

Unleashed Insights: Handling ESL Classrooms with Hybrid Learning Through the Lens of Filipino and Indonesian Students

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ABSTRACT

The experiences of Filipino students at Indonesia's Universitas Muhammadiyah Kotabumi (UMKO) and University of Mindanao Tagum College (UMTC) were examined in this qualitative-phenomenological study. This study aims to investigate and comprehend students lived experiences with hybrid learning during the teaching and learning process. In order to comprehend hybrid learning in language education, Garrison, Anderson, and Archer (2000) developed the Community of Inquiry (CoI) model, which offers a framework for analyzing the dynamics of online and blended learning environments. Cognitive presence, social presence, and teaching presence are its three interconnected components. As a result, the students faced difficulties. Twelve students took part in the research. Three main themes arose from the participant's lived experiences: The Content and Resource Accessibility, Time Flexibility, and Collaboration Inclusion. Three main themes surfaced regarding how they handled the difficulties they faced: Internet Connection Loss, LMS Utilization Adjustment and Difficulty in Responding to Tasks and Activities. Finally, three key themes emerged from their observations: the feedback and support, Need for Intervention, and Create Support Networks. The results are especially important for teachers and administrators because they provide guidance on how to help students with their academic difficulties. Planning successful interventions and creating pertinent activities to aid learners' progress require this information.

Keywords: Education, Hybrid Learning, Filipino And Indonesian Students, Qualitative Phenomenological Research, Thematic Analysis, University Of Mindanao – Philippines, Universitas Muhammadiyah Kotabumi (UMKO) -Indonesia

Introduction

OVERVIEW

Technology integration has significantly changed the educational landscape and spawned new ideas like hybrid learning. In recent years, hybrid learning—also known as blended learning in ESL—has emerged as an intriguing approach to learning delivery. Many universities have attempted to create their own hybrid learning programs as an additional choice for teachers and students who would rather substitute online instruction for some of the traditional in-person meeting time.

Additionally, university courses emphasize the use of information technology in addition to the creation and layout of the course materials. It provides an example of a hybrid learning course. Unstable internet connections, subpar computer labs, a shortage of PCs or laptops, and other general technical issues were among the frequent issues with hybrid learning, according to Doghonadze et al. (2021).

According to Alvarez (2020), hybrid learning is still relatively new and undeveloped in the Philippines. However, there are issues and difficulties with this growing demand for blended learning that are worth looking into, particularly in newly established higher education institutions, as they impede the efficient and successful delivery of teaching and learning.

In light of this, previous research has mostly concentrated on fully online or traditional learning environments, with little investigation of hybrid models, particularly in ESL contexts in the Philippines and Indonesia. By concentrating on these two nations, the study fills a knowledge vacuum in region-specific research and provides insightful information that can help policymakers and educators in comparable situations. The effectiveness of hybrid learning in ESL classrooms was empirically

demonstrated by this study, which also highlighted contextual and cultural elements that affect learning and provided practical advice for enhancing hybrid learning in ESL instruction.

Purpose of the Study

This study aims to give a thorough examination of the lived experiences of Filipino and Indonesian students in hybrid learning ESL classrooms. This study aims to provide important insights that can guide curriculum development, pedagogical practices, and the continuous evolution of ESL education by revealing the distinct viewpoints, difficulties, and accomplishments of these students.

Research Questions

The following questions were the focus of this study:

1. What hybrid learning experiences do Indonesian and Filipino students have in ESL classes?
2. How do ESL students from Indonesia and the Philippines handle the difficulties that come with hybrid learning?
3. What lessons can be drawn from the real-life experiences of Indonesian and Filipino students adjusting to hybrid learning settings?

Theoretical Perspective

The Community of Inquiry (CoI) model serves as the foundation for this study's understanding of hybrid learning in language instruction. Garrison, Anderson, and Archer (2000) first created the CoI model, which offers a framework for analyzing the dynamics of blended and online learning environments. Cognitive presence, social presence, and teaching presence are its three interconnected components.

Scope and Limitation of the Study

A chosen sample of Filipino and Indonesian students enrolled in hybrid learning ESL classes was the subject of this study. To guarantee a cogent and significant examination of their experiences, the participants were selected from particular educational programs or institutions.

In addition, the study examined a number of hybrid learning-related topics, such as online exercises, virtual teamwork, face-to-face interactions, and the incorporation of technology into ESL classes. The scope includes a thorough comprehension of the hybrid learning environment.

However, because the study focuses on a particular subset of ESL students from Indonesia and the Philippines, the results might not be generally applicable. Care should be taken when extrapolating the findings to different linguistic or cultural contexts. A longer study period might yield a more thorough comprehension of the long-term impacts and modifications in hybrid learning. Therefore, subjectivity in response interpretation may be introduced by the use of qualitative techniques like Focus Group Discussions (FGD) and In-Depth Interviews (IDI). Although efforts will be made to reduce bias, it is crucial to recognize the possible impact of subjectivity among researchers.

The Significance of the Research

By investigating Indonesian ESL students' perspectives on hybrid learning, this study sought to advance the field and provide useful information for educators, administrators, students, and future researchers. Its conclusions can be used by ESL teachers to improve their methods, assist school administrators in creating more culturally sensitive curricula, and give students the confidence to express their desires for a more interesting educational experience. The findings also offer recommendations for how Philippine and Indonesian educational institutions can successfully integrate hybrid learning while making the most of their resources and strengthening their support networks. Additionally, the study lays the groundwork for further investigations into hybrid learning and ESL instruction in various linguistic and cultural contexts.

Definition of Terms

The terms used in this study were conceptually and operationally defined to give a common and fundamental understanding.

Unleashed insights. This is the process of discovering and sharing important insights, discoveries, or viewpoints that were previously concealed or unrealized. This relates to the deep insights and revelations that are obtained via analysis, observation, or research activities that provide insight into the subject being studied.

ESL classrooms. Students whose first language is not English are given English language instruction in these educational settings with the aim of assisting them in becoming proficient in the language. Krashen

(2015) claims that this research has made a substantial contribution to our knowledge of bilingual education, language acquisition, and efficient teaching methods in ESL classrooms. In this study, "ESL classrooms" refers to actual or virtual learning environments where non-native English speakers receive instruction in the English language. These environments involve a variety of teaching strategies, resources, and techniques designed to promote language development and acquisition.

Hybrid education. This is characterized as a teaching strategy that blends online learning resources, activities, or assessments with traditional classroom instruction. To maximize student learning outcomes and satisfy a range of learning needs and preferences, it entails a thoughtful blending of synchronous and asynchronous learning experiences. Additionally, Horn & Staker (2019) noted that in order to maximize student learning outcomes and satisfy a range of learning needs and preferences, it entails a strategic blending of synchronous and asynchronous learning experiences.

Organization of the Study

To guarantee comprehensive and lucid comprehension, this study was methodically structured. The study's goal, research questions, theoretical framework, scope, significance, and essential definitions were all described in the introduction. By looking at related research, a thorough literature review confirmed the need for the study. The research design, participant selection, researcher roles, data collection and analysis processes, reliability metrics, and ethical considerations were all covered in detail by the methodology. Major themes from focus groups and in-depth interviews were presented in the results and discussion, backed up by participant responses arranged according to the research questions. A summary of the main themes and their importance was provided at the end of the implications for practice section, which also highlighted how the findings influence future research and instructional strategies.

METHODS

The research design, research participants, the researcher's role, data sources, data collection methods, data analysis, the study's credibility, and ethical considerations are all covered in this chapter.

Research Design

A qualitative phenomenological research design was used in this study to investigate and comprehend the lived experiences of twelve Indonesian and Filipino students with regard to hybrid learning. According to Creswell (2007, 2009) and Cohen et al. (2007), the method focused on description rather than explanation in order to convey the essence of participants' experiences in their own words, free from societal or intellectual biases. The researcher used interviews to obtain in-depth information about how students viewed and handled hybrid learning, concentrating on their conscious experiences to identify patterns and significance. This design was thought to be best suited for giving participants a detailed, descriptive understanding of the phenomenon as they experienced it firsthand.

Research Participants

Following recommendations by Patton (2019) and Polkinghorne (2005) regarding participant numbers appropriate for qualitative studies, the researcher deliberately chose twelve students—six for in-depth interviews and six for focus group discussions—to investigate hybrid learning as a phenomenon. Purposive sampling was used to select participants in order to guarantee rich, pertinent data for efficient analysis and data triangulation. University enrollment, prior experience with hybrid learning during the pandemic, language class enrollment, and willingness to participate were among the specific criteria used for selection. In order to maintain confidentiality, participant identities were coded and kept anonymous; their profiles are described in the appendices.

Role of the Researcher

I play a variety of roles in this study as a researcher. I was primarily in charge of ensuring that all research procedures including concept development, data collection, transcription, analysis, encoding, and reporting were followed and completed. It was my duty to take certain procedures and actions into account while the qualitative research was being conducted. Based on personal experience, the researcher designed the study with the goal of advancing hybrid learning activities and enhancing academic knowledge. From conducting and recording interviews and focus groups with twelve students to transcribing, coding, analyzing, and presenting findings, the researcher handled every step in the process as an interviewer, moderator, encoder, transcriber, data analyst, and reporter. The multifaceted and crucial role of the researcher in qualitative inquiry was reflected in the upholding of ethical standards throughout.

Sources of Data

Twelve students were purposefully selected for this study, and six participated in focus group discussions (FGD) and six in in-depth interviews (IDI) to collect qualitative data on their experiences, coping mechanisms, and perceptions of hybrid learning. Data collection was viewed as the cornerstone of the study, in line with Creswell (2013) and Fink (2000). IDIs offered direct, personal interaction to record feelings and viewpoints, while FGDs promoted dialogue, checks and balances, and a range of viewpoints (Fisher, 2006). In order to support triangulation and the reliability of the results, all interviews were conducted in English with the help of the researcher, recorded, transcribed, and verified by the participants to ensure accuracy.

Data Collection Procedure

As advised by Creswell (2014), the researcher in this study adhered to methodical procedures to guarantee ethical and accurate data collection. Following approval and consent from participants and appropriate authorities, the researcher informed participants about the purpose of the study and obtained their informed consent. Zoom was used to conduct the interviews, which were recorded with consent from the participants and accompanied by field notes and questionnaires. With digital and physical files safely stored and access restricted to authorized team members, data confidentiality was rigorously upheld. To foster trust and avoid discrimination, the researcher made sure the participants' identities were kept private. All parties involved were duly acknowledged after the data was transcribed and used for analysis.

Analysis of Data

Following Creswell's (2009) guidelines, the researcher transcribed, translated, and carefully examined the data after gathering it through in-depth interviews and focus group discussions. To get the data ready for analysis, related information was sorted and grouped. Instead of just summarizing the interview questions, the researcher used thematic analysis with the assistance of a data analyst to code the data in order to find key concepts and produce significant themes. In order to gather important insights that were in line with the research questions, this process involved grouping patterns and classifying responses. A thorough and interpretive understanding of the participants' experiences was provided by the final themes, which were meticulously recorded and explained with citations.

Trustworthiness of the Study

The four main standards of reliability in qualitative research credibility, transferability, dependability, and confirmability described by Shenton (2004) were examined in this study. Triangulation, extended participation, iterative questioning, and member checking were all used by the researcher to establish credibility, build trust, and validate participants' answers. Purposive sampling, thorough, in-depth context descriptions, and safe data storage to facilitate replication or application in comparable contexts all contributed to transferability. Reliability was attained by carefully recording the research design and procedures, which enabled subsequent researchers to replicate the study's procedures and have a colleague cross-check the results. The original responses from participants served as the primary source of data, findings from focus groups and interviews were triangulated, and an audit trail was provided to reduce researcher bias and promote transparency. Member validation ensured that the experiences of participants were accurately represented.

Ethical Consideration

In order to safeguard the rights and welfare of the twelve student participants as they investigated their hybrid learning experiences, this study complied with the ethical guidelines set forth in the 1974 Belmont Report: beneficence, justice, and respect for persons. The freedom to withdraw without coercion, informed consent, and voluntary participation all guaranteed respect for individuals. By optimizing benefits, safeguarding participants' physical and mental health, preserving confidentiality through anonymity and coding, and offering tokens of gratitude, beneficence was upheld. Fair and impartial participant selection, equal treatment, and open sharing of the results upheld justice. The study also complied with the Data Privacy Act of 2012 (RA 10173), protecting participant identities and personal information, obtaining recording permissions, and guaranteeing informed consent for the use and storage of data.

RESULTS AND DISCUSSION

The study's findings regarding the hybrid learning experiences of Indonesian and Filipino students were presented in this chapter. This includes the participant responses, which I carefully examined before distilling the main points. According to the order of the research interview guide question, the results and data from the interviews were analyzed and arranged.

Twelve (12) participants were chosen for this study based on the following criteria: (1) university students, (2) students who participated in hybrid learning during the pandemic, (3) students enrolled in language classes, and (4) participant willingness to participate in the research study procedures. Six (6) students participated in focus groups and six (6) students participated in in-depth interviews conducted by the researcher.

Following the interview process, the research participants recorded responses had to be transcribed. Because I have to pay close attention to the recorded responses on my phone, I thought transcription was a tedious, painstaking, and time-consuming task. This was done to guarantee that participant responses were encoded for translation. After that, I was able to use member checking to confirm that the participants had given their consent for the transcribed responses to be included in my data. This was done in order to protect their privacy and maintain the project's ethical considerations. In accordance with this, the fundamental concepts were categorized and grouped into themes. As a result, the main source of information was the transcripts of the focus groups and in-depth interviews.

Filipino and Indonesian Students' Firsthand Accounts of Hybrid Education

Three (3) main themes surfaced from the analysis of the participants' responses regarding their experiences with hybrid learning: (1) Content and resource accessibility; (2) Time flexibility; and (3) Collaboration inclusion.

The main themes and central concepts of seasoned English teachers' experiences with Millennial Language are displayed in Table 1.

Table 1 Core Ideas and Themes of Filipino and Indonesian Students' Hybrid Learning Experiences

Themes	Core Ideas
Content and Resource Accessibility	• Learning is limited by unequal access to digital resources. • Learning is enhanced by varied, interactive resources. • Frustration stems from technical problems. • Success is increased by dependable devices and the internet. • Inclusion is supported by accessible content. • Multimedia improves comprehension.
Time Flexibility	• Learning is enhanced by anytime access. • Having control over study time improves concentration. • Challenges with discipline without structure • The allowance given by time to finish task • The time to accomplish certain task on time. • Different schedules can be accommodated by flexible learning.
Collaboration Inclusion	• Remote collaboration is made possible by online platforms. • Availability of a range of peer viewpoints • Communities are formed by virtual groups. • Networking is improved by digital tools. • Cloud apps make collaboration easier. • The need of people to work with.

Content and Resource Accessibility

The most prevalent and decisive response from the participants was regarding the availability of resources and content for the use of hybrid learning.

Because hybrid learning showcases innovative learning resources utilized by Indonesian and Filipino students, the majority of participants find it advantageous for comprehending the lessons.

As revealed by IDI-01:

"I can learn from the subjects covered by teachers anywhere I go by using hybrid learning."

Additionally, IDI-02 reported having the same experience when she said:

"I am able to check out books from the library and take them home."

Furthermore, IDI-04 stated that:

"The references are available in the school and online."

Still, according to FGD-02,

"You can see the books."

Also, FGD-04 revealed that:

"You can find the used references online."

Finally, according to FGD-06:

"The resources are available online and at home."

In the end, this experience helped these Filipino and Indonesian students become more responsive to a rapidly changing environment and more adaptive to changes, even though they initially struggled to adapt to the new hybrid learning setup.

According to Dhawan (2020), the pandemic compelled educational institutions to quickly incorporate online components, establishing hybrid learning as a common practice. Because of its adaptability and capacity for individualized learning, this model has since gained popularity and was required to preserve educational continuity during lockdowns.

The evolution talks about how hybrid learning came to be and how it changed, especially in response to new educational demands and technology (Smith & Jones, 2021).

Time Flexibility

In addition to the resources offered, students who use hybrid learning find it simple to manage their time effectively, particularly when working on online assignments, tasks, and activities. According to Tang and Chaw (2019), hybrid learning environments combine the best features of online and in-person instruction to increase student motivation and engagement. Better academic performance may result from this model's ability to provide a more individualized learning experience that accommodates varying learning styles and speeds.

Most participants found that the hybrid learning model helped them better balance their academic obligations with their personal and professional commitments, allowing them to enjoy the joy of time flexibility. Because of this flexibility, they were able to plan study sessions for when they were most productive, listen to lectures that were recorded whenever it was convenient for them, and allot enough time for a thorough examination of the course materials. Students reported feeling less stressed and more in charge of their education as a result, which made their time in school happier and more satisfying.

This idea relates to IDI-1's response, in which she stated:

"I have time to study the lessons and complete the activities at home when I use hybrid learning, so I own my time."

Indeed, IDI-02 claimed that:

"I am able to perform both tasks simultaneously. It has a lot of flexibility."

In line with this, IDI-04 added that:

"I agree that it is flexible in terms of time."

In turn, FGD-03 noted that:

"I have free time to do anything I want."

Likewise, FGD-04 noted that:

"To manage my time, I am given the opportunity to finish what I believe to be an easy task before moving on to a more challenging one."

Finally, FGD-05 revealed that:

"I like spending time at home completing the task."

According to their responses, the Filipino and Indonesian students in the hybrid learning environment had trouble understanding the subtleties of the language. Additionally, according to Means et al. (2020), hybrid learning has the potential to close the gap between theoretical knowledge and real-world application, promoting greater comprehension and memory of the material. Nonetheless, this observation highlighted the differences in language comprehension between learners' and teachers' age groups. As a result, participants faced the fact that these variations might affect students' ability to access time.

Collaboration Inclusion

As Filipino and Indonesian students traverse the ever-changing landscape of hybrid learning; this theme is especially relevant to them. Not just catchphrases, inclusion, collaboration, and networking are crucial components that influence students' educational experiences in a variety of cultural contexts.

As stated by IDI-01:

"I participate in online activities that involve people of different nationalities, which allows me to learn

from others and the world at large."

Additionally, IDI-02 confirmed that:

"Because our teacher invited a speaker from other nations, like India, I get to learn about different cultures. I enjoy working with others because it will allow me to learn from them."

Additionally, IDI-05 said:

"I create things similar to this interview."

Furthermore, FGD-03 showed that:

"I take part in activities that involve other people, and learning about their perspectives astounds me that the world is too vast to explore."

Finally, IDI-04 showed that:

"I appreciate how we elaborate and create connections with various people."

Building bridges to students was demonstrated by the responses given by Indonesian and Filipino students above. According to a study by Lim et al. (2022), students in hybrid courses performed similarly to those in traditional face-to-face settings, with some evidence indicating that their greater flexibility and access to resources led to better performance in some subjects. However, the study also found that instructor effectiveness and course design quality had a significant impact on student outcomes. Through hybrid learning, students from Indonesia and the Philippines have the chance to work together with classmates and teachers from diverse backgrounds, build relationships, and share ideas. With a focus on the transformative potential and implications for the academic and personal development of Filipino and Indonesian students, this introduction will explore the importance of inclusion, collaboration, and networking in the context of hybrid learning.

According to the participants' answers, Filipino and Indonesian students' experiences negotiating the ever-changing world of hybrid learning are complex and deserving of careful consideration. Understanding the reasons behind these students' experiences, difficulties, and achievements in this changing educational environment is crucial as they navigate the complexities of hybrid learning. A thorough analysis of cultural, technological, pedagogical, and socioemotional aspects is necessary to comprehend the experiences of Filipino and Indonesian students navigating the ever-changing world of hybrid learning. In today's quickly changing educational landscape, educators and institutions can better support the academic success and holistic development of Filipino and Indonesian students by acknowledging and addressing the unique opportunities and challenges inherent in hybrid learning.

Strategies for Filipino and Indonesian Students to Overcome the Difficulties of Hybrid Learning

How do Indonesian and Filipino students handle the difficulties they face in hybrid learning? was the second question in this study. The participants talked about the difficulties they had with hybrid learning. They also went into detail about how they have handled those difficulties.

The following three (3) themes surfaced as a result of the interview, transcription, and thorough examination of the recorded data: (1) Internet connection loss, (2) LMS utilization adjustment, and (3) Difficulty in responding to tasks and activities.

The main themes that arose from the transcript analysis are shown in Table 2.

Table 2 Core Ideas and themes of How Filipino and Indonesian Students Cope with the Challenges They Encountered on Hybrid Learning

Major Themes	Core Ideas
Internet Connection Loss	• Late assignments and missed lectures are caused by internet problems. • Stress in live classes is increased by unreliable internet. • The malfunction of internet during class. • Collaboration is hampered by communication issues. • Accessing cloud resources can be challenging. • During outages, offline or physical alternatives are required.

LMS utilization adjustment	• The learning curve for LMSs takes time. • Interfaces that are unclear and unintuitive • Technical issues prevent access • Additional instruction is required for digital skills. • Instructors' inconsistent use of LMS • LMS tools facilitate the management of coursework.
Difficulty in Responding to Tasks and Activities	• Having Trouble Responding to activities and clear written instructions are required. • Support differs depending on the familiarity of the educator. • Frequent virtual check-ins are crucial. • Opportunities for digital mentoring • The importance of organized direction • Absence of an Internet connection

Internet Connection Loss

Reliable internet access is crucial for our participants' smooth transition between online and offline learning environments. However, interruptions brought on by a lost internet connection pose a recurring problem that compromises hybrid education models' overall efficacy as well as the continuity of learning. According to Johnson et al. (2021), many students value the flexibility and convenience of hybrid learning, but they also miss the opportunity for social interaction and real-time feedback that come with traditional classroom settings. Conversely, faculty members frequently voice their worries about the increased workload and the requirement for technological competence. This introduction explores how problems with internet connectivity can affect students participating in hybrid learning, their educational journey, and the larger learning environment.

IDI-01 said negatively that,

"I believe the loss of internet because I live in a remote location."

Furthermore, ID1-03 demonstrated the appropriate solution to such a conundrum,

"Similar to responding to time-limited activities and quizzes in the LMS, there are instances when the internet causes disruptions. I'm so afraid I won't finish it."

Additionally, IDI-04 discussed how to put in more work when handling hybrid learning.

"I once used mobile data because the internet was so poor."

Additionally, FGD-01 asserted with assurance that,

"The books are available, but they can only be viewed online."

Furthermore, FGD-04 boldly disclosed that,

"I was unable to complete my online exam during the pandemic and submit my requirements on time due to a bad internet connection, which cost me my scholarship. I received a poor grade."

Finally, FGD-06 disclosed that:

"I find it challenging to study because of the online. There were disruptions to classes."

Students from Indonesia and the Philippines have demonstrated incredible adaptability and resilience in overcoming the difficulties presented by hybrid learning settings. These students have shown that they can successfully overcome major challenges like sporadic internet access, the challenging learning curve of using Learning Management Systems (LMS), and the requirement for constant and unambiguous guidance from teachers.

According to Kintu et al. (2022), these technologies improve student tracking, allow for real-time feedback, and create adaptive learning paths, all of which contribute to a better learning experience. These students' experiences provide important insights into developing more inclusive, accessible, and successful educational models for a variety of student populations as they continue to adjust and get past the challenges of hybrid learning.

LMS Utilization Adjustment

The role of learning management systems (LMS) has grown in importance as hybrid learning becomes a crucial component of contemporary education. One of the most important parts of the educational experience for students from Indonesia and the Philippines is adjusting to the use of LMS in hybrid learning environments. There are no particular drawbacks or benefits to hybrid learning models, according to research reviewed by Chen et al. (2020).

Accordingly, the results of recent studies comparing academic outcomes between traditional and hybrid

models were used to analyze academic performance (Nguyen, 2020). LMS platforms offer a full range of tools that make it easier to access course materials, improve communication, and encourage group projects. It can be difficult to make the switch to using these systems efficiently, though. The demands of a blended learning model, which blends online and offline components, require students to become accustomed to new technological interfaces, acquire digital literacy, and adjust to these changes.

This idea is connected to IDI-02's response, which echoed her experience:

"We are adjusting, particularly during the pandemic, so it is really difficult for me. My classmates lack the necessary skills to utilize Google Classroom."

Accordingly, IDI-03 stated that,

"Using the quipper was challenging because I wasn't present at the orientation."

Additionally, IDI-05 said that,

"I used a computer to transition from traditional to modern."

Additionally, FGD-04 stated that,

"Even though I know how to use the laptop, I was scared to use it."

One participant, FGD-04, described her experience as follows:

"Some of my classmates don't know how to use the LMS, so it is really hard to address my concerns about it."

Finally, FGD-05 revealed that,

"It was difficult for me to get used to using the laptop to access the LMS at the same time."

Difficulty in Responding to Tasks and Activities

Many students struggle to comprehend digital assignments, manage their time well, and obtain the resources they need to finish their work. Furthermore, these difficulties may be made worse by teachers delayed, in-person support, which makes it more difficult for students to ask for help and clarification.

This idea is connected to IDI-01's response, which echoed her experience:

"Keeping up with the online tests and assignments is difficult for me, particularly when they are due immediately following our in-person classes. Attempting to manage both at the same time feels overwhelming."

Additionally, IDI-02 disclosed that,

"I occasionally have trouble following the directions for the online activities. It's challenging to finish the assignments precisely because it seems like I'm missing something that was discussed in the in-person meetings."

Furthermore, IDI-04 stated that,

"I feel that because I'm not receiving enough help with the online modalities, I'm falling behind in the course."

This bolsters the notion of FGD-03 that,

"The amount of material we're expected to cover in both the in-person sessions and the online modules frequently leaves me feeling overwhelmed."

This bolsters the notion of FGD-04 that,

"The amount of material we're expected to cover in both the in-person sessions and the online modules frequently leaves me feeling overwhelmed."

Additionally, FGD-6 stated that,

"I'm having trouble accessing course materials and turning in assignments on time because of technical issues with the online platform. The fact that I have no control over it makes it frustrating."

These challenges are caused by a number of things, such as limited access to resources, technological obstacles, and the challenges of juggling online and offline learning components. Students have demonstrated tenacity and resolve in negotiating this new educational environment in spite of these challenges. Strong resources, unambiguous instructions, and adaptable support networks are essential for educators and institutions to ensure their success. We can establish a setting where every student has the chance to succeed and meet their academic objectives by tackling the particular difficulties presented by hybrid learning.

Insights Shared by Filipino and Indonesian Students on Hybrid Learning

"Filipinos and Indonesian Students on Hybrid Learning?" was the third question in this study. The participants shared their thoughts, insights, and potential suggestions regarding millennial language. They also went into detail about how they have handled those difficulties.

The following themes surfaced as a result of the interview, transcription, and meticulous examination of the recorded data: (1) Feedback and Support, (2) The Need for Intervention, and (3) Create Support

Networks.

The major themes and core ideas that arose from the transcript analysis are shown in Table 3

Table 3 Major Themes and Core Ideas of Insights Shared by Filipino and Indonesian Students on Hybrid Learning

Major Themes	Core Ideas
Feedback and Support	• Learning was enhanced by prompt feedback. • Support from teachers made hybrid learning easier. • Confidence was increased by clear instructions. • Peer review improved comprehension. • Expectations were made clear by rubrics.
Need for Intervention	• Timely educator intervention prevented falling behind • Tutoring and counseling helped overcome challenges • Regular instructor check-ins provided support • Personalized feedback met individual learning needs • Mental health resources aided stress management
Create Support Networks	• Peer support boosted learning and encouragement • LMS study groups aided collaboration and sharing • Virtual mentors guided academic and personal growth • Social media-maintained communication • Alumni and pros provided career insights

Feedback and Support

The dynamics of teaching and learning are changing as educational institutions combine traditional classroom instruction with online learning environments, necessitating new methods of instruction and evaluation. Support and feedback are essential elements that affect student motivation, engagement, and academic success; they are not just supplementary elements to the learning process. Effective support networks and prompt, helpful feedback are crucial for Filipino and Indonesian students, who might experience particular difficulties adjusting to this hybrid model.

This relates to the concept of IDI-02.

"I get really useful and thorough feedback on my online assignments."

Furthermore, IDI-03 stated that:

"Even outside of the classroom, I value our instructor's accessibility."

Additionally, IDI-04 talked about her experience asking his students,

"I've learned a lot from my peers through the online and in-person group discussions."

Furthermore, FGD-02 stated that the best policy is always application.

"It has been really helpful that our instructor encourages us to provide feedback to one another on the online platform."

Additionally, FGD_03 disclosed that,

"I am aware of the difficulties, but interpersonal relationships with the teacher, particularly when it comes to difficult subjects, would improve my educational experience."

Finally, FGD-04 mentioned that,

"Our instructor's frequent check-ins, asking how we're doing with the hybrid learning format, really help."

Need for Intervention

Challenges like unequal access, different learning styles, and the incorporation of technology can impede students' academic progress and overall wellbeing as they negotiate the intricacies of this dual learning environment. According to Anderson and Rivera (2023), hybrid learning will become more individualized in the future, utilizing AI and data analytics to customize learning experiences for each student. To ensure that no student falls behind, intervention is required for more than just remedial action; it also includes proactive strategies to support a variety of learner needs.

According to IDI-01,

"I sometimes struggle the most with the assignment's level."

Furthermore, IDI-03 disclosed that:

"I believe that in order to efficiently manage our time between online and in-person sessions, we would

greatly benefit from more structured guidance."
Additionally, IDI-06 backed up that claim when she revealed that,
"Offering students who are struggling a dedicated tutor or mentoring session."
Additionally, FGD-02 concurred that,
"Digital literacy workshops would be fantastic."
Additionally, FGD 04 disclosed that,
"Teachers should modify their methods and resources for assistance."
Finally, according to FGD-06,
"I believe that peer support groups could be a useful intervention."

Students face particular difficulties when using both digital and physical learning modalities, necessitating flexible, responsive teaching strategies. In addition to addressing current academic and technological challenges, prompt interventions promote a welcoming and encouraging learning environment. By putting specific support measures in place, educators can make sure that every student has the chance to succeed, regardless of where they are coming from or their unique situation.

Create Support Networks

For students who might feel alienated by the digital aspect of their education, these are especially important. Learning Management Systems (LMS), artificial intelligence (AI), and virtual reality (VR) are examples of technologies that have revolutionized education by making learning more personalized and interactive while accommodating a variety of learning needs and styles (Selwyn, 2020). Good support networks promote community and belonging, which are essential for students' wellbeing, in addition to enhancing academic performance through direction and resources. This emphasizes how crucial robust support networks are to hybrid learning since they foster student success, engagement, and resilience.

According to IDI-5's experience with the language in question.

"By supporting one another, we enable one another to develop."

Furthermore, according to IDI-06,

"By looking at hybrid learning, we can be strong."

taking into account the necessity of establishing connections with others.

Additionally, FGD-04 stated that,

"I gained knowledge by forming relationships everywhere the world."

Finally, in accordance with IDI-04,

"Examining assistance and efficient support systems not just improve academic achievement."

Additionally, support systems cultivate a feeling of community and belonging, which is essential for student motivation and engagement. Multimedia tools and interactive digital platforms boost student motivation and engagement, according to Sung, Chang, and Liu's (2021) research. Additionally, technology's flexibility enables more individualized learning experiences, which may boost academic achievement. Teachers and educational institutions can enable students to flourish academically, emotionally, and socially in the context of hybrid learning by making investments in the creation and upkeep of robust support systems. In the end, these networks act as pillars of growth and resilience, giving students the resources and connections they need to thrive in the digital age.

Implication for Teaching Practice

A combination of traditional in-person instruction and online learning, hybrid learning has grown in popularity, especially in reaction to the COVID-19 pandemic's worldwide disruptions. Adoption of hybrid learning offers special opportunities and challenges in Indonesia and the Philippines. In order to create effective teaching strategies suited to the unique circumstances of these nations, educators must have a thorough understanding of these ramifications.

The digital divide is a major issue in both Indonesia and the Philippines. Many students lack adequate digital devices and dependable internet access, particularly those in underserved urban and rural areas. This discrepancy may make educational disparities worse.

To make learning relatable and interesting, include local examples, such as environmental concerns or local history. Effective integration of new techniques and technology requires teacher training. In order to inspire students, assessments in hybrid learning must be adaptable, creative, and provide prompt feedback. Involving the community and parents is also essential for success. In order to create an inclusive and productive environment for Indonesian and Filipino students, hybrid learning requires a comprehensive approach that addresses technology, culturally relevant instruction, teacher development, and community support.

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We dedicate this research, which is a collaborative success, to all students and teachers who are working to make hybrid learning relevant in a variety of settings.

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