



EFL Students' Perceptions of TPACK Implementation in a Hybrid Classroom

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ABSTRACT

Although a growing body of research examines Hybrid Learning, little attention has been paid to analyzing the students' perceptions toward implementing the TPACK framework as an instructional reference in hybrid EFL classroom settings. To fill this void, this research intended to explore the EFL students' perceptions regarding implementing TPACK in hybrid EFL classrooms in the context of a private Islamic senior high school. The study used a quantitative approach adopting a survey method with an online distributed form. Data were collected through a survey questionnaire, and semi-structured open-ended questions were descriptively analyzed and thematically coded. The TPACK survey revealed 77.8% of the respondents agreed that the EFL teacher had successfully integrated technology into practice. However, with 54.58% valid responses in the open-ended data, the EFL teacher implemented technological adaptation to facilitate classroom meetings by alternating to virtual modes but failed to explore and recognize the individual EFL learning needs of the students. The study concluded that the respondents' perception toward implementing TPACK in hybrid learning was positive in that it granted easy access to classroom documents and resources, supported multiple modes of material delivery, valued connectivity and interactivity, and provided flexible scheduling. This study addressed some issues regarding the advantages and disadvantages of a technology-equipped classroom in a hybrid context. The issues foretell the EFL teachers never to limit their attention to physical preparations and necessities.

1. Introduction

Coronavirus Disease (Covid19) pandemic has significantly impacted various fields, including education (Kadafi, Tahir, & Jiwandono, 2022). Therefore, the teacher carries the learning pattern face to face in the classroom by the teacher, and the students are replaced and exchanged with virtual meetings in the network or online (Jamila, Ahdar, & Natsir, 2021). In addition, the demands to adopt technological tools in educational settings have elevated the communicative dimension in the technology-assisted classroom to a certain degree (Ismaili, 2020). During the pandemic, EFL teachers in Indonesia have been implementing online learning from home (Padmo, Ardiasih, & Idrus, 2020). This is in line with the Minister of Education, and Culture issued its Circular Letter Number 36962/ MPK.A/ HK/ 2020 and Circular Letter No. 4 of 2020 (Ministry of Education and Culture, 2020d), commissioning all teaching and learning activities from home. These policies prevent the spread of (Covid 19) by directing the use of online platforms and apply to any education level, from early childhood to

higher education (Sofi Karim et al., 2022). The stay-at-home (SFH) policy is called distance learning and is often called online learning (Aristeidou & Cross, 2021).

Since the Covid-19 pandemic made conventional classroom attendance, distance learning is inevitable. This situation has forced schools to switch to new strategies, including choosing an online model (Dhawan, 2020). A scarcity of authentic exposure, which facilitates the acquisition of English as a foreign language, needs practical assistance from technological devices and resources. The typical EFL instructions in Indonesia are developed by non-native English speaker who does not speak English effectively as natives do. This phenomenon leads to adoption TPACK as a substantial professional development (Liu, Liu, Yu, Li, & Wen, 2014). Since the utilization of digital devices in the internet age is undeniable, EFL teachers are left with no option but to integrate technology into the classroom. The question no longer addresses the importance of technology integration but has already shifted to the discussion concerning the EFL teachers' competency in ICT integration. As competent ICT literate with supporting technological infrastructure in the school, EFL teachers can customize individual learning according to the student's needs. EFL teachers may also facilitate interaction between teachers and students or among students. In sum, the utilization of technology plays a significant part in EFL classrooms, without which efficient interaction cannot be made.

Integrating technology into EFL classrooms may result in ineffective learning experiences if EFL teachers lack the knowledge and skills to use technology (Tuzahra, Sofendi, & Vianty, 2021). Lack of technological and digital skills is the most fundamental challenge to effective technology integration into EFL classrooms (Pratolo & Solikhati, 2020). Understanding this challenge and mapping the teacher's route of technology integration is a significant step in finding solutions.

Modern technologies offer multitasking devices that are significantly different from traditional equipment. Moreover, modern devices are adaptable, adjustable, and obscure in terms of their internal hardware, and inner functions are not accessible to users. Furthermore, social and contextual factors are other things on the list of technology integration challenges. Concerning the social factors, some EFL teachers were found to be unsupportive, as expected, even with the demands from the school administrators (Huang & Teo, 2021). In this context, the teacher's existing pedagogical beliefs play a significant role in successfully integrating technology in EFL classrooms (Pratolo & Solikhati, 2020).

The base knowledge and skill in the discussion can be either the ability to utilize technological means in general or the ability to equip the technology in managing and designing classroom instructions. Technological Pedagogical Content Knowledge (TPACK) is the scientific framework associated with this knowledge and skill. This framework concerns teachers' technological and techno pedagogical as equally necessary and applicable (Thirunavukkarasu, 2021). TPACK framework is not plainly about using technology in the classroom but is layered through technology, pedagogy, and content. The technological pedagogical content knowledge (TPACK) goes beyond the primary three: content, pedagogy, and technology. It integrates knowledge of content, pedagogy, and technology simultaneously. It adopts technology in the teaching process as it requires pedagogical methods that utilize technological devices constructively to teach content (Koehler, Mishra & Cain, 2013). This framework is

designed to make complex concepts becomes easy to learn by making use of technological resources according to the problems the students face.

TPACK believes technological advancements are meant to develop new epistemologies or reinvent the old ones. However, regardless of the focus of the TPACK framework centers around technology utilization, it needs to address the implementation of ICT-based classrooms to maximize the benefit of technological resources (Schmid, Brianza, & Petko, 2020). In agreement with this, a substantial effort has been developing coherence in various delivery methods, including online and hybrid classrooms. This effort may help teachers to understand technology comprehensively by providing chances to apply TPACK instead of learning about it. Hence, ICT-based classrooms must provide authentic contexts to function effectively and exhibit more than mere technology knowledge, especially for teachers (Ismaili, 2020). In simple terms, teachers should learn about hybrid learning by managing hybrid learning by utilizing every possible online and digital resource. Hybrid learning is a pedagogical approach that combines face-to-face (F2F) instruction with computer-mediated instruction (Abdelrahman & Irby, 2016). The terms hybrid learning, blended learning, and mixed-mode learning can be used interchangeably in recent research. Even so, hybrid learning is different in practical applications. Educators believe this approach allows students to study in a supervised physical location away from home, through online delivery, and students can control time, location, path, and speed" (Staker & Horn, 2012).

Hybrid learning combines offline and online sessions. To augment face-to-face classroom sessions, hybrid classes could include asynchronous learning elements such as online exercises and prerecorded video lessons. Hybrid courses, when well-designed, incorporate the most significant parts of in-person and online learning while making education more accessible to a wider range of students. Hybrid learning is an ability-obtaining process (student-focused) encouraged by the educational plan that incorporates computerized (web and versatile), printed, recorded, and face-to-face classroom activities. This combination is pedagogically significant, facilitating students to direct learning by selecting available learning strategies and materials that best suit their qualities and needs. In addition, it has a direction toward accomplishing educational plan learning objectives (Abdelrahman & Irby, 2016).

The principal objective of hybrid learning is to provide opportunities for various traits of students to have autonomous, independent, sustainable, and lifelong learning to be more powerful, more proficient, and more gorgeous. Hybrid plans and procedures incorporate verbal, text-based, sound, and visual correspondence and make an exceptional mix of immediate, intervened correspondence models. The extent of face-to-face and online learning exercises can differ. The teachers determine the actual learning results and consider how long to spend in class.

Hybrid or blended learning is usually also defined as a combination of face-to-face learning and a learning system that uses learning technology as an intermediary. The blended learning model is a learning model that combines face-to-face teaching methods with computer-assisted offline and online teaching methods to form an integrated learning method. The purpose of blended learning is to provide the most effective and efficient learning experience and students delivered at different times.

A sharper conception must be introduced to avoid confusion about distinguishing hybrid learning from blended learning. On the one hand, teachers in hybrid classrooms can pick which materials to include in their lesson plans (Eyal & Gil, 2022). They have the option of working entirely from textbooks or prioritizing eLearning materials. Conversely, blended learning necessitates teachers to combine traditional classroom teaching methods with online/ eLearning resources (Ikhwan & Widodo, 2019). This joint activity utilizes Instant Messaging (IM) or Chatting applications and connects teachers and students during working hours.

Among the subfields of blended learning research, one of the common themes is the participants' views on blended learning. Following that, Michotte (2019) developed perception as a stage of the entire course of action, which allows us to adjust our activities according to the world in which we live. Perception is the process of choosing to organize and interpret information (Zulhernanda, 2018). Perception is the procedure where human beings pick, arrange, and interpret sensory stimulations into meaningful data about their work environment.

A vast body of literature related to participants' perceptions of hybrid learning. Ali (2018) investigated students' perceptions of blended learning in a large English class. The findings revealed that blended learning improved perceived quality and student satisfaction in the teaching and learning processes. Because of the technology integration in their huge class, most students remarked that the deployment of blended learning helped make the course and activities more enjoyable. Furthermore, by combining the tremendous growth of technology as a part of language training, blended learning promotes students' language skills, notably reading and writing.

Furthermore, (Paduraru, 2019) research was undertaken on students' perceptions of blended learning in teaching and learning economics. The results revealed that the teacher works better with the students, and the students grow more engaged in the field they are studying, thanks to various methods and tools that make learning more efficient and more straightforward. Another piece of research (Maskar & Wulantina, 2019) discovered that blended learning strategies were appealing, captivating, propulsive, dynamic, and imaginative and cultivated an autodidact learning style in the teaching and learning process.

Considering prior research, there is a dearth of research highlighting the implementation of the TPACK framework as an instructional reference in EFL hybrid classroom settings. In foreign language education, this translates into innovative schools with new technology facilities such as interactive interfaces, developed computer laboratories, virtual ways of classroom engagement, and a range of software programs. Therefore, this study intended to explore the EFL students' perceptions regarding implementing TPACK in hybrid EFL classrooms in the context of private senior high schools. This empirical study posed one research question: How do students perceive the implementation of TPACK in hybrid EFL classrooms? The answer to this question is expected to provide the reader with new information about how students perceive the teacher's use of TPACK in hybrid learning.

2. Method

The study was conducted with a quantitative approach adopting survey research. It attempted to explore fascinating features from the focus of this study in deep. As Swedberg (2020) describes, this study design intends to discover various

exciting aspects from the research focus explored throughout the study. This study was conducted in Ummusabri. Ummusabri, as a private Islamic high school in Kendari, was chosen as the locus of this study considering the highly promoted hybrid learning by the school management since the beginning of the Covid19 pandemic. The school also provides internet-based educational services for students with sufficient laboratory tools and IT infrastructure.

The EFL learning occurred in a virtual classroom while maintaining instructional conversation via social media-based messaging tools such as WhatsApp groups. The participants were students in the twelfth grade of Ummusabri. Forty participants passed and were chosen as samples in this study. Most of them (70%) stayed outside the city where the school is located in Kendari and attended the classroom meetings virtually. 30% of students who live in Kendari attended the classroom meetings in parallel with those who attended the meetings virtually. The instruments utilized both a close-ended questionnaire and an open-ended question. The questionnaire items were adapted from the TPACK survey framework (Schmid et al., 2020) with some modifications in the translated version. The instruments were sent via an online distributed form using the Google Form platform. The questionnaire items were translated into Bahasa Indonesia to make it easy for respondents to fill out the questionnaires. The instrument items were developed based on TPACK constructs such as *technical knowledge*, *content knowledge*, *pedagogical knowledge*, *pedagogical content knowledge*, *technological content knowledge*, *technological pedagogical knowledge*, and additional question about technology use in EFL classrooms.

The data were analyzed through descriptive statistical analysis and coded thematically to be further sorted into categories. In the initial step of the analysis, both validity and reliability tests using SPSS 25 exercise the responses from 25 questionnaire items in the first section of the distributed form. The validity score from the items listed in the questionnaire form used in this study was determined using *Pearson Product Moment*. Moreover, the reliability test in this study was determined by *Cronbach's Alpha*. The reliability test score and levels were scaled into very low reliability (0.000.20), low reliability (>0.200.40), fair reliability (>0.400.60), high reliability (>0.600.80), and very high reliability (>0.801.00). Finally, thematic coding was applied to the respondents' narrative data. The written answers from the open-ended questions in the second section of the distributed form were coded by marking the keywords or key concepts.

3. Findings and Discussion

3.1. Findings from Close-ended Questions

Based on the result of the survey with forty students in Ummusabri showed that most of the students had positive responses in *technology knowledge*, *content knowledge*, *pedagogical knowledge*, *pedagogical content knowledge*, *technological content knowledge*, and *technological pedagogical knowledge*. The result of closed-ended questions presented that the participants gave as high as 88.2% positive responses in content knowledge construct, 86.1% in the pedagogical knowledge construct, and 84% in the *technological knowledge* construct. The other two Constructs scored relatively high percentages, such as the *technological pedagogical knowledge* construct, with 83.7% positive responses, and the *pedagogical content knowledge constructs*, with 81.5% positive

responses. On the other hand, the lowest percentage was given in the *technological content knowledge* construct, with only 77.5% of positive responses.

Technology knowledge constructs in this research troubleshooting technical matters (the teacher is able to handle the trouble of using the device), digital skill and literacy (having skill and mastering to operate the digital devices), digital knowledge (observing the development of digital devices that are up to date for teaching and learning), technological device use (the teacher accustomed to using digital devices), and technological device ownership (and able to use various types of digital devices in process of learning, such as smartphones, laptops, etc.). *Content knowledge constructs* material mastery, material delivery, and content clarity because the teacher has mastered the English material covered in class, teaches English in class using various learning methods and techniques, and can clearly convey the material so that it is understood. *Pedagogical knowledge constructs* learning/performance assessment, learners' diversity, grading/scoring method, teaching methodology, availability of learning assistance, and classroom management where teachers can assess student performance in class well, adjust learning methods to students' various abilities, assess the student learning process through various methods or methods, organize classes according to the learning methods or techniques used in class, understand the condition of students by recognizing which ones do not understand the material and which ones do, and manage and organize students in class. *Pedagogical content knowledge constructs* proficiency in methodological implementation was teachers familiar with approaches, methods, and learning techniques that can assist students in learning English critically and creatively. *Technological content knowledge constructs* appropriate selection, and the use of technological tools and means allows the teachers to choose appropriate digital devices and technology in the learning process. *Technological pedagogical knowledge construct* topic based technological implementation (for each learning topic, tech savvy teachers and appropriate digital tools are used), digital device use encouragement (the teacher encourages students to learn English on their own using digital apps and devices), critical attitude toward technology (teachers apply technology critically based on student needs and the classroom environment), teaching method based technological implementation (teachers can use various digital devices or applications depending on the learning method used), technological device appropriation (teachers can select digital devices or applications that students can use and comprehend), digital based learning material packaging (teachers can mix and match learning materials, digital devices, and learning methods without confusing students), digital device use assistance (the teacher always guides and instructs on how to use digital devices or applications during learning activities), technological and digital selection (the teacher understands which technologies are appropriate for specific English learning materials), and digital based EFL teaching implementation (Teachers have succeeded in implementing English learning using digital devices and applications that are appropriate to the materials and learning methods used).

The tabular representation of the respondents' reflective experiences on technological adaptation in hybrid learning based on 25 items TPACK survey was illustrated in table 1.

Table 1. representation of the respondents' reflective experiences on technological adaptation in hybrid learning

TPACK Domains		Percentage (%)
1.	Technological Knowledge (TK)	Average = 84,1
	• Troubleshooting technical matters;	84,5
	• Digital skill and literacy;	83
	• Digital knowledge;	86,5
	• Technological device use;	82
	• Technological device ownership;	84,5
2.	Content Knowledge (CK)	Average = 88,2
	• Material mastery;	89
	• Material delivery;	88,5
	• Content clarity;	87
3.	Pedagogical Knowledge (PK)	Average = 86,1
	• Learning/ performance assessment;	84,5
	• Learners' diversity;	84,5
	• Grading/ scoring methods;	89
	• Teaching methodology;	86,5
	• Availability of learning assistance;	86,5
	• Classroom management;	85,5
4.	Pedagogical Content Knowledge (PCK)	Average = 81,5
	• Proficiency in methodological implementation;	81,5
5.	Technological Content Knowledge (TCK)	Average = 77,5
	• Appropriate selection and use of technological tools and means;	77,5
6.	Technological Pedagogical Knowledge (TPK)	Average = 83,7
	• Topic-based technological implementation;	83,5
	• Digital device use encouragement;	80
	• A critical attitude towards technology;	79,5
	• Teaching method-based technological implementation;	84,5
	• Technological device appropriation;	
	• Digital-based learning material packaging;	85,5
	• Digital device use assistance;	83,5
	• Technological and digital selection;	84
	• Digital-based EFL teaching implementation;	84,5
		88,5

Concerning the respondents' reaction, 4 (10%) of the respondents who emphatically concurred with all explanations given within the questionnaire items. Instep, there is as it was 1 (one) respondent who gave decently negative reactions (44.8%) to the TPACK usage in half-bred learning by their educator. Male respondents (N=16) averaged 83 scores from 25 things within the survey, whereas female understudies (N=24) gathered 85.8 scores.

The scores tell that the male respondents gave as tall as 82.65% of positive reactions to the execution of TPACK by their EFL educator with a standard cruel score of 4.1, and female respondents gave as tall as 85.8% of positive reactions with a normal cruel score of 4.3. Regarding review, respondents from the 11th (Eleventh) grade (N=12) collected an average of 99.9 scores from the entire 25 things within the survey. In contrast, respondents from the 12th (Twelfth) review (N=28) gathered an average of 108.1 scores. The scores concluded that 11th grade respondents granted 79.93% positive responses with an average mean score of 4.0, and 12th respondents agreed on

86.51% of positive responses with an average mean score of 4.3. Then, the frequency distribution of TPACK items is shown in figure 1.

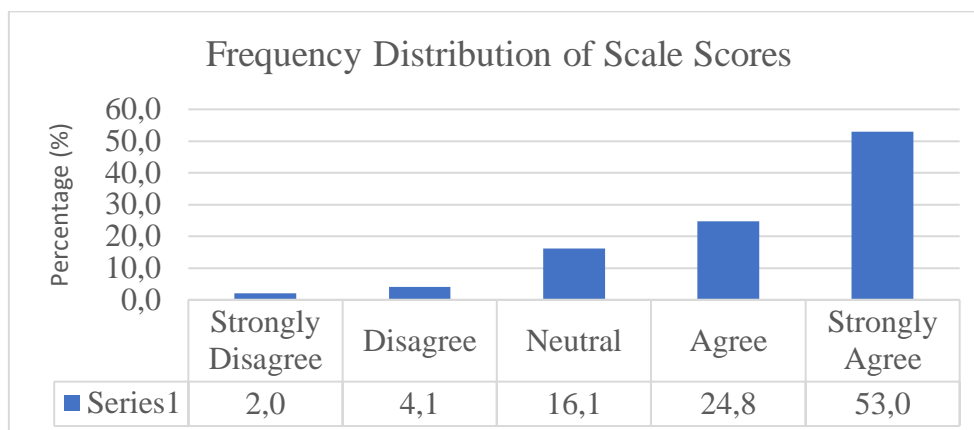


Figure 1. frequency distribution of TPACK items

Generally, the respondents have a positive perception toward the implementation of TPACK by their EFL teacher in a hybrid learning context by significant numbers. The percentage of agreement among the respondents is as high as 77.8% and is significantly higher than the percentage of disagreement among them, with only 6.1%. Meanwhile, the percentage of neutral responses is quite fair as it made up 16.1% (161 out of 1000 responses). Judging from the significantly high scores of three domains of TPACK, the respondents perceived that their EFL teacher had successfully integrated technology into pedagogical practice while delivering material content in a hybrid classroom. The modified version of the TPACK survey result concluded that the respondents' perception of EFL hybrid learning was positive. The EFL teacher was deemed to successfully utilize technological devices and means to enrich classroom instructions in a hybrid context.

In sum, the modified version of the TPACK survey result concluded that the respondents' perception of EFL hybrid learning was positive. The EFL teacher was deemed to successfully utilize technological devices and means to enrich classroom instructions in a hybrid context. Although the number of invalid responses was relatively high, there were significant valid responses in which the respondents were satisfied with the hybrid mode implementation.

3.2. Findings from Open-ended Questions

The respondents' reflective experiences regarding the open-ended questions in the second section of the online distributed form comprised the qualitative data in this study. Six questions should be answered in the form of writing. The first question in the interview section asked out how the technology utilization using digital devices or software by the EFL teacher while the class took place. There were 33 (82.5%) valid responses and 7 (17.5%) invalid responses, of which six were blank. Some of the participants' valid answers are as follows:

"Our EFL teacher used a laptop. He then explained the materials while we took notes on grammatical rules and did exercises on our devices." 08.

"My EFL teacher opened a virtual meeting using Zoom and shared the materials with those online." 11.

"My EFL teacher extended his laptop screen to a projector allowing us to watch the video materials together." 16.

Concerning the invalid responses, the s neither typed any comments nor addressed the question adequately.

"By advising us to use technological devices wisely and reminding us how dangerous it is if we use it without consent." 05.

The second question in the interview section explored what kind of learning topics and activities the EFL teacher promoted using technology while the class took place. In detail, the respondents' valid answers with further explanations to the second question were as follows:

"(Our EFL teacher) asked us to use laptops for convenience purposes. He then guided us to search definitions on the internet for unknown terms." 05.

"1. Writing (grammatical) rules and exercises projected on the screen. 2. Once a time, we were asked to listen to voice notes, try to understand them, and answer the questions. 3. After that, we presented (the answers). 4. This year, we had a guest lecture from a Philippine speaker via Zoom, and our EFL teacher helped us to understand the lecture." 10.

"We used laptops to make PowerPoint slides of our article and looked for definitions which were absent from the book." 22.

The third question in the interview section investigated how many face-to-face meetings were compared to virtual meetings or how many parallel meetings were done in hybrid EFL classrooms. Some respondents commented on the frequency of parallel sessions, such as the following:

"I concluded that we have been doing (remote or hybrid) learning for, give or take, a year since the pandemic break. I preferred face-to-face meetings instead of virtual ones. The materials were hard to understand since the teacher's Zoom or Google Meet explanations were frequently interrupted by technical problems such as unstable internet connection. I have lost count of how many times I was forced out due to bad connectivity." 36.

"(I personally) attended 90% of the meetings face-to-face and only joined 10% of the virtual ones." 39.

Some of the invalid responses were as follows:

"(The meetings were done) via Zoom and Meet." 02.

"The frequency was an interrupted connection." 10.

"Face-to-face meetings were better." 13.

The fourth question in the interview section explored a detailed situation where the EFL teacher delivered teaching materials by technological means without any face-to-face interaction. The respondent's answers to the fourth question are as follows:

"The teacher shared learning materials without face-to-face interaction during the pandemic break." 04.

"When the Covid19 pandemic hit, we started to use virtual technologies such as Zoom and (Google) Meet." 05.

"(We interact) usually via WhatsApp or when Zoom meetings occur. After the class, our EFL teacher told us what to do next by posting it on (Google) Classroom. The notification came via WhatsApp with the deadline info (of a given task)." 10.

The fifth question in the interview section explored and investigated how the students utilized technological tools and means to support their learning process. Some respondent's valid answer is:

"(We) used Cambridge eBook or dictionary (application)." 05.

"(I) used to open the dictionary app that I have installed to work on homework efficiently." 07

"(With) Google Classroom by screen capturing the posted instructions related to the tasks and uploading the file back when I finished." 08.

The sixth question in the interview section examined what kind of technological utilization the respondents used to learn English outside the classroom context. The respondents' valid responses are as follows:

"I learned from comprehensive dictionaries I downloaded from Play store (app market)." 06.

"Yes, I have this app called V3 Forms and Easy English: English Learning App Free (from Play store)." 14.

In sum, the interview data revealed the technology utilization in hybrid learning and how EFL teachers opted for both face-to-face and virtual modes to conduct classroom interaction.

4. Discussion

Mobile technology has defined digital education, particularly in EFL settings. The successful implementation of technology integration in EFL classrooms is highly related to the users' belief regarding the pedagogical impact of technology utilization. The TPACK framework was used to model online teaching. The results concluded that the users' beliefs concerning their students' digital literacy and preparedness positively influenced the online teaching program in various ways with different teaching outcomes. In this study, the targets of the survey were the students who experienced the implementation of TPACK instead of the school administrators. The findings concluded that the respondents' perceptions toward implementing TPACK in hybrid learning were positive: it granted easy access to classroom documents and resources, supported multiple modes of material delivery, valued connectivity and interactivity, and provided flexible scheduling. In sum, the users' belief in implementing the TPACK framework determined the outcomes of EFL hybrid learning. The findings of this study shed light on some significant implications.

The first significant advantage of hybrid learning is that it allows multiple material delivery options that meet the students' diverse needs. The EFL teacher should consider which topics and activities are best conducted in parallel sessions. For instance, some individual tasks or collaborative activities might be instructed online while encouragement and simulation were executed face-to-face. However, the online mode has a distinct feature that provides a permanent record of every virtual session, allowing students to reflect upon it. Keeping all the ideas and progress currently in a face-to-face context was quite hard. After all, the issue of reflective learning and permanent data access is one of the most important things to consider when opting between face-to-face and virtual modes. This study revealed that when the EFL teacher

understands device compatibility and material access across platforms, the students should be able to attend the class in every possible way imaginable.

The second advantage of a hybrid classroom, reflected positively by the students, was its connectivity and interactivity. Web-based services, including those that allowed self-developed materials, were found to associate with content connectivity. The respondents in this study mentioned learning management systems such as Google Classroom and web-based quiz maker as ways to manage learning files and exercise on topics discussed earlier in classroom meetings. As concluded in this study, one significant tool to facilitate both learning environments was web-based virtual meeting applications such as Zoom and Google Meet. The synchronous interactions between the students, as happened in face-to-face mode, can now be facilitated by WhatsApp group conversation. This facility can potentially connect two learning environments as any party can communicate through written expressions in real time without consent. The advantage of connectivity can be further strengthened by providing the students with a discussion board so they can continue to discuss learning matters after the parallel session ends. This board must have basic virtual features such as screen sharing, filesharing, and history recording.

Regarding the interactivity of the hybrid classroom, this study found that the students relied on virtual meeting applications. The findings suggested that the students struggled to stay in online meetings for technical troubles, including bad internet connections and a quota limit for accessing other web-based services. Judging from the higher percentage of blank forms sent by the respondents in this study, the students also struggled to keep the responsibility of learning to themselves. This study did not fully explore various aspects of reflective experiences since the respondents failed to address some basic premises of their hybrid classroom experiences.

The hybrid classroom provided more chances for students to develop their competence independently and set their learning targets while keeping the progress as the teacher required. Eventually, not every student was equally benefitting from the technology-mediated hybrid classroom. This study found that some students did not consider themselves being taught if they were left unsupervised as in regular classroom interaction. The finding suggested that although material delivery via virtual means was not a problem, screen-sharing and online supervision would not guarantee that the students learn from them or engage in their activities. The most challenging task for EFL teachers in hybrid learning is carrying out authentic learning processes which are either meaningful or engaging. Putting files online or simply sending step-by-step instructions via messaging apps should not be counted as responsible acts toward classroom instructions. Instead, the students need direct supervision, which provides them with an authentic teaching learning atmosphere. In this study, some respondents reported utilizing a web-based quiz maker. They found it stimulating as they could collaborate with peers to build material reviews in the form of quizzes. However, this situation cannot be applied in general, as some students felt unattached to the classroom.

On the one hand, virtual rooms provide an excellent convenience for students who cannot see their peers in person, revolutionizing classroom interaction in the traditional sense. Still, on the other hand, the connection between EFL teacher strategic planning and the actual teaching situation has never been more inappropriate.

Traditional classroom interaction is undoubtedly valuable to the students who experienced remote learning for the first time in their study career due to the pandemic break.

The third advantage of the hybrid classroom mentioned by the respondents was it is well-prepared as their EFL teacher provided many options to understand learning materials according to diverse learning needs. Accessible files in the learning management system and flexible conversational activity were valuable student assets. However, designing and implementing technology-mediated hybrid classrooms may pose an additional challenge for EFL teachers. Work overload concerning material developing scenarios can seem overwhelming, especially to a less experienced EFL hybrid teacher. Technological and digital integration into a hybrid classroom is both time-consuming and exhausting. EFL teachers must expand their roles, including being good schedule planners and decent organizational taskers. They need to look closer into virtual room necessities than face-to-face classroom components. Hybrid classroom teachers should not try to incorporate too many technological tools simultaneously.

Moreover, school administrators should consider providing reliable technology infrastructure and technical support. As the findings of this study concluded, the students want their EFL teacher to know that pedagogical priority should be put on top. The students also want to know how they made progress in their learning, so EFL teachers should regularly post course announcements, including the exact point the class has been so far and how much progress has been made. As the hybrid classroom develops, EFL teachers may devote themselves to other areas and features of their class.

Furthermore, some hybrid classroom disadvantages need to be addressed. This study found some challenges that interfere with the respondents' learning process. Lack of technology skills and unreliable internet connection to support smooth access to classroom sessions might negatively affect student attitudes toward learning. It has been discussed in the previous paragraphs that even though current students are pretty familiar with gadgets, they were also used to them in traditional classroom settings. They need to be convinced of the benefits of integrating virtual modes with face-to-face interactions to learn some basic requirements to participate in virtual sessions. By training them in these strategies, the EFL teacher can increase the possibility of students having positive manners toward hybrid classrooms and promising maximum enjoyment of such instructions.

Featuring virtual sessions in face-to-face classrooms complicates the whole aspect of instructional design. Once the two modes were combined into a hybrid situation, the opportunity to manage and record students' interactions moved from physical to virtual spaces with flexible scheduling and communication challenges. For example, in this study, the respondents complained about excessive online sessions and demanded that the regular schedules be returned. The respondents also explained that the files, including pdfs and slides, were accessible all the time, but they could not understand the teacher's explanation in those files. Consequently, the respondents needed more face-to-face with their EFL teacher, which placed a higher demand for the teacher's availability. Despite the convenience of the virtual mode, the EFL teacher must keep face-to-face and virtual school hours. As the students are expected to learn not only from the virtual and physical spaces, more frequent supervision and assistance to address students' learning needs seems more necessary.

This study revealed that the students were confident about their teacher's competence in technology utilization to balance their pedagogical skills. The teacher should realize that although most schools provide technical support for technological difficulties, the students prefer to rely on their teacher's capability to deal with device troubleshooting or application crashes. The respondents also confirmed that their teacher is knowledgeable about updates and trends in technological issues. However, to ensure a smooth adaptation of technological means in hybrid classrooms, the teacher must be prepared to provide support, particularly to those with low digital skills, and be able to handle some hardware or software routines in their classroom. In sum, a hybrid classroom, for the most part, is a facility that should be adapted in ways that meet pedagogical concerns. In the case of practical hybrid courses, both parties, teacher and students, and the availability of technical assistance and consultation hours must make a coherent play. Successful hybridity requires bringing any available mode of learning context together to build a strong sense of connectivity and interactivity.

5. Conclusion

The findings concluded that the respondents' perceptions toward implementing TPACK in hybrid learning were positive: it granted easy access to classroom documents and resources, supported multiple modes of material delivery, valued connectivity and interactivity, and provided flexible scheduling. Despite the higher percentage of invalid responses, this study addressed some advantages and disadvantages of a technology-equipped classroom in a hybrid context. However, concerning the dynamic nature of individual cases, the generalizability of this study's findings is undoubtedly limited. Future studies should employ a larger scale in an experimental approach to examine factors that contribute to shaping the students' perspective of technology utilization in hybrid contexts. These factors include materials, applications, tools, software, digital skills, students' distinctive learning styles, and many others. Future studies could also benefit from qualitative studies that triangulate multiple research instruments such as interviews, observations, document analysis, and questionnaires to provide more precise descriptions of this topic. Finally, future studies should observe the numerous determinants of learning in hybrid classrooms. This may help the teacher design an optimal learning environment that facilitates any learning context.

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