

## ABSTRAK

MUHAMMAD FARHAN SOLEH A. A.. 2024. **“Indonesian Students’ Academic Behaviour During the Transition of the Learning Environment from Online to Blended Learning Post-COVID-19 Pandemic”**. *Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Siliwangi, Tasikmalaya.*

*Lingkungan belajar memainkan peran penting dalam membentuk pengalaman belajar siswa dan akhirnya memengaruhi kesuksesan mereka. Namun, dari tahun 2019 hingga 2024, siswa di seluruh dunia mengalami serangkaian perubahan lingkungan belajar, beralih dari tatap muka ke pembelajaran online dan kembali ke pembelajaran tatap muka/blended. Perubahan mendadak dan sementara dalam lingkungan belajar ini berpotensi memengaruhi perilaku siswa dalam aktivitas belajar. Penelitian ini bertujuan untuk mengeksplorasi bagaimana siswa berperilaku terhadap perubahan lingkungan belajar dari online ke blended learning dalam konteks pasca pandemi, yang menjadi pertanyaan penelitian dalam studi ini. Metode yang digunakan dalam penelitian ini adalah kualitatif studi kasus deskriptif. Penelitian ini melibatkan tiga orang mahasiswa yang telah mengalami pembelajaran secara online pada masa pandemic dan transisi ke metode pembelajaran blended. Data diperoleh dari wawancara semi terstruktur yang kemudian dianalisis menggunakan Analisis Tematik (Braun & Clarke, 2006). Hasil dari penelitian ini menunjukkan bahwa siswa menunjukkan perilaku positif yaitu, Resilience atau ketahanan menghadapi pembelajaran blended, lebih memperhatikan pembelajaran dalam Blended Learning, mempertahankan motivasi belajar, lebih berinteraktif secara verbal, memenuhi tanggung jawab siswa, upaya lebih dalam pembelajaran, dan mengoptimalkan eksekusi upaya. meskipun tiga perilaku negatif ditemukan yaitu, penurunan motivasi, penurunan perhatian dan keterlibatan, dan penurunan interaksi verbal terindikasi di sesi online pembelajaran blended. Namun, penambahan sesi offline tampaknya dapat mengurangi perilaku negatif tersebut. Secara keseluruhan, siswa menunjukkan perilaku positif dalam transisi ke pembelajaran gabungan.*

*Kata kunci: perilaku siswa, lingkungan belajar, blended learning, online learning*

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The learning environment plays a pivotal role in shaping students’ learning experiences and ultimately influencing their success. However, from 2019 to 2024, students worldwide experienced a series of changes in their learning environments, transitioning from face-to-face to online learning and back to face-to-face or blended learning. Therefore, this sudden and temporary change in the learning environment could potentially influence students' behaviours in learning activities. This study aims to explore how students behave towards the transition from online to blended learning in the post-pandemic context, which is the research question addressed in this study. The method used in this research is a descriptive-qualitative case study. This study involved three students who had experienced online learning during the pandemic and transitioned to blended learning. Data was obtained from semi-structured interviews, which were then analysed using thematic analysis (Braun & Clarke, 2006). The results of this study indicate that students exhibit positive behaviours namely, resilience in facing blended learning, paying more attention in Blended Learning, maintaining learning motivation, being verbally interactive in Blended Learning, fulfilling student responsibilities in Blended Learning, putting more effort into Blended Learning, and optimizing the execution of efforts in Blended Learning. although three negative behaviours are exhibited, namely decreased motivation, diminished attention and engagement, and reduced verbal interaction, are indicated in online sessions of blended learning. However, the addition of offline sessions appears to mitigate these negative behaviours. Overall, students demonstrate positive behaviours in the transition to blended learning. These findings are expected to address the limitations of blended learning and foster an improved learning environment conducive to academic success.

**Keywords:** student behaviour, learning environment, blended learning, online learning