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Implementation of Hybrid Learning: A Descriptive Study of Student Competence and Satisfaction at UIN Suska Riau

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Abstract:

The rapid development of information technology has encouraged higher education institutions to adopt hybrid learning as an alternative instructional model. This study aims to describe the implementation of hybrid learning at UIN Sultan Syarif Kasim Riau, identify the supporting and inhibiting factors influencing its implementation, and formulate recommendations for optimizing its practice. This research employed a descriptive case study approach involving 150 students from the Faculty of Agriculture and Animal Science and the Faculty of Economics and Social Sciences. Data were collected through structured questionnaires and document analysis and were analyzed descriptively. The findings indicate that the implementation of hybrid learning differs across faculties due to variations in the availability of learning infrastructure and technological support. Nevertheless, students generally reported positive perceptions regarding technological readiness, learning management, learning experiences, competence development, and overall satisfaction with hybrid learning. The study also identified infrastructure limitations and unequal access to learning facilities as the main challenges affecting implementation. Based on these findings, the study recommends strengthening institutional infrastructure, improving the quality of digital learning resources, and adopting an adaptive hybrid learning model that is responsive to the availability of facilities in order to support effective and sustainable hybrid learning in higher education.

Keywords: Hybrid Learning, Learning Management System, Technology Readiness, Student Competence, Student Satisfaction.

Abstrak:

Perkembangan teknologi informasi yang semakin pesat mendorong perguruan tinggi untuk mengadopsi pembelajaran hibrida (*hybrid learning*) sebagai salah satu model pembelajaran alternatif. Penelitian ini bertujuan untuk mendeskripsikan implementasi *hybrid learning* di UIN Sultan Syarif Kasim Riau, mengidentifikasi faktor-faktor pendukung dan penghambat yang memengaruhi pelaksanaannya, serta merumuskan rekomendasi untuk mengoptimalkan penerapannya. Penelitian ini menggunakan pendekatan studi kasus deskriptif dengan melibatkan 150 mahasiswa dari Fakultas Pertanian dan Peternakan serta Fakultas Ekonomi dan Ilmu Sosial. Data dikumpulkan melalui kuesioner terstruktur dan analisis dokumen, kemudian dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa implementasi *hybrid learning*

berbeda antar fakultas sebagai akibat dari variasi ketersediaan infrastruktur pembelajaran dan dukungan teknologi. Meskipun demikian, mahasiswa secara umum memberikan persepsi positif terhadap kesiapan teknologi, pengelolaan pembelajaran, pengalaman belajar, pengembangan kompetensi, dan tingkat kepuasan terhadap pelaksanaan *hybrid learning*. Penelitian ini juga mengidentifikasi keterbatasan infrastruktur serta ketimpangan akses terhadap fasilitas pembelajaran sebagai tantangan utama dalam implementasinya. Berdasarkan temuan tersebut, penelitian ini merekomendasikan penguatan infrastruktur institusi, peningkatan kualitas sumber belajar digital, serta penerapan model *hybrid learning* adaptif yang disesuaikan dengan ketersediaan fasilitas guna mendukung penyelenggaraan pembelajaran hibrida yang efektif dan berkelanjutan di perguruan tinggi.

Kata Kunci: *Hybrid Learning, Learning Management System, Kesiapan Teknologi, Kompetensi Mahasiswa, Kepuasan Mahasiswa.*

INTRODUCTION

The rapid advancement of digital technology has transformed the landscape of higher education, encouraging universities to shift from conventional classroom instruction toward technology-supported learning environments. Among the various approaches, hybrid learning has emerged as a widely adopted instructional model because it combines face-to-face interaction with online learning, offering greater flexibility, accessibility, and continuity in the teaching and learning process. This model has become increasingly relevant as higher education institutions seek to improve learning quality while responding to technological developments and diverse student needs.

Previous studies have reported that hybrid learning provides several benefits, including increased learning flexibility, broader access to educational resources, and improved student engagement. Other studies have emphasized the importance of technological readiness, Learning Management Systems (LMS), and digital learning resources in supporting the implementation of hybrid learning. Nevertheless, these studies have generally focused on examining the effectiveness of hybrid learning or testing the influence of specific variables on learning outcomes. As a result, limited attention has been given to describing how hybrid learning is actually implemented within different institutional contexts, particularly in Indonesian higher education where disparities in infrastructure and technological support remain common.

Furthermore, existing research has often treated technological readiness, LMS quality, learning processes, student competence, and student satisfaction as separate issues. Such an approach provides only a partial understanding of hybrid learning

implementation and does not adequately capture how these aspects collectively describe the readiness and quality of hybrid learning practices within a university. Consequently, empirical evidence regarding the implementation of hybrid learning from a comprehensive descriptive perspective remains limited.

This study addresses this gap by providing a descriptive analysis of hybrid learning implementation at UIN Sultan Syarif Kasim Riau, focusing on two faculties with different infrastructure characteristics. Rather than examining causal relationships among variables, this research describes the condition of technological readiness, the quality of the Learning Management System and learning materials, the learning process, student competence, and student satisfaction, while identifying the supporting and inhibiting factors influencing implementation.

The novelty of this study lies in its comprehensive descriptive evaluation of hybrid learning implementation by integrating institutional readiness, technological support, learning management, competence development, and student satisfaction within a single analytical framework. In addition, the study compares the implementation across faculties with different infrastructure conditions, providing practical evidence that can support institutional decision-making for the development of adaptive and sustainable hybrid learning policies.

Based on this background, this study aims to describe the implementation of hybrid learning at UIN Sultan Syarif Kasim Riau, identify the supporting and inhibiting factors affecting its implementation, and formulate recommendations for optimizing hybrid learning practices in higher education.

RESEARCH METODS

This study employed a quantitative descriptive research design to describe the implementation of hybrid learning at UIN Sultan Syarif Kasim Riau. The population consisted of undergraduate students from the Faculty of Agriculture and Animal Science (Fapertapet) and the Faculty of Economics and Social Sciences (Fekonsos) who had participated in hybrid learning during the 2024/2025 academic year. A total of 150 students were selected as respondents using **simple random sampling**, providing each eligible student with an equal opportunity to be included in the study.

Data were collected using a structured questionnaire based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire measured five aspects of hybrid learning implementation: technological readiness, the quality of the Learning Management System (LMS) and learning materials, the hybrid learning process, student competence, and student satisfaction.

Prior to data collection, the instrument was subjected to validity and reliability testing. Content validity was established through expert judgment to ensure that each item adequately represented the measured construct. Construct validity was then examined using item-total correlation, while the internal consistency of the instrument was assessed using Cronbach's Alpha. The instrument was considered reliable when the Cronbach's Alpha coefficient exceeded 0.70.

The collected data were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations, to describe the implementation of hybrid learning across the observed variables. The mean scores were interpreted using the following categories: 1.00–1.80 (very low), 1.81–2.60 (low), 2.61–3.40 (moderate), 3.41–4.20 (high), and 4.21–5.00 (very high). These descriptive analyses were used to identify the strengths and challenges of hybrid learning implementation and to formulate recommendations for its improvement.

RESULT AND DISCUSSION

Implementation of Hybrid Learning at UIN Sultan Syarif Kasim Riau

The findings indicate that the implementation of hybrid learning at UIN Sultan Syarif Kasim Riau has generally been carried out effectively, as reflected in the high mean scores for technological readiness, Learning Management System (LMS) quality, learning process, student competence, and student satisfaction. These results suggest that the university has established a favorable environment for hybrid learning, despite differences in infrastructure across faculties.

Although variations in technological facilities were observed between the Faculty of Agriculture and Animal Science (Fapertapet) and the Faculty of Economics and Social Sciences (Fekonsos), these differences did not substantially reduce students' overall perceptions of hybrid learning implementation. This finding indicates that successful

hybrid learning depends not only on physical facilities but also on effective learning management, digital learning resources, and students' ability to utilize available technologies.

This result supports the argument of Garrison, Vaughan, and Cleveland-Innes (2022) that hybrid learning is not merely a combination of online and face-to-face instruction but an integrated learning ecosystem requiring alignment between technology, pedagogy, and institutional support. Likewise, Boelens et al. (2023) emphasize that successful hybrid learning depends on balancing instructional design, technological infrastructure, learner support, and interaction.

Unlike many previous studies that primarily evaluate the effectiveness of hybrid learning, this study provides a descriptive overview of its implementation under different institutional conditions. The findings demonstrate that infrastructure differences do not necessarily prevent successful implementation when supported by effective instructional management and student readiness.

Supporting and Inhibiting Factors in Hybrid Learning Implementation

The study identified several supporting factors contributing to the implementation of hybrid learning. Students generally demonstrated high levels of technological readiness, indicating that they were capable of accessing digital learning platforms and participating in both synchronous and asynchronous learning activities. Furthermore, the availability of LMS facilities and digital learning materials supported continuous learning beyond classroom sessions.

However, several challenges remain. Differences in classroom facilities, multimedia equipment, and supporting infrastructure across faculties indicate that institutional readiness has not yet been evenly achieved. These disparities may limit lecturers' flexibility in implementing interactive hybrid learning strategies and reduce learning experiences for students in certain learning environments.

These findings are consistent with Rasheed et al. (2023), who argue that infrastructure limitations remain one of the most significant barriers to hybrid learning implementation. Similarly, UNESCO (2020) highlights that unequal access to technological resources may create disparities in learning opportunities even within the same institution.

Nevertheless, this study also demonstrates that infrastructure alone does not determine implementation quality. Institutional support, lecturer preparedness, and students' technological readiness collectively contribute to maintaining effective hybrid learning despite existing facility limitations.

Implications for Student Competence and Satisfaction

Students reported positive perceptions regarding competence development and overall satisfaction with hybrid learning. These findings suggest that hybrid learning provides opportunities for students to develop independent learning skills, digital literacy, and active engagement in learning activities.

The positive perceptions of competence and satisfaction can be explained through the quality of learning management rather than solely through technological availability. Well-organized LMS content, clear learning activities, and continuous interaction between lecturers and students contribute to meaningful learning experiences. This finding supports the Community of Inquiry Framework proposed by Garrison et al. (2022), which emphasizes that cognitive presence, teaching presence, and social presence collectively shape successful hybrid learning experiences.

Furthermore, the results are in line with Martin et al. (2024) and Tang et al. (2023), who found that students' satisfaction with hybrid learning is strongly associated with the quality of instructional design, communication, and technological support rather than technology itself. Therefore, improving digital infrastructure should be accompanied by strengthening pedagogical practices and enhancing the quality of digital learning resources.

The present study contributes to the existing literature by demonstrating that hybrid learning implementation should be viewed as an integrated educational system involving technological readiness, institutional support, learning management, competence development, and student satisfaction. This comprehensive perspective provides a broader understanding of hybrid learning implementation within Indonesian higher education and offers practical evidence for institutional policy development.

CONCLUSION

This study concludes that the implementation of hybrid learning at UIN Sultan Syarif Kasim Riau has generally been carried out effectively, as reflected in the high levels of technological readiness, Learning Management System (LMS) quality, learning process, student competence, and student satisfaction. Nevertheless, the implementation varies across faculties due to differences in infrastructure availability and technological support. These findings indicate that adequate institutional facilities remain an essential prerequisite for the successful implementation of hybrid learning.

The study also identifies both supporting and inhibiting factors affecting hybrid learning implementation. Technological readiness, the availability of digital learning resources, and effective learning management serve as the primary supporting factors, whereas unequal infrastructure, limited learning facilities, and disparities in technological access remain the major challenges. These findings directly address the research objective of describing the implementation of hybrid learning and identifying the factors influencing its implementation.

This study contributes to the literature by providing a comprehensive descriptive evaluation of hybrid learning implementation in an Indonesian higher education context. Unlike previous studies that primarily focus on measuring the effectiveness or causal relationships of hybrid learning, this research offers an integrated description of institutional readiness, learning management, student competence, and student satisfaction within a single framework. The findings enrich the understanding of how contextual institutional conditions influence the implementation of hybrid learning.

From a practical perspective, the findings suggest that higher education institutions should prioritize strengthening digital infrastructure, improving the quality of Learning Management Systems and digital learning resources, and implementing adaptive hybrid learning models that accommodate differences in institutional capacity. These efforts are expected to support more equitable, effective, and sustainable hybrid learning practices while enhancing the quality of higher education in the digital era.

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