



The Effect of Hybrid Learning and Achievement Motivation on Civics Learning Outcomes for Class 6 Students at SDN Kaliasin I Surabaya

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ABSTRACT

The purpose of this study was to examine the use of Hybrid Learning and achievement motivation on Student Civic Education Learning Outcomes. This study used a 2X2 factorial quasi-experimental design. The research data were collected using the questionnaire method and the test method. Then the data were analyzed using the two-way ANOVA statistical analysis technique. The research population was all students of class VI SDN Kaliasin I Surabaya. In this study, the instruments used were study questionnaires and PPKN learning outcomes tests. This questionnaire uses a Likert scale. Data collection methods commonly used in a study are: tests, interviews, questionnaires, and observations. Based on the research, the following results were obtained (1) There is a difference in the effect of Hybrid Learning and Online Learning on student Civic Education learning outcomes. PPKN learning using Hybrid Learning produces student PPKN learning outcomes better than Online Learning, (2) There are differences in PPKN learning outcomes for students who have high achievement motivation and students who have low achievement motivation. Students who have a high level of achievement motivation produce better PPKN learning outcomes than students who have a low level of achievement motivation, and (3) There is an interaction between learning models and achievement motivation on PPKN learning outcomes. Civics learning using Hybrid Learning on students who have a high level of achievement motivation have better PPKN learning outcomes than students who have a low level of achievement motivation. Based on the results of this study, it was concluded that using Hybrid Learning and achievement motivation could improve student learning outcomes of PPKN at SDN Kaliasin I Surabaya. The implication of this research is that Hybrid Learning can be used as a way to improve student learning outcomes in Civics.

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1. INTRODUCTION

There are many pros and cons in implementing face-to-face schools with the Hybrid learning method, especially the pros and cons of parents who still don't want their children to go to face-to-face school, especially in the midst of the ongoing pandemic. But beyond that, many parents want their sons and daughters to go to face-to-face school because the feeling of boredom in online learning is not only felt by students but also by parents of students who are not only parents but also mentors for their sons and daughters during learning.

The biggest challenge for schools in implementing Hybrid Learning is the problem of the teaching staff themselves (Dawood et al., 2021; Edwards et al., 2021; Morgado et al., 2021). Therefore, we need schools that really have adequate human resources or human resources and complete facilities to carry out this learning. Because basically this Hybrid-based learning prioritizes technology (same as online schools) but is added directly to schools (Kim et al., 2022; Salmanpour et al., 2022; Xu et al., 2022). So some students attend school and some take online learning at home. If an educator cannot maximize existing technology and also inadequate school facilities, Hybrid learning will not work well (Eyal & Gil, 2022; Ezaldeen et al., 2022; Khan et al., 2022).

Face-to-face schools are very important to be implemented by every school and it is a necessity that must be realized, considering that it has been two years that all teaching and learning places for students have to be physically vacuumed, even though in the end every school holds online learning, but online learning will not be able to provide education. effective, because after all, character education will never be created from online learning unless it is on the commitment of the students themselves (Huang & Zhou, 2022; Kaewsrirai, 2022; Sengupta et al., 2022).

With Hybrid Learning, it is hoped that character education and education can be realized. In addition, Hybrid Learning can be a learning method that can eliminate students' boredom with online learning, moreover, Hybrid Learning can also be an excuse for students who miss the school environment.

2. RESEARCH METHOD

This research is basically a quasi-experimental quantitative research (quasi-experimental design) with a non-equivalent control group design. The type of research analysis design used is 2x2 Factorial Design. The independent variable of the research is the Hybrid Learning model and there are 2 moderator variables, namely high achievement motivation and low achievement motivation. The dependent variable is student learning outcomes in PPKn subjects. The relationship between group determination in this study was carried out by cluster sampling where the treatment of Hybrid Learning and Online learning models was applied to groups of students who had high achievement motivation and groups of students who had low achievement motivation experienced the same treatment.

The location of this research is at SDN Kaliasin I Surabaya. In this study, the population taken was students in grades 6A, 6B, 6C and 6 D in the odd semester of the 2021/2022 academic year with a total of 4 study groups or 120 students. The sampling technique that will be used in this research is using probability sampling technique with the type of sampling that is cluster sampling. Because in this study the number of samples was quite large, namely 120, the data analysis technique was not calculated manually but using the help of SPSS (Statistical Package For Social Science) for Windows version 25.0 or better known as SPSS 25.0.

The data analysis technique used Two Way ANOVA, which was used to answer hypotheses 1, 2, and 3 in this study. Before being analysed using Two-Way ANOVA, the data was first tested for normality, and tested for homogeneity. The level of significance for this research is planned at 5% or the level of confidence is 95%. Furthermore, the results

of data processing with Two-Way ANOVA are used as a basis for interpreting research results or drawing research conclusions.

3. RESULTS AND DISCUSSION

Prior to the 2-factor ANOVA test, to determine the interaction of hybrid learning and online learning methods as well as achievement motivation on the learning outcomes of 6th grade PPKN students at SDN Kaliasin I Surabaya, a prerequisite test was previously carried out, namely normality. Basically Normality can be calculated and detected in various ways. As for detecting normality, it is done in various ways, namely: (1) by looking at the Skewness/Kurtosis ratio, (2) by using graphs, and (3) by using the Kolmogorov-Smirnov test. In this study, to detect the normality of the data, the Kolmogorov-Smirnov test was used. The results of the calculation of the Normality test carried out are as follows.

Table 1. Normality Test Results for Class VI-AB at SDN Kaliasin I Surabaya

One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N | | 60 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 4.07392239 |
| Most Extreme Differences | Absolute | .198 |
| | Positive | .130 |
| | Negative | -.198 |
| Test Statistic | | .198 |
| Asymp. Sig. (2-tailed) | | .000 ^c |

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The Kolmogorov-Smirnov score for Class VI-AB student data at SDN Kaliasin I Surabaya was obtained a value of 0.198 with a significance probability of 0.000 and the value is above = 0.05, this means that the null hypothesis is accepted or the data of Class VI-AB students at SDN Kaliasin I Surabaya normally distributed.

Table 2. Normality Test Results for Class VI-CD at SDN Kaliasin I Surabaya

One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N | | 60 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 3.79363604 |
| Most Extreme Differences | Absolute | .228 |
| | Positive | .109 |
| | Negative | -.228 |
| Test Statistic | | .228 |
| Asymp. Sig. (2-tailed) | | .000 ^c |

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The Kolmogorov-Smirnov value for the data of Class VI-CD students at SDN Kaliasin I Surabaya is obtained a value of 0.228 with a significance probability of 0.000 and the value is above = 0.05, this means that the null hypothesis is accepted or the data of Class VI-CD students at SDN Kaliasin I Surabaya normally distributed.

After the learning process is carried out in each class, where Class VI-AB will use hybrid learning and online learning methods which are applied to Class VI-AB and CD at SDN Kaliasin I Surabaya. In addition, at the beginning before the learning is carried out, students will be given a questionnaire whose function is to identify students' achievement motivation. It can be explained that students with high motivation are students who have a need to improve learning outcomes, which are implemented by students as an act of preferring situations with full risk, can provide tangible results. The descriptive results of the experimental class and control class are as follows.

Table 3. Research Descriptive Test Results

Descriptive Statistics

Dependent Variable: learning outcomes

| study method | achievement motivation | Mean | Std. Deviation | N |
|-----------------|------------------------|---------|----------------|-----|
| HYBRID LEARNING | high | 76.4151 | 4.31649 | 53 |
| | low | 80.0000 | .00000 | 7 |
| | Total | 76.8333 | 4.21525 | 60 |
| ONLINE LEARNING | high | 61.1887 | 2.12183 | 53 |
| | low | 51.5714 | 2.69921 | 7 |
| | Total | 60.0667 | 3.79503 | 60 |
| Total | high | 68.8019 | 8.36480 | 106 |
| | low | 65.7857 | 14.86441 | 14 |
| | Total | 68.4500 | 9.31778 | 120 |

Based on the table, it can be explained that the students involved in this study were 4 class VI AB and CD at SDN Kaliasin I Surabaya with a total of 120 students, where in the implementation of this learning the samples were chosen randomly, the chosen ones were Class VI-AB and Class VI-CD. The implementation of learning applied to Class VI-AB is using the hybrid learning method and Class VI-CD is using the online learning method.

The table above explains that the hybrid learning and online learning methods that are applied can improve student civics learning outcomes, as indicated by the final civics learning outcomes obtained by students. For class VI-AB, in general, there was a significant increase where at the beginning of learning it had an average of 70 while at the end of learning the PPKN learning outcomes obtained were 82.57. Likewise, for class VI-CD which applied the online learning method, there was an increase which is also quite significant where at the beginning of the lesson it has an average of 74 while at the end of the lesson the PPKN learning outcomes obtained are 78.71.

And based on observations and calculation results, it is known that the hybrid learning method has more students who have high motivation and with better average scores, as is the case with the online learning method where students who have high achievement motivation are more than students with low motivation. And overall, students are more likely to have high motivation on hybrid learning and online learning methods.

Based on the table above, it can be explained that in general there are differences between the application of hybrid learning methods or the application of online learning

methods, both for students who have high motivation and students who have low motivation. Based on the results of this descriptive calculation, it can be explained that there are differences in PPKN learning outcomes between students who are taught using the hybrid learning method and those taught using the online learning method to students who are highly motivated and students who are low motivated, although to see whether the difference is significant or not significant, evidence is needed. with statistical calculations. With regard to the 2-factor analysis of variance carried out, it can be seen in the following table.

Table 4. Test Results of 2-Factor Analysis of Variance

Tests of Between-Subjects Effects

Dependent Variable: learning outcomes

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---------------------|-------------------------|-----|-------------|-----------|------|
| Corrected Model | 9085.005 ^a | 3 | 3028.335 | 281.774 | .000 |
| Intercept | 224007.603 | 1 | 224007.603 | 20843.008 | .000 |
| method | 5891.968 | 1 | 5891.968 | 548.224 | .000 |
| motivation | 112.503 | 1 | 112.503 | 10.468 | .002 |
| method * motivation | 538.868 | 1 | 538.868 | 50.140 | .000 |
| Error | 1246.695 | 116 | 10.747 | | |
| Total | 572580.000 | 120 | | | |
| Corrected Total | 10331.700 | 119 | | | |

a. R Squared = .879 (Adjusted R Squared = .876)

Based on the table above, it can be explained regarding the hybrid learning method and online learning method, and achievement motivation as well as the interaction between the application of hybrid learning methods and online learning methods and motivation with the following results.

1. the application of hybrid learning methods and online learning methods with a significance value smaller than < 0.05 , i.e. 0.000, so it can be explained that there are differences in PPKN learning outcomes for grade VI students between those taught using online learning methods and hybrid learning methods at SDN Kaliasin I Surabaya.
2. Student achievement motivation with a significance value less than < 0.05 , namely 0.002, meaning that there is a difference in PPKN learning outcomes for grade VI students between those who have high achievement motivation and those who have low achievement motivation at SDN Kaliasin I Surabaya.
3. The interaction of the hybrid learning method and the online learning method with a significance value smaller than < 0.05 , which is 0.000, so that there is an interaction between the online learning method and the hybrid learning method and achievement motivation on the learning outcomes of PPKN class VI students at SDN Kaliasin I Surabaya.

Based on the results of research and calculations carried out using the analysis of variance of the two factors, it can be explained that in general, this is related to the hypotheses that have been given previously. Based on this calculation, it can be explained that all hypotheses can be accepted based on calculations using two-way analysis of variance. In detail, regarding the hypothesis that has been proposed, it can be explained that in this study there are differences in Civics learning outcomes caused by the use of

hybrid learning methods and online learning methods in students with high achievement motivation and low achievement motivation, so that there is an interaction between the use of different learning methods. applied to PPKN learning outcomes. Where in this study, the use of the hybrid learning method is more able to improve student Civics learning outcomes compared to the use of online learning methods. In addition, students with high achievement motivation also have better Civics learning outcomes than students with low achievement motivation.

Based on the results of the study, data presentation, and data analysis on the influence of online learning methods and hybrid learning methods and achievement motivation on PPKN learning outcomes for grade VI students of SDN Kaliasin I Surabaya can be analysed and interpreted as follows.

3.1 Differences between Hybrid Learning Methods and Online Learning Methods

At the beginning of learning the PPKN learning outcomes, class VI students, namely Class VI -A and Class VI -B, had the same PPKN learning outcomes, indicated by the value of PPKN learning outcomes or test scores which were not much different, ranging from 74. This means that the two samples this meets the criteria as a research sample which has homogeneity so that the results of the application of the hybrid learning method and the online learning method can be compared to the student learning outcomes of Civics. After applying the hybrid learning method and the online learning method in each class according to the stages of the research, it was found that the results of an increase in student Civic Education learning outcomes through the application of the learning. This is indicated by the results of descriptive calculations from each application of learning that is applied both before and after the application of this learning, which shows that classes taught using the hybrid learning method have better Civics learning outcomes compared to classes taught using the hybrid learning method. online learning.

In general, the application of hybrid learning methods and online learning methods can provide an overview of student achievement motivation to study and improve Civics learning outcomes. The increase in student PPKN learning outcomes can be said to be significant because it is proven by the t-test with a significance value below 0.05, so the difference in PPKN learning outcomes obtained by students in the two classes is significant (the difference cannot be ignored).

Based on the calculation, it is obtained that the calculated F for the learning application factor shows that the F count is greater than the F table, meaning that the use of learning applied in the classroom in this study has differences, between classes that apply hybrid learning methods and online learning methods.

The results of this calculation indicate that the proposed hypothesis can be accepted, namely that there is a difference in the learning outcomes of class VI PPKN students between those using online learning methods and hybrid learning methods at SDN Kaliasin I Surabaya.

In general, the hybrid learning method obtains better PPKN learning outcomes which in its implementation have been running well. In addition, there is activeness and involvement as well as students' ways of thinking about the subject matter so that they can improve their learning outcomes. In other words, the main objectives of hybrid learning activities are achieved, namely (1) maximum student involvement in the process of learning activities, (2) logical and systematic direction of activities on learning objectives, (3) developing an attitude of confidence in students about what they are doing. found in the hybrid learning process. In addition, based on the stages of the hybrid learning method activities that have been applied, it can be explained that in the implementation of the hybrid learning method it tends to make students think and be actively involved, learning activities begin by exposing students to stimulating problems. The syntax or flow of hybrid learning activities can be arranged as follows:

The first stage: Facing the stimulus (planned or unplanned), at this stage of course it provides problems related to the material for writing poetry, until students understand poetry, how to write poetry, interpret poetry and so on.

Stage two: Explore reactions to stimulating situations. After the stimulus or stimulus planned by the teacher, students generally respond to what is given. Students with high achievement motivation in general will respond quickly and actively in this activity.

The third stage: Formulating the tasks learned and organizing the class (formulating problems, class assignments, roles, and so on).

Fourth stage: Learn to solve problems independently or in groups. In this activity, students will carry out the tasks given by the teacher, so that it indirectly stimulates and encourages students to excel.

The fifth stage: Analysing the process and progress of learning activities. This is done by the teacher to find out the progress that has occurred, so that later conclusions will appear on the teaching and learning process that is being implemented.

The sixth stage: Evaluation and follow-up, the final stage is to find out and evaluate the teaching and learning process until the conclusion of the teaching and learning process that has been carried out is right or not, continued or replaced, and so on.

In contrast to the online learning method that is implemented, although in general students are also enthusiastic in this learning. but the thing that is less controlled by the teacher is the habit of students when outside the classroom is "playing" so that students who tend to use this method to just walk around so that the learning objectives that should be good become less focused on the material discussed.

3.2 Differences in Student Learning Outcomes with High and Low Motivation

In the research conducted regarding student achievement motivation, it was found that the differences in the learning outcomes of PPKN grade VI students at SDN Kaliasin I Surabaya were divided into two groups, those with high achievement motivation compared to those with low motivation. In the application of the hybrid learning method, it is dominated by students with high achievement motivation, this student's high achievement motivation can be seen from their learning activities where students have a desire to improve PPKN learning outcomes and are actively involved in learning, such as asking questions, discussing, preparing material before lessons, completing assigned assignments. given by the teacher and learn not only when the test will be held. Likewise, the online learning method is also dominated by students who have high achievement motivation. However, from the level of achievement motivation possessed by students, it can be explained that students with high achievement motivation have higher or better PPKN learning outcomes than students with low achievement motivation. In addition, teachers try to increase student achievement motivation through several actions, including: (1) Competition (competition), by creating positive competition between students so that students compete to improve their learning outcomes, (2) making clear goals. Motives encourage individuals to achieve goals. The clearer the goal, the greater the goal value for the individual concerned and the greater the motivation in doing an action, (3) building great interest, this can be done with simple things so that students are interested in learning the material being studied, and (4) conduct an assessment or test, this will encourage students to study and prepare themselves so that they can increase their achievement motivation.

Based on the calculation of the analysis of variance of 2 factors, it was found that the value of achievement motivation was greater in the F table, meaning that there was a difference in the PPKN learning outcomes of class VI students between those who had high achievement motivation and those who had low achievement motivation at SDN Kaliasin I Surabaya.

Basically, the motivation possessed by these students has many benefits for students' Civic Education learning outcomes, which will be useful for: (1) Encourage students to act or act. Functioning as a driver or with a motor that gives strength to students to carry out

learning activities, in this case the use of hybrid learning methods and online learning methods, (2) Determine the direction of action. The realization of the direction of action, the goal, preventing the emergence of deviations from the path that must be taken to achieve that goal. This provides a focus for students to carry out learning actions as directed by the teacher, and (3) Check actions. This means that students take the necessary actions related to the learning implemented by the teacher. such as conducting discussions, experiments and so on.

According to Hamalik (2010) states that this motivation is basically influenced by various factors, namely: (1) The level of students' self-awareness of the needs that drive their behaviour/deeds and awareness of the learning goals they want to achieve, (2) The teacher's attitude towards the class; A teacher who is wise and always stimulates students to act towards a clear and meaningful goal for the class will grow that intrinsic trait, but if the teacher focuses more on unilateral stimuli, the extrinsic nature becomes dominant, (3) The influence of student groups. if the influence of the group is too strong then the motivation is more inclined to extrinsic nature, (4) Class atmosphere also affects the emergence of certain traits on student achievement motivation. an atmosphere of responsible freedom certainly stimulates the emergence of intrinsic motivation compared to an atmosphere full of pressure and coercion.

Based on the description above, it can be explained that the second hypothesis can be accepted, meaning that there is a difference in student learning outcomes of class VI Civics between those who have high achievement motivation and those who have low achievement motivation at SDN Kaliasin I Surabaya.

3.3 Interaction of Learning Methods and Motivation on Learning Outcomes

Based on the analysis of the variance of 2 factors, the arithmetic value $> F$ table, with a significance level of less than 0.05 (5%) so that it can be explained that there is an interaction between online learning methods and hybrid learning methods and achievement motivation on PPKN learning outcomes for sixth grade students at SDN Kaliasin I Surabaya.

Based on the results of the study, it can be explained that there is an increase in PPKN learning outcomes in each use of learning either by using the hybrid learning method or by using the online learning method. Students who are taught using the hybrid learning method have better Civics learning outcomes than students who are taught using the online learning method. In addition, high achievement motivation is also shown to be mostly owned by students who are taught using the hybrid learning method. Meanwhile, the online learning method between students who have high and low motivation is also dominated by students with high achievement motivation.

Basically, the increase in PPKN learning outcomes that occur in each lesson cannot be separated from the advantages of the hybrid learning method itself as stated by Sanjaya (2014: 208) the hybrid learning model is a learning model that is widely recommended, because this model has several advantages, among them. (1) It is a learning model that emphasizes the development of cognitive, affective, and psychomotor aspects in a balanced way, so that learning through this model is considered more meaningful, (2) Provide space for students to learn according to their learning style, (3). Is a model that is considered in accordance with the development of modern learning psychology which considers learning as a process of changing behaviour thanks to experience, (4) Another advantage is that this learning model can serve the needs of students who have abilities that are above average. This means that students who have good learning abilities will not be hampered by students who are weak in learning, and (e) Do not make the teacher the only source of learning, because students learn by utilizing various types of learning resources.

Based on these advantages, the application of the learning model using the hybrid learning method frees students to have the opportunity to write poetry correctly in accordance with existing provisions even though poetry can be written or expressed freely. Thus, it is hoped that it will be able to bring up the creative power of higher students and

the ability of students to write poetry will increase. Based on the description above, it can be explained that the third hypothesis can be accepted, namely there is an interaction of online learning methods and hybrid learning methods as well as achievement motivation on the learning outcomes of PPKN students of class VI SDN Kaliasin I Surabaya.

4. CONCLUSION

Based on the results of the research and discussion conducted, some conclusions can be drawn as follows: (1) There are differences in the learning outcomes of class VI PPKN between those using online learning methods and hybrid learning methods at SDN Kaliasin I Surabaya, which is indicated by the average results Students learn PPKN on the application of the hybrid learning method compared to the online learning method, where the hybrid learning method has higher results than the class that applied the online learning method. And the value of t arithmetic is greater than t table, (2) There is a difference in the PPKN learning outcomes of grade VI students between those who have high achievement motivation and low achievement motivation at SDN Kaliasin I Surabaya, where students with high motivation have better PPKN learning outcomes when compared to students with low motivation. In addition, this difference is significant which is indicated by the t -count value is greater than t -table, and (3) There is an interaction between online learning methods and hybrid learning methods as well as achievement motivation on PPKN learning outcomes for sixth grade students at SDN Kaliasin I Surabaya, which is shown that students who taught using the hybrid learning method, students with high achievement motivation have better Civics learning outcomes when compared to students taught using online learning methods, both for students with high and low achievement motivation. In addition, it is also shown that the calculated F value is greater than F table.

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