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Investigating the Influence of Hybrid and Independent Learning on Student Learning Outcomes in European History Courses

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ABSTRACT

The importance of implementing a hybrid learning model that combines face-to-face teaching with online computer-assisted teaching to create an integrated learning approach and student learning independence. The purpose of this study was to analyze the effect of hybrid and independent learning on student learning outcomes in European History courses. This study adopts a quantitative method and a quasi-experimental design. In collecting data the researchers used multiple-choice test techniques and questionnaires to examine students' learning independence. The data analysis technique used is the Two-way ANOVA statistical test. The results of the study showed that there was an increase in student history learning outcomes for European history courses with "moderate" criteria with a score of 0.54 (0.3 <N-Gain ≤0.7) after the implementation of hybrid learning. Hybrid learning has an effect on student learning outcomes in history education with a sig model value of 0.002, where the value is less than 0.05 (0.002 <0.05). Independent learning has an impact on student learning outcomes with a sig questionnaire value of 0.042 where the value is less than 0.05 (0.042 <0.05). In conclusion, in European history courses offered the learning model and learning independence has an impact on students' learning outcomes.

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1. INTRODUCTION

The importance of implementing a hybrid learning model that combines face-to-face teaching with online computer-assisted teaching to create an integrated learning approach and student learning independence. In reaction, all services have limited their exercises since the World Health Organization (WHO) reported the status of the Covid 19 widespread around the start of 2020In response, teaching and learning activities at all levels of education, including universities, by implementing online learning or distance learning (Makhin, 2021). It is feared that the implementation of distance learning online from the start of the pandemic until now will affect student learning outcomes, especially in European history courses. The hybrid learning model is a method of instruction that combines in-

person instruction with online and offline computer-assisted instruction to create an integrated learning approach (Verawati & Desprayoga, 2019) . Hybrid learning combines two or more techniques and approaches to achieve learning goals (Fauzan & Arifin, 2017). One thing that can be done to overcome this is to apply a combination learning model between face-to-face or offline learning with online learning, better known as hybrid learning.

Hybrid learning has been shown to improve learning outcomes and help students understand materials (Andayani et al., 2020). Similarly, Haryonos's study also discovered that the hybrid learning model in history classes had a positive impact. This is a novel concept in the realm of learning that merges traditional classroom instruction with digital or web-based learning through advanced technology or online networks (Hidayah, 2019; Lestari et al., 2021). A hybrid learning approach is a model of education that blends traditional classroom instruction with online learning, leveraging the power of the internet and technology (Irdalisa et.al, 2022), (Irdalisa, et al., 2022).

In addition to learning models, one factor that may influence students' learning outcomes is independent learning. Learning independence can be interpreted as an activity driven by the learner's self-will, self-choice, and self-responsibility. Learning independence will only lead to acquiring learning outcomes starting from abilities, development, reasoning, and forming attitudes to self-discovery if he experiences himself in the process of obtaining the learning outcomes themselves (Pratama & Pratiwi, 2019). Every student needs to have an independent mentality. Pupils who possess self-directed learning skills can assess intricate problems, collaborate with others or work alone, and dare to express their opinions (Sidik & Basri, 2019), even though independent learning is essential. It must be owned by every student, especially students of history. There are still many students who need more learning independence.

In response to the challenges posed by the COVID-19 pandemic, educational institutions have increasingly adopted hybrid learning models, combining face-to-face instruction with online computer-assisted teaching to foster an integrated learning approach and promote student learning independence. However, the impact of prolonged distance learning on student outcomes, particularly in European history courses, remains a concern. While hybrid learning has demonstrated benefits in enhancing learning outcomes and material comprehension (Andayani et al., 2020; Haryono), its efficacy in this specific context has not been fully explored. Additionally, the role of independent learning, characterized by self-driven, responsible learning activities, is critical yet underdeveloped among students, particularly in history education (Pratama & Pratiwi, 2019; Sidik & Basri, 2019).

Initial observations of history education students at Samudra University reveal deficiencies in self-directed learning processes, such as planning, monitoring, and reflecting, leading to suboptimal learning outcomes. Students often exhibit poor preparation, inadequate supervision, and a lack of self-regulation, contributing to issues like delayed assignment submission and academic dishonesty. These findings highlight a significant gap in the existing research and underscore the need for effective strategies to enhance both hybrid learning and student learning independence.

The objective of this study is to analyze the effect of hybrid and independent learning on student learning outcomes in European history courses. The central research question guiding this investigation is: How do hybrid and independent learning influence student learning outcomes in European history courses? This study aims to fill the research gap by providing novel insights into the combined impact of these educational approaches, ultimately contributing to the development of more effective teaching models that improve student academic performance and foster self-directed learning.

2. METHODS

This investigation employs a quantitative approach and a quasi-experimental design, specifically aimed at gathering data that approximates the information obtained from real experiments in situations where controlling all significant variables is not feasible (Noor, 2015). The study design utilized is the Randomized Control Group Pretest-Posttest, dividing participants into two groups: the experimental group using Hybrid Learning and the control group without Hybrid Learning. The population for this

study includes all sixth-semester students, comprising two units with a total of 53 students. Sampling was conducted using a total sampling technique.

Data collection is fundamental in research, as the primary purpose is to obtain accurate information (Sugiyono, 2019). In this study, data was collected through multiple-choice tests and questionnaires designed to assess students' level of self-directed learning. The validity test was employed to ensure the assessment tool accurately measured the intended content, while the reliability test confirmed the instrument's consistency in producing stable results (Jihad & Haris, 2012). The data analysis technique used in this study is the Two-way Analysis of Variance (ANOVA) statistical test, which allows for examining the impact of hybrid and independent learning on student outcomes.

This approach enables a comprehensive analysis of how the hybrid learning model influences students' academic performance and their development of self-directed learning skills. By employing both pretests and posttests, the study can effectively measure changes in learning outcomes and provide robust evidence regarding the effectiveness of hybrid learning. This study seeks to answer the following research question: How do hybrid learning and independent learning impact student learning outcomes in European history courses, and what is the extent of their influence on students' self-directed learning abilities? This research aims to contribute to the development of effective educational strategies that enhance both academic performance and independent learning skills in higher education.

3. FINDINGS AND DISCUSSION

The test was isolated into two bunches for the ponder: experimental and control. In the experimental class, learning is carried out using hybrid learning. Lecture activities for European history courses are carried out in two ways: learning takes place in class and online. Face-to-face activities take place with direct discussions between lecturers and students. Learning activities are carried out online with online meetings using the Zoom meeting application. By utilizing a hybrid learning approach, students can acquire information and knowledge not just from in-person instruction but also from remote learning opportunities made possible by technology and the Internet (Rachmawati et al., 2022). In addition, assignments are also given online, such as using quizizz, Google Forms, and Google Classroom. This activity is in the opinion of Sutisna, who said that in order to achieve the learning objectives, hybrid learning combines two or more methods and approaches. What happens in ordinary classes where teachers and understudies meet confront to confront, with online learning that can be gotten at any time and anyplace (Sutisna & Vonti, 2020). In line with the statement above, Triyono also said that hybrid learning combines online learning with real classroom learning when schools are face-to-face (Triyono, 2021). The following learning outcomes have been gathered as a result of the research activities that have been conducted.

3.1 Pretest Data Results

Before implementing hybrid learning, students were given a pretest to assess their initial knowledge and skills. This baseline measurement allows for a comparison of learning outcomes and the effectiveness of hybrid learning. The pretest descriptive statistics for both the experimental and control classes are provided below, offering insight into the initial equivalence of the two groups.

The data indicate that the average pretest score for the experimental class was slightly higher than that of the control class. Specifically, the mean pretest score for the experimental group was 55.95, while the control group had a mean score of 46.61. This suggests that, on average, the students in the experimental group started with a higher baseline level of knowledge.

The student pretest scores were categorized into three groups: high, medium, and low, based on pre-established classification criteria. In the low category, both the experimental and control classes had seven students each. For the medium category, the experimental class had 14 students, while the

control class had ten. In the high category, seven students were from the experimental class, and eight students were from the control class.

These pretest results highlight that, although the experimental group had a slightly higher average score, the distribution of students across the different performance categories was relatively similar between the two groups. This similarity ensures that any observed differences in post-test results can be more confidently attributed to the hybrid learning intervention rather than pre-existing disparities.

In summary, the pretest data reveals a slightly higher average performance in the experimental group, but a comparable distribution of students across performance categories in both the experimental and control classes. This initial assessment sets the stage for evaluating the impact of hybrid learning on student learning outcomes and independent learning skills.

3.2 Student Pre-test Data Normality Test

To ensure the validity of subsequent statistical analyses, a normality test was conducted on the pretest data using SPSS 22. The normality test is crucial as it confirms whether the data follows a normal distribution, a key assumption for many statistical tests.

The findings of the normality test calculation revealed that the significance (sig) value for the experimental class was 0.717, and for the control class, it was 0.423. Since both values are greater than the threshold of 0.05 (0.717 > 0.05 and 0.423 > 0.05), we accept the null hypothesis (Ho) that the data is normally distributed.

This conclusion indicates that the pre-test data for both the experimental and control groups exhibit a normal distribution. With this confirmation, we can proceed with parametric statistical tests, such as the Two-way Analysis of Variance (ANOVA), which rely on the assumption of normality.

The normal distribution of pre-test data ensures that any observed differences in post-test scores can be attributed more confidently to the intervention itself rather than to anomalies in the data distribution. This foundational step validates the integrity of the data and supports the robustness of the study's findings.

In summary, the normality test results support the validity of using parametric tests for analyzing the data, reinforcing the reliability of the research design and the subsequent conclusions drawn about the impact of hybrid learning on student learning outcomes and independent learning skills.

3.3 Student Pre-test Data Homogeneity Test

To further validate the comparability of the experimental and control groups, a homogeneity test was conducted on the pre-test data. The homogeneity test is essential for confirming that the variances within each group are similar, which is a prerequisite for many comparative statistical analyses.

The summary of the pre-test data homogeneity test reveals a significance (sig) value of 0.358. Since this value is greater than the 0.05 threshold, we accept the null hypothesis (Ho) that the variances are equal. This indicates that the variance in both the experimental and control groups is equivalent, ensuring that any differences observed in the post-test data are not due to initial disparities in group variability.

Establishing homogeneity of variance is critical for the integrity of the study's results, as it ensures that the experimental and control groups started with a comparable level of variability in their performance. This comparability strengthens the argument that any changes in learning outcomes can be attributed to the intervention rather than pre-existing differences.

In summary, the homogeneity test confirms that the pre-test data variances for both groups are equivalent, supporting the validity of subsequent analyses. This finding, combined with the normality test results, ensures that the conditions for reliable parametric testing are met, reinforcing the robustness of the study's conclusions regarding the effectiveness of hybrid learning in improving student learning outcomes and independent learning skills.

3.4 Description of Study Results from Post-test Results

Students in both the experimental and control groups are provided with post-treatment learning outcomes to evaluate their performance. The post-assessment results were employed to compute the mean scores for both the experimental and control groups. It is evident that the average post-assessment learning achievements for the experimental group amount to 79.76, whereas the control group's average is 75.35. The control class's average learning outcomes were 77.50, while those of the experimental class with the high pre-test group were 94.28. The group scores 75.71 on the average pre-test, while the control class scores 75. In the meantime, the control class' low pre-test group averages were 69.28, 67.28, and 73.57, respectively. Learning outcomes have been shown to improve with hybrid learning. According to Andayani's research, the hybrid learning model can enhance student comprehension of instructional materials and learning outcomes (Andayani et al., 2020). Aside from that, According to Haryono's investigation, the Hybrid Learning approach had a positive impact on the field of history (Haryono, 2021). The hybrid learning approach can enable and offer chances for learners to explore, discover, and construct understanding to address diverse challenges, establish a comfortable and supportive learning ambiance, and allow students to efficiently extract information from various sources (Aristika et al., 2021).

3.5 Post Data Normality Test Student Learning Outcomes

The outcomes of the test for normality, computed through SPSS 22, indicate that the experimental group exhibited a sig value of 0.828, while the control group showed a sig value of 0.361. Since both of these values exceeded or equaled 0.05, the null hypothesis (Ho) was accepted. Therefore, the post-test information concerning the learning achievements of both the experimental and control groups displays a normal distribution.

3.6 Description of Student Learning Independence Questionnaire Results

The purpose of processing and evaluating the Student Learning Independence Questionnaire is to ascertain whether or not students in the experimental and control classes are independent learners following treatment. The obtained data were then analyzed to determine the independence of student learning in the control class's European history lessons taught through hybrid learning and regular learning. The experimental and control classes have different average scores on the Student Learning Independence Questionnaire. The results of the data description show that the control class or the class taught using the conventional model had an average score of 85.89 on the Student Learning Independence Questionnaire, while the hybrid learning class had an average score of 93.19. This indicates that the control class's Student Learning Independence Questionnaire is lower than the average hybrid-taught Student Learning Independence Questionnaire.

3.7 Student Learning Independence Questionnaire Data Normality Test

The normality test for the Student Learning Independence Questionnaire data was conducted using SPSS 22. The results indicated a significance (sig) value of 0.475 for the experimental class and 0.988 for the control class. Since both values are greater than the 0.05 threshold (0.475 > 0.05 and 0.988 > 0.05), the null hypothesis (Ho) that the data is normally distributed is accepted.

This confirmation of normal distribution is crucial for the validity of further statistical analyses, as many tests assume that the data follows a normal distribution. The normality of the data ensures that the measures of central tendency and variability are accurate representations of the dataset, which in turn supports the reliability of any subsequent inferences or conclusions drawn from the data.

With the normal distribution of the Student Learning Independence Questionnaire data confirmed for both the control and experimental classes, we can proceed with confidence in applying parametric statistical tests. These tests will help understand the impact of the hybrid learning model on student learning independence.

In summary, the normality test results indicate that the Student Learning Independence Questionnaire data for both the experimental and control classes are normally distributed. This finding validates the data and supports the use of robust statistical methods in analyzing the effects of hybrid learning on students' independent learning skills, thereby contributing to the reliability and validity of the research outcomes.

3.8 Improving Student Learning Outcomes

The N-Gain formula can be used to determine the increase in students' learning outcomes in European history courses at Samudra University in 2022 following the implementation of hybrid learning. The experimental class or the class taught with hybrid learning had an average pre-test score of 55.95, while the experimental class had an average post-test score of 79.76. The N-Gain value, as determined by the calculation, is 0.54. With a score of 0.54 (0.3 N-Gain 0.7), the "moderate" criterion indicates an improvement in student learning outcomes.

3.9 Influence and Interaction

The effect and interaction can be determined with a two-way ANOVA, which is carried out after fulfilling the requirements for normally distributed data and homogeneous data group variance. The results of the influence and interaction analysis can be seen in table 1 below.

Table 1. Two Way Analysis of Variance Hypotheses 1 and 3

Tests of Between-Subjects Effects

Dependent Variable: Value

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2654.043[a]	5	530.809	2.156	.075
Intercept	298699.683	1	298699.683	1.213E3	.000
Model	240.852	1	240.852	3.978	.002
Questionnaire	1673.331	2	836.666	3.398	.042
Model * Questionnaire	913.552	2	456.776	1.855	.001
Error	11571.429	47	246.201		
Total	329850.000	53			
Corrected Total	14225.472	52			

a. R Squared = ,187 (Adjusted R Squared = ,100)

In view of Table 1. The sig model value is 0.002, which is less than 0.05 (0.002 0.05), as shown above. Therefore, in European history courses at Samudra University in 2022, hybrid learning has an impact on the learning outcomes of history education students. Mariani's research, which found that hybrid learning influences learning outcomes, backs up the findings of this study (Dewi et al., 2022). Aside

from that, research directed by Kamil states that the hybrid learning model influences understudy mental learning results(Kamil, 2022).

The Model*Questionnaire sig value, as shown in Table 1, is 0.001, which is less than 0.05 (0.001 0.05). It really intends that there is an impact of freedom in learning understudies of history schooling at Samudra College in 2022 in European history courses. Umar et al.'s previous research lends credence to these findings that learning outcomes are improved by independent learning (Umar et al., 2022). In addition, the same result was obtained from Ibrahim's research that learning outcomes are a component of independent learning (Ibrahim, 2018).

The Model*Questionnaire sig esteem is 0.001, where the worth is under 0.05 (0.001 <0.05). This indicates that in European history courses taught at Samudra University in 2022, the learning model and learning independence interact with students learning outcomes. Additionally, these interactions are depicted in Figure 1. as shown below.

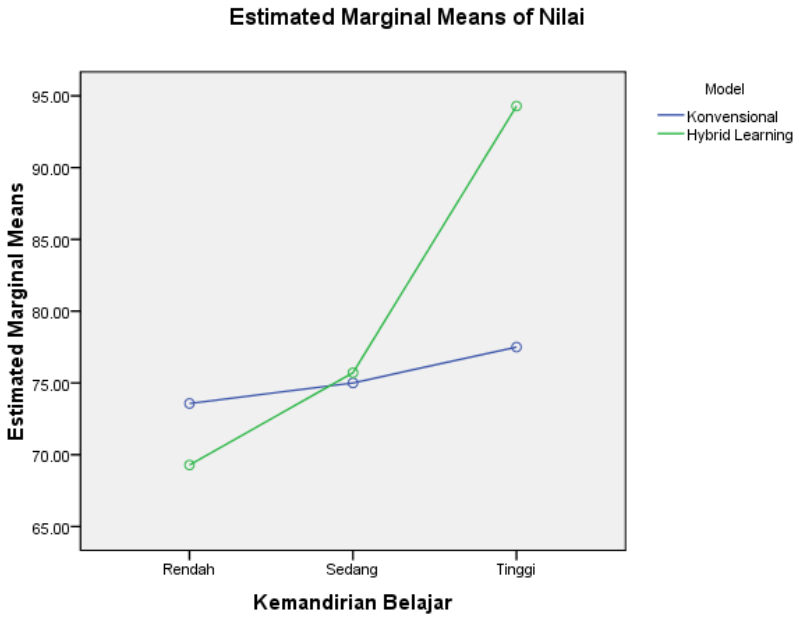

Figure 1. The Interaction Between Learning Models and Learning Independence on Student Learning Outcomes

The experimental class that uses hybrid learning has an average score of 69.28 in the low category, while the control class has an average score of 73.57, as shown in Figure 1. The experimental and control classes' average learning outcomes differ by 4.29 points. In the medium category, the control class has an average of 75.00, while the experimental class with hybrid learning has an average of 75.71. The typical contrast in student learning results between the experimental and control classes is 0.71. In the high category, the experimental class that uses hybrid learning has an average of 94.28, while the control class has an average of 77.5, resulting in an average difference of 16.78 points between the experimental and control classes.

In conclusion, these results suggest that hybrid learning has a significant positive impact on student learning outcomes, particularly among higher-performing students, indicating its potential to enhance educational achievement across various performance levels.

4. CONCLUSION

Based on this study's analysis and discussion results, several conclusions were put forward as follows. There was an expansion in the learning results of history understudies in European history

courses with the "moderate" basis subsequent to carrying out hybrid learning. In European history, hybrid learning influences the learning outcomes of history education students at Samudra University in 2022. In European history courses taught at Samudra University in 2022, students' learning outcomes are influenced by independent learning. Students taking European history courses at Samudra University in 2022 will benefit from an interaction between the learning model and learning independence. The authors would like to provide some suggestions related to this research, namely as follows. It is hoped that subsequent researchers will be able to investigate using additional factors that influence learning outcomes but were not examined in this study. Lecturers should be able to implement this hybrid learning in class because, based on research results, hybrid learning can affect student learning outcomes in European history courses. The recommendation for this research for future researchers should research the effect of this hybrid learning on other historical cognitive abilities, such as critical thinking skills, conceptual understanding, and creativity.

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