THE STUDY OF HYBRID LEARNING TOWARDS ENGLISH STUDENT'S LEARNING MOTIVATION DURING THE PANDEMIC ERA

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Abstract

The hybrid learning model is learning implemented by combining online and face-to-face methods. Meanwhile learning motivation is both a supportive factor and a hindrance factor. In achieving the learning goals, learning motivation is one thing that has a significant impact on student learning outcomes. This study aims to determine the influence of the hybrid learning model on the learning motivation of students in the English Education Study Program. This research uses a qualitative descriptive method. The subject of this study were the students of the English Education Study Program of STKIP PGRI Pacitan, consisting of students in semester 5. Conclusions were drawn using a questionnaire filled out by 25 students in an online form. The results of this study indicate that the hybrid learning model is effective for students learning motivation, this can be seen through the understanding of the material obtained. The students majorly agree that the hybrid learning method can be applied in a pandemic situation.
Keywords: Hybrid Learning, Effectiveness, Learning Motivation

Introduction

Corona Virus has become a serious problem in several countries including Indonesia in the last two years. Corona or mentioned as Severe Acute Respiratory Syndrome Coronavirus 2(SARS-CoV-2) is a new virus that infected the respiratory system or Coronavirus Disease (COVID-19) (Wahidah et.al, 2020: 182). The source of this pandemic was in Wuhan, China. At the end of 2019, the spread of Coronavirus was so fast all over the world. WHO declared that the Coronavirus disease 2019 outbreak becomes a pandemic around the globe on March 11, 2020 (Park, 2020). By March 29, 2020, the virus has spread to more than 177 around the world (Dempsey, 2020). The impacts of this virus were so serious not only to the health system but also to all of the human living aspects such as economic, social activities, education, and other activities as well. On March 2, 2020, Indonesia reported two confirmed cases of COVID-19, and more and more were confirmed positive for corona, on March 16 there were 10 positive cases of COVID-19 (Dewi, 2020:56). To prevent the wild deployment of the virus, the President of Indonesia Joko Widodo established a Large-Scale Social Restrictions (PSBB) policy. This Large-Scale Social Restriction Policy applies to restrictions on religious activities, restrictions on activities outside the home, and workplace holidays, as well as applies to the world of education, such as school holidays at all levels of school.

Focusing on education, every nation views education as an important thing because with the help of education, a person will be able to develop the skills and character based on the aspirations and determination that can be achieved. Education is useful for developing students' intelligence, which consists of intellectual, spiritual, emotional, social, and kinaesthetic intelligence (Kartikasari et.al., 2018: 127). For two years since the COVID-19 pandemic, education in Indonesia has gone completely online. Various learning arrangements were made based on government directives by the Ministry of Education and Culture (Kemendikbud). These adjustments are included in Circular No. 2 of 2020 on COVID-19 Prevention and Control of the Ministry of Education and Culture and the Circular No. 3 of 2020 on COVID-19 prevention in educational units.

The government applied this online learning method where the students' study from home by using online equipment such as a smartphone or computer under the guidance of

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parents. This online method was done to prevent the spread of COVID-19. Online learning has left some problems which caused in decreasing the quality of education. Among them is the delivery of learning material that is not optimal (Andini et, al, 2022), the learning process which tends to be independent because the learning process puts more emphasis on assignments than there is the delivery of material so that students do not focus on learning. The children had limited understanding related to the material (Apriyanti, 2020). Online learning also makes it difficult for teachers to instill moral values that apply to students because teachers cannot directly witness the behavior of their students when participating in online learning (Andini & Widayanti, 2020). Not only from the teachers' and students' problems but also from the parents as well. Focusing on the parental problem such as the parents' can not concentrate on guiding their children, the limited ability of them about technology, being distracted by other work, and other problems. That is why government need a new model of learning method to overcome the problems.

After two years of dealing with the pandemic, Indonesia and some other countries have started living with the virus, people can carry out normal activities if health protocols are properly followed. As the number of COVID-19 cases has decreased, the Government of the Republic of Indonesia, through the Ministry of Education, Culture, Research, and Technology, has allowed schools to conduct face-to-face learning processes on a limited basis. In the educational context, Indonesia plans to introduce hybrid learning, which combines face-to-face (f2f) and online learning (Ministry of Education and Culture, 2020). According to Thorne, (2003), Blended Learning is a dynamic that brings together the developments and innovations offered by online learning with the interactions and involvement of traditional learning (Kifta et al, 2021). Another expert also defined hybrid learning as a combination of face-to-face learning and online learning (Mucshini and Siswandari, 2020: 6). This combination of learning adapts to the learning objectives to be achieved (Arifin & Abduh, 2021). Shi et al, (2003) argue that hybrid or blended learning has become a promising approach to produce new learning environments that increase learning efficiency and enrich learning experiences. This combination learning method is one of the best solutions that is applied by the government in this situation. It is expected that with this hybrid learning method, learning activities can still be carried out without causing some reductions in the quality of education that occurred during the pandemic era. In this research, researchers want to find the effectiveness of hybrid learning to increases the learning motivation of English Study Program Students in semester 5 of STKIP PGRI Pacitan

Method

It is kind of a qualitative descriptive study. The qualitative descriptive method is based on the philosophy of post-positivism which is used to study the condition of natural objects (as opposed to experiments) where researchers are the key instrument (Sugiyono, 2016: 9). The setting of this study was STKIP PGRI Pacitan conducted on 30 January 2022 - 6 February 2023. Meanwhile, the subject was 25 students in semester 5 of the English Education Study Program. Further, the primary source of this study was the 25 respondents, and the secondary source was relevant documents. Moreover, the technique of data collection was a questionnaire with the structured question in the form of an online questionnaire as its instrument. The stages of the data collection were as follows: 1) distributing questionnaires to students in semester 5 of the English Education Study Program STKIP PGRI Pacitan; 2) saving all answers from the respondents; 3) asking for an opinion regarding the effect of hybrid learning on the learning motivation. Finally, the data analysis was employed through the following processes: reduced, displayed, and concluded.

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Finding and Discussion

In this part, the researcher answered the following problems: 1) the supporting aspects to conduct online learning; 2) the positive effects of online learning; 3) the understanding of material during online learning; 4) the understanding of material during face-to-face learning. 5) students' perception about hybrid learning.

Table 1. The supporting aspects to do online learning method**.**

Supporting Aspects	Number
Device and Signal	21
Flexibility of time	4
Total	25

Based on the data in table 1, it can be seen that of the 25 respondents in this study, 21 respondents stated that they used supporting aspects when learning online with devices and networks. The device they mentioned such as smartphones, laptops, and computers. Also, the supporting signal becomes the main aspect to do online learning besides devices. The delivery of material will be maximal if the signal is good. Meanwhile, four respondents stated that the time used in online learning was more flexible. It means students can do other activities as well when they were doing online learning. From the answers of these respondents, researcherscan find out that the most important aspects of the online learning process are devices and signals.

Table 2. The positive effects of online learning.

Positive Effects	Number
Know advanced technology	18
Flexibility of time	7
Total	25

In the second table, it can be seen that the positive effects of online learning are written with positive effect numbers with a description of 18 respondents claiming that the positive effects of online learning systems can help students recognize advanced technology, while seven other respondents admit that the positive effects of online learning systems can be flexible time. The majority of students can do other activities as well but they still can follow the process of online learning.

Table 3. The understanding of material during online learning.

Understanding of Material	Number
Maximal	0
Not maximal	25
Total	25

Based on the third table, it can be seen that students' understanding of the material when learning online with the overall information from 25 respondents stating that it was not optimal, this was motivated by several obstacles such as network constraints, internet quota, and getting

bored easily. Even though there were supporting devices to do online learning, most of the students still experienced signal and network problems. Not only from students' problems but also from the teacher. Interestingly delivering material is the key to the success of a learning process. The lecturer must be innovative to prevent the student's boredom. In this case, some of the lecturers when conducting online learning were not interesting and caused students to get bored easily which cause them not interested in learning and understanding the material provided.

Table 4. The understanding of material during face-to-face learning.

Understanding of Material	Number
Maximal	25
Not maximal	0
Total	25

Based on the fourth table, it can be seen that students' understanding of the material when learning is face-to-face with the overall information from the respondents stating that it is optimal, this is because delivering material directly will be easier for students to accept.

Table 5. Students' perceptions of hybrid learning

Students' Perception	Number
Proper method	25
Less effective method	0
Total	25

The fifth table shows students' responses regarding perceptions of hybrid learning. It can be seen that 25 respondents stated hybrid learning is the right method and can simplify and also expedite the learning process so that the learning process runs optimally to be applied at the end of the pandemic era. Most of the respondents agree that hybrid learning will be optimal when applied in the right conditions and with supporting aspects such as devices, network, signal, and the way of lecturer delivers the material.

Conclusion

Hybrid learning is one of the right options and alternative learning models that is suitable to be implemented during the current COVID-19 pandemic. This method is to combine traditional learning models with online multimedia-based information technology. Through hybrid learning, technology and online learning can facilitate students' knowledge not only from face-to-face learning but also from outside the class. In terms of technology supporting devices and networks are needed when conducting hybrid learning. However, the learning process cannot be separated from the guidance of teachers or lecturers' Various guidance for students who do hybrid learning, teaching material must be planned in detail, especially in solving student's problems. In the learning material preparation, the teacher or lecturer must use the method of solving tasks in the description that is provided with the student's task sheets. After all, the effectiveness of the learning was well achieved with the help of model hybrid learning and the motivation of students will increase.

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