

Exploring Online and Hybrid Collaborative Learning: A Snapshot from Indonesian Undergraduate Students

Rina Husnaini Febriyanti^a, Hanna Sundari^{b*}

^aUniversitas Indraprasta PGRI Jakarta, South Jakarta, Indonesia, rhfebriyanti@gmail.com

^{b*}Universitas Indraprasta PGRI Jakarta, South Jakarta, Indonesia, hanna.sundri@gmail.com

*Correspondence: hanna.sundri@gmail.com

Abstract

Numerous studies report that online collaborative English learning is potentially beneficial for cognitive, self-regulation, and interaction, while in a hybrid setting, it offers a combination of the flexibility of online and offline learning with the structured environment, immediate feedback, and interactive opportunities. However, the investigation of employing an online and hybrid collaborative learning in a higher education venue is infrequently delved into, particularly in the Grammar course. Hence, this study aims to explore the students' perspectives on online and hybrid collaborative English grammar classes. Under a descriptive quantitative small survey design, a 40-item questionnaire was administered to 70 university students in a private university in Jakarta, Indonesia. The results revealed a highly positive overall perception. Categorical analysis further strengthened this finding, showing that the majority of students held favorable views in the medium perception category and in the high category. Collectively, most respondents demonstrated a positive perception, with only a small minority falling into the low perception category. These findings indicate a strong and widespread acceptance of the online, hybrid collaborative learning model, particularly in the English Grammar course, providing a positive signal for educators and institutions regarding its potential to foster student engagement. This research highlights the importance of considering both Grammar teachers and learners in optimizing the benefits of hybrid collaborative grammar learning. Pedagogically, this research finding suggests task management for teachers and time management for learners.

Keywords:

Hybrid learning;
Collaborative learning;
Student perception;
grammar

1. Introduction

Online collaborative learning has consistently demonstrated its effectiveness, largely attributable to the flexibility it offers across various dimensions, such as pedagogical design, learning scenarios, instructional content, and online facilitation (Stoytcheva, 2018). Manegre and Gutiérrez-Colón (2020) demonstrated that online collaborative learning in knowledge-building forums fosters both linguistic development and higher-order thinking in foreign language learning. Isbell (2018) reported that participation in an online learning community supports language learning through peer interaction, resource sharing, and collaborative engagement. Febriyanti et al. (2024) revealed that online collaborative learning enhances a sense of community and involvement. Such (2019) highlighted that online collaborative activities, supported by scaffolding strategies, elevate language learners' writing development and encourage more active participation in the learning process. Alsahil (2024) advocated that Google Docs-supported online collaborative learning provides students with functional affordances that facilitate interaction, co-construction of text, and positive perceptions of the learning experience.

Furthermore, Zakaria et al. (2022) found that gamification with online collaborative learning improves language learners' motivation, participation, and overall learning outcomes in an educational

context. Sundari and Febriyanti (2023) deployed collective scaffolding in virtual collaborative instruction during emergency remote teaching, which supports learners' language development and strengthens peer learning dynamics. On the other hand, Jung et al. (2012) identified that stress in online collaborative learning arises from unequal participation, communicative difficulties, and the demands of group expectations. Monteiro and Morrison (2014) depicted that online collaborative learning poses several challenges for undergraduate students, including uneven participation, difficulties in coordinating schedules, technological barriers, and varying levels of commitment, all of which can undermine the effectiveness of group work. Beyond meaningful opportunities in online collaborative learning for interaction, certain barriers emerge in the implementation. Hence, the consideration in selecting online collaborative learning is essential to be concerned about the detailed direction from the instructor regarding the procedure, strategy, technique, socio-cognitive, and socio-emotive aspects of the learner's condition.

In a broader definition, a hybrid learning represents an instructional approach that merges in-person classroom interaction with technology-enhanced online learning (Putri et al., 2024). In a hybrid learning instruction, it benefits learners by providing greater flexibility, richer access to learning resources, and opportunities for deeper reflective engagement (Solihati & Mulyono, 2017; Wahyuni et al., 2022). Schermeier et al. (2025) unveiled that small-group collaboration in hybrid university learning boosts learners' socio-affective experiences by fostering stronger interpersonal connections and more positive perceptions compared to fully remote collaboration. Musdariah et al. (2021) revealed that a hybrid learning approach advantages vocational higher education students by improving their language proficiency, communication skills, and adaptability to professional contexts. Agustin et al. (2024) reported that hybrid learning fosters collaborative and meaningful learner engagement by enabling students to actively participate, share perspectives, and co-construct knowledge in post-pandemic contexts. Incorporated with Google Docs-based hybrid group work supports learners by promoting cooperative collaboration, increasing accountability, and enhancing the quality of jointly produced texts (Olesen, 2020). Even adult learners in a hybrid postgraduate program benefit from increased adjustability, sustained engagement, and opportunities for balancing academic study with professional and personal responsibilities (Johnson et al., 2018).

Additionally, Yang (2019) showed that a hybrid instruction merits learners by improving proficiency, fostering autonomy, and encouraging active participation. Meanwhile, aside from its advantages, the hybrid learning system also comes with several constraints. For example, Padila Nurhasanah (2024) found that learners face challenges such as managing self-discipline, coping with uneven access to digital resources, and balancing online and face-to-face demands. Cholif et al. (2023) found that in hybrid English learning, students struggle with limited digital literacy, inconsistent participation, and difficulties adapting to the dual demands of online and face-to-face instruction. In addition, Mumford and Dikilitaş (2020) discovered that pre-service language teachers face challenges such as sustaining meaningful online interaction and managing the cognitive demands of reflective practice. Hybrid learning affords learners opportunities for enhanced language development, adaptability, and active engagement, while simultaneously posing barriers such as digital literacy gaps, inconsistent participation, and the cognitive demands of managing dual learning modalities. Therefore, in designing a hybrid instruction, it is essential to comprehend the multiple dimensions in hybrid learning that warrant careful consideration, including the pedagogical design, technological infrastructure, learner engagement, socio-emotional support, and assessment practices.

In the EFL contexts in Indonesia, teaching and learning English Grammar come with several constraints. At first, Komara and Tiarsiwi (2021) revealed that Indonesian EFL learners often perceive English grammar as challenging, highlighting difficulties with rules, accuracy, and application, which underscores the need for effective instructional strategies in grammar learning. Khalil (2018) underlined ample barriers in learning online English grammar, including collaboratively applying grammatical rules correctly, receiving timely and clear corrective feedback, coordinating collaborative tasks, and maintaining focus and engagement in virtual environments with Google Docs and Google Classroom. EFL students encounter challenges in online grammar learning, including sustaining autonomous study habits, understanding complex grammatical rules, and applying them consistently without immediate teacher guidance (Febriana et al., 2022). Febriyanti et al. (2025; 2024) reported that Indonesian EFL undergraduates encounter significant challenges in online collaborative grammar learning, including

misinterpreting complex grammatical structures, managing and interpreting peer feedback effectively, coordinating contributions across asynchronous platforms, and sustaining engagement when using tools such as Google Docs and WhatsApp. Jazil et al. (2020) and Nguyễn et al. (2023) portrayed that university students face challenges in reviewing and evaluating English grammar via Google Forms, including difficulties in identifying and correcting errors independently, understanding nuanced grammatical rules, and sustaining focus during online assessments. The hindrance of learning English grammar in online and collaborative environments needs to be addressed by providing structured guidance, scaffolding, timely corrective feedback, and strategies to support learner motivation, coordination, and cognitive management. Previous studies have displayed the benefit of online and hybrid learning; however, the investigation into Indonesian undergraduate students' perspectives of online and hybrid learning in the context of an English grammar course in the setting of online collaborative instruction is still scarce. Particularly in the context of teaching and learning English Grammar for English education students whose first language is not English, this research contributed to unveiling their perceptions, including learning needs, as considerations for the English Grammar course program. Thus, this study aims to answer the following research question: How extend students' perspectives extend in online and hybrid collaborative learning for the English Grammar Course in the EFL Indonesian university context?

2. Method

The current study employed a descriptive quantitative small survey design with a questionnaire as the instrument to collect the data. The involved participants were 70 undergraduate students who joined the Grammar course and participated voluntarily in the study. The following is the demographic data of the participants.

Table 1

The Demographic Data of The Participants

Items	Description	Number	Percent
Gender	Male	16	22.9%
	Female	54	77.1%
Age	17-20 years old	15	21.4%
	21-25 years old	45	64.3%
	26-30 years old	5	7.1%
	>31 years old	5	7.1%

The Grammar instruction was online and hybrid during 16 meetings. The learner materials covered the topics of *Gerund, Infinitive, Parallel Construction, Adverb Clause, Modifying Adverb Clause to Adverb Phrase, Connection, and Conditional and Wish Sentence*. The online setting was via Google Meet and Zoom, the face-to-face was in the classroom, and message interaction was via the WhatsApp platform. The 40-item questionnaire was administered and constructed via Google Form and distributed via WhatsApp Group.

3. Results and Discussion

3.1 Results

Based on the descriptive analysis of the gathered questionnaire data, in general, the results revealed a highly positive overall perception, with a mean score of 159.41 (SD = 14.63). Categorical analysis further strengthened this finding, showing that the majority of students held favorable views: 72.9% (n=51) were in the 'medium' perception category, and 15.7% (n=11) were in the 'high' category. Collectively, 88.6% of respondents demonstrated a positive perception, with only a small minority (11.4%, n=8) falling into the 'low' perception category. To be more precise, the descriptive results are divided into two sections, as follows.

Student Perspectives in Online Grammar Collaborative Learning

To answer the first research question regarding the participants' perspectives on online grammar collaborative learning, the following table is presented.

Table 2

The Result of Student Perspectives in Grammar Online Collaborative Learning

Statement	Always		Very Often		Sometimes		Rarely		Never	
	N	P	N	P	N	P	N	P	N	P
Generally, how much do you collaborate online out of class in learning Grammar?	14	20	24	34,3	25	35,7	7	10	0	0
Statement	Very Important		Important		Moderately Important		Slightly Important		Not Important	
	N	P	N	P	N	P	N	P	N	P
How important for you is including online grammar collaborative learning in class?	29	41,4	36	51,4	3	4,3	2	2,9	0	0
Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	N	P	N	P	N	P	N	P	N	P
In grammar class, online collaborative learning facilitates me to enhance my group skills.	19	27,1	44	62,9	5	7,1	0	0	2	2,9
In grammar class, online collaborative learning facilitates me to enhance my initiating activities.	17	24,3	43	61,4	9	12,9	1	1,4	0	0
In grammar class, online collaborative learning facilitates me to enhance my capacity on replying to feedback.	22	31,4	41	58,6	6	8,6	1	1,4	0	0
In grammar class, online collaborative learning facilitates me in seeking input.	13	18,6	50	71,4	6	8,6	1	1,4	0	0
In grammar class, online collaborative learning facilitates me to create less likely to make biased judgments of others' opinions or contributions.	15	21,4	34	48,6	18	25,7	2	2,9	1	1,4
In grammar class, online collaborative learning facilitates me to give more time to reflect.	16	22,9	42	60	10	14,3	2	2,9	0	0
In grammar class, online collaborative learning facilitates me to enable learning more effectively than using only a face-to-face approach.	14	20	21	30	26	37,1	9	12,9	0	0
In grammar class, online collaborative learning facilitates me to be more flexible in time and makes my work more effective.	23	32,9	37	52,9	9	12,9	1	1,4	0	0
The problem with online collaborative learning in a grammar class is that it is easy for me to misconstrue/misunderstand what others intended to communicate.	13	18,6	33	47,1	21	30	3	4,3	0	0

The problem with online collaborative learning in a grammar class is working online can be time-consuming.	4	5,7	28	40	26	37,1	12	17,1	0	0
The problem with online collaborative learning in a grammar class is the need to have high-speed Internet access.	26	37,1	33	47,2	9	12,9	2	2,9	0	0
The problem with online collaborative learning in a grammar class is one or two members may dominate discussions.	14	20	40	57,1	16	22,9	0	0	0	0
To improve grammar in online collaborative learning the instructor should give clear instructions and indicate what is expected of individual students, groups, and tasks.	27	38,6	35	50	8	11,4	0	0	0	0
To improve grammar in online collaborative learning the assessment should include individual and group grades for collaborative activities.	15	21,4	44	62,9	10	14,3	1	1,4	0	0
To improve grammar in online collaborative learning there should be a link between face-to-face and online course components.	20	28,6	41	58,6	9	12,9	0	0	0	0
To improve grammar in online collaborative learning should increase intervention or monitoring by the lecturer.	17	24,3	43	61,4	10	14,3	0	0	0	0

The learners describe that they sometimes (35,7%) and very often (34,3%) undertake online grammar collaborative learning outside of class. The learners stated that online grammar collaborative learning in class was very important (41,4%) and important (51,4%). The participants agreed that online grammar collaborative learning facilitates the learners to enhance their group skills (62,9%), initiate activities (61,4%), capacities on replying to feedback (58,6%), seek input (71,4%), create less likely to make biased judgments of others' opinions or contributions(48,6%), and give more time to reflect (60%). Yet, the participants pointed out that they enable learning more effectively than using only a face-to-face approach (37,1). The learners depicted that online grammar collaborative learning facilitates them to be more flexible in time and makes their work more effective (52,9%) and to get easier on detecting misconstrue/misunderstandings of what others intended to communicate (47,1%). However, the participants illustrated that a grammar class working online can be time-consuming (40%), the need to have high-speed Internet access (47,2%), and one or two members may dominate discussions (57,1%). The participants concurred that to improve grammar in online collaborative learning, the instructor should give clear instructions and indicate what is expected of individual students, groups, and tasks (50%), include individual and group grades for collaborative activities (62,9%), provide a link between face-to-face and online course components (58,6%), and increase intervention or monitoring by the lecturer (61,4%).

Student Perspectives in Hybrid Grammar Collaborative Learning

Table 3 presents the results of student perspectives on experiencing hybrid grammar collaborative learning as follows:

Table 3.

The Result of Student Perspectives in Hybrid Grammar Collaborative Learning

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	N	P	N	P	N	P	N	P	N	P
	In a grammar class, hybrid collaborative learning facilitates me to create more opportunities for deeper learning and discussion.	24	34,3	34	48,6	12	17,1	0	0	0
In a grammar class, hybrid collaborative learning facilitates me to provide more time to think.	15	21,4	44	62,9	11	15,7	0	0	0	0
In a grammar class, hybrid collaborative learning facilitates me to enhance group cohesion, collaboration, and support.	13	18,6	46	65,7	11	15,7	0	0	0	0
In a grammar class, hybrid collaborative learning facilitates me to improve my skills in written communication.	16	22,9	47	67,1	6	8,6	1	1,4	0	0
In a grammar class, hybrid collaborative learning facilitates me to contribute to my acquisition of low-level course content.	9	12,9	38	54,3	21	30	2	2,9	0	0
In a grammar class, hybrid collaborative learning facilitates me to impede/obstruct my deep learning.	10	14,3	39	55,7	9	12,9	12	17,1	0	0
In a grammar class, hybrid collaborative learning facilitates me to promote learning by helping, sharing, and encouraging others to learn.	20	28,6	42	60	7	10	1	1,4	0	0
In a grammar class, hybrid collaborative learning facilitates me in promoting collaborative interaction.	14	20	48	68,6	6	8,6	2	2,9	0	0
In a grammar class, hybrid collaborative learning facilitates to help me to express myself to establish communication skills with peers and lecturers.	15	21,4	42	60	12	17,1	1	1,4	0	0
In a grammar class, hybrid collaborative learning facilitates to promote group interaction that allows students to explore information together as they negotiate meanings.	15	21,4	41	58,6	14	20	0	0	0	0
In a grammar class, hybrid collaborative learning facilitates to promote your lecturer-student/student-lecturer interaction in class.	16	22,9	42	60	11	15,7	1	1,4	0	0
In a grammar class, hybrid collaborative learning facilitates to encourage me to re-examine my	12	17,1	47	67,1	10	14,3	1	1,4	0	0

understanding or views during conflicts or discussions that may occur from interacting with others.											
In a grammar class, hybrid collaborative learning facilitates to give me control of my interactions with media, thereby prompting my reflection.	14	20	46	65,7	10	14,3	0	0	0	0	
In a grammar class, hybrid collaborative learning facilitates to provide me with opportunities for developing writing skills for interactive communication.	15	21,4	47	67,1	7	10	0	0	0	0	
In a grammar class, hybrid collaborative learning facilitates to impede my social interaction and social presence in the classroom.	13	18,6	40	57,1	9	12,9	8	11,4	0	0	
In a grammar class, hybrid collaborative learning facilitates to develop my skills in logical argument	13	18,6	48	68,6	9	12,9	0	0	0	0	
In a grammar class, hybrid collaborative learning facilitates strengthening my trust in-group members.	11	15,7	37	52,9	20	28,6	2	2,9	0	0	
In a grammar class, hybrid collaborative learning facilitates the strengthening of other students' trust in-group members.	8	11,4	38	54,3	23	32,9	1	1,4	0	0	
In a grammar class, hybrid collaborative learning facilitates the strengthening of other students to socialize more.	8	11,4	39	55,7	22	31,4	1	1,4	0	0	
In a grammar class, hybrid collaborative learning facilitates the strengthening and increases the opportunities for you to connect with other students.	16	22,9	43	61,4	10	14,3	1	1,4	0	0	
In a grammar class, hybrid collaborative learning facilitates the strengthening and increases the opportunities for other students to connect with each other.	11	15,7	46	65,7	11	15,7	2	2,9	0	0	
In a grammar class, hybrid collaborative learning facilitates the strengthening promote your active sharing.	11	15,7	49	70	10	14,3	0	0	0	0	

The participants agreed that in a grammar class, hybrid collaborative learning facilitates them to create more opportunities for deeper learning and discussion (48,6%), provide more time to think (62,9%), enhance group cohesion, collaboration, and support (65,7%), improve their skills in written communication (67,1%), contribute to their acquisition of low-level course content (54,3%), impede/obstruct their deep learning (55,7%), promote learning by helping, sharing, and encouraging others to learn (60%), promote collaborative interaction (68,6%), help them to express themselves to establish communication skills with peers and lecturers (60%), promote group interaction that allows

students to explore information together as they negotiate meanings (58,6%), promote their lecturer-student/student-lecturer interaction in class (60%), encourage them to re-examine their understanding or views during conflicts or discussions that may occur from interacting with others (67,1%), give them control of their interactions with media, thereby prompting their reflection (65,7%), impede thier social interaction and social presence in the classroom (57,1%), develop their skills in logical argument (68,6), strengthen their trust in-group members (52,9%), strengthen of other students' trust in-group members (54,3%), strengthen of other students to socialize more (55,7%), strengthen and increase the opportunities for them to connect with other students (61,4%), strengthen and increase the opportunities for other students to connect with each other (65,7%), and strengthen in promoting their active sharing (70%).

4.2 Discussion

The results of the study indicate that the learners are familiar with online collaborative learning and are aware that learning grammar is crucial. In accordance with Isbell (2018), the current participants acknowledge that online collaborative learning elevates their group skills. Generating autonomous learning is depicted by the participants when involved in grammar online collaborative learning, such as initiation in searching resources, seeking input, and replaying feedback, which indirectly activates their higher-order thinking skills (Manegre & Gutiérrez-Colón, 2020). Aligned with Febriyanti et al. (2024), the participants described that being involved in grammar online collaborative learning minimizes the tendency of biased judgment toward others' perspectives and contributions. Consistent with Such (2019), in the grammar online collaborative learning, the learners had more opportunities for reflection time, due to more adjustability in undertaking the grammar tasks with their peers, and greater flexibility in communication due to the absence of time constraints. The phase is essential since one of the hindrances in learning grammar is the EFL students' reluctance to ask questions in the classroom publicly (Febriana et al., 2022).

Meanwhile, the participants voiced that the experience of grammar online collaborative learning presented several challenges. In harmony with Jung et al. (2012) pointed out that in collaboration arose issues in the incommensurate portion of delivering the idea due to member domination. Hence, the role of a group leader is necessary to manage the group members fairly (Selcuk et al., 2021). To prevent conflict in a collaboration, setting a commitment and plan with all the members in the initial segment is pivotal to running the team on the same track (Hadwin et al., 2018; Monteiro & Morrison, 2014). In addition, the sense of community in collaboration needs to be developed for all members to feel a sense of belonging to the group and be responsible for the group's tasks (Lin & Gao, 2020). Besides, the participants also argued the importance of detailed instruction, direction, and intensive monitoring during the activities in grammar online collaborative learning to promote the self-regulation of the students in the right learning route (Febriyanti, 2025).

The findings indicate that the participants viewed a hybrid setting as offering a complete package that provides opportunities in dual venues, as in line with Putri et al. (2024). The learners perceived that in a hybrid setting, their communication and teamwork skills improve during the intensive interaction among group members, due to the two spaces (online and offline), as consistent with Agustin et al.(2024). In accordance with Musdariah (2021), the learners acknowledged that the interaction in grammar hybrid collaborative learning with peers and lecturers cultivates their negotiation skills. Aligned with Schermeier et al.(2025), the participants reported that their socio-affective skills, such as strengthening trust with others, building logical arguments, and sharpening their reflection, are being lifted. In a similar vein, the interaction in the hybrid grammar collaboration boosts the learners' written communication skills. Attuned to Yang (2019) that in the hybrid mode, the learners' autonomous growth is better since they learn to control in selecting resources, independently in expressing the argument, and manage their socio-cognitive when conflict occurs.

Even though Padila Nurhasanah (2024) found that in the hybrid appeared the issues with self-discipline, uncontrolled access to the resource, and the quality balance to face and online were unequal; this study undiscovered about explored these issues. On the other side, the peer roles functioned as reminders and monitors to ensure that members avoid invalid sources and are guided back on track. Since in a hybrid setting there are dual occasions, the technical problems in this study remain untraced because in the face-to-face face the participants undertook confirmation. As stated by Cholif et al. (2023)

that the lack of a hybrid setting was technical glitches. While Mumford and Dikilitaş (2020) revealed that in hybrid hardly to optimize the reflection activities; otherwise, this present study depicted the hybrid circumstance, mounting the reflection due to the drawback or the missing part in the online section could be fueled up in the offline section. Hence, in the hybrid, the learners could complete what had been incomplete, vice versa.

4. Conclusion

This present study aimed to investigate Indonesian EFL learners' portrayal of online and hybrid grammar collaborative learning. The results of the current study illustrated that the participants viewed online grammar collaborative learning as offering positive opportunities in several areas, such as group skills, initiation, replaying feedback skills, seeking input, reflection, delivering opinions and contributions, time management skills, and analyzing the misconceptions/misunderstandings of what others intended to communicate. However, in the online grammar collaborative learning, the findings revealed that the participants were concerned about the time-consuming in dealing with the discussion, networking dependence, and domination of the members' voices. Meanwhile, in the hybrid grammar collaborative learning, the participants responded positively that in this setting, they consider elevation in some aspects, for instance, opportunities for deeper learning and discussion group cohesion, collaboration, support, written communication skills, deep learning, contribution in a discussion, collaborative interaction, expressing themselves to establish communication skills with peers and lecturers, negotiation skills, conflict management skills, developing logical argument, trust learning, sharing, and socializing skills with others. Beyond exploring the insights of this study, the findings are limited by the small sample size, which may restrict the generalizability, and employed single research design. Thus, the future research may investigate in large number of participants, in a distinct domain, or in multiple research designs, or methodologies.

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