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The Transition From Hybrid Learning Model To In-Person Mandarin Language Learning Among Grade XI Social Science 5 Students of SMAN 6 Malang

玛琅第六高级中学社会科学五班十一年级学生从混合式学习模式过渡到汉语线下学习的研究

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Abstract: The dynamics of the educational transition from online to offline learning continue to be a topic of discussion to this day. The educational conditions affected by the pandemic were experienced not only by students but also by teachers and schools from both social and emotional perspectives. The purpose of this study is to examine the implementation of hybrid learning during the COVID-19 pandemic and offline learning in the post-pandemic period, as well as to analyze the impact of the transition from online to offline learning after the pandemic. This study employed a qualitative descriptive research method. The data sources consisted of both primary and secondary data. The Miles and Huberman model was used as the data analysis technique in this research on learning transition. The study was conducted in Class XI Social Science 5 at SMAN 6 Malang, particularly in the Mandarin language class. The findings revealed that hybrid learning was carried out by combining online and offline systems simultaneously, emphasizing the use of a web-based Learning Management System (LMS) as a platform for documentation and distribution of educational content in schools. The transition from online to offline learning indicated a balanced level of self-efficacy among students. This outcome is categorized as positive, as students were able to manage their strengths and weaknesses effectively in completing school assignments.

Keywords: hybrid learning, offline, online, self efficacy

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摘要：从在线学习向线下学习的教育过渡动态至今仍是讨论的热点。受疫情影响的教育状况不仅对学生产生了影响，也对教师和学校在社会和情感层面带来了挑战。本研究旨在探讨 COVID-19 疫情期间混合式学习的实施情况以及后疫情时期的线下学习情况，并分析疫情后从在线学习向线下学习过渡的影响。本研究采用定性描述研究方法，数据来源包括初级数据和次级数据。本研究在学习过渡中采用 Miles 和 Huberman 模型作为数据分析技术。研究对象为马朗第六高级中学（SMAN 6 Malang）十一年级社会科学五班，特别是汉语课程班。研究结果显示，混合式学习通过同时结合在线和线下系统进行，重点使用基于网络的学习管理系统（LMS）作为学校教育内容记录与分发的平台。从在线学习向

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线下学习的过渡显示学生自我效能水平处于平衡状态。这一结果被归类为积极的，因为学生能够有效管理自身的优势与不足，顺利完成学校作业。

关键词：混合式学习、线下、线上、自我效能感

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1. INTRODUCTION

COVID-19 has had a significant impact on various aspects of life, including the social, economic, health, and education sectors. The government has implemented numerous measures to mitigate and prevent the spread of the COVID-19 virus, one of which was the work from home policy that required most activities to be conducted online. Educational policies also shifted rapidly in response to these government regulations. In April 2020, teaching and learning activities were transitioned to online platforms utilizing internet networks, with the hope of reducing the rate of COVID-19 transmission (Kebudayaan, 2020). During the pandemic, students were faced with the rapid transformation of the education system. Such sudden changes had an impact on both the physical and mental well-being of students (Yazid & Nefiyarni, 2021). As the situation gradually entered the new normal phase, schools began adapting to a hybrid learning system that combined online and offline learning modes simultaneously (Hendrayati & Budhi, 2016). In this transitional period, students had to adapt to the hybrid model before eventually shifting to fully offline learning in the post-pandemic period. However, this transition also brought new challenges. Many students were less prepared for face-to-face learning as they had become accustomed to using the internet for studying. Consequently, some students experienced learning difficulties during the offline phase, as online learning had often encouraged passive knowledge reception and limited teacher supervision in fostering character education (Gultom, Sundara, & Fatwara, 2022).

Online learning could indeed be implemented; however, it was not equally effective for all subjects. Certain educational values and interpersonal interactions inherent in face-to-face learning could not be fully replaced by online instruction. Consequently, during the *new normal* transition, the shift to hybrid learning also posed challenges in effectively conveying these values and facilitating meaningful interaction. This change in the learning system also affected the Mandarin language subject. The rapid adjustment to hybrid learning made it difficult to ensure effective Mandarin instruction. According to Leonardo (2022), Mandarin learning is more enjoyable and effective when conducted offline compared to online, as in-person learning allows for direct practice without network disruptions. This is closely related to the core competencies required in Mandarin language learning, which encompass four interrelated skills: speaking, reading, listening, and writing (Muyassaroh et al., 2022). These four skills need to be continuously practiced through active engagement in listening, speaking, reading, and writing activities to achieve comprehensive language proficiency.

Learning activities in schools serve as a means to shape students' mental development and knowledge across various fields, including language proficiency. In recent years, many schools have begun teaching a second language, one of which is Mandarin. Mandarin has become an international language after English (Ying, Suprayogi, & Hurriyati, 2013). It is now increasingly recognized as a major foreign language subject alongside English. Some schools have even made Mandarin a compulsory subject or offered it as an extracurricular program (Sutami, 2016). The growing awareness of the importance of mastering Mandarin is evidenced by its inclusion as a subject from elementary to senior high school levels (Muyassaroh et al., 2022). Mastery of a foreign language enables individuals to access information directly without relying on translation (Muyassaroh et al., 2022). This ability supports national development by facilitating communication and cooperation with other countries in the era of globalization. Moreover, Mandarin proficiency has become increasingly valuable in the field of international trade, as many Chinese companies now operate in Indonesia, supported by the expansion of free market policies. Thus, the ability to communicate in Mandarin not only enhances students' linguistic competence but also prepares them to participate in global economic and cultural exchanges.

The Mandarin language subject in senior high schools emphasizes the development of language skills. Proficiency in language must be supported by a solid mastery of basic vocabulary. A learner who possesses an extensive vocabulary (生词 *shēngcí*) is likely to demonstrate better abilities in speaking, writing, reading, and listening. However, acquiring these language skills—especially in Mandarin—is not an easy process. This difficulty arises because Mandarin characters consist of unique strokes and written forms that differ from their pronunciations and are accompanied by specific tones. This contrasts with the Indonesian language, in which spelling generally corresponds directly to pronunciation. In Mandarin, a single pronunciation can represent several characters, each bearing different meanings. The written symbols in Mandarin are known as 汉字(*hànzì*). When writing *hànzì*, learners must follow specific stroke order rules. To assist in learning pronunciation, Mandarin employs a phonetic system known as 拼音 (*pīnyīn*), which represents the sounds of Mandarin characters using the Roman alphabet. Although *pīnyīn* uses letters

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similar to those in the Indonesian alphabet, their pronunciation rules differ. Therefore, understanding *pīnyīn* is essential for accurate pronunciation and effective communication in Mandarin.

Online learning in Class XI Social Science 5 was found to be less effective in emphasizing communicative skills during Mandarin language instruction. Teachers faced difficulties when students practiced pronunciation together based on the examples shown in PowerPoint slides. One of the main challenges was unstable internet connectivity, which hindered communication between teachers and students. As a result, teachers were unable to effectively monitor and correct students' pronunciation during online learning sessions. During online classes, question-and-answer sessions were strongly encouraged to promote active student participation. However, learning Mandarin pronunciation proved to be particularly challenging, as the written form and its pronunciation differ significantly. This often led to communication barriers, such as words with identical spellings but different tones, or vice versa (Leonardo, 2022). Speaking skills were also difficult to develop in online learning environments because conversational activities could not run smoothly due to external factors such as internet instability or technical limitations of online platforms. In addition, teachers struggled to correct students' pronunciation techniques or provide accurate pronunciation models in real time. Writing in Mandarin also presents challenges, as minor variations in stroke order or structure can alter the meaning of a character. Therefore, students must engage in extensive writing practice and maintain two-way communication with their teachers. Teacher–student interaction is crucial for improving writing skills (Aini, Kisyani, & Ridwan, 2019). Hybrid learning involves eight stages: (1) preparation, (2) presentation, (3) demonstration, (4) practice, (5) evaluation, (6) support, (7) reinforcement, and (8) collaboration (Riyanto, 2018). Compared to online learning, face-to-face instruction in Mandarin is considered more enjoyable and effective (Leonardo, 2022).

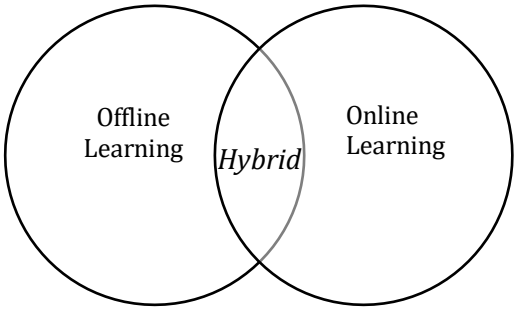

Figure 1. Diagram of the Hybrid Learning Model

The rapid transition from online to offline learning after the pandemic has the potential to cause students to feel stressed, discouraged, and fatigued, which in turn can affect their self-confidence and academic performance. Feelings of exhaustion, pressure, and hopelessness toward engaging in face-to-face learning activities may be attributed to low levels of self-efficacy. High self-efficacy is essential for fostering confidence in learning and reducing students' dependency on the internet (Valentin, 2018). Students with a high level of academic self-efficacy are generally able to complete tasks effectively and are less likely to give up when faced with learning challenges. When encountering obstacles, such students tend to persist and find solutions rather than succumbing to frustration or disengagement.

Self-efficacy is defined as an individual's belief in their own ability to accomplish a specific task (Putri & Astuti, 2018). Academic self-efficacy enables students to develop confidence in their competencies, giving them the assurance that they can successfully complete exams and other academic tasks, and vice versa. Self-efficacy is divided into four aspects, namely: (1) cognitive, which refers to a person's ability to think about the ways, efforts, and methods to be used in determining the steps needed to achieve the desired target; (2) motivation, which refers to a person's ability to motivate themselves through their thoughts to determine appropriate actions; (3) affection, which refers to an individual's ability to manage emotions within themselves; and (4) selection, which refers to the ability to select the surrounding environment and behaviors to achieve the desired goal (Putri & Astuti, 2018). In this study, the dimensions proposed by Corsini were used to measure the effect of the transition period from hybrid to offline learning on students' self-efficacy.

Several previous studies are relevant to this research. A study by Amalia et al. (2022) found a significant negative relationship between academic self-efficacy and students' adjustment during the transition from online to offline learning. Another related study by Salim (2022) stated that the shift from

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online to offline learning led to a decline in academic performance and social behaviors such as manners and discipline. This decline was influenced by students' excessive use of the internet during online learning. Similarly, research by Hardiansyah et al. (2021) indicated that the transition from online to offline learning affected students' behavior and academic performance, with academic achievement showing better results during offline learning.

Based on the background described above, this study aims to examine the implementation of hybrid learning during the COVID-19 pandemic, the offline learning process in the post-pandemic period, and the impact of the transition from online to offline learning after the pandemic. The effects of this transition will be analyzed in relation to students' self-efficacy. Students' self-efficacy may either improve or decline following the rapid changes in the learning system. This issue forms the core problem of the present study, considering that students who had become accustomed to online learning are now required to adapt to offline, face-to-face learning environments.

2. METODH

This study employed a descriptive qualitative method. Qualitative research examines phenomena in their natural settings, with the researcher acting as the primary instrument; data collection is conducted using triangulation (a combination of methods); data analysis is inductive or qualitative in nature; and the findings emphasize meaning (Sugiyono, 2018). Descriptive research provides an exposition, depiction, and analysis in the form of written or spoken textual data based on observed activities (Moleong, 2012). In descriptive studies, explanations are presented by clearly and thoroughly describing and analyzing the research topic — in this case, the process of hybrid learning during the COVID-19 pandemic and the transition from hybrid to offline learning that affects students' self-efficacy. This study adopts a case study design applying empirical inquiry; the case study approach aims to deliver a detailed and in-depth account of the situation as it actually occurred.

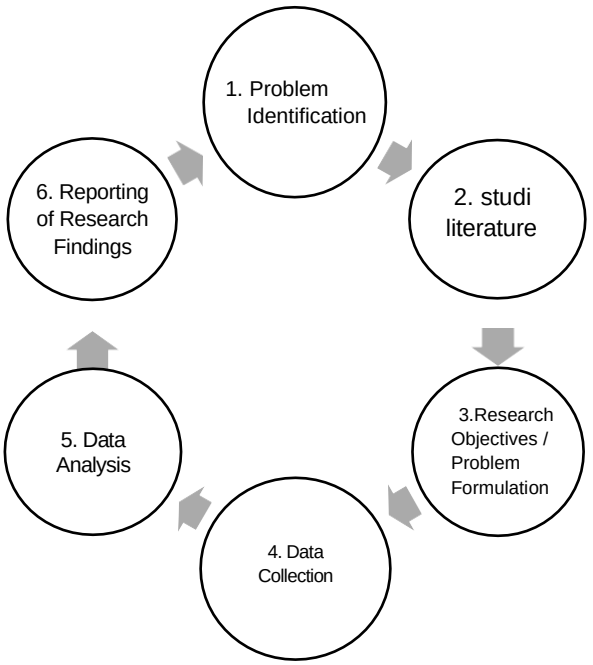

Figure 2. Stages of Qualitative Research

The subjects of this study were students of Class XI Social Science 5 at SMAN 6 Malang. This class was selected because the researcher had previously participated in the Merdeka Belajar Kampus Merdeka (MBKM) teaching assistance program in the same class, which provided firsthand insight into the challenges encountered during the transition from hybrid to offline learning, particularly in the Mandarin language specialization class. The study was conducted during the Mandarin language learning sessions.

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The subjects were selected using a purposive sampling technique. According to Abdussamad (2021), purposive sampling is a sampling method based on specific considerations. The decision to select this class was made based on preliminary observations. The observations revealed that during hybrid learning, students who participated in online sessions tended to be less attentive, while those attending in-person sessions were more focused. Online students often failed to respond to questions, and internet disruptions hindered intensive interaction. Conversely, during face-to-face learning, students were able to engage in more active and direct communication. In terms of task submission, students in online sessions often produced similar answers, even when assigned tasks that required constructing original sentences, indicating limited engagement and creativity during online learning.

The data sources consist of primary and secondary data. Primary data were obtained through observation and questionnaires. The observation focused on activities during hybrid and offline learning sessions. The questionnaire was used to measure the impact of the transition from hybrid to offline learning on students' self-efficacy. The questionnaire employed a Likert scale. Secondary data were obtained from books and journals as reference materials. In this study, data were collected from multiple sources (triangulation). Data validation was carried out to ensure the credibility of the findings, for instance, through triangulation (Aini, 2017). Triangulation is a technique used to verify the validity of data by comparing related data, such as comparing observation results with questionnaire responses. This process was conducted to ensure the authenticity of the collected data and also served to support the analysis process in drawing conclusions.

The Miles and Huberman model was employed as the data analysis technique in this study. The analysis activities included data reduction, data display, and verification or conclusion drawing (Abdussamad, 2021). Data reduction is the process of analyzing data with the aim of categorizing, clarifying, and focusing by selecting and filtering out irrelevant data, so that the presented data become relevant and understandable. At this stage, the researcher seeks to obtain accurate and relevant data; therefore, if the validity of the collected data is questioned, rechecking can be conducted using information from different sources. Data display refers to presenting information in the form of a comprehensive description organized according to the main findings derived from data reduction, and systematically arranged based on the research questions. Verification is the stage in which the researcher attempts to derive meaning from the thoroughly, completely, and deeply examined data. The process of drawing conclusions requires careful consideration to obtain a meaningful understanding of the events being studied.

3. RESULTS AND DISCUSSION

3.1 The Hybrid Learning Process During the Covid-19 Pandemic and the Offline Learning Process After the Covid-19 Pandemic

The Covid-19 pandemic had a significant impact on school learning systems, leading to a shift toward online learning. Online learning refers to a distance learning process conducted via the internet through a Learning Management System (LMS). Both students and teachers were required to adapt to this change by modifying the learning process to fit an online format. The first observation was conducted on Thursday, August 26, 2021, and the second observation took place on September 2, 2021. Based on the observations in class XI IPS 5, students participated in hybrid learning. The hybrid learning system combined online and offline learning simultaneously. The implementation involved dividing students into two learning groups based on odd and even attendance numbers. Each group consisted of 50% of the total students in the class, which amounted to 28 students. The online and offline learning schedules alternated weekly. Students attending offline classes were required to comply with health protocols at school, while students engaged in online learning were Facilitated through the LMS platform.

3.2 The Impact of the Transition from Online to Offline Learning

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Table 1. Differences in Offline Learning

No	Hybrid Learning	Offline Learning
1	Learning involves 50% of students online and 50% offline (14 students online and 14 students offline).	Learning is conducted 100% offline (28 students).
2	WhatsApp group is used as an additional communication medium (Class XI IPS 5).	No use of electronic communication media.
3	Uses printed and digital teaching modules as learning resources.	modules as learning resources. Utilizes the surrounding environment as an additional learning resource besides printed and digital modules.
4	Learning duration is adjusted to pandemic conditions (1 lesson hour = 30 minutes).	Learning duration follows normal conditions (1 lesson hour = 45 minutes).
5	After class, assignments and materials taught are shared via Google Classroom.	Learning materials are provided only during face-to-face sessions; no LMS is used.

In general, offline learning after the hybrid period did not differ significantly from offline learning conducted during the hybrid phase. The main differences lay in the duration of class hours, the number of students attending in person, and the method of material delivery. After the full implementation of offline learning, noticeable positive impacts on students were observed. Students appeared more active during lessons and showed greater confidence in asking questions throughout the learning process. They also demonstrated stronger self-belief during classroom activities. According to Lubis (2018), achieving goals must be accompanied by a strong sense of self-efficacy, as individuals are capable of performing tasks according to their intentions. The findings related to the transition from online to offline learning after the pandemic were measured through questionnaires. The research results were obtained by administering a self-efficacy questionnaire to students during Mandarin language classes. Based on the questionnaire data, the following results were obtained.

Table 2. Distribution of Students' Self-Efficacy in the Cognitive Dimension

No	Interval %	Classificatio	Frequency	Percentage (%)
1	85-100	Very Good	2	7
2	66-84	Good	15	54
3	51-65	Fair	10	36
4	36-50	Less Good	0	0
5	0-35	Poor	1	4
Total			28	100

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Based on Table 2, the cognitive dimension shows variation in the number of students across each category. In the cognitive dimension, the average score is 68%, classified as "Good." Although this classification is considered moderate, it remains acceptable because a significant portion of students still fall within the "Fair" range, between 51–65%.The cognitive dimension includes indicators related to students' confidence in thinking of ways to achieve their goals. Most students demonstrated good self-confidence in answering questions, completing tasks, and asking the teacher for clarification when needed to ensure correct solutions. Students with strong cognitive abilities tend to perform better academically. Conversely, students with moderate or low cognitive scores may lack confidence in completing tasks effectively. Students with good cognitive abilities are observed to be more active during learning activities. Offline learning following the online period can cause some students to be less active due to uncertainty about their cognitive abilities (Salim, 2022). Students with lower cognitive scores may experience fatigue, stress, and feelings of discouragement. This is attributed to the relatively rapid transition from online to offline learning. Such a transition can create pressure that negatively affects students' academic achievement (Amalia et al., 2022).

Table 3. Distribution of Students' Self-Efficacy in the Motivation Dimension

No	Interval %	Klasifikasi	Frekuensi	Persentase (%)
1	85-100	Very Good	4	14
2	66-84	Good	17	61
3	51-65	Fair	7	25
4	36-50	Less Good	0	0
5	0-35	Poor	0	0
Total			28	100

Based on Table 3, the motivation dimension has an average score of 74%, classified as "Good." This indicates that, on the motivation indicators, students' self-efficacy remains at a relatively high level. The transition from online to offline learning does not appear to significantly affect students' motivation. This dimension reflects students' ability to motivate themselves to take actions that help achieve their goals. In this context, students must have confidence in their own abilities to engage in activities that support learning, enabling them to achieve good academic results in Mandarin. Students strive to complete assigned tasks, viewing challenging tasks as opportunities to be more motivated rather than discouraging them. The motivation skills demonstrated by students enable them to accomplish tasks effectively, as stated by Stajkovic and Luthans (in Luthans, 2006). Individuals with high academic self-efficacy will make efforts to complete difficult tasks, take full responsibility to meet academic demands, persist without giving up easily, and maintain confidence in overcoming academic challenges (Amalia et al., 2022).

Table 4. Distribution of Students' Self-Efficacy in the Affective Dimension

No	Interval (%)	Classification	Frequency	Percentage (%)
1	85–100	Very Good	7	25
2	66–84	Good	20	71
3	51–65	Fair	1	4

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4	36–50	Less Good	0	0
5	0–35	Poor	0	0
Total	—	—	28	100

Based on Table 4, the affective dimension includes indicators assessing students' ability to manage their emotions and control anxiety that may hinder their thinking in achieving goals. In this context, students must be able to regulate their attitudes and emotions during learning, as uncontrolled emotions can negatively impact academic performance. For instance, when students receive lower Mandarin scores compared to their peers, they need to manage their emotions so that their thoughts are not overly burdened, allowing them to maintain focus in learning. The affective indicators aim for students to remain calm when facing unpleasant situations, such as difficulty completing assignments. Students are expected to regulate both the learning process and its outcomes, making it easier to tackle more challenging tasks (Sharma, 2014). In this study, the affective dimension achieved an average score of 80%, with 20 students classified as "Good." This indicates that most students already possess the ability to control their emotions and anxiety effectively.

Table 5. Distribution of Students' Self-Efficacy in the Selection Dimension

No	Interval %	Classification	Frequency	Percentage (%)
1	85-100	Very Good	1	4
2	66-84	Good	26	93
3	51-65	Fair	1	4
4	36-50	Less Good	0	0
5	0-35	Poor	0	0
Total			28	100

Based on Table 5, the selection dimension includes the following indicators: 1) carefully considering behaviors and environments before making choices, 2) managing challenging activities, and 3) avoiding situations believed to exceed one's capabilities. In this dimension, students are expected to select and filter environments that support their academic development, such as choosing peers with whom they can collaborate effectively.Secondly, students are able to choose activities that support learning, such as completing homework rather than engaging in distractions, and refraining from cheating during exams. The third indicator reflects students' willingness to ask teachers questions rather than remaining silent during lessons. The results show that the selection dimension has an average score of 78%, falling into the "Good" category. Among the students, 4% (1 student) were classified as "Very Good," 93% (26 students) as "Good," and 4% (1 student) as "Fair." These results indicate that most students are able to exercise good selection skills, even after experiencing the transition from online to offline learning.

Based on the results of students' self-efficacy levels following the transition from online to offline learning, students still demonstrated good self-efficacy across all dimensions. This indicates that students maintain confidence in their abilities to improve their academic performance. Consistent with the findings of Hibatullah (2022) regarding the relationship between self-efficacy and other aspects, if students' self-efficacy in online learning is strong, it can enhance learning outcomes through their belief that they are capable of completing tasks and participating in online learning activities without experiencing anxiety or stress. This, in turn, allows for more optimal achievement of desired learning outcomes. Self-efficacy, therefore, is not merely about students' ability to complete tasks, but also about their belief in their capacity to accomplish tasks based on their own abilities.

The percentages indicate that the self-efficacy of students in Class XI IPS 5 falls, on average, into the "Good" category, with an overall average score of 75%. Among the students, 7% were classified as "Very Good," 86% as "Good," and 7% as "Fair." No students were classified as "Less Good" or "Poor." The data are also presented in the following table:

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Table 6. Distribution of Students' Self-Efficacy in Class XI IPS 5

No	Interval (%)	Classification	Frequency	Percentage (%)
1	85–100	Very Good	2	7
2	66–84	Good	24	86
3	51–65	Fair	2	7
4	36–50	Less Good	0	0
5	0–35	Poor	0	0
Total	—	—	28	100

4. CONCLUSIONS AND SUGGESTIONS

Online and offline learning each present unique challenges for education. The planning and design of learning activities must be carefully structured to achieve the desired objectives. Hybrid learning combines both online and offline learning systems. The use of technology-assisted Learning Management Systems (LMS) provides an alternative to face-to-face interactions conducted online. Conversely, hybrid learning in a face-to-face setting involves active processes and stages similar to those in online learning. Offline learning in the new normal era is not significantly different from offline learning during the Covid-19 pandemic, with the primary difference being student attendance and the implementation of health protocols. On one hand, teachers are tested in managing classroom learning (KBM) through various strategies to prevent student boredom during online learning. On the other hand, limited teacher-student interaction and constrained time for completing school tasks reduce the internalization of character values that teachers aim to instill in students. These factors influence students' motivation and self-efficacy. The results of this study show that the self-efficacy of Class XI IPS 5 students falls into the "Good" category, with an average score of 75%. This indicates that during the transition from online to offline learning, students maintain a good level of confidence in their abilities.

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