Effectiveness of hybrid learning model assisted by google classroom on writing negotiation text in class X RPL SMK Negeri 6 Konawe

Haerun Ana[1*], Sumiman Udu[2], Saidiman Saidiman[3]
[1,2,3]Universitas Halu Oleo, Indonesia
[1]*hafipudin@uninus.ac.i*

Article Info	ABSTRACT
	The increasing integration of technology in education highlights the need for effective learning models that enhance student engagement and learning outcomes. This study examines the effectiveness of implementing a hybrid learning model assisted by Google Classroom in improving students' learning motivation and negotiation text writing skills. Using a pre-experimental research approach with a one-group pretest-posttest design, the study involved 20 grade X students majoring in software engineering at SMK Negeri 6 Konawe. Data were collected through surveys and writing skills assessments. The findings indicate that hybrid learning with Google Classroom positively impacted students' motivation and writing proficiency, providing a more flexible and cost-effective learning experience. However, challenges such as limited internet access and reduced student interaction during online sessions were identified. The study contributes to the ongoing discussion on hybrid learning by demonstrating its potential benefits in language education while also highlighting areas for improvement. These findings suggest that schools and parents should provide additional support, particularly in enhancing internet accessibility, to maximize the effectiveness of hybrid learning.

INTRODUCTION

It is the responsibility of every educator to cultivate an informed generation. Innovative educators must possess the ability to devise and execute learning systems that are adaptable to contemporary demands. In recent decades, there have been swift advancements in technology. This impacts nearly all facets of life, encompassing schooling. The phrase educational technology is frequently linked to education and pedagogical theory. Learning and learning theory encompass processes and systems related to education, while educational technology pertains to additional systems employed in the development of human skills (Iswanto, 2017). A kind of technological integration in education is the introduction of a system called a Learning Management System, or LMS. This system is designed as a comprehensive educational module with all essential learning components. Google Classroom is a prominent learning management system (LMS). The utilization of Google Classroom can occur via multiple platforms, specifically PCs and gadgets. The utilization of Google Classroom for educational purposes is deemed highly effective (Abazi-Bexheti et al., 2018; Ketut Sudarsana et al., 2019). The adoption of online learning platforms, such as Google Classroom, has proliferated since the onset of the Coronavirus Disease (Covid-19) pandemic in late 2019. In relation to this case, the Minister of Education and Culture promptly issued Circular Letter No. 3 of 2020. The Circular Letter from the Secretary General of the Ministry of Education and Culture No. 36603/A.A5/OT/2020, dated March 15, 2020, outlines several significant directives, including the postponement of events with large attendance or their substitution with video conferences (Febriani & M Fauzi, 2021).

Government policies, particularly in the realm of education, such as online learning from home, received widespread approval as they were perceived to effectively mitigate the spread of Covid-19 during that period (Sudarsana, 2020). As the Covid-19 outbreak started to subside, the government ceased the enforcement of social restriction policies, allowing for the resumption of face-to-face learning in the classroom. But online learning platforms, including Google Classroom, are

anticipated to remain integral to the educational landscape in Indonesia as a means of advancement for teachers.

Despite all the advantages, online education is still not seen as a suitable substitute for traditional classroom instruction. Research shows that compared to in-person interactions, internet communication is less personable and more focused on disseminating information. When compared to in-person meetings, digital communication fails to adequately convey nonverbal clues and indications. Video conferencing apps may pick up on spoken cues, but they might miss some nonverbal ones. Some drawbacks of online learning include the fact that teachers may not always be able to tell if their students are paying attention in class (Hafez et al., 2023). There is less opportunity for students and teachers to collaborate when taking classes online. Because of this, it is challenging for students and teachers to develop the kind of personal connection that is ideal in the classroom. Affective component development and assessment also becomes extremely challenging for educators. However, learning materials' qualities necessitate actual practice rather than only reading about them, and virtual implementation of this practice might be challenging at times. In light of the fact that these two types of learners require different approaches to education, a hybrid learning model that blends online and in-person instruction is required. By combining traditional classroom instruction with online resources, hybrid learning aims to revolutionize the way students acquire knowledge.

In Indonesia, the adoption of hybrid learning represents a significant shift in the educational landscape. However, its implementation still faces challenges, particularly in schools with limited access to digital infrastructure. Some teachers also struggle to integrate technology effectively into their teaching practices. In the case of SMK Negeri 6 Konawe, hybrid learning has not been widely adopted. Previous online learning efforts in the Software Engineering Department primarily relied on WhatsApp, which proved ineffective in facilitating structured learning experiences. Currently, all classes at this school have returned to in-person instruction, and no structured online learning components are integrated into the curriculum. Given this context, the present study seeks to assess whether the implementation of a hybrid learning model assisted by Google Classroom can enhance students' learning motivation and writing skills, particularly in the context of negotiation text writing.

Several studies have explored the impact of online learning on student motivation and academic performance during the COVID-19 pandemic. For instance, Mustakim (2020) examined the effectiveness of online learning media for mathematics instruction, identifying varying levels of effectiveness depending on instructional strategies. Similarly, Syafari & Montessori (2021) investigated the influence of online learning on student motivation and achievement, recommending more engaging instructional approaches. Meanwhile, Hakim & Mulyapradana (2020) analyzed the relationship between online learning, student motivation, and satisfaction. Although these studies provide valuable insights into online education, they do not specifically examine hybrid learning models or their effectiveness in teaching negotiation text writing. This research aims to fill this gap by assessing the impact of hybrid learning on students' motivation and writing skills, offering empirical evidence on its advantages and limitations.

This study contributes to the growing body of literature on hybrid learning in vocational education by demonstrating how Google Classroom can be effectively integrated into language instruction. The findings will provide insights into whether hybrid learning can serve as an effective pedagogical model for improving students' motivation and negotiation text writing skills. Furthermore, this research offers practical recommendations for educators and policymakers regarding the implementation of hybrid learning in schools with varying levels of digital access.

RESEARCH METHODS

This study employs a pre-experimental research approach with a one-group pretest-posttest design, assessing students before and after the hybrid learning intervention. The participants included 20 grade X students majoring in software engineering at SMK Negeri 6 Konawe. The sample selection was based on smartphone accessibility, ensuring students could engage with Google Classroom. Data collection methods included pretest and posttest writing assessments, surveys on learning motivation, and unstructured interviews. The primary inquiry posed by the interviewer

(researcher) is: What are the strengths and weaknesses of the learning that has occurred from the students' viewpoints? Additionally, the questions provided will pertain to the responses presented by the students.

The research instruments employed in this study include tests and questionnaires. The test instrument was utilized to gather pretest and posttest data regarding negotiation text writing skill variables. The assessment rubric utilized for evaluating students' performance on the pretest and posttest is outlined as follows.

Table 1. Rubric of Student Negotiation Text Assessment on Pretest and Posttest

Assessed Aspect	Score Range	Criteria
Contents	27 – 30	Excellent : Mastering the topic of negotiation text writing; substantive; complete development of opening, content, and closing; relevant to the topic discussed.
	22 – 26	Good: The student is moderately well-versed in the subject matter of the negotiation text, with limited development of the opening, body, and closing. The content is relevant to the topic, but it lacks detail.
	17 – 21	Fair: Lacks mastery of negotiation text issues; lack of substance; inadequate topic development.
	13 – 16	Deficient: The text does not master the problems of negotiation; it lacks substance and is irrelevant to the topic discussed.
Structure	18 – 20	Excellent : The ideas of the negotiation text are clearly expressed; The sentences are well organized. The sequence is logical (opening, content, closing) and cohesive.
	14 – 17	Good: The negotiation text lacks organization, provides limited support, and is logical, yet incomplete.
	10 - 13	Fair: The ideas in the negotiation text are chaotic or unrelated, and the sequence and development lack logic.
	7 – 9	Deficient: Not communicative; not organized.
Vocabulary	18 – 20	Excellent : The negotiation text requires good word usage, appropriate word choice, effective expression, and mastery of word formation.
	14 – 17	Good: Word usage of the negotiation text is adequate; choice, form, and use of words/expressions are sometimes incorrect but not distracting.
	10 - 13	Fair: The negotiation text exhibits limited word usage, frequent errors in form, choice, and use of vocabulary/expressions, and a confusing or unclear meaning.
	7 – 9	Deficient: The level of vocabulary, expressions, and word formation in the negotiation text is low.
Sentence	18 – 20	Excellent : Construction in the negotiation text is complex and effective; there are few errors in language use (word order/function, articles, pronominals, prepositions).
	14 – 17	Good:

Assessed Aspect	Score Range	Criteria
		The constructions in the negotiation text are simple. There are minor errors in complex constructions; There are a number of language usage errors (word function or order, articles, pronominals, and prepositions).
		Fair:
	10 - 13	Many errors occur in the construction of single or complex sentences, resulting in confusing or vague meaning.
		Deficient:
	7 – 9	The negotiation text lacks mastery of sentence structure, has numerous errors, and is uncommunicative.
		Excellent :
	9 – 10	Master the rules of writing a negotiation text; there are few errors in spelling, punctuation, capitalization, and paragraph organization.
		Good:
	7 – 8	There are occasional errors in spelling, punctuation, capitalization, and paragraph organization
Mechanics		Fair:
	4 – 6	There may be occasional errors in spelling, punctuation, capitalization, and paragraph organization, but they should not obscure the meaning of the negotiation text.
		Deficient:
	1 – 3	The writing is chaotic; there are many errors in spelling, punctuation, capitalization, and paragraph organization; the writing is illegible.

(Quoted from the Indonesian language teacher's book published by the Ministry of Education, Culture, Research, and Technology, with some modifications according to research needs.)

The interpretation of students' negotiation text assessment results on the pretest and posttest refers to the following table.

Table 2. Interpretation Guidelines for Student Negotiation Text Assessment Results in the Pretest and Posttest

Interval Class	Predicate	Description	KKM Achievement
93 – 100	A	Excellent	completed
84 – 92	B	Good	completed
75 – 83	C	Fair	completed
<75	D	Deficient	not complete

Notes: The KKM for the Indonesian language at SMK Negeri 6 Konawe is 75.

The questionnaire instrument was used to collect pretest and posttest data on learning motivation variables. The questionnaire used is a closed questionnaire with four alternative answers, namely strongly agree, agree, disagree, and strongly disagree. The questionnaire instrument to be used was developed by the researcher by referring to the aspects or indicators of learning motivation proposed by Uno (2008), namely: (1) the existence of desire and desire to succeed; (2) the existence of encouragement and needs in learning; (3) the existence of future hopes and ideals; (4) the existence of rewards in learning; (5) the existence of interesting activities in learning; and (6) the existence of a conducive learning environment. To facilitate the preparation of the questionnaire, an instrument development matrix or questionnaire lattice for learning motivation variables on the pretest and posttest was first made as follows:

Table 3. Grid of Learning Motivation Questionnaires on Pretest and Posttest Before Trial

No.	Aspect	Statement Number		Amount
		Positive	Negative	
1	Having a desire and wish to succeed	1, 2	3, 4, 5,	5
2	Having a drive and need to learn	6, 7	8, 9, 10	5

No.	Aspect	Statement Number		Amount
		Positive	Negative	
3	Having hopes and aspirations for the future	11, 12	13, 14, 15	5
4	Having appreciation for learning	16, 17	18, 19, 20	5
5	Having interesting activities in learning	21, 22	23, 24, 25	5
6	Having a conducive learning environment	26, 27	28, 29, 30	5
Amount		**12**	**18**	**30**

The study measures learning motivation variables using a modified Likert scale. The answer scale used consists of four, which are arranged in a row with gradations from very positive to very negative, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). Guidelines for scoring each alternative answer are presented in the following table:

Table 4. Scale of Answers to Research Questionnaire Statements.

Alternative Answers	Skor Pernyataan	
	Positif	Negatif
Strongly Agree (SS)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly Disagree (SST)	1	4

To ensure reliability and validity, the study employed expert-reviewed assessment rubrics and statistical validation using IBM SPSS 21. The negotiation text writing rubric was adapted from the Indonesian language teacher's book published by the Ministry of Education. Learning motivation was measured using a modified Likert scale questionnaire based on Uno (2008) motivation indicators. Data analysis involved descriptive and inferential statistics, with paired sample t-tests used to assess significant differences between pretest and posttest scores.

RESULTS AND DISCUSSION

Normality Test of Pretest and Posttest Data on Learning Motivation

Based on the process of testing the normality of pretest and posttest data on learning motivation using the Shapiro-Wilk test with the help of the IBM SPSS Statistics 21 computer program, the following results were obtained.

Table 5. Normality Test of Pretest and Posttest Data on Learning Motivation
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0,154	20	.200[*]	0,917	20	0,086
Postest	0,169	20	0,136	0,919	20	0,093

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: SPSS Data Processing

Based on the Tests of Normality table above, it is known that the significance value for learning motivation pretest data is $0.086 > 0.05$, and the significance value for learning motivation posttest data is $0.093 > 0.05$. Thus, it can be said that the pretest data and posttest data of learning motivation are normally distributed. Therefore, hypothesis testing (the difference in the average score of the pretest and posttest data on learning motivation) can be done using parametric tests, namely the paired sample t-test.

B. Normality Test of Pretest and Posttest Data of Negotiation Text Writing Skills

Based on the process of testing the normality of pretest and posttest data of negotiation text writing skills using the Shapiro-Wilk test with the help of the IBM SPSS Statistics 21 computer program, the following results were obtained.

Table 6. Normality Test of Pretest and Posttest Data of Negotiation Text Writing Skills

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Before Treatment	0,185	20	0,071	0,924	20	0,118
After Treatment	0,150	20	.200[*]	0,929	20	0,151

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction
Source: SPSS Data Processing

Based on the Tests of Normality table above, it is known that the significance value for pretest data of negotiation text writing skills is $0.118 > 0.05$, and the significance value for posttest data of negotiation text writing skills is $0.151 > 0.05$. Thus, it can be said that the pretest and posttest data on negotiation text writing skills are normally distributed. Therefore, the hypothesis test (the difference between the average score of the pretest and posttest data on negotiation text writing skills) can be done using a parametric test, namely the paired sample t-test.

Hypothesis Test

Hypothesis testing was conducted to determine whether or not there was a significant average difference between pretest scores and posttest data on learning motivation and whether or not there was a significant average difference between pretest scores and posttest data on negotiation text writing skills using the Paired Sample T-Test test formula. Hypothesis testing uses a significance level of 5% or $\alpha = 0.05$.

A. Paired Sample T-Test Test of Pretest and Posttest Values of Learning Motivation

The first hypothesis in this research is the application of the hybrid learning model assisted by Google Classroom on the material of writing negotiation text in class X RPL SMK Negeri 6 Konawe is effective in terms of learning motivation. Based on the testing process that has been carried out, the following results are obtained.

Table 7. Paired Samples Statistics of Pretest and Posttest Values of Learning Motivation

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	After Treatment	77,75	20	4,678	1,046
	Before Treatment	73,75	20	2,337	0,523

Source: SPSS Data Processing

Table 8. Paired Samples Test of Pretest and Posttest Values of Learning Motivation

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	After Treatment - Before Treatment	4,000	3,920	0,877	2,165	5,835	4,563	19	0,000

Source: SPSS Data Processing

With reference to the test results tables 7 & 8 above, the following can be explained.

1. Based on the Paired Samples Statistics table, it can be seen that the average posttest score of student learning motivation (after the application of the Hybrid Learning model assisted by Google Classroom) is 77.75, and the average pretest score of student learning motivation (before the application of the Hybrid Learning model assisted by Google Classroom) is 73.75.

2. Based on the Paired Samples Test table, it can be seen that the difference between the average pretest score of student learning motivation (before the application of the Hybrid Learning model assisted by Google Classroom) and the average posttest score of student learning motivation (after the application of the Hybrid Learning model assisted by Google Classroom) is 4.00, where the average posttest score > average pretest score.

3. Based on the Paired Samples Test table, it can be seen that the t value obtained is 4.563 > t table, which is 2.093. Then, based on the Paired Samples Test table, it can also be seen that the sig. 2-tailed value obtained is 0.000 < 0.05. Thus, it can be concluded that H0 is rejected, and H1 is accepted so that it can be said that the application of the Hybrid Learning model assisted by Google Classroom on the material of writing negotiation text in class X RPL SMK Negeri 6 Konawe is effective in terms of learning motivation.

B. Paired Sample T-Test Test of Pretest and Posttest Values of Negotiation Text Writing Skills

The second hypothesis in this study is that the application of the Hybrid Learning model assisted by Google Classroom on the material of writing negotiation text in class X RPL SMK Negeri 6 Konawe is effective in terms of negotiation text writing skills. Based on the testing process that has been carried out, the following results are obtained.

Table 9. Paired Samples Statistics of Pretest and Posttest Values of Negotiation Text Writing Skills

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	After Treatment	84,25	20	5,911	1,322
	Before Treatment	76,05	20	3,591	0,803

Source: SPSS Data Processing

Table 10. Paired Samples Test of Pretest and Posttest Values of Negotiation Text Writing Skills

Paired Samples Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	After Treatment-Before Treatment	8,200	3,205	0,717	6,700	9,700	11,441	19	0,000

Source: SPSS Data Processing

Regarding the aforementioned test results tables 9 & 10 above, numerous aspects can be explained as follows.
1. The Paired Samples Statistics table indicates that the mean posttest score for negotiation text writing skills, following the implementation of the Hybrid Learning model supported by Google Classroom, is 84.25, while the mean pretest score for negotiation text writing skills, prior to this implementation, is 76.05.

2. The Paired Samples Test table indicates that the disparity between the mean pretest score of negotiation text writing skills (prior to the implementation of the Hybrid Learning model facilitated by Google Classroom) and the mean posttest score of negotiation text writing skills (subsequent to the implementation of the Hybrid Learning model facilitated by Google Classroom) is 8.200, with the mean posttest score exceeding the mean pretest score.

3. The Paired Samples Test table indicates that the estimated t value of 11.441 exceeds the t table value of 2.093. The Paired Samples Test table indicates that the obtained two-tailed significance value is 0.000, which is less than 0.05. Consequently, it can be inferred that H0 is rejected and H1 is accepted, indicating that the implementation of the hybrid learning approach facilitated by Google Classroom for negotiation text writing material in class X RPL SMK Negeri 6 Konawe is beneficial in enhancing negotiation text writing skills.

Discussions

Students' learning motivation before and after the application of the hybrid learning model, assisted by Google Classroom

From before to after using the hybrid learning paradigm with Google Classroom, there was a rise in the number of students with strong learning motivation. This provides preliminary evidence that students are more motivated to learn when the hybrid learning paradigm is used with Google Classroom. The results of the hypothesis test indicate that the implementation of hybrid learning facilitated by Google Classroom is beneficial, therefore it is considered an early indicator.

Applying the Hybrid Learning model with the use of Google Classroom to the content of writing negotiation texts in class X RPL SMK Negeri 6 Konawe yielded positive outcomes for the students' motivation to study, according to the findings of hypothesis testing using the Paired Samples Statistics test procedure. The average score of students' learning motivation exhibits a statistically significant difference of 4.00 before and after the implementation of the hybrid learning approach facilitated by Google Classroom. Consequently, it can be asserted that the implementation of the hybrid learning paradigm facilitated by Google Classroom enhances student motivation for learning.

The results of this study, which show that the application of the hybrid learning model assisted by Google Classroom is effective in terms of student learning motivation, are in line with several expert opinions, including that, according to Moebs and Weilbelzahl (in Husamah, 2014), hybrid learning is carried out by combining online learning and face-to-face meetings in integrated learning activities. Hybrid learning combines the best features of classroom learning and the best features of online learning with the main purpose of not only encouraging the progress of learning outcomes but also increasing the motivation and independence of students in learning. The same thing is also stated by Jusoff & Khodabandelou (2009) that hybrid learning not only reduces the distance between students and teachers but also increases the interaction between both parties. This makes learning easier and boosts student motivation.

Verawati & Desprayoga (2019) also said the same thing: that hybrid learning has the main purpose of providing opportunities for students who have diverse characteristics so that sustainable, independent, and lifelong learning is realized. Thus learning will be more targeted, effective, efficient, and interesting. This situation will encourage the growth of motivation or desire in students to improve the quality of the learning process and results. The results of this study are also in line with research conducted by Wahyuni (2021), which, in conclusion, said that the application of the hybrid learning model can increase student learning motivation at SMP PGRI 2 Denpasar.

Students' negotiation text writing skills before and after implementing the hybrid learning model assisted by Google Classroom

The difference in the pretest and posttest results shows an increase in negotiation text writing skills as a result of the application of the Hybrid Learning learning model assisted by Google Classroom. However, we will know after hypothesis testing whether the application of this learning model is effective in terms of students' negotiation text writing skills.

Class X RPL students at SMK Negeri 6 Konawe improved their negotiation text writing abilities after using the Hybrid Learning learning model with the help of Google Classroom, according to a hypothesis test that used the Paired Samples Statistics test formula. There is a statistically significant difference of 8,200 points between the average scores of students' negotiation text writing skills before and after the application of the Hybrid Learning learning model assisted by Google Classroom. Students' abilities to write effective negotiation texts can be enhanced through the use of Google Classroom and the hybrid learning paradigm.

The results of this study indicate that the application of the Hybrid Learning model assisted by Google Classroom on the material of writing negotiation texts in class X RPL SMK Negeri 6 Konawe is effective in terms of negotiation text writing skills as a form of student learning outcomes in line with several opinions of experts, including (Shibley et al., 2011), who said that the application of the Hybrid Learning model is very effective in increasing student activity and independence by reducing face-to-face time in class. The focus of hybrid learning is to change the form of classical learning so that students can actively study learning materials both inside and outside the classroom. A similar thing was stated by Huda (2013) that the application of the Hybrid Learning learning model is effective in improving the quality of the learning process due to several things, namely the application of the Hybrid Learning learning model is not limited by time, because students are given the freedom to access the information they need through the internet network; it can also make students work more actively in the learning process, and therefore this Hybrid Learning learning model is very appropriate for improving student learning outcomes. Another opinion was also put forward by Husamah (2014) that the application of the hybrid learning model can provide students with the freedom to study the material independently using unlimited sources, allowing for discussion or interaction between teachers and students not only face-to-face but also online and providing updated learning experiences for students so that they can avoid boredom. These conveniences are ultimately not only orientated towards improving the quality of the process but also towards improving the quality of student learning outcomes.

The results of this study also support the results of previous studies, including research conducted by Harun et al. (2021), which concluded that there was an influence of the hybrid learning model on the learning outcomes of the Islamic Religious Education subject of class XI OTKP SMK Muhammadiyah 1 Kalianda. In addition, there was also research conducted by Afista & Hosna (2022) that concluded that there was a significant influence of the use of the hybrid learning model on student learning outcomes in the fiqh subject at MTsN 9 Madiun.

Advantages and Disadvantages of Implementing the Hybrid Learning Model Assisted by Google Classroom

The results of the study show that in implementing the hybrid learning model assisted by Google Classroom, there are three advantages that can be identified based on the student's point of view. The three advantages are providing a new learning experience for students, encouraging a more flexible learning process, and also saving costs that must be incurred by students.

Firstly, the focus is on offering students a fresh and innovative learning experience. The excitement of the online learning process has only just begun since the coronavirus outbreak at the end of 2019. At this time, all learning activities in schools have been completely stopped, which means that the entire learning process is carried out online so that there is no opportunity to carry out hybrid learning at all. After the social restriction policy was stopped by the government and learning practices could be implemented again in schools, many schools, including SMK Negeri 6 Konawe, also began to abandon online learning and were fully implemented face-to-face. so that the hybrid learning process was also not carried out by teachers. As a result, when the learning process using the hybrid learning model assisted by Google Classroom was implemented, it became something very new for students as well as being able to present new and varied learning experiences that students who were the subjects of this study considered to have a positive impact on themselves because it was a challenge that could spur learning motivation and curiosity levels in students. This is also supported by hybrid learning's tendency to optimise technology use, which is in line with today's students' daily use of technology. Secondly, it promotes a learning process that is more flexible. Through the

implementation of the hybrid learning model assisted by Google Classroom, students feel convenience, especially in terms of the ease of accessing information or learning materials. When the learning process is only carried out face-to-face, students are only presented with one learning resource, namely textbooks, but when learning is combined with online learning, students are very free to obtain additional information that varies greatly, both obtained through teacher uploads on Google Classroom and on the internet. This is in line with the opinion put forward by Husamah (2014), who said that one of the advantages of hybrid learning is the use of online classes that allow students to easily access materials or multimedia content anytime, anywhere, as long as students have internet access. The variety and ease of learning resources or access to materials obtained by students through hybrid learning can encourage student independence in learning and increase students' insight or knowledge because the information obtained is diverse, which ultimately has implications for improving the quality of the process and student learning outcomes.

Third, saving costs that must be incurred by students. One of the advantages obtained by students when taking part in the online learning process is financial efficiency, especially for transportation costs to school if they have to take part in the face-to-face learning process in the classroom. Students who live far from the school environment usually have to spend money renting transportation every day. However, when the learning process is online, the transportation costs used by students are reduced because it can be carried out from home.

The results of the study also showed that in the application of the hybrid learning model assisted by Google Classroom, there were two shortcomings that could be identified based on the student's point of view. The two shortcomings are limited internet network access and limited interaction between students and teachers and between students when learning online.

While the overall results indicate a positive impact, some students still struggled with writing skills despite the intervention. This could be due to prior learning gaps in fundamental writing skills, which hybrid learning alone may not fully address. Huda (2013) suggests that students with weaker foundational skills may require additional targeted interventions, such as direct teacher guidance, beyond what hybrid learning can provide. Moreover, engagement levels varied among students; those who participated more actively in online discussions showed greater improvements, whereas passive learners benefited less. This variability aligns with findings by Sulthoniyah et al. (2022), who highlight that hybrid learning is most effective when students are actively engaged.

Although the hybrid learning model demonstrated effectiveness, certain limitations must be acknowledged. One significant challenge was limited internet access, which hindered some students from fully participating in online activities. Asgari et al. (2021) highlight the multifaceted challenges teachers face in the digital learning environment, ranging from software licensing constraints and unstable internet connections to the necessity of webcams for conducting virtual classes and Zoom meetings. Many teachers also grapple with technical difficulties when using online writing tools or accessing institutional resources. Likewise, students find themselves in a similar predicament, often having to share personal devices, software, and internet bandwidth with family members, which further complicates their learning experience (Asgari et al., 2021). The shortage of reliable computers, adequate software, and sufficient bandwidth not only widens the digital divide but also disrupts students' ability to fully participate in online coursework and complete their academic responsibilities (Asgari et al., 2021; Lake & Makori, 2020). This finding is consistent with research by Afista & Hosna (2022), who reported that internet accessibility remains a critical barrier to hybrid learning implementation in certain regions. Another limitation was reduced student-teacher interaction during online sessions, leading to difficulties in clarifying complex writing concepts. Future studies should explore strategies to enhance real-time engagement in hybrid learning environments, such as incorporating live discussions via Zoom or Google Meet.

CONCLUSION

This study concludes that the hybrid learning model, supported by Google Classroom, enhances students' learning motivation and negotiation text writing skills. This model provides flexibility, accessibility, and cost-effectiveness, making it a viable approach for modern education.

However, challenges such as inadequate internet access and reduced interaction during online sessions highlight areas for improvement. To optimize hybrid learning, future implementations should incorporate additional interactive elements, such as live discussions via Zoom or Google Meet, to enhance engagement. Schools and parents should also collaborate to ensure students have adequate internet facilities. Beyond this study, hybrid learning has the potential to improve student participation, self-confidence, and independent learning. Future research could explore its long-term effects and best practices for balancing online and in-person instruction. By addressing these factors, hybrid learning can further transform education in both traditional and digital settings.

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