Going Hybrid or Full Online Learning? Lessons Learned from Middle School in Balikpapan

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ABSTRACT

This study aims to find out how satisfied the students are in learning during pandemic season more specific to whether going hybrid or full-online learning with teachers' performance as intervening variable. This research is Descriptive Quantitative where the primary data being collected from the answer of questionnaire responded by total of 388 respondents. This study covers middle schools in Balikpapan. Sampling data taken from grade 7, 8, and 9 junior high school. Descriptive analysis, t-test as partial test and path analysis being used to find exact numerical data by processing it on SPSS 26 version. The result of this study shows that the levels of full-online and hybrid teaching-learning, teacher's performance, and student's learning satisfaction are in "good level". The effect of full-online, hybrid learning significantly affecting teacher's performance, and full- online, hybrid learning, and teacher's performance partially affecting student's learning satisfaction significantly. Path analysis for X1 to Z through Y shows that Total effect is greater than direct effect while indirect effect is smaller. Path analysis for X2 to Z through Y shows that total effect is greater than direct effect while indirect effect is smaller. This study is surely beneficial to the school where this study is conducted and also the educators by giving the overview about how the teaching-learning has impacted both teachers and students during this pandemic era. It's also given opportunity to learn from, to improve technique in giving the best learning experiences to the students' satisfaction. The result of this study may show which is the best choice for the educational practice in the future

1. Introduction

Going through the rough days as the impact of global pandemic leads uncertainty tothe world of education especially for Student's Learning Satisfaction. One of the impacts is students are being confused by the form of new kinds of classrooms which are virtual. Students sometimes have to face boundaries joining virtual classrooms since there isunstable internet connection (Hayat, M. U., 2020). That brings unsatisfied learning experience for the students. Next, students have to adjust with new teaching-learning mediaand materials. Students need more time to learn how to access learning materials and sometimes it takes more time than the learning itself. Moreover, students need to choose between going Hybrid or full online learning method which are way different from the traditional way of learning. In the beginning of the pandemic everything should go online

but lately the students have been given choices whether to go full online learning or going to school and have Hybrid style of learning (Dorn, E.,et.al, 2020). Along with these changes in options comes confusions that result as unsatisfied learning for students.

Educational system nowadays is being forced to go far beyond the traditional practices and brings both difficulties and benefits (Barnwell, P., 2020) to Teacher's Performance. First and foremost, classrooms are not the same anymore. zoom, g-meet, telegram, Whatsapp, replaced the entire use of traditional classrooms especially during the C-19 pandemic. Then, teaching-learning media and materials are more accessible and advanced. But then, some teachers are not as advanced as the technology they use. Thereare some difficulties especially for the senior teacher, for them to learn new teaching mediatakes more time, more energy, and even more money. For example, Web based learning, online library, e-book, online worksheet, exercises, quiz, and tests are available and more accessible as the change of the traditional paper-based material. And, teaching methods areway different that requires more learning time for the educators themselves (Lorenzo-Lledo, A., 2021). The practices of online teaching and Hybrid teaching models are used in synchronous and asynchronous ways completely change the way teachers teach.

Specifically in Balikpapan, the government has stated that middle school level is allowed to operate normally since January 2022 according to the level of Covid-19 spread, based on the letter by city government (Balikpapan) on 1st March 2022. Several schools chose to function normally, while other schools chose to do Hybrid learning. These also hasbrought uncertainty to both students and the educators themselves. Since the options are being given to the students, then the study progress will be determined by their own choice. During the process the possibility is open to the school to have full online learning again if there is a sudden attack of the virus. For example, when there is one student with positive covid 19, the school will suspend all school activities for at least one week or change to full online learning again while waiting for the recovery of the whole. These things of course impacted the quality of teaching learning.

So, those study background above lead researcher to the eagerness of finding out about Full-Online and Hybrid Teaching-Learning Effect on Teacher's Performance and Their Impact on Student Learning Satisfaction at Middle School in Balikpapan. Based on the study background above, the problem of the study is as follow:

1. What is the level of Hybrid teaching-learning model, Full-Online teaching-learning model, Teacher's Performance, and Student's Learning Satisfaction.
2. How is the effect of Full-Online teaching-learning to Teacher's Performance.
3. How is the effect of Hybrid teaching-learning to Teacher's Performance.
4. How is the effect of Hybrid teaching-learning to Student's Learning Satisfaction.
5. How is the effect of Full-Online teaching-learning to Student's Learning Satisfaction.
6. How is the effect of Teacher's Performance to Student's Learning Satisfaction.
7. How is the effect of Hybrid teaching-learning to Student's Learning Satisfaction with Teacher's Performance as mediator.
8. How is the effect of Full-Online teaching-learning to Student's Learning Satisfaction with Teacher's Performance as mediator.

Blended teaching methods combine traditional classroom experiences, experiential and observational learning objectives, and online courses to provide better teaching methods. Blended learning is a teaching method where teachers teach students both in personand remotely. Blended learning refers to teaching students in person using specific teaching methods and materials. Blended learning offers the opportunity to personalize learning andoffset study time in a blended program. (Neelakandan, N., 2021; Mercanti-Anthony, M.J., 2020; Boyarsky, K., 2020; & Deignan, S., 2021). Blended learning can also provide more

flexibility for students and teachers. As a bonus, both educators and students can develop their technical skills through blended/blended and online learning. Blended learning combines face-to-face learning with an asynchronous learning approach, with students completing online exercises and watching instructional videos in their spare time. (Iowa State University., 2020; & Boyarsky, K., 2020) In some cases, hybrid classes include elements of asynchronous learning, such as online exercises and pre-recorded video instructions, to support face-to-face classroom experiences. Basic hybrid learning is where some students who cannot attend in person are allowed to study remotely for a set period oftime. For students who cannot attend classes in person, the hybrid learning environment allows students to study remotely from home. Hybrid learning is an educational model in which some students attend classes in person while others join classes virtually from home. (Boyarsky, K., 2020; & UCL 2021) Hybrid learning will consist of a combination of digital and on-campus classes, where students can participate in on-campus classes, digital classes in the same time zone, or digital classes in a different time zone as stated by The Universityof Edinburgh, (2022).

In a hybrid learning format, students benefit from interacting with online course content, leaving more time in the classroom for active learning. Research has shown, and good practice has shown, that the best hybrid learning allows students to interact with content and participate in learning activities before, during, and after the face-to-face lesson. Turning the classroom on its head and creating a hybrid/blended course involves students inthe learning process through active learning methods, not just through teaching. (Iowa State University.,2020; Penn State University., 2022; & Cornell University., 2022). With the right planning, blended programs combine the best aspects of in-person and online learning, making education more accessible to many students. In short, blended knowledge allows students to take classes both online and in person. The Blended Learning Consortium is a global learning community for independent schools that develops online programs for middle and high school students as supported by Neelakandan, N., (2021); & Boyarsky, K.,(2020). Blended learning does not involve a principled on-campus model or a principled online model, but is designed to allow students to transition easily between the two. Blended learning, sometimes called concurrent or flexible learning, typically involves teaching students face-to-face in the classroom as well as online or distance learning. In a blended learning model, in addition to face-to-face synchronous learning, asynchronous learning methods can also be used. Collaborative learning is suitable for blended environments because it facilitates interaction between students in the classroom and those who are far away. (Boyarsky, K., 2020; Viewsonic Library., 2020; The University of Edinburgh., 2022;& Empowered., 2021)

Collaborative learning is great for teachers who want more student-centered activities. Collaborative learning involves dividing the class into small groups so that students can explore new concepts together and learn from each other as they do. During classroom learning, students can participate in authentic and collaborative learning. By creating a learning environment where students feel that their teacher respects them and cares about their learning, students are more likely to stay motivated and put their energy into work. As in any other classroom, students and teachers deserve to learn together in a space that welcomes and invites all participants. We know that relationships and collaboration are important for students for both well-being and learning, and helping students, especially those who live remotely, feel like they are participants and not just an audience is one way to create a classroom community in hybrid learning. As stated by Hudson, E (2020) as well as Ferlazzo L. (2020), that the time spent together in hybrid learning is valuable, so learners should use asynchronous learning to absorb material and

perform activities that will prepare them for interactive synchronous lessons such as debates, presentations, or design sprints.

Traditional classroom learning takes place in a dedicated space where both student and teacher are present, while online materials allow students to work at their own pace in their own time. What the should we learn from developing online courses should help us learn if we need to go online for a period of time. Deignan, S. (2021), argue that we have adapted a set of learning strategies to support online learning, focusing on supporting the community, supporting students, and creating engaging and meaningful learning experiences. These learning strategies are guaranteed to optimize the learning space for your students in a clear, engaging and engaging way for both face-to-face and distance learning. Perhaps involve our students to understand what works best for them (Halterman, J., 2021). Of course, there are those who want to resume in-person learning, but there are others for whom online learning works very well. For educational spaces that lack existing technology, education may offer a hybrid approach in using portable technology to provide a viable experience for in-person and remote students (UCL, 2021). You can use technologies like artificial intelligence (AI), virtual reality (VR) and augmented reality (AR) that students loveto encourage classroom participation and online lessons.

Other benefits of a blended learning model include improved dialogue between students, teachers and guardians, more time for students to study at their own pace or schedule, and a variety of learning methods for students to choose from. Through the blended curriculum, students can connect with their peers outside of school hours, supporting and educating each other in a way that all students can participate in. We know that relationships and collaboration are important to student well-being and learning and helping students, especially those living remotely, feel involved and not just an audience is a way to build cool community in blended learning. Hudson, E. (2020) and O'Rourke, S (2022) agree that when learning happens online, then offline, then online, it's important thatstudents and teachers are able to communicate meaningfully with each other as people go through difficult times together. Teachers say it's important to create a culture of learning sothat students feel connected wherever they are. Teachers see students falling behind in the classroom and this also makes their teaching life difficult added by Lieberman, M (2020) and Huh, Jin-Soo (2021). In the worst case scenario, teachers are forced to skimp on tuition,schools struggle to seamlessly transition students from in-person to remote and vice versa, and home-schooled students lag behind students who prefer to spend at least some of their time in-person.

Teachers claim they have twice the workload as they divide their attention between students online and in person without giving them the attention they deserve. Special education students and English learners have priority for face-to-face instruction, and students who ultimately want to return to face-to-face instruction are housed with teachers teaching on the school building. In some cases, much of the interaction between students and the teacher, and the direct transmission of education, takes place in person in the classroom, while materials and perhaps some additional activities are delivered online. This dual learning method is characterized as hybrid learning, in which students have the opportunity to attend scheduled lessons in person and the rest of the lessons they can follow through programmed content online (Commonwealth of Learning, 2022).

Hybrid learning offers many benefits, but it also has unavoidable disadvantages, suchas the lack of access to face-to-face learning tools for students studying at home. In online-only scenarios, students with learning disabilities may not even have their personal tools, specially prepared teaching aids, games, or other devices available in the classroom. In addition to the potential challenges caused by the digital divide, there are also educational

demands on both teachers and students in non-fidelity educational scenarios (Lorenzo- Lledo, A., 2021). One of the biggest educational challenges that students, parents, and teachers have faced over the last couple of years is the logistical difficulty of understanding how online classes work. This is a question that many teachers face when faced with the reality of the hybrid model where students attend school in person two or three days a weekand spend the rest of the time online. Simultaneous learning is a new model for teachers as well as students and their parents/guardians, so it's important to make it easy to get started. Or we need thoughtful planning and instructional design where the combination of synchronous and asynchronous learning creates a program where the teacher can focus on one group of students at a time, whether F2F or online.

The increase in the spread of C-19 has forced some hybrid schools to return to face- to-face distance learning, while others have begun fully distance learning and are now gradually transitioning more students to some face-to-face classes. Elementary school teachers now focus on reading, math, and social-emotional learning with students in person,while homework builds on what students have learned in class. Teachers say many of the positive learning outcomes that occur in the classroom begin to fade as students return to homeschooling. Here are three personalized teacher preparation tips on how to organize simultaneous learning for zoomers (virtual students), roomers (personal students) and their teachers (Huh, Jin-Soo., 2021). By using some of the best online learning methods, you canprovide the best learning experience for everyone. Effective online education depends on learning experiences that are properly designed and supported by competent educators as stated by Albright, D., 2018 and as supported by University of Illinois Springfield (2022). Hodges, C., et.al (2020), mentioned those who have created online programs over the yearswill demonstrate that effective online learning aims to be a learning community and supportlearners not only at the educational level, but also through collaborative learning activities and other social support. Online learning environments allow educators and students to work together and exchange ideas and information on projects 24 hours a day from anywhere in the world using a variety of communication methods. Asynchronous online learning environments are very effective for students with time constraints or commitments. These types of courses require the instructor and all enrolled students to interact online at the sametime. A blended program, also known as a blended program, is a learning environment thatallows for face-to-face and online interaction.

By taking into account the different learning styles of students and providing opportunities for independent and collaborative learning, educators can deliver powerful and effective courses aimed at achieving specific learning goals and outcomes using extensive online learning resources and opportunities. Successful blended teaching and learning requires a focus on what can be best done on campus, such as face-to-face communication between students and faculty, and what can be best done online, such as providing flexibilityand broad access to resources and experts. In anticipation of the rapid development of online teaching and learning activities and the large number of educators in need of support, educator development and support teams must find ways to meet the institutional need for learning continuity by helping educators develop the skills to work and learn in an online environment (Teach Online, 2020). apply online learning tools and methods that support real-time learning and discussion. It is useful for both teachers and students to know how different online learning methods work and under what circumstances. Online educators can also evaluate different teaching methods through student assessments and communication, but data-driven online technologies offer a less subjective measure of success. Once onlineinstructors have determined what they want to teach and with what methods, they can

browse the online learning technologies available to them and identify those that best suit their goals (Online Education, n.d.).

As an online educator, adaptive learning will inevitably play a role, but you should make the most of the technology you (and your students) have at your disposal. Teaching anonline course requires a different approach than a traditional classroom, so teachers must adapt or develop their skills for the online learning environment in order to make their material effective and engaging with students. Teaching an online course for the first time requires an adjustment period; educators should be able to assess the effectiveness of teaching methods and adjust accordingly as mentioned by Cooper, S. (2016). Moreover, he added, no teacher can suddenly become an expert in online teaching and learning in the current situation where deadlines vary from one day to several weeks. Online teachers mustengage and support students from the beginning and throughout the course in order to maintain an effective learning community. Even if you won't physically see your students every day, check out 5 effective online learning strategies to hold them accountable. Share your favorite online learning tips and student learning strategies in the comments below. Whether you want to be a more effective facilitator or make your online classes happier, here are our favorite online learning strategies to help you deliver classes more effectively. In this post, we list effective online learning methods to help you make your virtual lessonseasier (Athuraliya, A., 2021; Mishra, A., 2021). While there are many teaching methods, most of the traditional methods used in the classroom can be applied just as effectively online. This means teaching the same material to all students using different learning strategies (Albright, D., 2018). Instructional design is not limited to on-site use, but is equally important in an online learning environment where learners have truly unique experiences and bring a different set of experiences especially when compared to traditional classroom attendance. Specifically, instructional design is a teaching method that refers to designing your class around your students' unique experiences and your end goals or what you want your students to take away from the course. Include structured and continuous learning sessions that give students the opportunity to interact with the instructor and peers. Facilitate learning by directly facilitating interactions between learners and content, betweenlearners and learners, between learners and teachers, and between learners and technology. On the student side, this could mean that students support each other through new social networks, peer review, discussion groups, and even online study groups, but with guidance, support, and feedback from learning and content experts (North Carolina Agricultural and Technical State University (n.d).).

2. Method

This is a quantitative study, so that the result is countable, detail, and relatively short in termsof time consume for the study being done. Firstly, descriptive statistic is being done to measure each variable, then compare between variable, finally, finding the effect of the variables. This statistical treatment is being done in order to describe and interpret the data about the level of full-online and hybrid teaching-learning model being used by the students, level of teaching performance of the teacher, and level of learning satisfaction felt by the student. Second part is the function of correlation. This is going to count relationship between variables and show the effects it brings to the dependent variable. The hypothesis given in chapter 1 will be answered through statistical calculation on SPSS. This research covers large population specifically junior high school students from 3 representative schools in Balikpapan. The object of the study is the students of chosen private schools in Balikpapan. The exact data of the population received after conducting the study is 463 in which 388 respondents from it has filled up the questionnaire while the rest 75 respondents

didn't give any response. Researcher decided to use a way of gathering sample which is by convenient sampling method where researcher will use any number of sample available forthe study that will represent the whole population. Total number of samples gathered for thisstudy is 388 respondents and has fulfilled the minimum number of samples required. Technique used in this research to gather data is by distributing online questionnaire. The online questionnaire is through google form. This technique is chosen because of the pandemic situation that limits face-to-face activity specifically in Balikpapan. As a result, primer data will be used to calculate result of this study in order to answer the research questions. Data then be processed by SPSS to find descriptive analysis of each variable given and to relate them one another according to the purpose of the study. Data gathered for this research is primary data which will be gathered by questionnaire distribution. Researcher provided two kinds of self-constructed questionnaire with identical content. First is paper based, and second is online based. Each will be used based on school permission as the local condition still alert because of pandemic situation. The data analysistechnique used in the study is a quantitative data analysis. The answers from respondents will be measured using the Likert scale, the values they obtained would be treated using statistics. The validity test of Pearson product moment using a principle of Correlating each questionnaire's score with the total score of respondents' answer. Reliability test by lookingat the score of Cronbach's alpha functions to determine the consistency of a questionnaire used by researchers, so the questionnaire can be calculated to measure the study variables, even though the study is repeated over and over with the same number of questionnaires.

3. Findings and discussion

The following research result has been calculated through SPSS 26th version:

Research question 1:

"What is the level of Hybrid and Full-Online Teaching-Learning, Teacher's Performance,and Student's Learning Satisfaction of Middle School's in Balikpapan?"

4. Table 1. Description of variables' level range

Variable	Average Mean	Level Range
Full-online Learning	4.00	Good
Hybrid Learning	4.00	Good
Teacher's Performance	4.00	Good
Student's Learning Satisfaction	3.54	Good

Table above explains that the level range of Full-online, Hybrid, Teacher's performance, and Student's learning satisfaction are in the range of "Good level", since average Mean score are between 3.54 – 4.00. This means that even in the pandemic situation, both full- online and hybrid teaching-learning situation are fine for students, Teacher's performance is also good as mentioned by other author in introduction part that teacher also enhance theirteaching by engaging themselves to technology that makes teaching-learning activities satisfied students better.

Research Question 2:

"How is the effect of full-online teaching-learning to teachers' performance?"

Research Question 3:

"How is the effect of hybrid teaching-learning to teachers' performance?"

Research Question 4:

"How is the effect of hybrid teaching-learning to students' learning satisfaction?"

Research Question 5:

"How is the effect of full-online teaching-learning to students' learning satisfaction?"

Research Question 6:

"How is the effect of teachers' performance to students' learning satisfaction?"

5. Table 2. Variables X1 and X2 effect on Variable Y and variable Z, and Y effect on Z

Research Question	Variable	Sig. Value	Significance	R Square	Effect
RQ 2	Full-online Learning to Teacher's Performance	0.003	Significant	0.023	2.3%
RQ 3	Hybrid Learning to Teacher's Performance	0.000	Significant	0.071	7.1%
RQ 4	Full-online Learning to Student's Learning Satisfaction	0.000	Significant	0.178	17.8%
RQ 5	Hybrid Learning to Student's Learning Satisfaction	0.000	Significant	0.205	20.5%
RQ 6	Teacher's Performance to Student's Learning Satisfaction	0.000	Significant	0.080	8.0%
Total					**47.7%**

Table above shows that Teaching-learning model Full-online affecting 2.3% to teacher's performance, while Hybrid model affecting larger, which is 7.1%. On the other hand, Full- online learning affecting 17.8% to Student's learning satisfaction, while Hybrid learning model affecting larger, which is 20,5%. While teacher's performance took 8.0 effect on student's satisfaction. This means Hybrid learning model is a choice that is significant related to teacher's performance and student's learning satisfaction, and can be the good choice for future practice at educational realm.

6. Path Analysis

This test analysis is going to explain whether or not there is indirect correlation given by independent variables to dependent variable through intervening variable. In this research, Teacher's Performance (Y) is the intervening variable between Full-Online (X1) and Hybrid teaching-learning (X2) to Student's Learning Satisfaction (Z) as the dependent variable.

7. Table 3. Path analysis step 1. Variables X1 and X2 effect on Variable Y

Research Question	Variable	Sig. Value	Significance	R Square	Effect	Error (E2)
RQ 7	Full-online Learning	0. 394	Not Significant	0.073	7.3%	0,963
	Hybrid Learning	0.000	Significant			

Table above shows that Sig. value of X1 = 0,394 greater than 0,05 and Sig. value of X2 = 0,000 smaller than 0,05. This result means that variable X1 doesn't affect variable Y significantly, in the other hand, variable X2 affect variable Y significantly.

8. Table 4. Path analysis step 2. Variables X1 and X2 effect and Y on Variable Z

Research Question	Variable	Sig. Value	Significance	R Square	Effect	Error (E2)
RQ 8	Full-online Learning	0. 000	Significant	0.295	29.5%	0,839
	Hybrid Learning	0.000	Significant			
	Teacher's Performance	0.000	Significant			

Research Question 7:

"How is the effect of Hybrid teaching-learning to Student's Learning Satisfaction with Teacher's Performance as mediator?"

It is found that direct effect given by X1 to Z is 0,324. Meanwhile, indirect effect of X1 through Y to Z is the multiplicity of beta value of X1 to Y with beta value of Y to Z that describes as follows:

- Direct effect = **0, 324**
- Indirect Effect of X1 though Y to Z = β X1 to Y x β Y to Z
  = 0,046 x 0,171
  = 0,0079
- Total Effect of X1 to Z = Dirrect effect + Indirect effect

9. = **0, 322 + 0,0079**
= 0,332

Based on the calculation above, direct effect value is 0,324 and indirect effect is 0,0079 and Total effect is 0,333 which means that Total effect is greater than direct effect while indirect effect is smaller. This shows that as total, X1 through Y has significant effect on Z.

Research Question 8:

"How is the effect of Full-Online teaching-learning to Student's Learning Satisfaction with Teacher's Performance as mediator?"

It is found that direct effect given by X2 to Z is 0,237. Meanwhile, indirect effect of X1 through Y to Z is the multiplicity of beta value of X2 to Y with beta value of Y to Z that describes as follows:

- Direct effect = **0, 237**
- Indirect Effect of X2 through Y to Z = β X2 to Y x β Y to Z
  = 0,246 x 0,171
  = 0,042
- Total Effect of X2 to Z = Dirrect effect + Indirect effect

10. = **0, 237 + 0,042**
= 0,279

Based on the calculation above, direct effect value is 0,237 and indirect effect is 0,042 and Total effect is 0,278 which means that total effect is greater than direct effect while indirect effect is smaller. This shows that as total, X2 through Y has significant effect on Z.So, through data analysis, it shows that Full-online, Hybrid teaching learning and variable Teacher's Performance significantly affecting variable Student's learning satisfaction, since the Sig. value is 0,00 which is smaller than 0,05. Data also shows that R square value = 0,295 which means variables Full-online, Hybrid teaching learning and variable Teacher's Performance contribute 29,5% to variable Student's learning satisfaction, while the

other 70,5% contributed by other variables. Furthermore, Path analysis data provides result that the effect of Full-online teaching-learning to Student's learning satisfaction through

Teacher's performance is explained as follow: direct effect value is 0,324 and indirect effectis 0,008 and Total effect is 0,332 which means that Total effect is greater than direct effect while indirect effect is smaller. This shows that as total, X1 through Y has significant effecton Z. Path analysis also provide results that the effect of Hybrid teaching-learning to Student's learning satisfaction through Teacher's performance is explained as follow: direct effect value is 0,237 and indirect effect is 0,042 and Total effect is 0,279 which means that total effect is greater than direct effect while indirect effect is smaller. This shows that as total, X2 through Y has significant effect on Z.

The results above supported by previous study conducted by Aldhahi M (et al) revealed a promising result. Students had moderate satisfaction with their online learning. Most students were satisfied and enhanced their online learning with online learning environmentand thus students might develop online learning experience. Online learning support and facilitate teaching and learning, but it is essential to weigh the pros and cons of technology and harness its potential. For those with access to the right technology, there is evidence that online learning can be more effective in many ways. Online classes allow the sharing of skills that help more people access education that is not always available in certain geographies. Online learning is preferred by people who, for various reasons, cannot attend classes at a traditional brick-and-mortar, college said Dhawan, S. (2020).

Study of Rajabalee & Santally, 2021 and Gopal, R., & Aggarwal, A. (2021) revealed various factors that might affect student's satisfaction. The limited skill of teachers and the limited access of students to online learning are some of the problems that prevent the provision of education. Furthermore, Hargreaves, A. (2021) stated C-19 has highlighted the essential importance of face-to-face schools and their teachers for the well-being of students, for students experiencing learning or emotional difficulties, and as places of care and protection while parents and other healthcare professionals are at work. or are away from home for other reasons. Another study also revealed that there was a significant relationship between technology and employee's satisfaction who took online training. This founding implies that students with technological skills are more satisfied with online learning than those without online learning. However, this comparison is inappropriate since the population of the study was the students in Balikpapan.

Conclusion

Result of this study discussed on previous chapter can be concluded as follows:

First, descriptively, Full-online teaching-learning, Hybrid teaching-learning, Teacher's performance, and Student's learning satisfaction at middle school in Balikpapan is in "GoodLevel" where the average score is in the range of 3,40 – 4,19. So, it is concluded that duringthis pandemic situation, even though problems appeared as the use of technology as part of educational system increased didn't lower the performance of teachers and satisfaction of students, they are in the "Good Level", instead. Next, based on the data of this study, Full-online teaching-learning method significantly affecting Teacher's and the amount of effect received by Teacher for their performance in teaching is 2,3%. In the other hand, this studyshows that Hybrid teaching-learning method significantly affecting Teacher's Performanceand the amount of effect received by Teacher for their performance in teaching is 7,1% which is larger than the effect of full-online teaching-learning effect. Moreover, the data of this study revealed Full-online teaching-learning method significantly affecting Student's Learning Satisfaction where the amount of effect received by Students for their learning satisfaction is 20,5%. Next, this study provided data of Hybrid teaching-learning method

that significantly affecting Student's Learning Satisfaction where the amount of effect received by Students for their learning satisfaction is 17,8% is lower than the effect of full-online effect. Then, this study shows data of Teacher's performance is significantly affecting Student's Learning Satisfaction in which the amount of effect received by Studentsfor their learning satisfaction is 8,0%.

Furthermore, through data analysis, it shows that Full-online, Hybrid teaching learning andvariable Teacher's Performance significantly affecting variable Student's learning satisfaction, and data also shows that they contribute 29,5% to variable Student's learning satisfaction, while the other 70,5% contributed by other variables. Finally, path analysis data provides result that the effect of Full-online teaching-learning to Student's learning satisfaction through Teacher's performance is explained as follow: direct effect value is 0,324 and indirect effect is 0,008 and Total effect is 0,332 which means that Total effect is greater than direct effect while indirect effect is smaller. This shows that as total, X1 through Y has significant effect on Z. Path analysis also provide results that the effect of Hybrid teaching-learning to Student's learning satisfaction through Teacher's performance is explained that total effect is greater than direct effect while indirect effect is smaller. This shows that as total, X2 through Y has significant effect on Z.

Based on data analysis in this research, Full-online and Hybrid teaching-learning method significantly affecting Teacher's Performance and also significantly impacting Student's learning satisfaction at middle school in Balikpapan. Thus, this study result may be beneficial information for the schools where this study has been conducted as the information of the teaching-learning has impacted both teachers and students during this pandemic era. School should prepare and equip teachers with suitable tools and other resources in order to escalate teacher's performance in teaching and indirectly, may provide satisfaction in learning for the students. School may choose to enhance their teaching-learning ability if they want to continue with the Full-Online or Hybrid design. One way to do it is through training especially related to technology use in teaching-learning. Scientificinformation has been provided by the result of this study, where in the environment of online teaching-learning whether it is Fully online or Hybrid, teacher needs to enhance their technology literation in order to let them interested and satisfied in learning. Attending seminars, workshops, and other training related to technology use in teaching is very important. Moreover, long-life-education and self-learning is highly demanded in order to achieve perfection in teaching ability. During pandemic situation all levels of education has been forced to apply blended learning or in this research translated as Full-online and Hybrid. But the result shows that the total impact contributed by both teaching-learning method plus Teacher's performance is only 29,5% that means another research should be done to find the rest 70,5% contributed by other variables, for example related to psychological condition during pandemic era or doing similar research but different population, like choosing Senior High students of college students as object of the study. For others, the result of this study may become good reference regarding how to provide satisfaction on learning during pandemic situation. For example, what to prepare for a good teaching-learning condition during Full-online or Hybrid learning.

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