STUDY OF PERCEPTIONS ON HYBRID LEARNING IN THE TEACHING OF ENGLISH AT MTSN 4 BONE DURING THE COVID-19 PANDEMIC

Mutmainnah[1], Samtidar[2*], Chairil Anwar Korompot[3]

[1,2,3]English Education Department, State University of Makassar, Indonesia

E-mail: [1]innahninnoo@gmail.com, [2*]samtidar@unm.ac.id, [3]cakorompot@unm.ac.id

*corresponding author

Abstract

This study aimed to find out the perceptions of teachers and students about hybrid learning in the teaching of English. The researchers used a qualitative method. The samples for this research are 10 students and all of the English teachers. This study uses triangulation which is interview, observation and documentation. The result of this study are, 1) The teacher has a positive perception about hybrid learning that is make them could minimize the weaknesses of online learning; 2) And the students also have a positive perception about hybrid learning that make them easier to understand the material that the teacher gave to them in online learning; and 3) They did hybrid learning without ignoring the health protocol, so that the teachers setting hybrid learning corresponding health protocol. In the side of beneficial, all teachers feel that hybrid learning is the one of solution that the teacher used to minimize the weaknesses of online learning. Some students also still like online learning.

Keywords— *Hybrid learning, Online Learning, Perception.*

INTRODUCTION

The COVID-19 (Coronavirus Disease-19) pandemic had affected education systems around the world, leading to school closures, universities and colleges. Education institution such as schools, universities, and colleges in India only use a traditional method in teaching, they followed the conventional set up of up face to face in classroom. Even many institutions had also started blended learning but also a lot of them are stuck with the old procedures (Sakkir, 2021). In Indonesia also used the same method with India that was used traditional set up face-to-face lecture in the classroom. Very rare to found school that used online learning.

This condition makes the students must have phone, and that forced the parents of the students to buy a phone for their son, so that their son keep school. Online learning maybe

affective to use in this pandemic but there were some places that difficult to access the network. So there some students can't join in the class online with the different reason from each student. The common reason was the low network. And so many reasons again. There was a lot of weaknesses of online learning such as technical difficulties, learner's capability & confidence level, time management, distractions, frustration, anxiety & confusion, lack of personal/physical attention and many more again.

The researchers in this study not only found about the perceptions of students and teachers but also found how the teachers implemented hybrid learning in their learning process. In addition, perception is experience of objects, events or relationship that obtained by inferring information and interpreting messages. So, we could conclude that perception is a process entry of experience about the objects and events in the form of messages or information into the human brain which the forms the process thinks. In addition, the nature of liking doesn't like, happy not happy against an object will create an inner picture perception information. Based on the above background, the research entitled ", study on perceptions on hybrid learning in the teaching of English at MTsN 4 Bone during the Covid-19 pandemic".

LITERATURE REVIEW

1. The Learning Model

According to Rafiqah (2013) in (Andira, 2019) the learning model the learning model is a pattern that can be used to form a curriculum (long-term learning plan), design learning materials in class or otherwise. Experts develop learning models based on learning principles, psychological, sociological or other theories as a pattern of choice by educators in carrying out the learning process.

2. Hybrid Learning

According to Klimova (2015) Hybrid Learning or also known as Blended Learning refers to combining methods, but also there is a difference about blended and hybrid learning, that is blended learning focuses on the online and offline learning whereas the hybrid learning is the combining to methods that of learning such as face-to-face and computer-based learning or online learning (internet and mobile learning). Combining two complementary learning methods with the aim of maximizing the results of learning, namely traditional methods and online method. Hybrid learning is the method that combine two method such as online learning and face to face method.

3. Perception

Perception is the release of the human brain process and it is a phenomenon perspective. Many elements such as feeling are engaged in this process, needs, motivation, education, experience and so on (Koentjaningrat 2010, in Aprianto (2017).

From some expert definitions, we can conclude that perception is a human thought process of particular phenomena after the feeling has passed through the sense of organ from the environment.

4. Implementation

The implementation of learning is a process of laying into practice an idea, program or set of new activities for people to achieve or expect change Jihad (2013),

From some of the above understandings, it can be concluded that the implementation of learning is the process of application in learning to implement new ideas, programs or sets of activities in the hope that there is a change in the person being taught.

METHODS

This research applied descriptive qualitative research method. Descriptive qualitative study related to the collection, analysis and interpretation of comprehensive, narrative and visual data in order to gain insight into particular phenomenon of interest Gay (2012). This research aims at findings how the perception of the teachers and at MTsN 4 BONE about hybrid learning and how the teachers implemented the hybrid learning method in this situation.

In this research were used technique triangulation that contains observation, interview and document analysis to help maintaining the consistency of the data. And in this research used Miles, Huberman, and Saldana (2014) to analyse the data.

RESULTS

1. The teachers' perception about hybrid learning in the teaching of English at MTsN 4 Bone during the Covid-19 pandemic

The result of the observation show that the teacher used some application and use that application very well. The main function that the application that the teacher used is to facilitate the student that can help the students learn. For example, Zoom meeting, quizzes, WhatsApp, and so on. The teacher enters to the group class to give the material and assignment for the students. In offline some of the teacher combining quizzes and explaining the material but the

teacher still more explaining than give the task. They explain the material directly and asked directly in the class.

The result of this interview where the teachers answered that hybrid learning really helped them much, there are teacher said that hybrid learning could help them to make the students more active in the class. Because in online learning most of the students just enter the group to fill the attendance list.

Based on the documents, the researchers found that the teacher using the application corresponding with their lesson plan and syllabus, the researchers also found that the teacher not always explain learning objectives for the students, so that the researchers found is not corresponding with the lesson pan. The researchers also found that the students not active in the class because the teacher prefer to explain the material.

2. The students' perception about hybrid learning in the teaching of English at MTsN 4 Bone during the Covid-19 pandemic

The result of observation is the students less active on the class in offline and offline class. In online class the students only join the group to fill the attendance list and submit the assignment. And in offline class the students only listen the teacher explaining about the material, but also there are several students active in the class to asking something about the material. Most of the students only listen and repeat the sentence or vocabulary that the teachers ask to them to repeat after the teacher read.

The result of this interview is some of the students not really like the online because there is a lot of weaknesses of online leaning such as the network and difficult understand the material. But also, there are the students like online leaning because it's more interesting for them. So that's why the students prefer hybrid learning because it helps them to understand the material because the teacher will be explained again and easier to understand if the teacher explain the material in offline learning process.

Based on the documentation the researchers discovered that the level of students' knowledge in engaging in online English topic learning may be determined by an assessment of the tasks given by the teacher. The findings of students' responses to the teacher's questions on their degree of understanding of the topic revealed that half of the students did not comprehend, ten students understood, and five students answered moderately. The degree of comprehension that pupils have varies depending on their ability. According to the research, the majority of students believe they grasp the subject delivered by the teacher.

3. The implementation of hybrid learning in the teaching of English at MTsN 4 Bone during the Covid-19 pandemic

The result of observation is the teachers succeed to apply hybrid learning; the teachers use some applications in their teaching process. The teachers design the material using power point and show to the students and start to explain the material that she wants to teach and the teacher also give the material too to the students that did the online learning at the same time to make the students read the material first before she tries to tell them what she wants to do in the class offline later.

The result of this interview all of the teacher using some application, and all of the teacher using the difference application on their teaching process, there is some teacher using zoom, WhatsApp, messager, google meet. And many more application. But all of the teacher using power point as a media on their teaching process the teacher think that power point can trigger the students interests

Based on the documentation the researchers found that the teacher teaches corresponding with what they make in the lesson plan, and their lesson plan also corresponding with the syllabus as the guide for the teacher to make the lesson plan. The teacher implemented their lesson plan in the class online and offline class, but some students didn't explain the learning objective first before they explain the material.

DISCUSSIONS

1. The teachers' perception of hybrid learning in the teaching of English

To see the perception, we have to see the indicators of the perception that the researchers put on the literature review that was perception influenced by a number of factors as well as structural variables. Functional or personal factors include things like needs, experiences, the past, intentions, hopes, and desires, as well as attention, emotions, values, memory, and mood. In the meantime, structural aspects are at work, such as physical stimuli and neurological implications in the nervous system.

The Covid-19 pandemic makes the learning process impossible in the classroom. That's condition forces all school using online learning, all of the learning process should be online. So that the teacher tries to using some application such as zoom, and google meet. But the network is really bad so the teacher in online learning process only uses WhatsApp and messager. When the teacher using WhatsApp and messager the teacher felt that the students

less active in the online learning. So that the teacher evaluated the online learning and said that online learning not really effective. So that the teacher did meet to find the solution of that problem.

According to the findings the teachers think that hybrid leaning really helped them much, there are teachers said that hybrid learning could help them to make the students more active in the class. Because in online learning most of the students just enter the group to fill the attendance list.

The hybrid learning really help the teacher because all of the teachers said they gave feedback online using the WhatsApp and messager feedback functions. All of the teachers noted that WhatsApp and messager allowed them to submit comments on their own time. They were given more time to mark and remark on students' work, and they were able to provide better feedback and comments as a result. Due to time limits they were unable to offer thorough comments to pupils in class. One teacher noted that he or she provided two types of feedback. When students submitted their work, the teacher would first make quick, spontaneous replies to the submissions, such as good, very good, and thank you, and then later provide scores or more extended remarks on the same work.

However, one teacher remarked that feedback was also affected by the type of the activity. For some tasks, such as writing, face-to-face feedback may be more beneficial since the teacher may then provide more detailed explanations and give students the opportunity to ask further questions and explore confusing areas. The result of this research strengthening the previous research which is in line with the result of the research by Tongpoon-Patanasorn (2020) who found that the teacher has flexibility to teaching when using online learning and can give the detailed explanation about the material and the task.

2. The students' perception of hybrid learning in the teaching of English

The students felt that hybrid learning really helpful for them because they know what the material about and what the task/assignment about. When using online learning the teacher mostly gives assignments rather than explaining the material. So, the students sometimes felt confused. From the interview the research found that the students not really like the online because there is a lot of weaknesses of online leaning such as the network and difficult understand the material. But also, there are the students like online leaning because it's more interesting for them.

So that's why the students prefer hybrid learning because it helps them to understand the material because the teacher will be explained again and easier to understand if the teacher explain the material in offline learning process. The result of observation also show that the students only fill the attendance list and submitted the assignments. And in offline leaning the students more understand with the material and more active than the online learning process because the teacher give feedback directly at the same time for the students without thinking about the network bad because it's face to face.

3. The implementation of hybrid learning in the teaching of English

During the implementation of hybrid, the teacher divided the students that will be come to the school and the other class will be learning by online. For example, there are class A, B, C, D, E, F in every level of the class the teacher divided 7A, 7B, 7C, 7D,7E, 7F, 8A, 8B, 8C, 8D, 8E, 8F, 9A, 9B, 9C, 9D, 9F. On Monday the class that will be come is class A, C, F in every level. And the next day (Tuesday) the students that will come at the school to learn face to face is class B, D, F in every level of the class. At the school the teacher also divided one class into two groups, so that one class will be using two classrooms.

The first class of the class will come to the school and learn with face to face and the second class learn by using some application. In the offline learning process the teacher gave them explanation about the material and for the students that learn in online learning the teacher gave them the material but didn't explain the material or sometimes gave them only task and the material will be explain when in offline learning. So that the students will be come at the school in every three days of one weeks.

At the school the teacher divided every class in into two group, so one classmate will be using two classroom and the teacher will entering the class one by one to teach. In online the teacher used several applications as a media to teach such as WhatsApp, messenger, google classroom. The teacher's sometimes using group of one of the media that she used. The teachers share the materials using various online media, ask the students to learn the materials, and conduct both group and class discussions. In this case, students have a great opportunity to collaborate with their classmates to do peer group interaction or to exchange ideas and express opinions.

For the first the teacher designed their lesson plan by saw the syllabus and saw the learning model that can be used to form a curriculum and condition designing materials in the class or otherwise (Rafiqah, 2013 in Andira, 2019). The teacher designing the material for hybrid

learning without ignoring the characteristic of model learning by Rafiqah (2013) in (Andira, 2019). Hybrid learning focuses on offline and online learning such as face to face and computer based learning or online learning (internet and mobile learning).

The teacher also designing the material after saw the students interesting with the topic and design it using element of hybrid learning by Carman (2005) that is having a virtual classroom (online media) and face to face, the content of the material, collaboration, and assessment that to evaluate the students' knowledge. This element of hybrid learning is the important element so the teacher has to use that when they want to do the hybrid learning. And after analysis the observation checklist the teacher also doing hybrid learning corresponding the element by Carman (2005).

After the designing the material, the teacher apply hybrid learning in the class, for offline class the teacher open the lesson in the class first by said Assalamualaikum and try to tell the students what we want to do in the class, after that the teachers attending the students, and explaining the learning objects but some teachers didn't explain the learning object, then the teacher sometimes motivate the students by asking the question related to the material to check the participants' knowledge students. Then sometimes the teacher divided the students into some group and gave them sub material and ask them to discuss about the material. But before that the teacher will explain the material in general and after that the students will discuss it after get the general information.

After that the teacher ask to the group what they discuss and the teacher gave the respond for the result of discussion of the group. After that the teacher will explain more about the material so that the students will more understood, and sometimes in the explanation of the teacher, the teacher will give the example. After that the teacher invite the students to conclude the material that she explaining, and ask the student to asking about the material that they still don't understand using the good and correct language in class when delivering lessons. And the teacher answers the question from the students if there is the question. And if the time is over the teacher will close the material and gave the reward for the students that active in the class and sometimes gave the assignments for the students.

In the online learning the teacher will open the class by said Assalamualaikum and then the teacher attending the students after that the teacher asked the students about the previous material and asked students about the assignments if there are the assignments, after that the teacher will asked the students to submitted the assignment if there, if there are no

assignments the teacher will share the material in the form of power point and explaining in general. After that closing the class by ask the students to ask about the material and if there is a question the teachers will answer and if there is no question the teacher close the class and tell the students that the material will be explain more in offline learning.

CONCLUSIONS

Based on the results of the research from interview, observation, and documentation the researchers can conclude that all of the teacher prefer hybrid learning because hybrid learning really helpful for them to make the students understand about the material. And the teacher can try to use various online media such as WhatsApp, Messenger, and many more application. The teacher also can face the condition right now that is the covid-19 pandemic. Hybrid learning really help the teacher to minimize the weaknesses of online learning that MTsN 4 Bone face during the covid-19 pandemic without ignoring health protocol.

Based on the results of the research from interview, observation, and documentation the researchers found that most of the students prefer hybrid leaning because the students understand more about the material by the explanation of the teacher in offline leaning process. But there are also the students prefer online learning because they felt that online learning is really flexibility for them and the students also can use the various media in online learning that they don't use before such as zoom and any more application.

Hybrid learning is used as an alternative for teachers in learning, so that, it can help or facilitate the students. Thus, it is hoped that the hybrid leaning can help improve student learning outcomes. The implementation of the hybrid learning is the one solution that the teacher can use in this condition such as Covid-19 pandemic to minimize the weaknesses of online learning such as lack of active and the low network of the students and miscommunication between the teacher and students.

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