Evaluation of Pengenalan Tipografi 2021/2022 Course's Hybrid Learning Format

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ABSTRACT

As limitations of the physical classes because of the COVID-19 pandemic started to subdue, Universitas Pelita Harapan attempts to conduct Pengenalan Tipografi in a hybrid learning format. To measure the effectiveness of the hybrid learning format and the syllabus's adjustments due to the shift in format, the author conducted classroom action research to evaluate the conduct of the hybrid learning format in the 2021/2022 academic year. The data used to assess the class is a combination of qualitative and quantitative data, such as the final grades, scores of each assignment, surveys, and interviews. The study shows that the conduct of the 2021/2022 academic year is considered successful as the students receive an overall mean of B-, and 77% of the students who participated in the survey gave the hybrid format learning a 4.27 out of 5 scores.

Keywords: Hybrid Class, Pedagogy, Typography

INTRODUCTION

Typography education has always been a challenge. Typography can be seen as an art form with high mechanical skill (Solomon, 1994). Due to COVID-19, teaching typography in an online format has made the challenge much higher (Keni, 2021). The challenge came from the pandemic forcing students and instructors to adopt new learning methods, such as hybrid learning (Nashir & Laili, 2021). Hybrid learning combines traditional face-to-face, onsite, and online meetings (Thamrin et al., 2022). Hybrid learning requires lecturers and students to have prerequisite skills to manage and operate the necessary platforms (Sutisna & Vonti, 2020).

Since the 2019/2020 academic year, Universitas Pelita Harapan's foundational typography course (Pengenalan Tipografi) has been online (Hananto, 2021a). However, in the 2021/2022 academic year, the University allowed and tested a hybrid learning format to accommodate the demands and new regulations from the government. The shift in learning modes made the course adjustable, from traditional offline to online, and now from online to hybrid learning. To assess and evaluate if the course adjustments are successful, the author conducted classroom action research to observe and ensure that the course will be successful.

This research focuses on gathering data from several sources, such as students' scores and performances, feedback, and student & lecturer opinions. The data collected is then used to determine if the class had been conducted correctly and if the adjustments made for the hybrid format are effective.

LITERATURE REVIEW

In the most basic sense, typography can be understood as the art of composing letters and words (Harkins, 2010). However, to perform typography, one needs the skills to craft

and produce the letters and words themselves (Cullen, 2012). The purpose or function of typography is to communicate or express a particular message (Byrne, 2004).

The author devised and developed several syllabi to teach typography at the most foundational level. The syllabus is revised on each iteration to increase its effectiveness and adapt to specific situations, such as the pandemic. Table 1 shows the previous studies and publications regarding this topic.

Table 1 List of Previous Researches on Foundational Typography Teaching (Source: Author, 2022)

Academic Year	Class Conduct	Focus & Result	Source
2017/2018	On-site	Teaching materials and evaluation development for the foundational typography course. Several evaluations are evaluated to assess which are applicable.	(Hananto, 2018, 2019a, 2019b)
2018/2019	On-site	Evaluating previous evaluations and developing new assessments. One of the evaluations developed is the implementation of Typographic Contrast (Elam, 2009).	(Hananto, 2020b, 2020a)
2019/2020	Online	Adapting the syllabus from on-site class to online classroom. Several assessments had to be re-adjusted.	(Hananto, 2021a)
2020/2021	Online	Evaluating the 2019/2020 syllabus and streamlining the syllabus in an attempt to simplify the course in the online format.	(Hananto, 2021b)

From Table 1, we can see that this research is the fifth cycle of research. The main focus of the fifth cycle is to evaluate the syllabus according to the hybrid learning format.

METHODOLOGY
Research Method
For this research, the author uses classroom action research in Pengenalan Tipografi in the 2021/2022 academic year. Classroom action research is intended to study the conduct and process of a class to further develop the teaching process (Sukardi, 2015). Classroom action research is also used to test teaching innovations (Winarni, 2018). This research studies the result of a new teaching format, the hybrid format. For this research, the author uses mix method for gathering qualitative and quantitative data. This approach is used as a mixed method that may have a more valid result as each data may validate one another (Sudaryono, 2019).

Research Instruments
The research instruments for gathering data can be seen in Table 2.

Table 2 List of Research Instruments (Source: Author, 2022)

Data Type	Research Object	Method	Sample/Respondents	Data
Quantitative	Student's Performance	Documentation	All Students	Final Grade, Individual Project, Peer Assessment
	Teaching Effectiveness	Documentation	All Students	Pretest & Post-test
Quantitative & Qualitative	Interest & Perception of Subject & Class	Survey	All Students	Survey
Qualitative	Perception towards Class & Hybrid Format	Interview	Some Students	Interview
			Some Lecturers	

For data collection, there are several methods used to gain collect data. Documentations on the grades & pretest, and post-test are used to collect information on the student's performance and teaching effectiveness. A survey is used to collect data on the students' interests and perceptions of the class. An interview is also conducted to collect data on the students' and lecturers' perceptions of the class and hybrid format.

Sample & Respondents
The details of participants of the Pengenalan Tipografi 2021/2022 course are shown in Table 3.

Table 3 Details of Pengenalan Tipografi 2021/2022 Participants (Source: Author, 2022)

Classes	Students				Lecturers & Teaching Assistant
	Enrolled	Participating	Number of Survey Participants	Number of Interviewees	
Class A	12	11	9	3	3
Class B	20	20	16	3	3
Class C	18	16	12	3	3
Total	50	47	37	9	9

The difference between the enrolled and participating students is that some students decided to drop the class midway or did not participate in the class at all even though they had been enrolled. The performance of the 47 students is shown later in the result & discussion. For the data collection

RESULT & DISCUSSION
Course Syllabus
Generally, the syllabus of the 2021/2022 academic year is similar to the 2020/2021 academic year. However, there are several adjustments in assessment, assessment types, and the order of the modules. Table 4 shows the details of assessments, assessment types, and modules corresponding to the assessments.

Table 4 Details of Assignment, Assessment Types, and Modules
(Source: Author, 2022)

Assessments	Details	Modules	Details
Pin Up Peer-Assessment	Students are asked to assess and evaluate each other's progress by selecting the top three best and bottom three works.	N/A	N/A
Individual Project 1	Alpbhabetography	1: Understanding Letterform's Shape	1. What is typography 2. Letters' construction
Individual Project 2	Typographic Contrast	2: Understanding Letterform's Design	1. Letter's anatomy 2. Letterform design variations
Individual Project 3	Pictogram Design	3: Shaping with Letterforms	1. Typeface classifications
Individual Project 4	Typographic Expression	4: Designing with Letterforms	1. Typographic parameters 2. Spacing in typography

Pin Up Peer-Assessment is a replacement for quizzes from the previous academic year. This substitute is intended as a more direct evaluation of students' comprehension. By using quizzes, we can evaluate the student's theoretical understanding. However, by peer assessment, students must implement their knowledge by assessing and selecting excellent and bad designs (Li et al., 2020). The individual project and modules remain the same. However, there is a switch and slight adjustments for the Second and Third module's assessment. All group projects are also individual projects in the hope of further evaluating each student accordingly.

Hybrid Learning Conduct
Table 5 shows the meetings' details and how the class is conducted.

Table 5 Meeting Details (Source: Author, 2022)

Meeting	Conduct	Agenda
1	Full-online	1. Opening 2. Pretest 3. First module lecture 4. Briefing for first assessment
2	Hybrid	Pin up progress evaluation
3	Hybrid	Pin up progress evaluation
4	Full-online	1. Submission for first assessment 2. Second module lecture 3. Briefing for the second assessment
5	Hybrid	Pin up progress evaluation
6	Hybrid	Pin up progress evaluation
7	Full-online	1. Submission for the second assessment 2. Third module lecture 3. Briefing for the third assessment
8	Hybrid	Pin up progress evaluation
9	Hybrid	Pin up progress evaluation
10	Hybrid	Pin up progress evaluation
11	Full-online	1. Submission for the third assessment 2. Fourth module lecture 3. Briefing for the fourth assessment
12	Hybrid	Pin up progress evaluation
13	Hybrid	Pin up progress evaluation
14	Hybrid	Pin up progress evaluation
15	Hybrid	Pin up progress evaluation
16	Full-online	1. Submission for the fourth assessment 2. Class Review & Post-test 3. Closing

From Table 5, we can see that most classes are conducted in the hybrid format. The online form is used for briefing and lectures, while for courses with more interaction, such as pin-up, the class is conducted hybrid.

Each student must select whether they want to attend offline or online during the hybrid session. However, they must participate accordingly once they are chosen offline or online. This selection is made before an assessment briefing. Therefore, students can adjust accordingly to join offline or online per assessment. This helps the lecturers to easily monitor and anticipate the number of students online and offline and assign tutors according to the necessity based on the number of students in each format.

The class uses Microsoft Teams as its primary platform for logistical and administrative purposes, such as collecting assignments and sharing teaching materials. The course uses Zoom Meeting, Google Meet, and Microsoft Teams for online synchronous meetings, depending on the situation. Zoom Meeting is used for joint classes, while Google Meet and Microsoft Teams are used for each class's online progress evaluation. For displaying the student's work, Mural or Google Jamboard is used. Google Forms or Microsoft Forms is used to collect peer assessment from the pin-up sessions. For the offline class, the pin-up is conducted with students displaying their works on the whiteboard, and printout forms are used to collect peer assessments from the pin-up sessions.
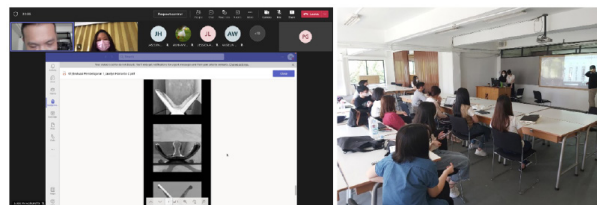
Image 1 (Left) Online Meeting, and (Right) On-site Meeting for the Hybrid Setting of the Class. (Source: Author, 2022)

Results

A. Final & Each Individual Projects Grades

Table 6 shows the comparison of students' grades in the three classes and the overall students. Table 6 elaborates the data from the mean, median, minimum, and maximum scores. Mode is not calculated as it is unavailable due to the diverse final scores of each student differ.

Table 6 Students' Final Grade
(Source: Author, 2022)

Class	A	B	C	Overall
Number of Students	11	20	16	47
Final Score Mean	75.6	73.3	68.4	72.2
Final Score Median	74.8	74.4	76.3	75.5
Minimum Final Score	56.6	53	12.3	12.3
Maximum Final Score	89.8	84.9	87.2	89.8

Table 6 shows us that the overall final grade average is 72.2 (B-), which still can be considered quite acceptable. The highest final score is 89.8 (A-), close to an A, and the lowest is 12.3 (E). This batch of students had several that did not perform consistently, especially in class C, hence the low average in class C (68.4).

It should be noted that this academic year, all assignments are individual design projects, different from the previous year, where some projects are group projects. This change challenges the lecturers as more projects are reviewed each week than in the last batch. This batch also uses pin-up peer assessment as part of the students grading, compared to quizzes from the previous two batches.

Table 7 details the overall individual project mean, median, mode, minimum and maximum score.

Table 7 Details of The Individual Project Grades
(Source: Author, 2022)

Student Evaluation	Previous Academic Year		Current (2021/2022) Academic Year				
	2019/2020 Overall Mean	2020/2021 Overall Mean	Overall Mean	Overall Median	Overall Mode	Minimum Score	Maximum Score
Alphabetography	77 (B)	81 (B+)	70.92 (B-)	75 (B)	68.33 (C+)	0 (E)	96.67 (A)
Typographic Contrast	67 (C+)	80 (B+)	69.76 (C+)	70 (B-)	63.33 (C)	26.67 (E)	91.67 (A)
Type as Image	N/A	70 (B-)	73.88 (B-)	75 (B)	70 (B-)	20 (E)	97 (A)
Typographic Expression	60 (C)	74 (B-)	65.84 (C+)	65 (C+)	55 (C-)	0 (E)	91.75 (A)

The data above shows that the mean of all individual projects' grades ranges from 65.84 (C+) to 73.88 (B-). This indicates that the achievement of the students throughout the semester is consistent. The maximum and minimum scores throughout the four projects are also consistent. This year's overall mean results are interesting compared to the previous academic year's overall mean.

Alphabetograhy, Typographic Contrast, and Typographic Expression all have a lower overall mean. However, Type as Image, newly introduced in the 2020/2021 academic year, is higher.

This shows that though the achievement of the students had been lower through factors such as the difference in a class format (online or hybrid) and difference in project type (group or individual), a consistent assignment (Type is Image) had higher result though not until a different grade (each is still B-).

B. Peer Assessment

Table 8 Details of Peer Assessment from Pin-up
(Source: Author, 2022)

Class	A	B	C	Overall
Number of Students	**11**	**20**	**16**	**47**
Total Correct Assessments Mean	30.45	23.1	27.38	**26.28**
Total Correct Assessments Median	34	24.5	29.5	**27**
Total Correct Assessments Mode	34	25	32	**25**
Minimum Total Correct Assessments	13	10	0	**0**
Maximum Total Correct Assessments	41	32	40	**41**

From Table 8, we can see the results of the pin-up assessment for the whole semester. For the entire semester, eleven sessions had the pin-up session. In each session, the students could choose six correct answers (the three top-ranked works and three bottom-ranked works). Therefore, during the whole semester, the students can get a total of 66 correct answers. Students are required to correctly guess 41 times (or equivalent to 62%) to receive 100 for the assignment's score. We can see that the total mean of the students' overall result is 26.28, equivalent to 39% of the maximum possible correct answers.

From this data, we can also see that the objective assigned to the students is achievable, as some students had received the minimum requirement for the aim. However, considering the average of the whole class is only 39%, the threshold for this assessment may be decreased as the current threshold (62%) is achieved only by one student.

C. Pretest & Post-test Comparison

The pretest and post-test comparisons are conducted using the same Google Form during the first meeting (pretest) and after the class's fifteenth meeting (post-test). There are 30 questions with a combined format of multiple answers and true & false questions. The questions and answers were all randomized, and students were given approximately 15 minutes to finish each test. The solution for each test isn't discussed, so students will not be informed of the correct answer after the pretest.

From the pretest and post-test, 38 test results are compared. Some students' data are not included as they had not participated in one of the tests; therefore, no effect can be compared.

Table 9 Comparison of Pretest & Post-test
(Source: Author, 2022)

Class	Pretest	Post-test	Difference
Score Mean	43.77	55.08	11.31
Score Median	43.33	56.67	13.34
Score Mode	50	46.67	-3.33
Minimum Score	26.67	26.67	0
Maximum Score	63.33	86.67	23.34
Number of Students getting above 60	3	18	-

From Table 9, we can see that collectively, there is an increase in average score for the 38 students, from 43.77 to 55.08; this implies that the teaching effectiveness had increased the student's performance from 43.77 to 55.08, or a 25.84% increase. The

median score of the 38 students had also increased from 43.33 to 56.67, or a 30.79% increase. The maximum score of the 38 students also increased, from 63.33 to 86.67, or a 36.85%.

Table 10 Student's Pretest & Post-test Differences (Source: Author, 2022)

Difference	Number of Students	% of Students
Below 0	8	21.05%
0	2	5.26%
0 – 10	9	23.68%
10 – 20	7	18.42%
20 – 30	8	21.05%
30 – 40	2	5.26%
40 – 50	2	5.26%

From Table 10, we can see that 21.05% of students had a pretest and post-test score difference below 0, and 5.2 of 6% also received a score difference of 0. These two groups may indicate that the students had not participated adequately in the pretest or post-test. 23.68% of students had a 0 – 10 score increase, 18.42% had a 10 – 20 score increase, and 21.05% had a 20 – 30 score increase. These three groups indicate a positive student performance after learning for one semester. The remaining four students had a significant 30 – 50 score increase, marking a considerable student performance after learning one semester. The overall positive scores from 10-50 show that the whole semester affected the student's scores and comprehension.

D. Survey

Table 11 shows the details of the survey participants, based on each class and broken down to the learning formats of the students. 77% of students enrolled in the class participated in the survey, with a similar number of students participating in on-site, hybrid, and fully-online formats. This shows that the survey participants represent all the learning formats available in the course.

Table 11 Detail of the Survey Participants
(Source: Author, 2022)

Class	Number of Students			Learning Formats of Choice		
	Enrolled Students	Number of Participants	Participation Percentage	On-Site	Hybrid	Full-Online
A	12	9	75%	2	4	3
B	20	16	80%	8	3	5
C	16	12	75%	1	7	4
TOTAL	48	37	77%	11	14	12

The survey contains several items that require the participant to select from a five-point Likert Scale and a descriptive answer of why they chose the answer. The results can be seen in Table 12.

Table 12 Survey of Effectiveness of Module, Pin-Up Method, and Individual Projects (Source: Author, 2022)

Effectiveness of	Score					Average	Previous (2020/2021) Average
	1	2	3	4	5		
Class Module	0	1	3	14	19	4.3	4.46
Pin-Up Method	1	1	5	11	19	4.24	3.74 (Quiz)
Individual Projects	0	0	3	12	22	4.51	4.18
Hybrid Format	0	1	5	14	17	4.27	N/A
Overall Class	0	0	2	15	20	4.48	4.04

All five items received a score above 4, indicating that the respondents see the four items in question as effective for their learning and the overall class. Participants

noted that the module is practical as it contains materials that are taught and also details of the individual project assignments. The module enables students to access the information they missed or were confused about. The pin-up method and peer evaluation, which is new to the subject, is also considered adequate, even more effective than quizzes reception from the previous batch's survey. The method forces students to be active and critical of others' work. The students can also see their friends work and hear the lecturers on each work, enabling the students to have more case studies references in class.

On Individual projects, the students are asked to select one of the four projects they perceive as hardest, easiest, like most, and dislike most. The result is shown in Table 13.

Table 13 Results of Survey Response On Individual Project
(Source: Author, 2022)

	Hardest	Easiest	Like Most	Dislike Most
Alphabetography	6 (16%)	10 (27%)	3 (8%)	14 (37%)
Typographic Contrast	9 (24%)	6 (16%)	4 (10%)	11(29%)
Type as Image	8 (21%)	18 (49%)	22 (59%)	9 (24%)
Typographic Expression	14 (37%)	3 (8%)	8 (21%)	3 (8%)

From Table 13, we can see that the fourth individual project is considered the hardest. Most students feel the third individual project is the easiest and easiest. The first individual project is disliked by most of the students. From this data, the first individual project should be explored further as to why it is disliked most, and the fourth individual project is considered the hardest. Further understanding would be essential to review the individual projects.

E. Interview

From all three classes, three students are selected as interviewees to represent each class. The three students are chosen based on their selected learning format: on-site, hybrid, and full-online. Therefore, the interviewee's selection is expected to represent the whole class as well. Other than the nine students, the author also interviews one lecturer from each of the three classes.

Each interviewee is asked the following questions:
1. Are there any different preparations you do in this (hybrid) class compared to previous classes?
2. Are there any differences in class conduct compared to previous classes in this (hybrid) class?
3. How do the students interact and perform in this (hybrid) class compared to previous classes?
4. Do you agree with having more hybrid classes in the future?

The summary of the interviewee's answers can be seen in Table 14.

Table 14 Results of Survey Response On Individual Project
(Source: Author, 2022)

Question	Summary of Students' Answers	Summary of Lecturers' Answers
1	For offline classes, the students need to finish their work earlier than in online courses, as they need to prepare to come to class physically.	The difference in preparing the hybrid class is the coordination between lecturers that teach the online and offline classes. Each format has its challenge, so the preparation for each class may be different.

2	Offline students are more confident in asking lecturers for their input. Offline students also feel more interested in the lesson compared when attending the class online. They also feel that the lecturers are more enthusiastic when teaching offline.	The offline class is more lively and interactive compared to the online class. Online students sometimes turn off their cameras and are unresponsive when called, making the class more passive.
3	After attending offline classes, the students feel more intimate with their friends and with their lecturers. This prompts them to be more active in class and more confident. Online students feel that the online class is often dull, as students often turn off their cameras and do not see each other, and the class becomes dull.	The result of the students attending the offline class is often better than the online class. The students in the offline class are more active in asking for comments and discussing their works than the online students.
4	The majority of the students agree on having hybrid classes in the future. Students agree that offline is the best format for learning (especially for a practice-based type like typography). However, considering the pandemic, students would also love to have the online class as an option.	A hybrid class is a better option than an online class, especially for courses such as typography that focus more on designing than theoretical classes.

Discussion

Several inferences can be obtained when comparing the various data and results from the 2021/2022 class.

Comparing the student's perception to the result of the class, it can be said that the conduct of the hybrid class on the Pengenalan Tipografi course can be successful. Though the overall mean is 72.2 (B-), students perceive the effectiveness of the hybrid class as 4.27 out of 5, and the effectiveness of the overall class is 4.48 out of 5. From the interview, students stated that in offline sessions, they tend to prepare more for the subject by finishing everything faster so that they may prepare to go to the class better physically. This can be understood as students having less time to prepare or do their work, but it can also be understood as being more prepared for classes. Students and lecturers also noted that the availability of offline courses gives the students more freedom to interact in class, making the class seem more interesting and fun.

We can see that 73.68% of students had increased results from their pretest to their post-test, while the overall average of the classes' mean is 72.2 (B-). We can see the pretest and post-test as indicators of how many students had learned and performed better after learning throughout the semester, while we can see the overall average of the classes' mean as how much the class had performed throughout the semester. These two results complement each other and illustrate how the class performed better. Given that the hybrid format is a new format for Pengenalan Tipografi, given another chance, the results of pretest and post-test difference and the overall mean of the class may increase.

Comparing the result of all four assignments to how each assignment is perceived also shows some critical notes for further evaluation. 37% of the students perceive Alphabetography as the most disliked assignment. However, the overall average of that assignment is 70.92 (B-), the second highest assignment compared to the other three assignments. This can be attributed to the fact that Alphabetography is the first assignment, and students are still adjusting to the class, may it be the subject of the course, lecturers, or even the hybrid format conducted in class. Type as Image is considered the easiest and most liked assignment, and it is the assignment with the highest result 73.88 or B-). Type as Image is also the only assignment that received an increase in overall average compared to the previous academic year. These findings support that Type as Image as an assignment is effective. Typographic Expression is perceived as the hardest assignment by 37% of the students. Typographic Expression has the lowest general average, 65.85 (C+), from all four assignments. The low result is to be expected as Typographic Expression is

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the last assignment, hence the complexity. However, it should be noted that Typographic Expression perhaps needed to be evaluated so that the next batch of students could accomplish the assignment better.

Peer assessment is used in this course to measure and test students to be critical of their peers' designs. The mean of the correct assessments is 26.28, or 39% of the possible correct answers. These results indicate that only 39% of the time, students can distinguish good and bad student work in an assignment. This number is considered low if we believe that the students' overall mean grades are 72.2. This shows that though the students had performed well in class (with an average of 72.2%), the student's comprehension of the good and bad designs was only (39%). Though the result isn't comparable, the current effect should be further analyzed and tested in future batches to see the correlation between the two.

CONCLUSION

The conduct of Pengenalan Tipografi's first hybrid learning format can be seen as successful as the overall mean final grade of the students is still B-. Though several assignments' result is lower than the previous batches, the lower rate can be attributed to the fact that several assignments previously were conducted as a group project and now are conducted as an individual project. Results from the surveys and the interview also show positive reception towards the hybrid class. The 77% of the students that answered the survey gave the hybrid class conduct an average of 4.27 (out of 5) score. Most students also noted that they agree to implement hybrid courses compared to the online class format.

If possible, future class conduct should implement more offline sessions, as the offline sessions prompt the students to be more active and perceive offline courses as more enjoyable. For the subject syllabus, assignments such as Alphabetography and Typographic Expression may need to be evaluated or adjusted to be perceived more positively than this academic year. Peer assessment evaluation is also sufficient, if not better, than quizzes.

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