Students' Responses toward Hybrid and Online SPADA UNTIRTA in Teaching ESP for Economic Students at Sultan Ageng Tirtayasa University

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ABSTRACT

This study investigates students' responses toward the implementation of hybrid and online SPADA UNTIRTA in teaching English for Specific Purposes (ESP) to first-semester economics students at Sultan Ageng Tirtayasa University. The research employed a qualitative-descriptive design, combining Likert-scale questionnaire data with open-ended student feedback and classroom observations. Two different learning modalities were compared: a hybrid model that blends face-to-face classroom sessions with asynchronous SPADA activities, and a fully online model that delivers all instruction via the SPADA platform. Findings reveal that students in the hybrid class responded positively to direct interaction with the lecturer, structured learning guidance, and the opportunity for peer collaboration. Meanwhile, students in the online class appreciated the flexibility and independence afforded by the digital platform but also reported challenges such as a lack of real-time feedback and reduced motivation. The results suggest that while both learning modes support student engagement in different ways, the hybrid model is more effective in maintaining interpersonal connection and motivation, while the online model is more suitable for self-regulated learners. These insights underscore the importance of aligning instructional design with learner preferences and capacities. Practical implications include integrating synchronous elements into online courses and providing learner training to optimize the process of delivering ESP materials in hybrid and online models.

INTRODUCTION

The teaching of English for Specific Purposes (ESP) has gained increased relevance in higher education, particularly for students in non-English majors such as economics. In the era of

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globalization, economic students must be equipped not only with technical knowledge but also with the ability to communicate effectively in professional English settings (Fitria, 2023; Hamer et al., 2022; Murray, 2016). ESP courses, therefore, are expected to bridge this gap by offering contextualized language instruction aligned with the students' academic and professional needs. At Sultan Ageng Tirtayasa University (UNTIRTA), this expectation is addressed through the implementation of SPADA UNTIRTA—an online learning platform that delivers ESP instruction via hybrid and fully online modalities.

Following the national push for digital transformation in higher education, SPADA UNTIRTA was introduced to enhance flexibility, accessibility, and efficiency in instructional delivery. In particular, the hybrid model allows students to experience both face-to-face interaction and online self-study, while the fully online model offers students complete autonomy in accessing learning materials, interacting with content, and completing assignments. While these innovations hold promise, the success of such instructional designs depends heavily on how students respond to them, especially in terms of engagement, motivation, satisfaction, and perceived learning outcomes.

Understanding students' response is crucial because learners are not merely passive recipients of instruction but active participants whose attitudes and experiences shape their success. As Anderson (2017) emphasized, learner satisfaction in digital environments hinges on factors such as interactivity, clarity of instruction, and perceived relevance. In addition, Alammary (2019) highlighted that hybrid learning can promote stronger motivation by combining the strengths of traditional and digital environments. On the other hand, fully online learning often requires greater autonomy and digital competence, which not all students possess to the same extent (Kizilcec et al., 2017). In the context of Indonesian higher education, Hamer et al. (2022) provided evidence that SPADA UNTIRTA significantly contributes to the development of self-regulated learning among economics students, suggesting that the platform has the potential to support deeper, autonomous engagement with ESP content.

Despite the increasing use of online and hybrid learning models, limited research has focused on student responses to these modalities in the Indonesian ESP context, especially among economic students who may have unique disciplinary needs. Without an understanding of learners' perspectives, instructional innovations may fail to address actual learning barriers or to leverage students' strengths effectively. Hence, it is necessary to examine how students perceive the usefulness, usability, and overall experience of SPADA UNTIRTA when applied in different modes of delivery.

This study aims to explore and explain students' responses toward the use of hybrid and online SPADA UNTIRTA in teaching ESP for economic students at Sultan Ageng Tirtayasa University. By investigating their perceptions, experiences, and feedback, the study seeks to identify the benefits and drawbacks of each modality from the learners' point of view. Furthermore, this research intends to offer practical insights that can inform the development of more responsive, effective, and learner-centered instructional strategies in ESP programs. The results are expected to guide curriculum designers, language instructors, and institutional policymakers in making evidence-based decisions for optimizing digital learning in higher education.

Student Response in Digital Learning Contexts
Student response refers to the learners' cognitive, emotional, and behavioral reactions toward the learning process they experience. In digital learning environments, such as those mediated through SPADA UNTIRTA, students often evaluate the effectiveness of learning through factors such as clarity of instruction, quality of interaction, relevance of materials, and ease of platform navigation. Students who express positive responses tend to demonstrate higher motivation, stronger engagement, and greater persistence in completing tasks. On the other hand, negative responses may indicate disengagement or misalignment between instruction and student needs.

According to Anderson (2017), the success of online learning depends on four key elements: interaction, support, relevance, and accessibility. These factors strongly influence students' responses. Students who feel supported, understand the objectives, and can access learning resources easily are more likely to express satisfaction and show active participation in the learning process.

Characteristics of Hybrid Learning in Higher Education
Hybrid learning combines in-person classroom instruction with asynchronous or digital learning activities. In higher education, this model offers students the benefits of face-to-face explanation and guidance while promoting flexibility through digital access to materials. In a hybrid setting, students can interact directly with their peers and instructors during class meetings. Outside the classroom, they can review materials, submit assignments, and reflect on feedback through the online platform.

Alammary (2019) noted that hybrid learning increases student motivation by balancing structure and autonomy. Students are not entirely dependent on digital instructions, but they still have the opportunity to manage their learning independently. In ESP courses, hybrid learning allows students to engage in simulations, case studies, and presentations that connect directly to their future professional needs while receiving in-person support when needed.

Fully Online Learning and Its Challenges
Online learning relies entirely on digital platforms to deliver content, facilitate interaction, and assess student learning. While this model offers high flexibility and accessibility, it also demands greater self-regulation. Students must manage their own schedules, understand instructions without immediate clarification, and stay motivated without physical presence from teachers or peers.

Kizilcec et al. (2017) emphasized that students who are successful in online learning are those who can plan, monitor, and evaluate their learning independently. These students demonstrate strong self-regulated learning strategies. However, many students, especially those who are new to online systems, may face difficulties such as procrastination, misinterpretation of tasks, and a lack of emotional connection to the course.

In the context of SPADA UNTIRTA, the online model fully requires students to engage with content asynchronously. If students perceive the platform as difficult to use or receive delayed or unclear feedback, their learning experience may become less meaningful and less effective.

Relevance of ESP Content to Economics Students
ESP instruction focuses on teaching English directly related to students' academic disciplines or future careers. For students in economics, ESP courses often include business communication, report writing, financial terminology, and professional presentations. When course materials reflect the students' field of study, learners feel more motivated and see direct value in learning English.

Hwang and Lee (2023) found that ESP learners respond positively when the instruction includes authentic materials, such as financial news articles, business simulations, and economic case studies. Relevance enhances student engagement because learners see how the content supports their academic development and professional goals.

In both hybrid and online models of SPADA UNTIRTA, the perceived relevance of content contributes significantly to students' satisfaction. Students are more likely to complete tasks, participate in discussions, and reflect on their progress when the language activities align with real-world applications in economics.

Instructional Design through SPADA UNTIRTA

SPADA UNTIRTA provides a centralized platform for delivering content, assignments, quizzes, and discussion forums. Instructors design courses using learning management system tools that allow them to organize materials, track student progress, and offer feedback. The system's effectiveness, however, depends not only on its features but also on how students perceive its usability and pedagogical structure. Previous studies, such as Gailea, Aisah, and La Kariste (2021), have shown that EFL students generally view SPADA as a helpful LMS, especially in terms of access and content organization, although some technical and navigational challenges persist. As noted by Hamer and Lely (2020), SPADA also plays an important role in facilitating self-regulated learning by offering structured digital pathways that guide learners through independent engagement with instructional content.

If students can navigate the platform easily and understand the sequence of tasks, they are more likely to engage productively with the content. Clear instructions, timely feedback, and interactive components contribute to positive student response. Conversely, a poorly structured SPADA course may lead to confusion, frustration, or low participation. Research by Hamer, Hakim, and Laksono (2022) supports this by showing that the use of visual instructional media such as infographics can enhance students' engagement and comprehension, particularly in language tasks involving writing and content synthesis.

For that reason, it becomes important to analyze student response to SPADA UNTIRTA in both hybrid and online settings. Their feedback can inform improvements in course design, including how to blend synchronous and asynchronous elements, enhance the relevance of content, and support learners who need more structure.

The Role of Perception in Evaluating Learning Models

In educational research, perception is often used to indicate instructional effectiveness. Students' opinions, preferences, and experiences help educators understand whether a learning model supports their needs. In this study, student response is used as a lens to evaluate the use of SPADA UNTIRTA in hybrid and online ESP instruction.

Educators and curriculum designers can make informed decisions to enhance teaching effectiveness by understanding how students view the learning process. Feedback collected from students contributes not only to course-level improvements but also to institutional strategies for digital transformation in language education.

Students' perceptions reflect their satisfaction and reveal the alignment between instructional strategies and learner characteristics. A positive perception often leads to greater effort, improved engagement, and stronger learning outcomes. Conversely, negative perceptions can indicate barriers such as unclear instructions, limited feedback, or low content relevance. Therefore, collecting and analyzing students' responses is essential for continuous quality improvement in digitally delivered ESP programs.

This theoretical foundation underpins the current study by positioning student response as both an outcome and a diagnostic tool in evaluating SPADA UNTIRTA's instructional models. The hybrid and online implementations are not judged solely by test results, but also by how students experience, interpret, and value the learning process. Through this lens, the study seeks to provide practical recommendations for designing ESP instruction that is responsive, inclusive, and aligned with the diverse needs of economic students in a digital era.

METHOD

Research Design

This study employed a qualitative-descriptive research design with supporting quantitative elements. The qualitative component aimed to explore students' responses to the use of SPADA UNTIRTA in both hybrid and online ESP instruction. The quantitative aspect involved descriptive statistics from student perception questionnaires. The research design allowed the researchers to

gather in-depth insights into students' subjective experiences while also presenting measurable trends in perception and satisfaction.

Scope of Research

This study focused on implementing SPADA UNTIRTA in teaching English for Specific Purposes to first-semester students in the Accounting Department at Sultan Ageng Tirtayasa University. The research examined two distinct instructional models: one group of students received hybrid learning (face-to-face and SPADA combination), while the other participated in fully online learning via SPADA. The primary object of analysis was the students' responses, including their perception of learning effectiveness, platform usability, and relevance of ESP content.

Materials and Main Instruments

The primary materials used in the study included SPADA-based ESP modules, digital assignments, discussion forums, and multimedia learning resources such as videos, PDFs, and presentation slides. As emphasized by Hamer and Rohimajaya (2018), the use of visual instructional media such as flash cards and digital aids can significantly enrich students' vocabulary mastery and engagement, especially in language learning contexts. The principal research instruments consisted of a structured questionnaire adapted from the Online Learning Perception Scale and the Student Engagement Instrument. In addition, open-ended response sheets were used to capture detailed qualitative feedback.

Research Site and Participants

The research occurred at the Faculty of Economics and Business of Sultan Ageng Tirtayasa University. The participants were two intact classes of first-semester students enrolled in the English for Economics course. Class I.F, consisting of 45 students, followed the hybrid learning model, while Class I.E, consisting of 35 students, followed the fully online model. All students used SPADA UNTIRTA as their primary learning platform throughout the 8-week instructional period.

Data Collection Techniques

The researchers used a combination of surveys, interviews, and observation techniques to collect data. The survey was administered at the end of the course and included both Likert-scale items and open-ended questions. Selected students were invited to participate in semi-structured interviews to clarify and expand on their written responses. During each session, the researchers also recorded classroom observations and collected reflective journal entries documenting student reactions, participation, and engagement with the learning platform.

Data Analysis Techniques

The researchers analyzed quantitative data using descriptive statistics to summarize students' responses across categories such as satisfaction, engagement, and perceived effectiveness. Mean scores and percentage distributions were used to present trends. For qualitative data, the researcher employed thematic analysis. Student narratives from open-ended responses and interview transcripts were coded and categorized into themes such as motivation, challenge, interaction, relevance, and technical experience. These themes were then interpreted to explain the depth and variation of student responses between the two learning models.

RESULTS

This section presents the study's findings as derived from student responses to hybrid and online ESP instruction using SPADA UNTIRTA. The data were collected through questionnaires, interviews, and classroom observations, allowing numerical patterns and personal experiences to be captured. The combination of these instruments was intended to triangulate findings and strengthen the validity of the conclusions. Each data source was carefully analyzed to identify consistent themes and measurable indicators related to students' perceptions.

The results are organized into three subsections: descriptive statistics, thematic frequency of qualitative responses, and comparative insights. The descriptive statistics section overviews students' average responses to five leading perception indicators. The thematic frequency section highlights key issues students express, categorized into meaningful themes. The comparative insights section summarizes the contrasts between hybrid and online learning experiences based on direct student feedback.

Tables and figures are included to represent the data and enhance visual clarity. Each table and figure is referenced sequentially according to its appearance in the text. All findings are presented objectively, without interpretation or evaluation, to provide an accurate foundation for the subsequent discussion section.

Descriptive Statistics of Student Perception
This subsection reports the average scores of student perceptions toward five main indicators: satisfaction, interaction, accessibility, content relevance, and platform usability. These indicators were measured through a structured questionnaire completed at the end of the learning cycle. The students rated each item on a 5-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (5). The questionnaire items were validated through expert review and piloting prior to distribution to ensure clarity and relevance.

Each dimension in the questionnaire was designed to capture a specific aspect of the learning experience from the students' perspective. Satisfaction measured the general sense of enjoyment and value students derived from the course. Interaction referred to the extent of communication and responsiveness experienced during the learning process. Accessibility reflected students' ability to reach and navigate course materials. Content relevance examined the degree to which the learning materials aligned with students' academic and professional interests. Finally, platform usability assessed the ease with which students used SPADA UNTIRTA as a learning interface.

Descriptive statistics were calculated to summarize trends across both hybrid and online groups. These numerical representations provide a baseline understanding of how students evaluated their experience in each learning model, serving as an objective starting point for deeper qualitative analysis in the following sections.

Table 1. Mean Scores of Student Perception Dimensions by Learning Model

Dimension	Hybrid Learning (n=45)	Online Learning (n=35)
Satisfaction	4.21	3.76
Interaction	4.35	3.22
Accessibility	4.18	4.27
Content Relevance	4.40	4.05
Platform Usability	4.12	4.10

The data in Table 1 show that students in the hybrid learning group expressed higher satisfaction and interaction than the online group. This result suggests that face-to-face interaction and real-time feedback during classroom sessions positively impacted learners' overall experience and communication comfort. Direct lecturer guidance likely contributed to the increased interaction score in the hybrid model.

However, students in the online group slightly favored accessibility, likely due to the platform's flexibility that allowed them to study at their own pace and from any location. This finding reflects the inherent strength of fully online learning, especially for students who value autonomy and time management.

Content relevance and platform usability received relatively similar scores across both groups, indicating a shared appreciation for course material quality and ease of navigation. This consistency suggests that the instructional content was perceived as meaningful and applicable to students' academic or professional goals regardless of the delivery model. Likewise, the SPADA UNTIRTA platform was considered user-friendly and adequately functional in supporting ESP instruction.

These numerical trends offer important insights into how students experienced each model differently, setting the stage for deeper exploration in the thematic and comparative sections that follow.

**Distribution of Key Perception Themes**

This subsection presents the qualitative findings obtained from open-ended responses and student interviews. Thematic analysis was conducted to identify recurring topics that reflected students' experiences in both learning models. Five dominant themes emerged: motivation, clarity of instruction, autonomy, interaction with lecturers, and technical difficulties. These themes were selected based on frequency, emphasis, and consistency across different data sources.

The responses were coded manually using thematic analysis procedures that included open coding, axial categorization, and cross-case comparison. Each student's statement was categorized according to the core issue it addressed, allowing patterns to emerge about each learning mode. The themes that appeared consistently in hybrid and online groups were further analyzed to explore their nuanced differences.

Motivation referred to students' internal drive to participate in the course, influenced by interest, support, and sense of progress. Clarity of instruction described how clearly students understood tasks, expectations, and content explanations. Autonomy captured the degree of independence students felt in managing their learning. Interaction with lecturers reflected the perceived quality and frequency of communication between students and instructors. Technical difficulties included issues related to platform navigation, internet stability, and digital tool access.

Figure 1 illustrates how frequently students in each group mentioned these themes. The visual comparison allows for a clearer understanding of how each learning model influenced students' perceptions of their learning experience.

Figure 1. Distribution of Student Perception Themes by Learning Model
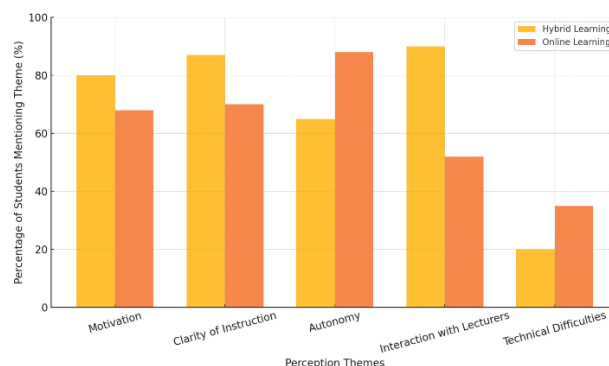
The chart demonstrates that hybrid learning was associated with stronger perceptions of clarity and interaction, while online learning was more associated with autonomy and technical barriers. These differences highlight how each model offers unique experiences and challenges from the learner's perspective. Students in hybrid classes benefited from face-to-face clarification and real-time lecturer support, contributing to a higher sense of instructional clarity and interpersonal engagement.

Specifically, 87% of students in the hybrid model mentioned clarity of instruction as a strong point, compared to 70% in the online group. Similarly, 90% of hybrid students emphasized positive interaction with lecturers, while only 52% of online learners reported the same experience. These results suggest that direct presence and synchronous communication foster a more interactive and supportive environment.

On the other hand, students in the online model highlighted greater learning independence. Autonomy was mentioned by 88% of online students, as opposed to 65% in the hybrid group. This finding indicates that fully online settings allow students to manage their time and learning strategies more freely, although not all students may be equally prepared for such responsibility.

Regarding motivation, 80% of hybrid students reported feeling motivated, slightly higher than the 68% recorded in the online class. This suggests that motivation may be enhanced by physical presence and structured activities, though the flexibility of online learning still appeals to self-driven learners.

Technical difficulties were more frequently reported in the online setting, with 35% of students expressing concerns, compared to only 20% in the hybrid model. Issues such as unstable internet connections, difficulty accessing materials, or delays in feedback were among the most common challenges mentioned by online learners.

The thematic distribution illustrates how the two learning models fulfill different student needs. Hybrid learning promotes support and engagement, while online learning emphasizes flexibility and self-management. These distinctions are crucial for educators and institutions seeking to align instructional methods with diverse learner profiles.

Cross-Modal Comparison of Key Experience Indicators
This subsection summarizes the key differences in how students described their experiences in hybrid and online environments. Quotes from interview transcripts were categorized into positive and negative perceptions to highlight the learners' benefits and challenges. The qualitative data were coded thematically, and representative statements were selected to provide authentic voices from the participants.

The responses revealed nuanced contrasts in how students interpreted the learning process across the two models. While some students emphasized the convenience and flexibility of the online mode, others valued the direct interaction and structured guidance in hybrid learning. These firsthand accounts reflect practical concerns such as technology use or scheduling and deeper issues of learner identity, communication comfort, and instructional clarity.

This section presents student feedback side-by-side in a comparison table to provide a clearer understanding of how each learning modality influenced students' motivation, engagement, and sense of support. The comparison allows educators and course designers to identify which aspects of each model contribute to effective ESP instruction and which areas may require adjustment to meet learners' needs better.

Table 2. Comparison of Student Feedback in Hybrid and Online Learning

Category	Hybrid Learning	Online Learning
Positive Aspects	"I can ask directly in class." "Group tasks are easier to manage."	"I like studying at my own pace." "I can repeat the videos anytime."
Negative Aspects	"Sometimes SPADA loads slowly." "It takes time to balance both modes."	"I feel isolated and unsure about tasks." "I do not always understand instructions."

The feedback in Table 2 reveals that students in hybrid settings valued real-time support and structured collaboration, while online learners appreciated the flexibility and control over their

study time. Students in the hybrid group highlighted the benefit of immediately asking questions and receiving clarification during face-to-face sessions. They also mentioned that collaborative tasks such as group discussions and presentations were more manageable when conducted physically.

In contrast, students in the online group noted that they enjoyed studying independently and reviewing learning materials multiple times through video playback. This sense of control over pace and timing contributed positively to their learning experience, especially for those with strong self-regulation skills.

However, technical limitations and the lack of interpersonal feedback emerged as recurring concerns, especially in the fully online setting. Several students felt isolated due to the absence of direct interaction with peers and instructors. Others reported difficulty interpreting assignment instructions, sometimes leading to uncertainty and reduced confidence.

The hybrid group faced minor obstacles, particularly when transitioning between in-class and digital components. A few students mentioned that managing both formats required additional effort and planning. Meanwhile, some students in both groups experienced platform-related issues, such as slow loading or temporary inaccessibility of SPADA UNTIRTA.

These student voices provide valuable qualitative insight into how each learning model influences learner experience beyond what is captured in numerical data. The feedback helps educators identify what aspects of instructional delivery resonate with learners and which elements may hinder optimal engagement and comprehension.

DISCUSSION

The findings of this study underscore the contrasting dynamics of student experiences in hybrid and online learning environments when using SPADA UNTIRTA for English for Specific Purposes (ESP) instruction. These differences reflect the structural characteristics of each instructional model and the cognitive and affective responses elicited by the digital delivery of content. More importantly, they reveal how learners interpret, internalize, and respond to mediated instruction through the lens of personal learning strategies and preferences.

Students in the hybrid learning model consistently reported higher satisfaction levels, interaction, and instructional clarity. These outcomes align strongly with the Community of Inquiry (CoI) framework, where teaching presence and social presence contribute significantly to learners' engagement and construction of knowledge (Garrison et al., 2000). The hybrid model, by facilitating face-to-face guidance and immediate feedback, reinforced students' sense of structure and emotional security in navigating ESP content, which is often abstract and context-specific. As a result, students could process linguistic and disciplinary knowledge more confidently and collaboratively.

The increased perception of clarity in the hybrid model may also be explained through the lens of Cognitive Load Theory (Sweller, 1998), which asserts that instructional design should aim to reduce unnecessary mental effort during the learning process. In hybrid environments, real-time instructor explanations, peer support, and in-class discussions reduce extraneous cognitive load, allowing students to focus on the intrinsic processing of ESP materials. Conversely, in fully online settings, the absence of synchronous scaffolding might have led to cognitive overload, especially among students who lacked high levels of self-efficacy or prior experience with ESP tasks.

Meanwhile, students in the online group emphasized autonomy and flexibility, reflecting the core assumptions of Self-Determination Theory (Deci & Ryan, 2012), which views autonomy as a central pillar of intrinsic motivation. Online instruction allowed learners to manage their study schedules, navigate resources independently, and engage with learning materials in self-paced formats. This freedom was particularly appreciated by students who were already confident in navigating digital tools and possessed well-developed self-regulated learning strategies.

Self-Regulated Learning (SRL) development in online contexts was evident through the learners' ability to manage their time, control their learning pace, and seek additional resources beyond what was provided. This confirms the theoretical position of Kaptanoğlu and Kavanoz (2024), who found that learners in asynchronous online ESP courses exhibited high metacognitive awareness and planning skills. Zimmerman (2000) also emphasized that self-regulated learning is a cyclical process involving forethought, performance control, and self-reflection, which enables learners to adapt strategies for improved outcomes. Similarly, Lin, Chen, and Pan (2022) demonstrated that SRL can be strengthened through the use of role-model awareness tools within e-learning platforms, helping learners visualize and internalize effective strategies. Moreover, Alserhan, Al-Kilidar, and Alserhan (2023) showed that LMS-based Personal Learning Environments (PLEs) significantly enhance students' capacity for self-reflection and SRL through structured, data-informed feedback and learner-driven customization. However, the variability in student readiness for SRL may also explain the challenges in interpreting instructions and seeking timely feedback, which emerged as significant issues among participants in the online group.

The elevated reports of technical difficulties in the online group are notable. Although both groups used the same SPADA UNTIRTA platform, students in fully online settings were more susceptible to technology-related disruptions. This may stem from their exclusive reliance on digital tools without supplementary in-person communication. Studies such as Rizki et al. (2022) point out that while SPADA offers baseline functionality, its user experience and feedback features require refinement to meet the demands of high-frequency instructional access. Furthermore, Barz, Akcaoglu, and Foulger (2024) emphasize that students' acceptance of learning technology, particularly in relation to perceived ease of use and usefulness plays a crucial role in facilitating or hindering the development of SRL behaviors in digital environments. Moreover, the lack of real-time support in online contexts may amplify the perception of difficulty, especially during assessments or collaborative tasks.

Another dimension worth noting is the interplay between motivation and instructional modality. The hybrid group reported slightly higher motivation levels, likely due to external reinforcement, immediate communication, and a sense of accountability from scheduled face-to-face sessions. This supports the findings of Hwang and Lee (2023), who emphasize that blended learning environments maintain learners' motivation by balancing autonomy with interaction. In contrast, despite appreciating flexibility, the online group showed signs of declining motivation when learning became solitary and feedback was delayed or absent. This phenomenon may also be attributed to emotional disconnection from the learning community, a known drawback of isolated digital instruction.

A particularly complex finding in this study relates to the paradox of perceived autonomy. While the online group valued autonomy more explicitly, the hybrid group also experienced a degree of independent learning within a structured context. This nuance aligns with Transactional Distance Theory (Moore, 1993), which argues that instructional dialogue and structure mediate the psychological distance between learners and instructors. Although the structure is more pronounced in hybrid models, the supportive dialogue mitigates the feeling of control loss, enabling students to exercise autonomy within safe parameters. Conversely, high transactional distance in online settings may undermine autonomy by leaving students unsupported in interpreting learning goals and monitoring their progress.

In sum, this discussion reveals that hybrid and online learning environments influence student experiences in nuanced and interdependent ways. While hybrid instruction supports interaction, clarity, and collective learning, online instruction empowers flexible, self-driven learning, yet may risk disengagement if not complemented by responsive communication and thoughtful course design. These insights directly affect the design of ESP courses within higher education, especially

in contexts where learner diversity, technological infrastructure, and institutional readiness vary widely.

To optimize learning outcomes, educators must leverage the strengths of each model while compensating for their limitations. One potential direction is integrating synchronous touchpoints into online courses (e.g., weekly virtual discussions or feedback sessions), which can reduce transactional distance and support learners who require guidance. Similarly, hybrid models can benefit from greater asynchronous flexibility, enabling learners to revisit materials independently after in-class sessions. This blended optimization may offer a comprehensive pathway for delivering ESP instruction that is both flexible and pedagogically sound in digital ecosystems such as SPADA UNTIRTA.

CONCLUSION AND SUGGESTION

This study explored students' responses to hybrid and online implementations of SPADA UNTIRTA in English for economics students' Specific Purposes (ESP) instruction. The findings revealed that both instructional models offered unique advantages and challenges shaped by students' learning preferences, digital readiness, and need for instructional support.

Hybrid learning was perceived to promote greater satisfaction, instructional clarity, and interaction. Integrating face-to-face sessions supported real-time feedback, emotional engagement, and a stronger sense of accountability. These conditions created a structured learning environment that enhanced motivation and collaborative learning, particularly in tasks requiring linguistic application in economic contexts. On the other hand, the online model facilitated learner autonomy and flexibility. Students valued the ability to control their learning pace and revisit materials independently. However, this format also revealed vulnerabilities, particularly in maintaining motivation, interpreting instructions, and accessing timely support. These challenges highlighted the importance of scaffolding self-regulated learning skills and ensuring that online platforms are pedagogically responsive.

The significance of this study lies in its contribution to understanding how modality-specific design affects learner engagement in ESP courses. The results suggest that effective digital instruction must balance structure and autonomy, clarity and independence, support and flexibility. Rather than privileging one model over the other, institutions should consider adopting a hybridized strategy that blends the strengths of both modes. It is recommended that online ESP instruction integrate synchronous elements such as real-time discussions and feedback sessions to reduce transactional distance. For hybrid models, greater emphasis can be placed on post-class digital interaction and learner reflection to cultivate autonomy. Ultimately, ESP courses' design must be tailored to content objectives and the diverse cognitive and emotional needs of learners navigating digital learning environments. This study affirms that student perception is not simply a subjective judgment, but a meaningful indicator of instructional effectiveness. By listening to learners' voices, educators can design more equitable, engaging, and impactful ESP instruction in the evolving landscape of higher education.

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