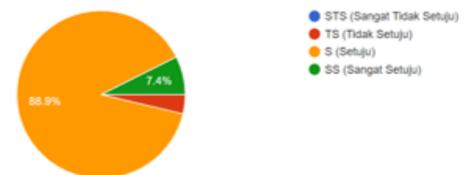


Diagram 4. Pertanyaan Ke-4

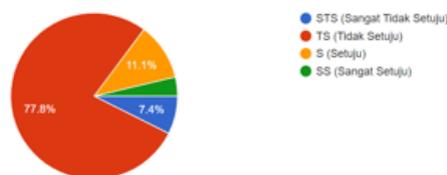


Diagram 5. Pertanyaan Ke-5

At SMP Negeri 5 Bojonegoro

Based on the visual appearance above, various responses were obtained from the students of SMP Negeri 5 Bojonegoro. In question number 1, it can be seen from the point of view of students who answered agree there were 20 students or equivalent to 74.1%, and 7 students or equivalent to 25.9% answered strongly agree. From the first question, it shows that it is easier for students to understand the lesson after the teacher uses Hybrid Learning when PTM is limited. This can be seen from the number of students who answered agree 20 students.

In question number 2, it can be seen from the point of view of students who answered agree there were 15 students or equivalent to 55.6%, 2 students or equivalent to 7.4% answered strongly agree, and 10

students or equivalent to 37% answered disagree. From this second question, it shows that students feel bored if learning activities do not use the Hybrid Learning model during Limited PTM. This means that students feel happy when using Hybrid Learning.

From question number 3, it can be seen from the point of view of students who answered agree there were 19 students or equivalent to 70.4%, 4 students or equivalent to 14.8% answered strongly agree, and 4 students or equivalent to 14.8% answered disagree. From the third question, it shows that students perceive the use of the Hybrid Learning model to have a very large influence in receiving science lessons. This means that students are able to receive science lessons well when teachers use Hybrid Learning.

From question number 4 it can be seen from the point of view of students

who answered agree there were 24 students or equivalent to 88.9%, 2 students or equivalent to 7.4% answered strongly agree, and 1 student or equivalent to 3.7% students answered no agree. This fourth question shows that students feel more enthusiastic about participating in science lessons using the Hybrid Learning model during Limited PTM.

From question number 5 it can be seen from the point of view of students who answered agree there were 3

students or equivalent to 11.1%, 1 student or equivalent to 3.7% answered strongly agree, 21 students or equivalent to 77.8% answered disagree, and 2 students or the equivalent of 7.4% answered strongly disagree. From the fifth question, it shows that students do not feel tense or afraid while participating in science learning activities using Hybrid Learning during Limited PTM.

At MTs N 1 Sidoarjo

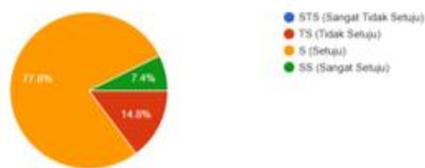


Diagram 6. Pertanyaan Ke-1

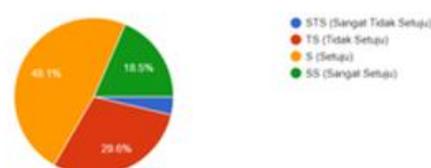


Diagram 7. Pertanyaan Ke-2

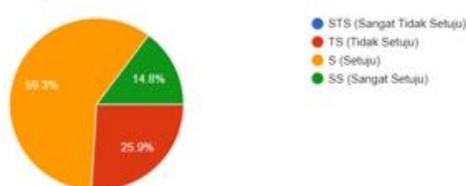


Diagram 8. Pertanyaan Ke-3

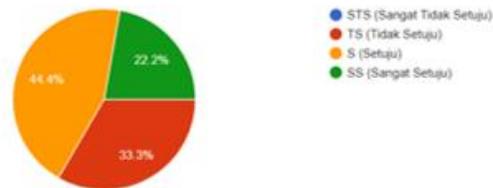


Diagram 9. Pertanyaan Ke-4

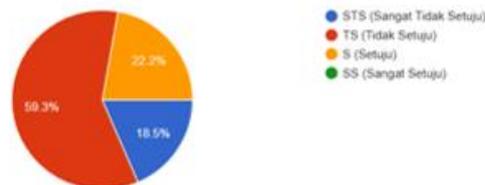


Diagram 10. Pertanyaan Ke-5

Based on the visual data above, it can be seen from the point of view of students answering "Agree" with a total of 21 students or equivalent to 77.8% and "Strongly Agree" with a total of 2 respondents or equivalent to 7.4%. This shows that most students understand the lesson more easily after the teacher uses Hybrid Learning when PTM is

limited compared to students who answer "Disagree" with a total of 4 students or 14.8% of respondents.

In question number 2, it can be seen from the point of view of students answering "Agree" with a total of 16 students or equivalent to 59.3% and "Strongly Agree" with a total of 4 respondents or equivalent to 14.8%.

This shows that Hybrid Learning has a very large influence on science learning activities when PTM is limited compared to students who answered "Disagree" as many as 7 students or equivalent to 25.9%.

In question number 3, it can be seen from the students' point of view that they answered "Agree" with the number of respondents being 12 students or equivalent to 44.4% and "Strongly Agree" with the number of respondents being 6 students or equivalent to 22.2%. This shows that most students feel more enthusiastic about participating in science lessons using the Hybrid Learning model when PTM is limited compared to students who answered "Disagree" with a total of 9 students or 33.3% of respondents.

In question number 4, it can be seen from the point of view of students answering "Agree" with the number of respondents being 13 students or equivalent to 48.1% and "Strongly Agreeing" with the number of respondents being 5 students or equivalent to 18.5%. This shows that most students feel bored when PTM is limited if learning does not use the Hybrid Learning model compared to the number of student respondents who answered "Disagree" as many as 8 students or equivalent to 29.6% and "Strongly Disagree" as many as 1 student or equivalent. 3.7%.

In question number 5, it can be seen from the point of view of students answering "Agree" with the number of respondents 18 students or equivalent to 66.7% and "Strongly Agree" with the

number of respondents being 5 or equivalent to 18.5%. This shows that most students feel the benefits of using Hybrid Learning when PTM is limited compared to student respondents who answered "Disagree" as many as 3 students or equivalent to 11.1% and "Strongly Disagree" as many as 1 student or equivalent to 3,7%.

At MTs N 4 Sidoarjo

Based on the data obtained in the table, in question number 1 seen from those who answered "Agree" the number of respondents was 21 students with a percentage of 81%, who answered "Strongly Agree" the number of respondents 3 students was equivalent to 11%, who answered "Disagree" and "Strongly Disagree" the number of respondents is 1 student with a percentage of 1%. The results obtained indicate that students understand the lesson more easily after the teacher uses Hybrid Learning when PTM is limited with the most answers being "Agree".

In question number 2, the respondents who answered "Agree" were 1 student with a percentage of 4%, who answered "Strongly Agree" the number of respondents was 18 students with a percentage of 69%, who answered "Disagree" the number of respondents was 7 students with a percentage of 27%, and none of the students answered "Not Strongly Agree". These results indicate that Hybrid Learning has a very large influence on science learning activities when PTM is limited compared to 7 students who answered "Disagree".

In question number 3, respondents who answered "Agree" were 4 students with a percentage of 15%, who answered "Strongly Agree" the number of respondents was 20 students with a percentage of 74%, who answered "Disagree" the number of respondents was 2 students with a percentage 7%, and those who answered "Not Strongly Agree" the number of respondents was 1 with a percentage of 4%. This shows that most students feel more enthusiastic about participating in science lessons using the Hybrid Learning model when PTM is limited based on students' answers by answering "Strongly Agree".

In question 4, the respondents who answered "Agree" were 3 students with a percentage of 11%, who answered "Strongly Agree" the number of respondents was 21 students with a percentage of 81%, who answered "Disagree" the number of respondents was 2 students with a percentage of 8%, and no student answered "Strongly Disagree". This shows that it shows that students feel more enthusiastic about participating in science lessons using the Hybrid Learning model during Limited PTM with many students who answered strongly agree.

In question 5, respondents who answered "Agree" were 3 students with a percentage of 15%, who answered "Strongly Agree" the number of respondents was 6 students with a percentage of 23%, who answered "Disagree" the number of respondents was 17 students with a percentage of 65%, and there are no students who

answered "Not Strongly Agree". From the results of question number 5 shows that students do not feel.

Benefits of using Hybrid Learning at limited PTM

At SMP Negeri 5 Bojonegoro

Based on the visual display above, it can be seen from the point of view of students who answered agree there were 25 students or equivalent to 92.6%, and 2 students or equivalent to 7.4% answered strongly agree. The sixth question shows that students feel many benefits from using Hybrid Learning when PTM is limited. This can be seen from the number of student responses who answered agree there were 25 students.

In question 7, it can be seen from the point of view of students who answered agree that 23 students or equivalent to 85.2%, 2 students or equivalent to 7.4% answered strongly agree, 1 student or equivalent to 3.7% answered strongly disagree, and and 1 student or equivalent to 3.7% answered disagree. The seventh question shows that students easily understand science lessons when hybrid learning is applied because the material can be reviewed online. This can be seen from most student respondents who agree.

In the eighth question, it can be seen from the point of view of students who answered agree there were 21 students or equivalent to 77.8%, 5 students or equivalent to 18.5% answered strongly agree, and 1 student or equivalent to 3.7% answered no agree. From the eighth question, it

shows that students find it more helpful to be able to understand science material after the teacher uses the Hybrid Learning model during Limited PTM. This can be seen from the majority of student respondents answered agree.

In the 9th question, it can be seen from the point of view of students who answered agree there were 19 students or equivalent to 70.4%, 2 students or equivalent to 7.4% answered strongly agree, and 6 students or equivalent to 22.2% answered disagree.

From the ninth question, it shows that the perception of students regarding the hybrid learning learning model makes students no longer afraid of science lessons. So, it can be concluded that learning hybrid learning when the PTM system is limited to science lessons is considered fun.

At MTs Negeri 1 Sidoarjo

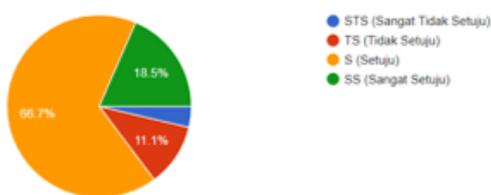


Diagram 15. Pertanyaan Ke-6

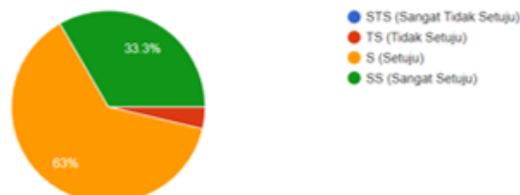


Diagram 16. Pertanyaan Ke-7

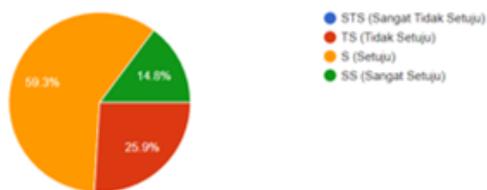


Diagram 17. Pertanyaan Ke-8

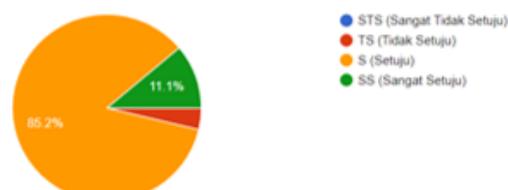


Diagram 18. Pertanyaan Ke-9

Based on the visual data above, in question number 6 can be seen from the point of view of students answering "Agree" with the number of respondents 17 students or equivalent to 66.7% and "Strongly Agree" with the number of respondents being 9 students or equivalent to 33.3%. This shows that most students find it easy to understand science lessons because the material can be reviewed online compared to student respondents who answered "Disagree" as many as 1 student or equivalent to 3.7%.

In question number 7, it can be seen from the point of view of students answering "Disagree" with a total of 16 students or equivalent to 63% and "Strongly Disagree" with a total of 5 students respondents or equivalent to 18.5%. This shows that most students do not feel tense and afraid while using the Hybrid Learning model in the science learning process in the limited PTM period compared to student respondents who answered "Agree" as many as 6 students or equivalent to 22.2%.

In question number 8 it can be seen from the point of view of students who answered agree there were 15 students or equivalent to 59.3%, 3 students or equivalent to 14.8% answered strongly agree, and 8 students or equivalent to 25.9% answered no agree. From the eighth question, it shows that students find it more helpful to be able to understand science material after the teacher uses the Hybrid Learning model during Limited PTM. This can be seen from the majority of student respondents answered agree. In question number 9 it can be seen from the point of view of students who answered agree there were 22 students or equivalent to 85.2%, 3 students or equivalent to 11.4% answered strongly agree, and 1 student or equivalent to 3.4% answered disagree . From the ninth question, it shows that the perception of students regarding the hybrid learning learning model makes students no longer afraid of science learning.

At MTs Negeri 4 Sidoarjo

From the data obtained, in question number 6 respondents who answered "Agree" as many as 4 students with a percentage of 15%, who answered "Strongly Agree" the number of respondents was 19 students with a percentage of 73%, who answered "Disagree" the number of respondents was 3 students with a percentage of 12%, and no students answered "Strongly Disagree". This shows that students feel a lot of benefits from using Hybrid Learning when PTM is limited

with the number of student responses answering Strongly agree.

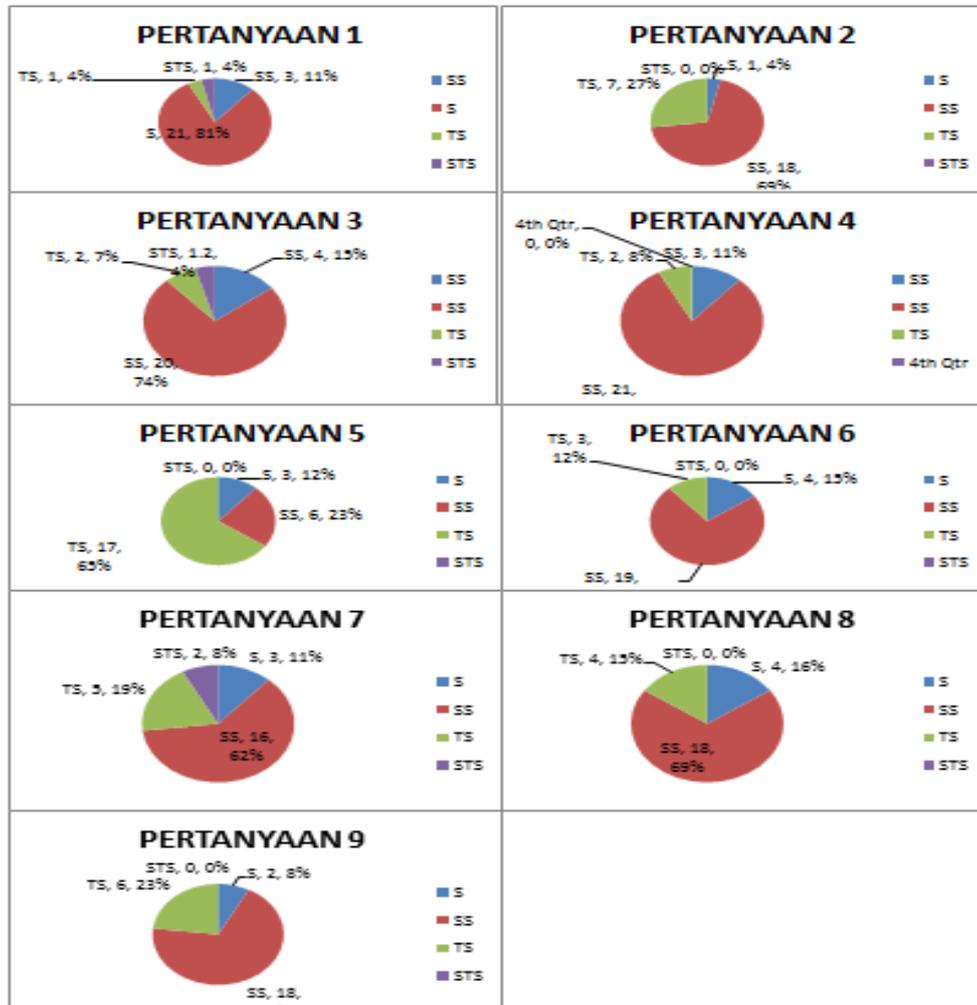
In question number 7 respondents who answered "Agree" were 3 students with a percentage of 11%, who answered "Strongly Agree" the number of respondents was 16 students with a percentage of 62%, who answered "Disagree" the number of respondents was 5 students with a percentage of 19%, and who answered "Strongly Disagree" the number of respondents was 2 with a percentage of 8%. This shows that it shows that students easily understand science lessons when hybrid learning is applied because the material can be reviewed online with a large number of respondents who answered strongly agree.

In question number 8 respondents who answered "Agree" as many as 4 students with a percentage of 16%, who answered "Strongly Agree" the number of respondents was 18 students with a percentage of 69%, who answered "Disagree" the number of respondents was 4 students with a percentage of 15%, and no student answered "Strongly Disagree". This shows that students feel more helpful in understanding science material after the teacher uses the Hybrid Learning model during Limited PTM with a large number of respondents answering strongly agree.

In question number 9 respondents who answered "Agree" as many as 2 students with a percentage of 8%, who answered "Strongly Agree" the number of respondents was 18 students with a percentage of 69%, who answered

"Disagree" the number of respondents was 6 students with a percentage of 23%, and no student answered "Strongly Disagree". This shows students' perception that the hybrid learning learning model makes students

no longer afraid of science lessons. So it can be concluded that learning Hybrid Learning when limited to PTM in science lessons is considered fun compared to online learning which has never been face-to-face in class.



Advantages and Disadvantages of Hybrid Learning

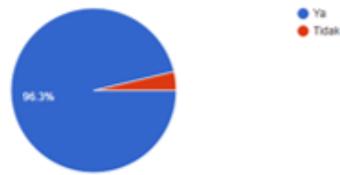


Diagram 20. Pertanyaan Ke-1

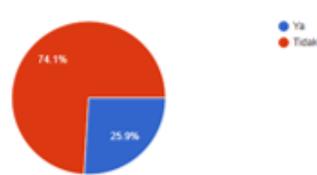


Diagram 21. Pertanyaan Ke-2

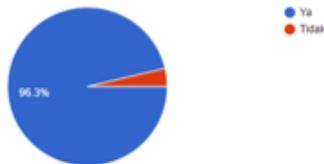


Diagram 22. Pertanyaan Ke-3

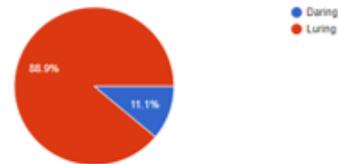


Diagram 23. Pertanyaan Ke-4

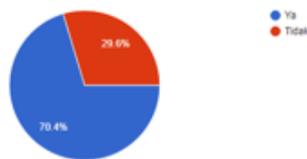


Diagram 24. Pertanyaan Ke-5

Based on the visual data above, Question 1 can be seen from the point of view of students answering "Yes", this shows that learning Hybrid Learning in a limited PTM system has the advantage of making learning fun. Perceptions of students answered that learning Hybrid Learning was fun on the grounds that it could be face-to-face directly so that it could discuss with teachers and friends.

In question 2, it can be seen from the point of view of students answering "No", this shows that learning Hybrid Learning in a limited PTM system has the advantage that students think that there are no obstacles in learning Hybrid Learning during science lessons. Students' perceptions answered that when Hybrid Learning was applied, they felt they understood the material better.

In the third question, it can be seen from the point of view of students answering "Yes" with a total of 26 students or equivalent to 96.3%. This shows that the advantage of Hybrid Learning learning is that it can prepare for the final class exam. The reason for students is because when learning Hybrid Learning students can better prepare for the final exam because when face to face the material can be understood better and evenly.

In the fourth question, it can be seen from the point of view of students answering "Offline" with a total of 24 students or equivalent to 88.9%. This shows that Hybrid Learning has advantages that can be felt by students. The reason students choose offline is because the material can be easily captured.

In question 5, it can be seen from the point of view of students answering "Yes" with a total of 19 students or equivalent to 70.4%. This shows that online learning supports science learning compared to offline learning.

The student's perception shows the shortcomings of Hybrid Learning on the grounds that students can work on questions in a relaxed manner and do not have to get up early to go to school. MTs Negeri 1 Sidoarjo

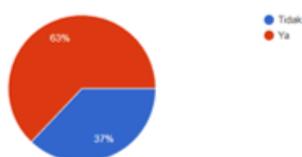


Diagram 25. Pertanyaan Ke-1



Diagram 26. Pertanyaan Ke-2

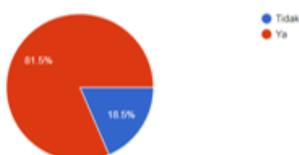


Diagram 27. Pertanyaan Ke-3

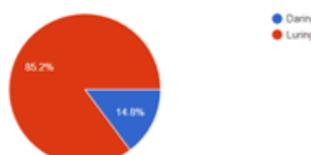


Diagram 28. Pertanyaan Ke-4

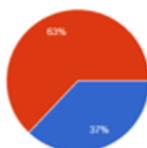


Diagram 19. Pertanyaan Ke-5

Based on the visual data above, the first question can be seen from the point of view of students answering "Yes", this shows that Hybrid Learning learning in a limited PTM system has the advantage of making learning fun. Student perceptions answered that Hybrid Learning learning is fun on the grounds that it can understand the material directly which is a matter of pride for students and can meet and interact directly with friends, although in a limited number.

In the second question, it can be seen from the point of view of students answering "Yes" with a total of 16 students, this shows that learning Hybrid Learning in a limited online system has problems when learning

science. That learning Hybrid Learning can be found obstacles with the reason that the internet network is slow and sometimes the devices used by students are inadequate for use online.

In the third question, it can be seen from the point of view of students answering "Yes" with a total of 21 students or equivalent to 81.5%. This shows that the advantage of Hybrid Learning is that it can prepare for the final class exam. The reason for students is because when learning Hybrid Learning students can better prepare for the final exam because the material and practice questions provided are quite constructive and clear.

In the fourth question, it can be seen from the point of view of students

answering "Offline" with a total of 22 students or 85.2% of respondents. This shows that Hybrid Learning has advantages that can be felt by students. The reason students choose offline is because it is easier to understand science material by listening to the teacher's explanation directly and adding to the fun in learning.

In the fifth question, it can be seen from the point of view of students answering "Yes" with a total of 16 students or equivalent to 63%. This shows that online learning supports science learning compared to offline learning. The student's perception shows the shortcomings of Hybrid Learning with the students reasoning that the distribution of material from the teacher is in the form of powerpoints which are usually in the form of mind mapping so that it is easier to understand and there is comfort in learning and easy access to information from the internet.

MTs Negeri 4 Sidoarjo

Based on the visual data above, the first question can be seen from the point of view of students answering "Yes", this shows that learning Hybrid Learning in a limited PTM system has the advantage of making learning fun. Students' perceptions answered that learning Hybrid Learning was fun on the grounds that the online learning model alone did not produce results for students, therefore face-to-face learning had to be carried out even though it was limited.

In the second question, it can be seen from the point of view of students

answering "No" with a total of 20 students, this shows that learning Hybrid Learning in a limited online system has problems when learning science. That there are no obstacles in Hybrid Learning because the teacher provides material that is easy for students to understand

In the third question, it can be seen from the point of view of students answering "Yes" with a total of 21 students or equivalent to 81.5%. This shows that the advantage of Hybrid Learning learning is that it can prepare for the final class exam. The reason for students is because when learning Hybrid Learning students can be better at preparing for the final exam because the material provided can be repeated in learning.

In the fourth question, it can be seen from the point of view of students answering "Offline" with a total of 24 students. This shows that Hybrid Learning has advantages that can be felt by students. The reason students choose offline is because offline learning is more effective and faster to understand the material. and meet up with friends.

In the fifth question, it can be seen from the point of view of students answering "No" with 13 students as respondents with the reason that while online to fulfill practical assignments, students find it difficult to get tools and materials. Meanwhile, students answered "Yes" with a total of 13 students on the grounds that there are interesting learning media such as E-Learning, videos and pictures that can

make it easier for students to access and understand the material being taught.

DISCUSSION

Discussion of Student Respondents' Questionnaire Results

Based on the results of student respondents' questionnaires, it can be seen from the three schools that the first indicator responded to the most questions in the first question with the category of strongly agree. So that students give a positive response to Hybrid Learning learning, the perception of students' attitudes about the use of Hybrid Learning that students find it easy to understand the subject matter after the teacher uses Hybrid Learning in the PTM system is limited. This is in accordance with the results of research (Siregar, Susilo and Suwono, 2017) that Hybrid Learning-Based Learning influences metacognitive skills, creative thinking skills, and student cognitive learning outcomes.

In the second indicator on the benefits of Hybrid Learning, the three schools responded the most to the 6th and 9th questions with the category of strongly agree. So that students feel positive benefits after using Hybrid Learning in the Limited PTM System. Students' perception that Hybrid Learning makes them no longer afraid of science lessons. This of course will also greatly affect students' motivation and interest in learning because students feel positive benefits in the application of Hybrid Learning. This is in accordance with the results of research (Prastyawan, 2011) that Hybrid

Learning can increase student interest in learning.

In the third indicator about the advantages of Hybrid Learning. Based on student responses from the three schools, conclusions can be drawn about the advantages and disadvantages of Hybrid Learning perceived by students as follows:

1) Advantages

- Makes it easier to understand the material
- Can study twice, namely by reviewing the material in GC
- Fun than online learning
- Facilitate direct communication with teachers and between students

2) Disadvantages

- There are still students who prefer online learning
- At the time of the exam sometimes there are still students who have not received the material face to face

Based on the research data on Student Perceptions of Hybrid Learning in the Limited PTM System, it can be discussed that learning in class IX using the Hybrid Learning method can be said to be completely good because students can understand the material even with periodic and limited communication conditions. This is in accordance with research conducted by that the application of the Blended Learning learning model is effective in increasing students' understanding.

In addition, the application of Hybrid Learning in PTM is limited,

supported by opinions (Herlina and Suherman, 2020) There are four obstacles faced by the world of education during the Covid-19 pandemic, namely: limited internet mastery of teachers, lack of adequate infrastructure, limited internet access and lack of access to the internet. ready funds in an emergency. Learning in this era requires skills, so learning is needed that prioritizes students as learning subjects. By involving students in learning to build knowledge and improve student competencies, students will also become more interactive and able to collaborate with their friends both in a team group and outside the specified group (Hong 2011). This is very necessary in the science learning process in a limited learning system that meets some of his friends in one class.

With the Hybrid Learning method, it does not seem monotonous, and students tend to feel happy taking lessons with the Hybrid Learning method because apart from being taught face-to-face students are also taught online or online, so they can review the subject matter that has been provided through e-learning learning media.

Overall, the researcher realizes that this research has not yet reached perfection because there are still shortcomings in the research carried out. One of them is that this study has not presented direct student interviews. In addition, the weakness factor in this study is that the respondents used have not been used. Another factor that influences the weakness of this research is that the questionnaires are

distributed online. So that the seriousness factor of students can also influence research subjects in responding to questions given by researchers.

CONCLUSION

The results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of research result, not repeat result part. The research results could be supplemented with tables, figures, or graphs (separate writing terms) to clarify the discussion. Avoid presenting similar data in a separate table. The analysis should answer the gap stated. The qualitative data, e.g. interview results, is discussed in paragraphs. The references contained in the introduction should not be re-written in the discussion. A comparison to the previous studies should be presented.

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