Hybrid Learning In English Subject
(A Case Study At Widyakarya Catholic University Of Malang)

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Abstract: *Learning models develop as technology develops. Nowadays teachers can no longer teach using conventional teaching methods only but they also have to use technology for teaching. The use of technology in teaching does not mean that you have to abandon old methods. However, combining the two could be a good alternative. One of the learning models is the hybrid learning or blended learning model. What is its application in teaching English courses at the Catholic University of Widya Karya Malang? This research explores the process of using hybrid learning in learning English at Widya Karya Catholic University Malang, especially in English subject . The method used in this research is a qualitative descriptive method, which provides an overview of the implementation of this learning method. It turns out that using this method provides many positive benefits both from the teacher's side and from the student's side.*

Keywords : hybrid learning , teaching model, learning method.

INTRODUCTION

Information and communication technology or IT is rapidly developed. This development affects many aspects of human life such as in economics, politics, social, culture, education, etcetera. In the world of education, the development of information technology has encouraged the emergence of various learning innovations. This innovative learning model emerged as an alternative to overcome various obstacles to traditional learning methods. One application of information technology in the world of education is e-learning. E-learning is an educational system that applies electronics to support the teaching and learning process using internet media (Mutia & Leonard, 2013).

E-learning as a learning model can be developed by teachers as a learning media or as a learning system. This e-learning presentation uses the web as a basis to make learning more interactive. This e-learning based learning system has no access restrictions. This teaching and learning activity can be said to be more free and more flexible in terms of time usage. This freedom in terms of time gives students the opportunity to choose their own study time. In this way, students have lots of time to further develop their knowledge. The internet provides a transformation in the field of education from traditional or conventional models to

modern or digital forms. Like ordinary learning, e-learning cannot be done completely without face-to-face contact. The face-to-face learning process is still needed in using this e-learning learning model (Wahono, 2003).

According to Rosenberg (2001), e-learning is a broad use of Internet technology in the learning process based on three criteria, namely: (1) E-learning is a network with the ability to update, store, distribute and share teaching materials or information, (2) delivery of learning materials to the final user via computer using standard Internet technology, (3) focuses on the broadest view of learning beyond the traditional learning paradigm. Based on the explanation above, teachers need to enhance the improvement to the quality of learning by utilizing the potential of e-learning.

This combination of e-learning and face-to-face learning models is then referred to as a hybrid learning model. Hybrid learning is a combination of the words hybrid or combination and the words learning. Therefore, hybrid learning refers to a combined learning pattern or a combination of face-to-face learning and non-face-to-face learning (online learning) which then forms an integrated learning approach. The objectives of e-learning include effective and efficient learning with learning that uses technology as a mediation for combining face-to-face learning and online learning (Horn & Staker, 2015). This habit-based learning was initially widely used in universities in America, England and Australia. The goal at that time was to provide opportunities for students to learn independently, sustainably, and develop lifelong learning so that the learning process itself would become more effective, more interesting and more efficient (Gultom et al., 2022) .

Various studies have been conducted regarding hybrid learning in higher education. Helsa et al. (2023) in their research which focuses on the impact of implementing hybrid learning on learning in higher education. The research shows the positive impact of implementing hybrid learning. This positive impact is said to be able to improve student learning outcomes, increase student motivation, increase cognitive skills, improve communication skills, increase discipline, increase connections, increase mathematical representation and also increase student learning independence. Apart from that, this research also states that hybrid learning has a positive power to increase student flexibility in making the material provided by the lecturer better. Students can experience language learning directly and also online. Student exploration of the concepts being studied also becomes

greater due to direct feedback. Students can also repeat the material studied wherever and whenever they want.

Widya Karya Catholic University Malang (UKWK) as one of the higher education institutions in Indonesia also implements this hybrid learning in its curriculum. The implementation of hybrid learning began when the situation in Indonesia began to become conducive after being hit by the Covid-19 pandemic for approximately 2 years, namely from 2019 to 2021. After that, starting in 2022, UKWK implemented a hybrid learning system in implementing its education. The use of this hybrid learning in the English subject will be described in this article. What is the use of hybrid learning at UKWK like and has the use of hybrid learning methods at UKWK also adopted steps for its use like the existing theories about hybrid learning? In this article, the author will describe the use of hybrid learning in English learning at UKWK.

THEORETICAL REVIEW

Hybrid Learning or Blended Learning

Hybrid Learning or also known as Blended Learning refers to combining e-learning (electronic learning) based learning models with conventional face-to-face learning models. This learning model itself is a new learning model in the world of education. The following is a brief discussion of hybrid learning and its use in the world of education. (Lynn et al., 2014) and (Bains, 2012) define hybrid learning or blended learning as referring to a combination of e-learning based learning methods (electronic learning) with face-to-face or conventional learning methods.

Ana Sutisna stated that hybrid learning is a learning method that combines two or more methods and approaches in learning to achieve the goals of the learning process. In conventional classes, educators and students meet directly. The learning process occurs at the same time as face-to-face meetings. Yet in online learning, the learning process can be accessed anytime and anywhere. Another form of hybrid learning is virtual meetings between educators and students. They may be in different places, but can give each other feedback, ask, answer, interact between students and educators and between students and other students (Sutisna, 2016).

Bersin (2004) said that hybrid learning is a teaching method that combines various learning media such as technology, activities, types and events. The goal is to create optimal learning programs for students. Meanwhile, Ali Massoud stated that hybrid learning or blended learning is very easy to implement because it is a combination of conventional (synchronous) learning with a combination of internet-based learning (asynchronous). Hybrid learning or blended learning is a combination of various approaches to learning. So it can be stated that blender learning is a learning model that combines two or more approach methods in learning to achieve the goals of the learning process. One example is the combination of using web-based learning and using face-to-face methods simultaneously in learning (Ali Massoud et at., 2011). Apart from that, according to Jusoff and Khodabandelou (2009), it not only reduces the distance that has existed between students and teachers but also increases interaction between both parties.

According to Yapici & Akbayin (2012), hybrid learning or blended learning has certain advantages such as flexibility and comfort in the learning environment, influencing increased learning, interest in learning and social interaction. This learning model has several advantages. First, this learning model makes it easier for teachers to deliver learning material. Apart from that, it also makes it easier for students to access learning materials. This learning model can accommodate the teacher's obligations in delivering teaching material because this method allows teaching material to be uploaded into the e-learning system. It is also easy for students to access learning materials considering that the materials are uploaded into the e-learning system and can be accessed 24 hours. Second, save time. This hybrid learning allows student attendance to be carried out automatically in the e-learning system.

According to Hendrayati & Pamungkas (2016) currently hybrid programs are developing in universities height is a combination of one or more of the following dimensions: 1) Face-to-face lectures, namely face-to-face lectures held in the form of lecture activities in the classroom, practical activities in the laboratory, mentoring or on-the-job training. Lecture activities in the class include delivering material through face-to-face lectures, presentation discussions, exercises and exams. 2) synchronous virtual collaboration, which is a teaching format that involves interaction between lecturers and students delivered at the same time. This collaboration activity is carried out using chat. This facility will be used for communication between lecturers and students during working hours. 3) Asynchronous virtual collaboration, which is a collaborative teaching format that involves interaction

between lecturers and students delivered at different times. The facilities used in this learning activity are online discussion boards or discussion forums and email. 4) self-paced asynchronous, namely a model of independent learning at different times where students can study the material provided by the lecturer in the form of teaching material modules or do assignments and exercises online. Apart from that, through asynchronous self-pacing students can study lecture materials by linking to other teaching resources.

In higher education, hybrid learning offers flexibility and access to educational resources including lecturers, faculty, and course materials. Flexible courses delivered in hybrid form in achieving a balance between face-to-face and online learning. One of the conditions that an institution needs to fulfill to implement hybrid learning is that they need to have a strong online education management system where courses can be given completely online (Abdelrahman & Irby, 2016). Gultom added that universities must have the necessary conditions to implement hybrid learning. This requirement is the ability to use information technology. This is because hybrid learning is a combination of face-to-face learning and online learning. Apart from that, lecturers must also have the ability to deliver learning material using mixed learning methods because success in hybrid learning lies in the role of teachers who master the competencies to manage hybrid learning-based learning. This hybrid learning model is considered as a solution in developing learning models in universities which still apply non-online learning as a measure of effectiveness in learning (Gultom et al., 2022).

Based on the description above, the researcher is interested in making a further observations about the application of hybrid learning in learning English courses. English learning here is English learning carried out at Widya Karya Catholic University of Malang. The author tries to write down his findings in the implementation of hybrid learning and then discusses them based on existing theories about hybrid learning.

DISCUSSION

Application of Hybrid Learning

Hybrid learning is a learning model which integrate innovation and progress in technology through an online learning system with interaction and participation from

traditional learning models (Kaye Thorne et al., 2003). The hybrid learning system combines two types of options. The teacher will play the main role (lead) in the lecture process (instructor-led) or students (learner-led). In general, the initial stage is instructor-led and then changed to student-led when the lecture process is underway. Currently the hybrid learning program that is developing is a combination of one or more dimensions as stated by Hendrayati & Pamungkas in their research journal as stated in the theoretical study above, namely as follows:

a. Face to Face Lectures

Lectures in a way stare advance held in the form of internal lecture activities. Lectures in this class deliver the teaching material through face to face, presentation and discussions, exercises and exam. There are 16 meetings in the semester at UKWK which consist of 14 lectures, one mid-semester exam, and one final semester exam. This English course is calculated in 2 credits. One meeting is counted as 50 minutes times 2, or 100 minutes of the learning process in each meeting. It could be said that there are fourteen meetings in this English course which must be set into hybrid learning or branded learning. In this face to face lecture, the English course is divided into two. 7 meetings or lectures were held face to face in class and 7 meetings or lectures were held online. Several learning techniques are applied in these face to face lectures. These learning techniques include providing material from lecturers, peer teaching, presentations, class discussions, and so on. The point is that in face-to-face lectures, student interaction in learning is optimized as much as possible. In this lecture, students are required to interact actively with their peers and also with the lecturer.

b. Synchronous Virtual Collaboration

Synchronous virtual collaboration is one of the collaborative teaching formats involving interaction between the lecturer and the students that delivered on the same time. This collaborative activity carried out using Instant Messaging (IM) or Chat. This facility will use communication between the lecturer and the students during the learning process. If there are 7 meetings held by face to face, then the other 7 meetings will be held online. This online meeting uses a synchronous system virtual collaboration. In its implementation, the lecturer

uses the Google classroom platform. Through Google Classroom, the lecturer and the students carry out collaborative learning at the same time while still focusing on interaction between the lecturer and the students. This interaction is delivered at the same time via the Google Meet facility in Google Classroom. The use of Google Meet is more or less the same as face to face learning, only the interaction between lecturers and students is synchronous virtual. This collaboration is not done face to face but on screen. The learning techniques used are more or less the same as the learning techniques applied using the face to face system. There are learning techniques for providing material from lecturers, online class discussions, and also presentations. Apart from that, there are also additional learning materials provided by lecturers to students which can be done using asynchronous virtual collaboration and asynchronous self-paced systems.

c. Asynchronous Virtual Collaboration

Asynchronous virtual collaboration is a collaborative teaching format. This teaching involves interaction between lecturers and students which is delivered at different times. The facilities used in this learning activity are online discussion boards and e-mail. English lectures at UKWK which implement the asynchronous virtual collaboration system still use the Google classroom platform. In Google Classroom there is an assignment facility that can be used by lecturers to give learning assignments to students. In this learning, students are given assignments based on learning material that has been studied in previous meetings. What differentiates this learning system from the synchronous virtual collaboration learning system is that in this asynchronous virtual collaboration system students can still do assignments, interact or communicate with lecturers via Google Classroom. This learning remains collaborative and still focuses on interaction between lecturers and students, only at different times.

d. Asynchronous self-pacing

Self-Pace Asynchronous is a model of independent learning at different times where students can study the learning material provided by the lecturer in the form of modules, teaching materials, or assignments and exercises online. Apart from that, through

asynchronous self-pacing students can study the learning materials by looking for other sources of learning materials. The lecturer also provides learning materials that students can study them independently. This kind of technique is called the asynchronous self-pacing technique. The lecturer creates the learning materials that can be accessed online by students. Usually the lecturer makes the learning materials by himself. He then upload the videos in his YouTube channel. This English lecturer makes his own materials, but he also gives additional learning materials that come from videos made by other people but are still shared via the YouTube channel to enriched the students about the topics they learned. This provides students with a variety of learning where they can study online learning material independently. The learning materials have been distributed by the lecturer and students just have to study them or do their assignments independently.

CONCLUSION

Hybrid learning or blended learning is a learning model that is easy to apply. This learning model combines conventional or synchronous learning processes with internet-based or asynchronous learning processes. Since this learning model is a combined learning model, therefore this learning is called hybrid learning. This learning model also applied in the learning model in English subject at UKWK. The learning model in the English subject is carried out by applying existing theories about hybrid learning. One theory regarding the application of habit learning states that there are several learning models, namely face to face lectures, lectures with a synchronus virtual collaboration system, asynchronous virtual collaboration, and self-paced asynchronous. The application of the hybrid learning method in English courses at UKWK aims to provide modern learning to students. However, the use of modern learning methods still combines traditional learning methods. The aim is that by applying this hybrid learning method, the students will be able to have their own study time and opportunities to study more freely. Some of the learning materials can be studied repeatedly and can also be studied from time to time according to the student's own choice of study time. Apart from that, lecturers and students also automatically learn and apply the use of information and communication technology in the world of learning. The author also advises future researchers to research more deeply into how students respond to the use of this hybrid learning method.

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