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AN ANALYSIS OF HYFLEX LEARNING'S EFFICACY IN TEACHING THE MASTER OF BUSINESS ADMINISTRATION PROGRAM AT SUAN SUNANDHA RAJABHAT UNIVERSITY

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Abstract

This study examines the effectiveness of Hyflex Learning in instructing the Master of Business Administration program at Suan Sunandha Rajabhat University. It aimed to investigate the effectiveness of HyFlex Learning in teaching and learning within the Master of Business Administration program. The population group consists of Rajabhat University students pursuing a Master of Business Administration.

This research collected data from 30 people and analyzed it using questionnaires and statistics, which included percentages, averages, and standard deviations. The study's findings revealed that the level of opinion regarding Hyflex Learning's effectiveness in teaching and learning the Master of Business Administration program was not as high as it once was. Suan Sunanda Rajabhat University achieved the highest overall rating of 4.62. Individually, I found the most high-level aspects included giving learners the freedom to choose the mode of teaching and learning activities as appropriate, ensuring quick and convenient access to the system for easy access to the teaching and learning model, determining the extent to which you believe this system should be used in all subjects, and encouraging teachers and learners to participate in the formulation of the learning interaction model, with average scores of 4.86, 4.80, 4.70, 4.40, and 4.30, respectively.

Keywords: Hyflex Learning, Effectiveness, Perception

Introduction

Today's world is changing rapidly. The current era introduces a new wave of information technology and information sharing in education, enabling communication and research through online resources, many of which are accessible on the Internet. In the digital age, online learning represents an educational innovation that transforms traditional learning methods by utilizing advanced technology to facilitate effective online teaching and learning. Letamornsak, G., & Labbuangam, N. (2024). The development of learner-centered teaching and learning, along with the promotion of educational technology, allows students to tailor their learning to their individual needs. The Master of Business Administration program has implemented a Hyflex teaching and learning program in accordance with the university's student/learner-centric policy.

The advantage is that students can flexibly drive their learning through an interactive learning management system, where they have the option to learn with instructors. In addition, it supports the management of credit bank courses and general learning courses in the form of Up-Skill and Re-Skill. The HyFlex learning model is a flexible blended learning management system that incorporates various teaching and learning processes, methods, and learning strategies. The model incorporates steps that emphasize the active role and participation of learners. The model aims to enhance learners' problem-solving abilities, which in turn promotes students' critical thinking and academic success.

The researcher's motivation to investigate the effectiveness of Hyflex Learning in the teaching and learning process of the Master of Business Administration program at Suan Sunanda Rajabhat University stemmed from the reasons mentioned above. The purpose of this study is to use the results to improve and develop Hyflex Learning teaching in the field of learning. The Master of Business Administration Program at Suan Sunanda Rajabhat University utilizes learning tools and a diverse learning environment to enhance the effectiveness and diversity of Hyflex learning, aligning with the program's suitability.

Research Objectives

The study aims to investigate Hyflex Learning's efficiency in teaching and learning the Master of Business Administration program at Suan Sunanda Rajabhat University.

Scope of the Research

1. Scope of the study content

The scope of the study content includes: as follows

1.1 General information of samples includes gender, age

1.2 Level of opinion on the study of teaching effectiveness of Hyflex learning in the teaching and learning of the Master of Business Administration program at Suan Sunanda Rajabhat University

2. Scope of the Population

The population used in the research was students of the Master of Business Administration at Suan Sunanda Rajabhat University.

3. Scope of the Time

The study was conducted between January and August 2024 for a total of 7 months.

Literature Review

Meaning of perception

Wolman, B. B. (1989). He said that perception is the process of manipulating sensory information to create an understanding of the surrounding environment and defining each part's contacts from various environments.

Gibson, J. J. (1979). It is defined as the process by which a person receives information directly, interpreting things based on the environment, and this interpretation will vary depending on each person's experience.

Robbins, S. P. (1998). It is defined as the process by which a person manages and interprets impressions obtained through touch. The goal is to derive the meaning based on the familiar environment.

Stranks, J. (2002). Perception is defined as understanding something or any object through the interpretation of a person's sensory organs. Awareness is the process of receiving both information and messages. Sight, hearing, touch, taste, and sight all provide information.

Sereerat, S., et al. (1998). It has given the meaning of perception, which refers to the process by which a person organizes and interprets his or her own impressions to give

significance to the environment. For example, every employee in a company may perceive that his or her company is a good place to work because of the favorable conditions. Interesting assignments High remuneration There is management with understanding and responsibility, which may not be what it seems.

Chongasanakul, P. (2007). It refers to the process by which individuals selectively organize and interpret stimuli into a meaningful picture as a whole. We are two people who receive the same stimulus. The conditions are the same, but they have an influence and manifest the organization, and the interpretation is an individual process that depends on needs. Values and expectations

Senesath, W., et al. (2007). It has defined perception as the process by which a person receives, acts, interprets, and reacts to stimuli.

Concepts and theories related to Hyflex learning

Hyflex learning combines classroom teaching with a variety of learning styles. The environment strongly emphasizes learners' responsibility and awareness of their responsibilities. We prepare each lesson in a database and on a network system, using the Internet as a learning medium. Communication between learners and instructors, or learners and other learners, occurs through networking and group discussions.

1. Hyflex learning Environment

Prokop, P. (2008). pp.23-32. It has described the characteristics of an integrated or blended learning environment as a combination of classroom teaching and a variety of learning styles.

2. Elements of Flexible Hyflex learning

Flexible Hyflex learning comprises the following elements: Flexible Integrated Learning Design Process both the instructor's and the learner's roles are crucial.

3. The role of instructors in managing

Hyflex learning (Beatty, Raksakul, R., Yamrung, R., & Suthasinobon, K. (2023). The management of flexible Hyflex learning encompasses this dimension. Instructors must present the content effectively and professionally. (Beatty, 2019 Raksakul, R., Yamrung, R., & Suthasinobon, K. (2023). It presents knowledge creatively through a variety of learning management techniques and is aligned with the learner group.

The concept of innovation and educational technology with the HyFlex Learning model

The HyFlex model's curriculum design principles include four crucial pillars that are student/learner centric. (Kaewrattanaphat, N. (2024).) as follows:

1. Learner Choice Learners should have access to a variety of learning options and opportunities, such as those listed below:

1.1 On-Site Classroom or Synchronous It is a unique learning style, namely: Receiving immediate feedback is a unique learning style. Both learners and instructors benefit from immediate feedback.

1.2 Online หรือ Virtual Classroom or Remote Asynchronous This learning style is unique in that it allows for remote communication and immediate feedback.

1.3 On-Demand or Video On-Demand or Remote Asynchronous It is a unique learning style, namely: You don't need to learn this unique learning style concurrently with classroom instruction. However, learning this method does not immediately give me feedback. Instructor inquiries may be used later via chat or email.

2. Equivalency :Learning must achieve equitable learning outcomes through the creation of a curriculum with a variety of measurement and evaluation designs that suit learners and the learning style chosen by learners (On Site/Online/On online, or on demand).

3. Reusability :Teaching materials and lectures must always be in a reusable format.
4. Accessibility: Always have access to content and interactive activities.

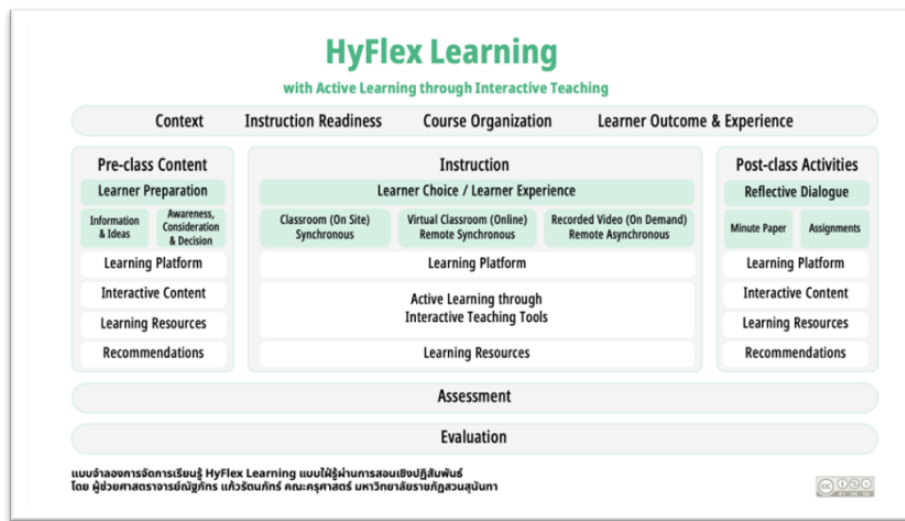


Figure 1 HyFlex Learning Reference Universal Principles for HyFlex Course Design Four Pillars https://edtechbooks.org/hyflex/hyflex_values (Kaewrattanaphat,N. (2024).)

Hyflex Learning Management Model through Interactive Teaching by Assistant Professor Nathapat KaewRattanaphat Faculty of Education, Suan Sunanda Rajabhat University

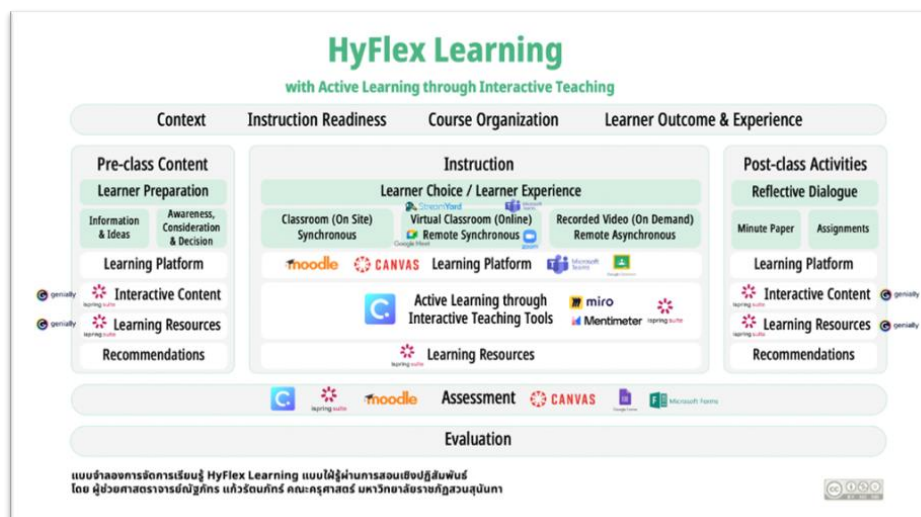


Figure 2 Hyflex Learning Management Model through Interactive Teaching (Kaewrattanaphat, N. (2024).)

The elements of managing the Hyflex learning model in conjunction with Active-Interactive Learning are as follows:

1. Availability and Planning include:
 - 1.1 Context
 - 1.2 Instruction/Lecture Readiness
 - 1.3 Course Management
 - 1.4 Desirable Learning Outcomes and Experiences

2. Pre-Class Content: Students have the opportunity to receive information, content, and ideas before class and use them to consider and decide on a learning style (onsite, online, or on-demand) that is suitable for the topic or course. To transfer teaching and learning knowledge (instructions), use interactive knowledge media. Interaction between learners and instructors facilitates active learning activities. Instructors, learners, and content should consistently assess the outcomes.

3. Post-Class Activities: Measure and evaluate whether learners who pass the three modes of learning (onsite/online/on-demand) will have similar learning outcomes. Learners should conclude what they have learned through a reflective dialogue, such as a Minute Paper, short summary, and/or worksheet, to review and practice to achieve the expected learning outcomes.

Related Research

Bamroongcheep, U. (2014). The study found that Hyflex Learning is a teaching and learning technology that enhances the efficiency of education management in the 21st century amid changes in information and communication technology. HyFlex Learning is a hybrid learning management model that combines face-to-face teaching and online learning. Flexible learning allows learners to participate in teaching and learning activities based on their interests, including classroom learning activities and online classroom participation. Learners can change their participation in the activity according to their interests in each topic, the subject matter studied each week according to the needs and interests of each learner, as well as a learning plan.

Robroo, I. (2017). Development of a Blended Teaching and Learning Model for Learning Management for Teacher Students This research aims to create a blended teaching and learning model specifically for student teachers while also exploring the perspectives of experts on this model. The researcher identified 19 teaching and learning management experts in the Faculty of Education. Component 1: Principles, Concepts, and Theories involves managing teaching and learning, placing learners at the center, and arranging a learning environment that blends traditional classroom learning methods. It is normal to integrate electronic learning, organize active learning activities, and evaluate learning outcomes based on the actual conditions. Component 2: Teaching and learning process: Learners build knowledge and understanding and memorize content based on the understanding gained from the learning experience and learners can transfer knowledge to their peers. Learners can express their opinions and present their work appropriately. The learning contract serves as a binding tool in the teaching and learning process. The instructor's role includes acting as a sponsor, providing advice, and making recommendations. Create an appropriate learning environment for students to plan lessons that align with the learning objectives and subject content. Learners participate in learning activities to strengthen their motivation. Use provocative questions to communicate. Initiate dialogues and constructive criticism among students to establish the learning contract's evaluation criteria, considering the desired learning results. This is a learning situation where learners and instructors work together to plan appropriate subject content and meet learners' needs. The lesson plan's formulation must cover the learning objectives. Use a learning contract that binds learning and serves as a guide for evaluating academic performance based on actual conditions. Learners can create new knowledge on their own and pass it on to friends.

Research Methodology

This study employs a quantitative research design that employs a purposive random sampling method to collect data through a questionnaire.

1. Population and Sample:

The sample population in this study was comprised of **30** graduate students enrolled in the Master of Business Administration Program.

2. Instrument:

The instrument employed in this study was a questionnaire consisting of two types of questions: closed-ended questions and questions that asked respondents to express their opinions. Specifically, the questionnaire pertained to the factors affecting the graduation of Master of Business Administration students at Suan Sunandha Rajabhat University. The questions are based on a rating scale based on Likert's model (R.A. Likert), wherein respondents are asked to answer at five levels, namely, most, high, medium, low, and least.

3. Data Collection:

Data was collected from Master of Business Administration students during the period from January to August 2024 using purposive sampling. The researcher identified two types of data sources: 1. Secondary Data, which comprises data obtained from studies, research results, articles, journals, theses, online newspapers, magazines, statistical data, reports, and information from the Internet, and 2. Primary Data, which was collected through the distribution of questionnaires. The researcher collected the questionnaires and verified their completeness for analysis.

4. Data Analysis:

The data was analyzed using a computer program that employed percentage, mean, and standard deviation statistics.

Research Results

The data collected from 30 respondents revealed that a majority of the students were female, with 18 respondents representing 60.0 percent, while 12 respondents (40 percent) were male. In terms of age, the majority of the respondents fell in the age range of 31-35 years, accounting for 15 people (50 percent), followed by 6 people (20 percent) in the age range of 36-40 years and 5 people (16.7 percent) age range of 26-30 years. This data is summarized in Table 1.

Table 1 Number and percentage of demographic characteristics of respondents

Demographic characteristics	Number	Percentage
1. Gender		
Male	12	40.0
Female	18	60.0
Total	30	100.0
2. Age		
26 - 30 years	5	16.7
31 – 35 years	15	50.0
36 - 40 years	6	20.0
41 years or more	4	13.3
Total	30	100.0

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male. In terms of age, the majority of the respondents fell in the age range of 31-35 years, accounting for 15 people (50 percent), followed by 6 people (20 percent) in the age range of 36-40 years and 5 people (16.7 percent) age range of 26-30 years. This data is summarized in Table 1.

Part 2: Results of Opinion Level Analysis on the Study of Hyflex Learning Teaching Effectiveness in Teaching and Learning of the Master of Business Administration Program at Suan Sunanda Rajabhat University

Results of the analysis of the level of opinion on the study of the effectiveness of Hyflex Learning in the teaching and learning of the Master of Business Administration Program. Overall, Suan Sunanda Rajabhat University ranked highest, with an average score of 4.62. If considered individually, it was found that the most important aspects were to give learners the freedom to choose the mode of teaching and learning activities as appropriate, to have convenient and fast access to the system, and to access the teaching and learning model easily. Do you believe all subjects should use this system to the same extent? The videos used in teaching and learning are complete and clear. The teachers and learners are involved in determining the learning interaction model with an average of 4.86, 4.80, 4.70, 4.70, 4.40, and 4.30, respectively, as shown in Table 2.

Table 2 shows the average standard deviation of the level of opinion on the study of teaching effectiveness in the Hyflex Learning in the teaching and learning of the Master of Business Administration program at Suan Sunanda Rajabhat University

Description	\bar{x}	S.D.	Level of Opinion (Rank)
1. This gives learners the freedom to choose the appropriate form of teaching and learning activities.	4.86	.507	Max
2. Engage instructors and learners in shaping learning interactions.	4.30	.794	Max
3. The learning format is easily accessible.	4.70	.651	Max
4. The system is convenient and quick to use.	4.80	.610	Max
5. The instructional videos used are clear and of high quality.	4.40	.674	Max
6. To what extent do you think this system should be integrated into all subjects?	4.70	.651	Max
Total	4.62	.558	มากที่สุด

Conclusion and Discussion

The study on Hyflex Learning's effectiveness in teaching and learning the Master of Business Administration program at Suan Sunanda Rajabhat University found that the level of opinion was the highest in all aspects. Upon examining each perspective, we found that the most prevalent viewpoint was for learners to have the freedom to select the appropriate mode of teaching and learning activities, to have quick and convenient access to the system for easy access to the teaching and learning model, to what extent do you believe this system should be used in all subjects, and to ensure that the videos used for teaching and learning are complete

and clear and that teachers and learners are involved in determining the learning interaction model. These findings align with the research conducted by Siroj Phongpansin, Sukum Chalaisap, Jira Chitsuba, and Veenat Sakulhom (2022). Conduct a study on blended and flexible learning. The study focuses on the management of dynamic learning during an educational recession.

The findings demonstrate the effectiveness of Hyflex Learning, the distinctions between Hyflex and Hybrid Learning, and the proactive learning management approach in the current educational recession. The author derived this information from a thorough analysis and synthesis of numerous documents and research, as well as his personal experience with Hyflex Learning management during the past semester. This information serves as a valuable guide for teachers and those interested in implementing and adapting this approach to proactive learning management for learners at a time when Thai education is experiencing a recession. Uthit Nurnurcheep (2014) conducted a study on the findings, revealing that Hyflex Learning is a teaching and learning technology that enhances the efficiency of education management in the 21st century. Changes in information and communication technology help to manage learning in both instructor-guided classes and self-study. Hyflex Learning is a hybrid learning management model that combines face-to-face teaching and learning with online learning and flexible learning. Learners have the option to engage in both classroom and online learning activities, tailoring their participation to their interests and needs. Each week, learners can adjust their participation in activities based on their interests in each subject, taking into account their individual needs and interests, as well as their learning plan.

In conclusion, the Master of Business Administration program places a strong emphasis on HyFlex Learning. Learners can learn anywhere and anytime, and teachers need to be prepared for teaching, including scheduling, class, and learning. There are three different types of learning management styles.

1. Learning planning is arranged for students in the regular classroom at the same time and on the same day.
2. Online learning management for learners
3. Learning plans are arranged for non-attending groups based on both formats: the recording of past teaching and online activities according to the time that is convenient for the learners and ready to learn.

Acknowledgement

This study investigates an analysis of HyFlex Learning's efficacy in teaching the Master of Business Administration program at Suan Sunandha Rajabhat University. The author extends sincere appreciation to the graduate students of the program who provided valuable information for this research. Furthermore, the author would like to express deep gratitude to the Graduate School of Suan Sunandha Rajabhat University, program instructors, and all executives for facilitating this study and providing unwavering support for the development of the research from routine work to research (R2R: Routine to Research), seriously and continuously until successful completion.

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