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## The Implementation of Hybrid Learning in Contextual English Language Learning

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### Abstract

The objective of this study is to determine how to apply hybrid learning in contextual English language learning in high school. Hybrid learning means a measurable combination of in-person and distance learning, which means that some students may attend the meeting face-to-face, while others may attend the meeting online. This study offers some ways to apply hybrid learning in contextual English language learning. The implementation of hybrid learning in contextual English needs to be tested, observed, and evaluated to make it successful at the future.

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### Keywords

Hybrid Learning; Contextual; English Language Learning

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## 1. INTRODUCTION

The industrial revolution that is currently happening globally has made the world of education in Indonesia strive to immediately adapt. All elements of education, both vertical and horizontal, collaborate massively to formulate educational strategies and content, including English language education, which will be presented to students so that they will be able to have 21st-century skills as needed.

However, the various hard efforts made were hampered by the Corona Virus outbreak that hit the world, including Indonesia. This unexpected condition has an impact on the world of education in Indonesia, so all stakeholders in the field of education are racking their brains harder to ensure that the education process continues, even during a pandemic. Various government policies in the field of education have been issued to save the young generation who are currently students because it is in the hands of this young generation that the fate of the country will be determined. Taufik Abdullah even firmly described how loaded the values are imposed on the young generation with the embellishments: "youth as the hope of the nation", "youth belong to the future", or "youth must be guided" and so on (Abdullah & Yasin, 1974). Therefore, education is one of the government's priorities in addition to saving lives (health) and the economy which has been severely impacted.



The policy of closing schools is one of the government's efforts to tackle the increasing spread of the Corona Virus in Indonesia. Zoning adjustments for face-to-face learning are enforced: orange and red zone statuses are not allowed to hold face-to-face learning at all, and areas with yellow and green zones are allowed to hold face-to-face learning with a gradual system starting from 50% during the transition period. Of course, this policy has a major impact on the model and process of student learning, especially English language learning. Almost all learning is carried out online (online), although some are a combination of online and face-to-face modes (hybrid learning).

English language, which at the regular level is presented through an applicative and practical learning model, during this pandemic the main actors in education (students and teachers) seem to be competing to find the best way for the continuity of the learning process. Although actually before the pandemic, students and teachers were already familiar with technology, they were forced to be more familiar with various digital tools and applications as learning support. This seems to answer what was stated by Hamza B. Uno and Nina Lamatenggo in Budiman (2017) which stated that the tendency of education in Indonesia in the future will be colored by distance learning modes, cooperation between educational institutions in a library network and other educational instruments, and the use of interactive information technology devices (Uno, 2010).

## **2. UNDERSTANDING HYBRID LEARNING**

The Hybrid Learning model that combines face-to-face learning and online learning (online) has been implemented since the advent of computer technology. This model is basically to facilitate students to understand and explore real-world problems through authentic learning experiences facilitated in an online learning environment (Ellis, 2001). Hybrid Learning is intended to combine the benefits of distance learning and face-to-face learning. In this case, the teacher acts as a facilitator by assisting students when needed and acts as an instructor by providing supplementary lessons that run alongside students' online learning. Halverson, Graham, Spring, and Drysdale (2012), define hybrid learning as "a diverse and expansive (learning) design that combines face-to-face and online forms".

Meanwhile, Qi and Tian (2011) explained in more detail the things that should be in Hybrid Learning, namely (1) a combination of collective and individual learning, (2) a combination of direct and indirect online communication media, (3) a combination of independent learning and group learning, and (4) a combination of formal and informal learning, related to the arrangement of study hours (Qi & Tian, 2011). Wang, Fong, & Zhang (2009) added that one of the advantages of Hybrid Learning is that it combines unique time management in delivering an instructional approach, especially through learning through direct online communication media (synchronous) which is similar to an online classroom that can be taught on a one-to-one or one-to-many basis or learning through

indirect or asynchronous online communication media which provides an ideal platform for a distance learning approach.

The main difference between conventional learning and hybrid learning is the presence of students. Hybrid learning which combines information and communication modifies the form of learning by implementing a teaching system that can be understood and utilizing various intelligent devices (such as collaborative teaching, web interfaces, etc.) that are believed to be able to recognize various student learning difficulties and make learning methods more varied. Anastasiades and Retalis (2002) stated that in Hybrid Learning (1) there is a change in the role between students and teachers, (2) teachers change into coordinators of learning resources that can solve problems and process students' thoughts independently, (3) the physical presence of students and exam requirements are replaced by active student participation in the learning process, development of students' individuality areas, and a two-way evaluation system, (4) allocation of time for the learning process changes into trying to learn for life.

Regarding the advantages of hybrid learning, several studies have found that hybrid learning can improve learning outcomes while improving communication relationships in three learning modes, namely traditional classroom-based learning environments, hybrid (mixed), and fully online. This evidence was shown by Dziuban, Hartman, and Moskal (2004) who found that hybrid learning has the potential to improve student learning outcomes and also reduce dropout rates compared to fully online learning.

The composition of hybrid learning varies, but the one that is often used is 50-50. It means that the time allocation is divided into 50% face-to-face learning and 50% online learning. Considerations for determining this composition depend on the results of the competency analysis to be achieved, subject objectives, student characteristics, face-to-face interactions, online or combination learning strategies, student residence location, teacher characteristics and abilities, and available resources.

Another consideration in hybrid learning implementation is the provision of adequate learning resources that are in accordance with the characteristics, interests, and level of availability of facilities and infrastructure owned by students. This is related to teaching materials and methods of delivering the material to be presented. In this case, teachers must prepare a mature learning scenario by determining which learning activities can be carried out face-to-face, and which are more efficient to do online. The level of complexity of the material, learning objectives, and delivery methods are the main references in compiling the hybrid learning scenario.

### **3. CONTEXTUAL ENGLISH LANGUAGE LEARNING**

According to applicable regulations, teachers must have several aspects of basic competencies according to Act Number 14 of 2005 Article 10 paragraph (1) Concerning Teachers and Lecturers, namely pedagogical competence, personality competence, social competence, and professional competence. These various requirements are intended to improve the quality of learning in schools. Not only that, innovation and creativity are needed from teachers to be able to make learning more interesting for students' learning interests and further improve the quality of support for the education system. One thing that is important in this context is the implementation of contextual English learning.

With this contextual English learning, teachers can lead students not only to the affective stage but also to the psychomotor stage. Teachers can also be helped in linking the material taught to the students' real-world situations and encouraging students to make connections between the knowledge they have and its application in their lives in the family and society. In this context, students need to understand what learning means, what benefits are learned for them, and how they achieve it. Thus, students will realize that what they learn will be useful as provisions for their lives in the future.

This contextual English learning can be implemented in several stages, they are constructivism, asking, finding, learning communities or learning groups, modeling, reflection, and actual assessment. In this contextual English learning, several forms of learning are possible, including linking, experiencing, applying, cooperation, and the transfer process. Linking is the core of constructivism. At this stage, the teacher links new concepts to something that is already known to students. Experiencing is the core of contextual where learning will occur faster when students can manipulate existing equipment and materials and conduct active forms of research. Applying concepts is done by students when they carry out problem-solving activities. At this stage, the teacher can provide realistic and relevant exercises as a stimulus. Cooperation between students allows them to solve complex problems with little help. This collaborative experience not only helps students learn the existing material but is also consistent with the real world. Knowledge transfer will occur when teachers create various learning experiences with a focus on understanding and not memorization.

### **4. HYBRID LEARNING SCENARIOS IN CONTEXTUAL ENGLISH LANGUAGE LEARNING**

The implementation of Hybrid Learning in English language learning is still rare in educational institutions. It is indeed not easy to keep English education up-to-date, relevant, and rational following the changing times as well as the mindset of the current generation. Efforts are needed with various models, strategies, and tricks to implement it. One effort to do this, in accordance with this pandemic period, where learning is carried out in various ways (in-person, distance, hybrid), it is necessary to test

the implementation of Hybrid Learning in contextual English learning.

To implement Hybrid Learning in contextual English learning, several decisions must be taken by the teacher, they are: first, the quantity of material to be taught with the Hybrid Learning system. If this is the first time, then the teacher is advised to start with a small amount of material first, so it's a kind of trial to apply it with one chapter and one learning activity.

Second, the topic that will be tested with the Hybrid Learning system. It is recommended to choose a topic that is oriented towards self-development because the topic is more challenging in terms of concept and has more content. It is hoped that with this topic, students can be more motivated to learn on their own according to their independence and learning style so that they can increase their memory and learn more material. Teachers can choose interesting learning methods that can be applied to face-to-face learning systems. It is recommended to follow the stages in the contextual learning model.

Third, determine the number of students and who will be the experimental group and control group categories. The experimental group is the students who are targeted for the trial, while the control group is the students who are not targeted for the trial. The control group will be a comparison of the effectiveness of the implementation of the Hybrid Learning trial.

Fourth, determine the type of training and supporting equipment needed. A trial is inseparable from training, just like when students are going to be tested, they need some training. Teachers are the same, they must be able to determine what type of training they need in order to implement Hybrid Learning well. The training can be done independently or by taking some short courses.

Fifth, estimate the time needed to design the Hybrid Learning model learning on the subject matter to be tested. There is no need to rush to implement Hybrid Learning because implementing Hybrid Learning requires careful planning related to objectives, materials, time allocation, strategies/techniques, and evaluation. Teachers can estimate the time to compile all of this planning around 2-3 weeks.

Sixth, determine what activities will be provided in face-to-face and online learning. What must be understood is that learning activities provided both face-to-face and online are integrative and complementary. What students experience in face-to-face learning must support the activities experienced by students during online learning.

Seventh, determine the evaluation and assessment system in the Hybrid Learning that is implemented. Teachers can choose the most appropriate type of evaluation based on the objectives and depth and breadth of the material. Also, consider the learning experience that has been planned to be given to students. This evaluation can be held face-to-face or using available online applications.

Eighth, determine the mechanism for forming a learning community. Several techniques can be applied to form a learning community, such as a discussion board where students will show and

comment on each other's profiles, divide the class into several groups, or create discussion groups.

In implementation, Hybrid Learning only conducts face-to-face learning when necessary, namely at the beginning of the meeting as a means of orientation of learning objectives, introduction of concepts, and formation of learning communities. The rest of the face-to-face learning is carried out to facilitate any problems faced by students during their learning process. There are two alternative mechanisms that can be applied.

First, if it is assumed that there are 5 effective months in 1 semester, then face-to-face meetings are held in the first 2 months of the semester. In this face-to-face meeting, it is maximized for orientation of learning objectives and introduction of concepts of several similar materials as well as the mechanism for forming community learning as a basis for carrying out learning activities. The remaining 3 months of learning are carried out online, but can still be carried out face-to-face when absolutely necessary.

Second, if it is assumed that in 1 semester there are 3 topics to be studied, then it can be divided into 2 months each for each topic. In 1 topic, face-to-face meetings are held in the first 2 weeks, and the rest are held online.

## 5. CONCLUSION

When all elements of education, both vertical and horizontal, collaborate massively to formulate educational strategies and content to face the industrial revolution 4.0, these hard efforts are hampered by the Corona Virus outbreak that has hit Indonesia and the world. The government's policy of closing schools has had a major impact on students' learning models and processes, especially English learning. English learning, which at the regular level is presented through an application and practice learning model, during this pandemic learning is carried out online (online) or a combination of online and face-to-face modes (hybrid learning).

The application of hybrid learning in English language learning has not been widely used in educational institutions due to several factors. In addition, something that is often overlooked by English teachers is the actualization and internalization of the values contained in English language learning. Actually, this actualization and internalization process can be done through contextual learning. For that reason, according to the author, it is necessary to test the implementation of hybrid learning in contextual English language learning.

To implement hybrid learning, it is recommended for teachers to coordinate with policy makers to get support from the school system, and also collaborate with teachers from the same school so that the level of success of the learning process can be measured later.

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