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## Students Face Expression of Hybrid Learning at State College of Islamic Studies Mandailing Natal

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### Abstract

This study describes students' face expression of hybrid learning at state college of Islamic studies Mandailing Natal. The purpose of this study was to describe students' facial expressions during hybrid learning using Ekman's (2003) theory of face: surprise, fear, anger, disgust, sadness, and happiness. The teacher must determine whether or not the students understand what he is saying. Face generated interest, concentration, and perplexity (Ekman, 2003:3). This study will help teachers and lecturers understand the facial expressions made by students during the teaching process, as well as how students feel in the classroom. This study used descriptive method with a qualitative approach. The focus of this study was on students' facial expressions while participating in hybrid learning. In hybrid learning, ten data points of facial expression were identified. The data revealed that 2 of those with surprise expressions, 1 with fear expressions, 1 with disgust expressions, 1 with anger expressions, 3 with happiness expressions, and 1 with sadness expressions. The data is presented in the form of facial expressions and analyse by Ekman theory of face. The findings of this study show that hybrid learning is ineffective in distance learning, as evidenced by students' facial expressions during the teaching process.

**Keywords:** Distance learning, face expression, hybrid learning

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## 1. Introduction

In Indonesia, the Covid-19 pandemic has significantly shifted the learning system away from face-to-face instruction and toward online learning at home. Since the emergence of positive Covid-19 patients in Indonesia, the government has implemented a strategy of learning and working at home, beginning in mid-March 2020, through the Ministries of Education and Culture and Religion of the Republic of Indonesia. So, this includes converting the teaching and learning processes to online learning.

The majority of online learning research focuses on self-contained online learning technologies, instructional methods or strategies, distinct contexts within a combined learning system, and the comparison of classroom-based versus completely online learning. Sun (2014); Gonzalez and Louis (2018). A completely online language acquisition study, on the other hand, is extremely rare. (Sun, 2014)

As students and instructors become more comfortable with the idea of setting up and accessing alternative learning options, online learning is becoming more popular around the world. (White, 2008). The online learning environment is important not only for students to learn new things and materials, but also for course participants to communicate and collaborate. (Krish, 2008).

Online learning is also defined as the use of the internet to access resources, interact with content, teachers, and other students, and receive assistance in the learning process in order to gain more knowledge, make sense, and progress through educational experiences. (Ally, 2008). Online learning is defined as learning that takes place at a distance and is facilitated by electronic devices such as tablets, Smartphones, laptops, and personal computers that require an internet connection. (Gonzalez and Louis), 2018).

After covid pandemic, some schools and universities not only used online learning but also offline or face to face learning. That learning was called as hybrid learning. The term "Hybrid Learning" or "Blended Learning" refers to the combination of an online learning environment that allows for the flexibility of distance or out-of-classroom learning, and face-to-face (F2F) classroom instruction (Hentea, Shea, & Pennington, 2003).

Hybrid learning is a type of educational model in which some students attend class in person while others participate virtually from home. The teachers use video conference to teach students face to face and online at the same time. To supplement face-to-face classroom sessions, hybrid classes may include asynchronous learning elements such as online exercises and pre-recorded video instruction. When well-planned, hybrid courses combine the best aspects of in-person and online learning, making education more accessible to a wider range of students.

To be successful with hybrid learning, the elements of your hybrid course must be customized to the learning format, whether in-person or online. Many schools adopt hybrid

learning for the sake of flexibility: a flexible learning schedule, flexibility in teaching modes, flexibility in how students engage with their learning materials, and flexibility in collaboration and communication between peers and their instructor. Students who are unable to attend classes in person can learn remotely from home through the hybrid learning environment.

Learners can also meet face-to-face with the teacher and peers to discuss, debate, question, and acquire information through hybrid learning. Courses taught entirely online, obviously, do not provide these physical experiences. The benefits of both distance and face-to-face learning are combined in hybrid learning. Teachers serve as facilitators to assist students, and as instructors by providing complementary lessons in line with the students' online courses. Hybrid learning, as defined by Halverson, Graham, Spring, and Drysdale (2012), is "a diverse and expanding area of design and inquiry that combines face-to-face and online modalities" (p. 381).

Furthermore, Qi and Tian (2011) stated that hybrid learning has four properties introduced: (1) a mix of collective and individual learning, (2) a mix of synchronous and asynchronous learning, (3) a mix of self-paced and group-paced learning, and (4) a mix of formal and non-formal learning in terms of lifelong learning incorporation and/or setting of learning. In these four properties, Nguyen (2011) defines hybrid learning as a mix of collective and individual learning brought about by the collective intelligence of multi-agent systems in a collaborative setting that work in parallel with the learner, as well as the method, strategies, and channels used for processing and communicating the instructions.

Hybrid learning refers to the use of the internet and other essential technologies to create educational resources, deliver instruction, and administer programs. After the Covid-19 pandemic, or new normal era, digital transformation to hybrid learning was required in order to meet the needs of students in the digital era.

The teacher must determine whether or not his students understand what he is saying. On the surface, there appears to be curiosity, concentration, and perplexity. (Ekman, 2003:3). Process of teaching and learning while online learning was important for knowing what students were feeling, the teacher also needed to know the students' expressions to ensure that the learning process was going well. The researcher is utilizing Google Meet as a platform for online learning. Google meet is Google Meet is a premium feature of Google's video conferencing software. In one conference session, Google Meet can invite up to 250 participants via email address

The term "face" refers to the coding as it is processed by the brain, not the channel as it is perceived by the senses. The face generates a variety of signals that can be used to transmit a variety of messages. If you try to follow the emotion messages, you may be looking at the wrong signal. Perhaps you don't distinguish between emotion messages and other messages

conveyed by the face (Ekman, 2003:10). According to Ekman (2003:1), the facial blueprints of the major emotions—how surprise, fear, anger, disgust, sadness, and happiness are registered by changes in the forehead, brows, eyelids, cheeks, nose, lips, and chin—are registered by changes in the forehead, brows, eyelids, cheeks, nose, lips, and chin. It includes the emotions of surprise, fear, anger, disgust, sadness, and happiness, and it focuses on the concept of the face to evaluate students' facial expressions.

Face in this context refers to the coding as processed by the brain, rather than the channel as perceived by the senses. Presenters' so-called "face aids" (slides) used to "illustrate" their presentations are rarely face in this sense: if they display nothing but text, they are clearly verbal. They are frequently absorbed nonverbally: when asked what was on them later. Members of the audience are at a loss for words and start making motions, frequently redrawing the artwork in the air (Doumont, 2002:219).

The term "face" can refer to a number of different things. Nonverbal communication refers to communication that takes place through means other than words (e.g., eye contact, body language, or vocal cues) (Knapp & Hall, 2009:5). The face is one of the most expressive modes of communication, particularly for conveying emotions. Emotions are primarily expressed through changes in the lips, brows, cheek and eye muscles, pupil dilation, and the volume and direction of gazing. Emotional facial expressions have been discovered in a variety of civilizations, implying that emotional facial expression may be universal. Facial expressions of happiness, anger, disgust, sadness, and mixed fear and surprise are easily communicated across cultures. (Ekman, 2003:25). The facial expression explains how to better understand the feelings of others, even when they are trying not to show them. The understanding of facial expression blueprints in order to learn about your own face and become more aware of what your face is telling you about how you feel and what your face is telling others.

It refers to the study or practice of judging character based on facial features. A person's facial expression: the features of a person's face (Niehaus: 2010). The other study related to the verbal and visual expression is done by Merlina, et al (2013). This study is related to a previous study on Kaskus: A Semiotic Study about verbal and facial expressions of emotions. This study focuses on analyzing emotions in Kaskus and categorizing some of the emotions in Kaskus. This study investigates the various types of emoticons that appeared on Kaskus. This is a qualitative investigation. The similarities between this research and the previous study are verbal and facial expressions, but this study analyzes emotions on kaskus, whereas my study analyzes students' facial expressions while online learning in the teaching and learning process. The researcher examined students' facial expressions in hybrid learning therefore in investigation.

Tao conducted another previous study in 2014. The title assesses the concept of "face" (mentu) in Japanese verbal communication. This paper reports on a study that aimed to

collect data to evaluate Japanese young people's conceptualization of 'face' (mentsu). It aims to clarify the factors considered by Japanese young people in their conceptualization of 'face'.

The current study provided valuable information on Japanese university students' own conceptualization of the face. The findings objectively validate face awareness among younger Japanese people, demonstrating that most Japanese university students value saving face and believe it is most important. According to the data, more respondents agree with the statement "Japanese people place a high value on saving face" than with the statement "Saving face is most important." According to the data, most Japanese young people prefer to save face in their own communicative behavior. Furthermore, it appears that both positive and negative face exist in Japanese culture, but most students believe that positive face is more important in Japanese culture than negative face.

The students' facial expressions while hybrid learning were similar in my research and the study above. However, the differences are that this article focuses on the concept of face in verbal communication and the target audience is university students. While my research focuses on the relationship between students' facial expressions and hybrid learning. Both are distinct studies, but they cover the same ground in terms of facial expression.

The goals of this study were to describe students' facial expressions while online learning using Ekman's theory of face (Ekman, 2003:25), which includes surprise, fear, anger, disgust, sadness, and happiness.

## **2. Method**

A descriptive method with a qualitative approach was used in this study. The data for this study came from students' facial expressions while they were online learning. According to (Creswell: 2002, 181), the qualitative research was conducted in a natural setting. The qualitative researcher frequently conducts the research at the participant's location (home, office). This enables the researcher to learn more about the people or location and become immersed in the participants' genuine experiences.

Furthermore, this is research; this type of study is carried out by collecting data and categorizing it according to Ekman's theory of facial expressions: surprise, fear, disgust, anger, happiness, and sadness (Ekman, 2003:25). The author used an observation list to categorize the students' facial expressions. The data came from the facial expressions of students at the State Islamic College of Mandailing Natal. The students approved the facial expression data presented in this paper for research purposes. One class of 15 students participated. The students will participate in a language learning assessment class for the next ten meetings. Those who were analyzing the data and drawing conclusions.

### **3. Findings and Discussion**

Ten data points of facial expression were discovered using hybrid learning. A surprising expression for 2 of the data. Fear expressions represent 1 of the data, disgust represents 1 of the data, anger represents 1 of the data, happiness represents 3 of the data, and sadness represents 2 of the data. During hybrid learning, the data is presented in the form of facial expressions.

#### ***3.1. Expression of Surprise***

The expression of surprise in hybrid learning was discovered. When she was learning in hybrid learning, the students made a surprised face. The images are shown in appendices below. Surprise is the briefest emotion. It is sudden in its onset. If you have time to think about the event and consider whether or not you are surprised, then you are not. You can never be surprised for long, unless the surprising event unfolds new surprising elements. It doesn't linger. When you cease being surprised, its disappearance is often as sudden as was its onset (Ekman, 2003:34).

Astonishment is represented in the image by elevated brows that are curled and high. Swollen skin behind the brow. The brow has lateral creases. The eyelids are opened; the upper lid is lifted, and the lower lid is lowered; the white of the eye, known as the sclera, is visible above and, in some cases, just beneath the iris. Despite the fact that there is no tension or strain in the lips or teeth, the jaw slides open, separating them.

Definitely, it is difficult to find the surprise face while hybrid learning, but the images above are close. While hybrid learning in one meeting, the students indicate that they will make a surprised face. When the teacher explains that we have a quiz or assignment during the teaching and learning process in hybrid learning, the students express surprise. As a result, the photographs show that the students expressed surprise by raising their brows, which are curved and high.

#### ***3.2. Expression of Fear***

It was discovered that fear is expressed in hybrid learning. When she is learning in hybrid mode, the students perform the fearful thinking face. The images are shown in appendices below. Fear is so often experienced in advance of harm-you are so successful in spotting danger before pain hits-that it is possible to forget that you can be caught unawares. Thinking, planning, evaluating, and anticipating do not always protect or even warn you. Sometimes you are harmed without notice, and when that happens you feel fear without much, if any, prior thought about what is happening (Ekman, 2003:47).

You are so adept at detecting danger before pain strikes that it is easy to forget that you can be caught off guard. It is not always possible to protect or warn yourself by thinking,

planning, evaluating, and anticipating. When you are harmed without your knowledge, you are filled with fear and have little, if any, forethought about what is going on.

The image depicts a terrified expression, as indicated by the brows being raised and brought together. The creases on the forehead are concentrated in the center rather than all over the surface. The upper eyelid has been lifted, exposing the sclera, while the lower eyelid has been strained and raised. With the mouth open, the lips are either slightly tightened and pulled back or extended and drawn back.

Fear expression produced by students during hybrid learning in this case. It indicated that during the discussion section, one of the students expressed fear. This situation occurs when students are asked questions and given answers while participating in hybrid learning.

### ***3.3. Expression of Disgust***

Disgust is an aversion sensation. You may be disgusted by the taste of something you want to spit up or even the thought of consuming something disgusting. Disgust is caused by a smell that makes you want to filter it out of your nasal canal or walk away. Again, the mere thought of how unpleasant something would smell may elicit strong revulsion. The sight of anything that you believe may be offensive to your taste or smell may cause nausea. The researcher discovered that disgust expression produced by the student while hybrid learning in this section.

The images are shown in appendices below. The lifted upper lip in the image indicates a disgusted expression. The lower lip is either elevated and pulled up to meet the upper lip, or it is dropped and protrudes slightly. The nose is wrinkled. The cheeks are inflated. Lines appear beneath the bottom lid, and the lid is pushed up but not tightly. When the brow is lowered, the top lid is lowered as well.

According to Ekman (2003:66), disgust is a feeling of aversion. The taste of something you want to spit out, even the thought of eating something distasteful can make you disgusted. A smell that you want to block out of your nasal passage, or move away from, calls forth disgust. And again, even the thought of how something repulsive might smell can bring out strong disgust. The sight of something you think might be offensive to taste or smell can make you disgusted.

This document explains how students produced disgust expressions during the teaching and learning process, which was carried out through hybrid learning. It has been stated that students dislike online learning. As a result, teachers or lecturers should engage in interesting learning while implementing hybrid learning.

### ***3.4. Expression of Anger***

It was discovered that the expression of rage during hybrid learning. When she was learning in hybrid learning, the students made an angry face. The images are shown in appendices

below. Anger is most dangerous emotion. When angry most likely to hurt others purposefully. (Ekman, 2003:78).

Anger is probably the most dangerous emotion. When you are angry, you are more likely to intentionally harm others. Even if you criticize his lack of self-control, his assault is justified if you understand why he was upset and what made him angry. In the image, the brows are drawn together and lowered to express anger. Latitudinal vertical lines between the brows. The bottom lid is tense and may or may not be raised. The upper lid is tense, and moving the brow may or may not relax it. The eyes are hard to look at and may appear bulging. Lips have been firmly pressed together, corners straight or down, or open, and overstressed in a square shape as if shouting.

In this section, the student indicated an angry expression in one meeting. It may occur during the discussion section when the presenter presents the material and those present have differing opinions and recommendations. As a result, the researcher contends that a discussion section can make the class atmosphere more active, and there are some students who disagree.

### ***3.5. Expression of Happiness***

Happiness is the feeling that the majority of people desire. You enjoy being happy. It's a pleasant sensation. If at all possible, you choose circumstances that will satisfy your needs. You can plan your life to have more positive experiences. A pleasant emotion is enjoyment. The images are shown in appendices below. According to Ekman (2003:99), happiness is the emotion most people want to experience. You like being happy. It feels good. You choose situations, if you can, in which you will experience happiness

The corners of the lips are drawn back and up in the image, indicating happy expressions. Lips may or may not be parted, and teeth may or may not be visible. The naso-labial fold is a wrinkle that runs from the bridge of the nose to the outer corners of the lips. The cheeks have been inflated. The lower eyelid is wrinkled and raised, but it is not tense. Crow's feet wrinkles extend from the outer corners of the eyes straight ahead.

These findings revealed that students expressed happiness during hybrid learning. Some students were pleased with the hybrid learning approach. While hybrid learning, the students in this section made a happy face. They were pleased with hybrid learning because it allowed them to learn anywhere, at any time, and in a flexible manner. As a result, the researcher discovered that hybrid learning is advantageous for students in the present era.

### ***3.6. Expression of Sadness***

It became discovered that the expression of sadness occurred during hybrid learning. When she was learning in hybrid learning, the respondents expressed a sad face. The images are shown in appendices below.

When you are unhappy, your pain is muffled. You don't scream, but instead bear your pain quietly. Anything can make you unhappy, but the majority of the time you are depressed because of a loss. Loss can occur as a result of a loved one's death or rejection. Loss is defined as the loss of an opportunity or reward as a result of your own erroneous effort, circumstance, or the disdain of another.

The image depicts sadness emotions with the inner corners of the brows dragged up. Behind the brow, the skin is triangulated, with the inner corner pointing up. The upper eyelid's inner corner is elevated. Lips are drooping or twitching at the corners. In sadness your suffering is muted. You do not cry aloud but more silently endure your distress. Anything can make you sad, but most often you are sad about losses. Loss is through death or rejection by a loved one. (Ekman, 2003:114)

The students created the last expression, which was sadness. It occurred during the teaching and learning process, which was followed by hybrid learning. The researcher discovered a student-identified sadness expression. According to the explanation above, the facial expression of sadness is a more passive feeling that lasts longer than agony.

#### **4. Conclusion**

During hybrid learning, ten data points of face expression were discovered. Surprise, fear, disgust, anger, happiness, and sadness are among them. When it comes to emotional expression, the face is one of the most expressive channels of communication. Emotions are primarily expressed through changes in the mouth, brows, cheek and eye muscles, pupil dilation, and the amount and direction of gaze.

Most of the students displayed typical facial expressions, indicating that they were surprised, fearful, disgusted, angry, happy, or sad about the hybrid learning itself. The relationship between facial expression and hybrid learning is insufficient to make all students happy. Some of the students were unhappy, sad, and afraid.

Teachers or lecturers can use facial expressions students make during class to figure out how they are feeling in the classroom. As a result, the teacher must determine whether or not his students understand what he is saying. Face generates interests, concentration, and confusion. Finally, as evidenced by their facial expressions while hybrid learning, hybrid learning can indeed fulfill students in the teaching and learning process.

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