



The Students' Perceptions of the Hybrid Project-Based Learning Model in the Women's Clothing Production Course

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Abstract. The purpose of this study is to find out the perceptions of students from the Fashion Design Study Program in a class of 2020, Universitas Negeri Semarang, regarding applying the learning model of hybrid project-based learning in the Women's Clothing Production course. This study used a descriptive quantitative method of percentages in which the results of the research were processed and the percentages were calculated to be described descriptively. The population of this study is the students of the Fashion Design Study Program, Universitas Negeri Semarang, class of 2020, with a total of 74 students. The variable studied is the students' perception. The primary data collection method used a questionnaire supported by interviews and documentation. The results show that students' perceptions of applying a hybrid project-based learning model in the Women's Clothing Production course are seen from each perception indicator with a favorable rating with an average of 76.50% in the good category.

Keywords: Hybrid, perception, project-based learning.

INTRODUCTION

Learning is a process of interaction that occurs in a learning environment with learning elements (educators, students, strategies, methods, media, learning resources, and teaching materials) to achieve the goals that have been set. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is a teacher's interaction with students and learning resources in a learning environment. In 2020, Indonesia suffered from a coronavirus outbreak that started on May 12th, 2020, with many positive confirmed cases of 17.514 spread across 34 provinces and 415 regencies/cities in Indonesia (Herliandry et al., 2020). Various instructions from the government in each country were issued for online learning implementation with recommendations from the WHO (World Health Organization), which aimed to stop activities that might cause crowds (Salwa Diva et al., 2021). Implementation of learning at UNNES, which was previously carried out face-to-face, was then carried out online with the issuance of UNNES circular letter number B/1413/UN37/2020 on March 15th, 2020, concerning vigilance and prevention of the spread of COVID-19 infection in the academic field and public services in the Universitas Negeri Semarang environment.

In the implementation of online learning, some obstacles appeared when attending lectures. The results of observations that researchers conducted on students of the UNNES Fashion Design Study Program who attended the online learning of Women's Clothing Production, namely the class of 2019, as many as 44 respondents show that the obstacles that appeared when online learning are a lack of mastery of the material provided, a lack of facilities and infrastructure that support the implementation of learning, there was an opinion that online practical learning carried

out was less effective, students felt difficult in carrying out practices, students were challenging in consulting patterns and stitches, students did not know how to sew with the correct techniques, there were difficulties in studying the material provided by lecturers or other materials used as references, students who previously came from senior high school had difficulties in the practice of making clothes, there were limitations to communicate, and the practices were not monitored optimally. Regarding academic achievement, 63.6% of students stated that their academic scores were in the good category, 18.2% in the sufficient category, 6.8% in the less category, and 11.4% in the very good category. These results were strengthened by the data on the grades of 21 students who received A grades, 29 students with AB scores, seven students with B grades, one with BC scores, two with CD scores, one with C scores, and four with E scores. The results of this study have similarities with research conducted by Sakkir et al. (2021), showing that most students show negative perceptions of E-learning in the EFL process. It is evidenced by only one student who strongly agrees with the e-learning process: 10 students say that it is less effective, one student says that it is medium, 12 students say that it is ineffective, and three students say that it is very ineffective. Network signals and connections, quota limits, a lack of lecturer methods, a lack of student motivation, time limits, and a lack of interaction influence these factors.

On March 24th, 2022, UNNES issued circular letter number B/2395/UN37/KM/2022 concerning revisions to circular letter number B/1768/UN37/KM/2022 concerning adjustments to even semester academic activities in 2021/2022 at UNNES, which contained courses for undergraduate program students and diploma semesters 2, 4, and 6 were carried out hybrid. Verawati and Desprayoga (2019) explain that hybrid learning consists of two words: hybrid, which means combination, and learning, which means study. It has a general understanding of learning by combining or mixing face-to-face and online learning. Haningsih & Rohmi (2022) suggest hybrid learning for the learning process at the undergraduate, postgraduate, and doctoral levels. Ghahari in Harahap et al. (2019) states that hybrid learning combines the advantages of face-to-face learning and e-learning. Essa (2022) states that hybrid learning is a practical teaching approach, especially after the Covid-19 pandemic. Hapke et al. (2021) state that hybrid learning can manage institutional and situational barriers. Schools have face-to-face classes and give time to develop new learning models. Andira (2019) says that hybrid learning increases student learning outcomes. Thus, implementing hybrid learning can overcome problems arising during online learning. Jethro in Kumar & Sharma (2021) says e-learning provides learner-centered learning, personalized, flexible, individual, self-regulating, collaborative, and the teacher as a facilitator.

Research conducted by Nurlaili et al. (2021) shows students' responses to hybrid learning support and like hybrid learning compared to fully online or offline learning. Not all students support and like hybrid learning because they have problems with individual students. Rahmawati et al. (2022), in UNNES Javanese Language Study Program, explain that hybrid learning is positively assessed by students who take part in offline learning because signals do not constrain it. Student focus is higher when carrying out offline learning compared to online learning. This case occurs because online learning allows students to do other things outside of learning activities. Research conducted by Souza entitled *Students Perception on the Use of Project-Based Learning in Software Engineering Education in Brazil* (2019) shows that students agree with the importance of using practical software development projects in SE education rather than relying on traditional courses and exams.

According to Mursid et al. (2022), the project-based blended model facilitates students' learning achievement more than ordinary learning strategies. Indrawan (2018) explains that project-based learning is a practical educational approach focusing on creative thinking, problem-solving, and interaction between students using new knowledge. Santyasa et al. (2020) say that implementing project assignments makes students active in finding learning resources independently and guides them to learn more meaningfully and in-depth because the material studied is associated with real-life experiences. The result of research conducted by Rahardjanto et al. (2019) shows that hybrid project-based learning is alternative learning following the demands of the 21st century. Based on the background, researchers are interested in conducting research entitled *Students' Perceptions of the Learning Model of Hybrid Project-Based Learning in the Women's Clothing Production Course* because researchers want to know how the perceptions of students of the Fashion Design Study Program when they participate in hybrid learning using the learning model of project-based learning.

The research questions in this research are: What are the perceptions of students of the Fashion Design Education Study Program in the class of 2020 regarding the application of the learning model of hybrid project-based learning in the Women's Clothing Production course? The purpose of this study is to find out the perceptions of students of the Fashion Design Education study program in the class of 2020 regarding the application of the learning model of hybrid project-based learning in the Women's Clothing Production course.

METHODS

This research is a type of descriptive percentage research. This research was conducted online from January 2023 to February 2023 at the Fashion Design Education Study Program, Department of Family Welfare Education, Faculty of Engineering, Universitas Negeri Semarang, with samples of 35 students from a total population of 74. Data collection techniques used questionnaires, interviews, and documentation. The questionnaire is a closed questionnaire with 23 statement items, and it uses an alternative answer score of 1 to 4 for each statement item. The interviews are structured interviews with four resource persons, and documentation is in the form of the results of the scores obtained by students after attending courses in the Women's Clothing Production course. Instrument trials are conducted before carrying out research using validity and reliability tests. Experts with three validators carried out the content validity test, while the item validity test was distributed to students according to the criteria with 35 respondents.

RESULTS AND DISCUSSION

Result

Based on research that was carried out from January to February 2023 online at UNNES Fashion Design Education Study Program, it is obtained the results as in **TABLE 1**.

TABLE 1. The students' perceptions of the hybrid project-based learning model in the Women's Clothing Production course

Indicator	Sub-Indicator	% (Category)
Acceptance	Interaction of students and lecturers	76.42% (Good)
Stimulation	Time management competency	73.80% (Good)
Understanding	Average	75.11% (Good)
	Mastery of fashion-making practice	72.67% (Good)
	Average	72.67% (Good)
Evaluation	The suitability of the application of hybrid learning	78.33% (Good)
	The suitability of the application of the project learning model with the course	82.85% (Very Good)
	The teaching ability of lecturers	84.00% (Very Good)
	Average	81.73% (Very Good)
Average of all indicators		76.50% (Good)

The average of indicators can be seen in the **FIGURE 1**.

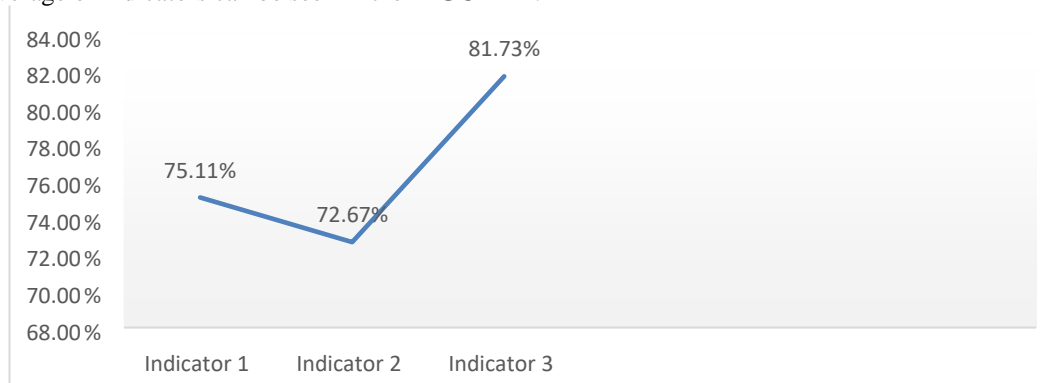


FIGURE 1. The students' perceptions of the hybrid project-based learning model in the Women's Clothing Production course

The perception of students of the Fashion Design Education Study Program in 2020 towards the application of the project-based learning model in a hybrid way in the Women's Clothing Production course for the stimulus acceptance indicator has the highest score in the sub-indicator of student and lecturer interaction with a percentage of 76.42% in the good category. The lowest score is found in the time management competence sub-indicator, with a percentage of 73.80% in the good category. The average percentage of the stimulus acceptance indicator is 75.11% in the good category. The understanding indicator with the sub-indicator of mastery of clothing-making practices is 72.67% in the good category. Furthermore, the highest scoring evaluation indicator is in the sub-indicator of the lecturer's teaching ability, with a percentage of 84.00% in the very good category. The lowest score is found in the sub-indicator of the suitability of the application of hybrid learning, with a percentage of 78.33% in the good category. In comparison, the sub-indicator of the suitability of applying the project learning model with the Women's Clothing Production course gets 82.85% in the good category. The recapitulation results of all indicators of the student's perceptions from the Fashion Design Education Study Program in 2020 regarding the application of the learning model of hybrid project-based learning in the Women's Clothing Production course is 76.50% in the good category.

The data of the scores of 74 students were obtained by copying data from research of lecturers in the Women's Clothing Production course. The data of students' scores used in the research is the data of students from the Fashion Design Education Study Program in 2020 who have taken the Women's Clothing Production course. The scores data obtained by researchers can be seen in the **TABLE 2**.

TABLE 2. The analysis of the student's scores

NO.	Scale	Grade	Criteria	Frequency	Percentage
1.	86-100	A	Very good	19 Students	25.67%
2.	81-85	AB	More than good	38 Students	52.35%
3.	71-80	B	Good	12 Students	16.21%
4.	0-50	E	Fail	5 Students	6.75%
		Mean			77
		Median			83
		Mode			86
		Minimum			3
		Maximum			88

Based on the table, the data can be seen through the following **FIGURE 2**.

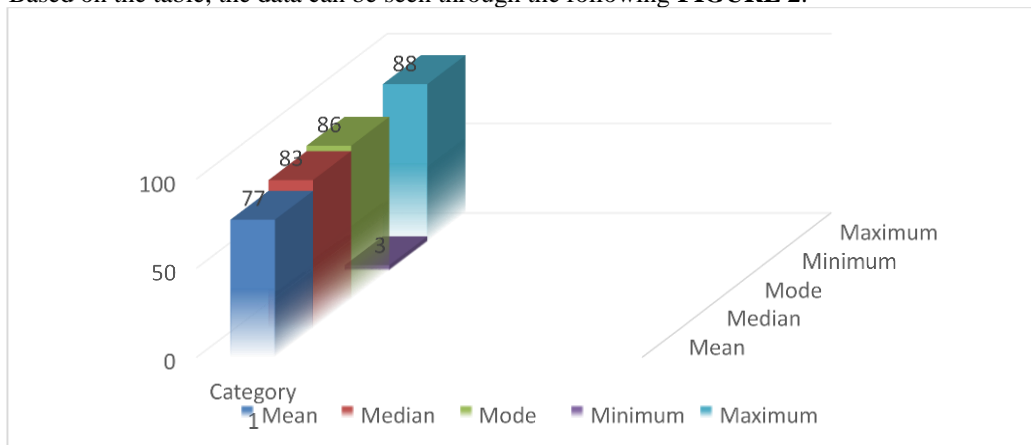


FIGURE 2. The analysis of the student's scores data

The completeness of students' scores in taking the Women's Clothing Management course is quite large, namely 93.24% or 69 students. In comparison, 6.75% or five students are declared failed because the students do not complete assignments, both practical assignments and report assignments, the students find difficulty in the learning process, which is carried out online, the students are late in collecting assignments, and students are less severe in taking the course. Although most students have been declared complete, the highest achievement is in the more than good

category, with a percentage of 52.35% or 38 students. The very good category has 25.67% or 19 students, and the good category has 16.21% or 12 students. The average of scores obtained by students is 77.00, the median score is 83.00, and the score that most students get is 86.00 with very good criteria or in grade A.

The analysis of students' perceptions with students' scores was carried out by comparing the scores of perceptions obtained from the questionnaire data with the acquisition scores of students in the Women's Clothing Production course. This comparative data aims to determine the suitability between student perceptions and course grades obtained. The data on perception scores and students' scores data can be seen in the **TABLE 3**.

TABLE 3. Perception analysis

Explanation	Average	Category
Perception Scores	76.50	Good
Students' Scores	77.00	Good

Based on the results of the table above, the two scores, namely the perception scores and students' scores, have the same category that is in the good category, with an average difference of 00.50. The average perception score obtained from the questionnaire results is 76.50 in the good category, and the Women's Clothing Production course students received an average score of 77.00 in the good category.

Discussion

The students' perceptions of applying the project-based learning model in the Women's Clothing Production course get an average of 82.85% in the very good category, so the student's perceptions of applying project-based learning modes are very positive. The results of this study follow the results of research conducted by Adinugraha (2018), which is at 4.33 on a scale of 1.00-5.00 or it can be interpreted as students' perceptions of all indicators including the suitability of the application of the learning model with the characteristics of the course in good criteria. The project-based learning model is very suitable to be applied to practice-based courses. Students' perceptions of the application of the project-based learning model are following the course because it helps students learn independently, where students are more active in finding other learning resources that assist students in learning, such as making fashion patterns and making clothes. It aligns with the research conducted by Puszta (2021), who says that project-based learning integrates knowledge and action. The implementation of the learning model is also appropriate, starting with the provision of teaching materials, then giving project assignments in a structured manner, monitoring student learning activities, assessing the results of student projects, and evaluating the results of projects carried out by students. It is following research that has been carried out by Guo et al. (2020) that project-based learning refers to inquiry-based learning, which involves students in the construction of knowledge by asking them to complete meaningful projects and develop real-world products. The students perceive that in the implementation of project-based learning, there are obstacles during the learning process; namely, there are difficulties in managing the time to work on a given project because the students have to look for alternative learning resources that help students in practice. Students find it challenging to carry out practical implementation because of the background of students who come from senior high schools. The results of this perception align with the research carried out by previous research, namely the research from Trisnowati and Ismawati (2019) in Basic Science courses. Students' perceptions of applying the project-based learning profile are generally excellent, and the slightest perception is at the stage of preparing a schedule. The students express that sometimes the schedule made could be carried better.

The student's perceptions of the suitability of the application of hybrid learning have a positive perception, with an average of 78.33% in the excellent category, so the application of hybrid learning can be carried out well. The research results support the research that has been conducted by previous researchers, namely Rahmawati et al. (2022), who conclude that hybrid learning in the Javanese Language Education Study Program of UNNES is quite effective. 59.5% of online and 84.6% of offline students say hybrid learning is quite effective. Based on this research, hybrid learning has a good perception and is effective when applied as a learning model. The students argue that the implementation of hybrid learning has weaknesses such as the students prefer offline learning because the students can consult and communicate directly with supporting lecturers, there are delays in participating in online learning, there are obstacles in the form of unstable signals according to the results of research that have been conducted by Peimani and Kamalipour (2021), the student's capacity to engage effectively in online courses obey to the accessibility of the internet as well as new and high-quality technological resources. Regularly updated tools are also necessary to deal with the demands of their online courses. The importance of these values for the student learning experience is

supported by survey results of 14.3% of respondents who do not have access to a fast and stable internet connection, and 10.7% do not agree. The students find it difficult in the guidance process with the lecturer because the lecturer cannot directly check the results of the projects that have been worked on. Therefore, the students cannot know whether the results of their work are following the correct technique, there is a lack of communication, and the lecturer's focus is divided so that learning is not run optimally. It follows research conducted by Rahmawati (2022), which states that the weakness of hybrid learning includes the lecturer's focus being divided into two because they have to teach offline and online, as well as inadequate facilities and infrastructure. Hybrid learning also saves time because the students can take part in learning while looking for other supporting learning resources. It is not bound by space because learning can be carried out anywhere (it is not required in class), and it helps students who come from outside the island of Java to join learning without having to come to class. The results of this study align with the results of research conducted by Nurlaili et al. (2021), which is conducted in the Economics Education study program. It shows that student responses regarding the implementation of hybrid learning are that they support and like hybrid learning compared to offline or online learning.

The completeness of student learning outcomes is in line with the perceptions given by students regarding the application of a learning model that is carried out in a hybrid manner in courses. The results of student perceptions of the application of the project-based learning model implemented in a hybrid manner get an average percentage of 76.50% with a category of 100.00% percentage. Learning results and perception results are in a good category. It means that there is a suitability of student perceptions evidenced by more student scores achieving the minimum completeness criterion score of 69 students or 93.24%. Completeness of learning outcomes and positive student perceptions indicate that the obstacles experienced while participating in learning in the Women's Clothing Production course by using a project-based learning model implemented in a hybrid manner can be appropriately overcome by students and by lecturers in charge of the course so that the learning process can run and can be implemented optimally. It is following research that has been carried out by Al-Nofaie (2020). Even though learning does not occur in the classroom, it can produce an effective transfer of learning. Learning outcomes can be complete, and the students have knowledge and expertise regarding making clothing after attending the course. It is proved that student learning outcomes are not only in grades but also in the form of expertise in making clothing, especially women's clothing.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the perceptions of students of the Fashion Design Education study program in the class of 2020 regarding the application of a hybrid project-based learning model in the Women's Clothing Production course are considered positive with an average of perception scores from all indicators of 76.50% in the good category. In addition, it is supported by interview results, which state that applying a hybrid project-based learning model in the Women's Clothing Production course takes place effectively because students not only achieve minimal completeness and understand the material being taught but also apply it in everyday life. It is also proven by the graduation grades obtained by students while attending the course; namely, 93.24% of students, or 69 out of a total of 74 students, have passed the Women's Clothing.

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