INNOVATION DEVELOPMENT STRATEGY FOR HYBRID LEARNING BASED ENGLISH TEACHING AND LEARNING

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Abstract: This research is motivated by the importance of the modernization of the implementation of learning in the education system within the university. The existence of various limitations of human resources, study space, and time to face-to-face causes the learning process to experience various obstacles to achieve optimal results. Learning in the form of Hybrid learning is one of several alternative efforts to improve the quality and quantity of the lecture process. Through learning by using Hybrid learning, students and lecturers can interact in learning across distances, time and space. The objective of this research was to obtain an overview of the Hybrid learning model to improve digital literacy of students in the learning process. The data obtained from this study were the results of document analysis, observation, interviews, and questionnaires. The sources of this study were students of the English Language Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University who were registered as active students for the 2018/2019 school year. The stages of research were observation, instrument calibration, research, evaluation, data analysis, revision of research results, dissemination of results, and reporting. The result of the research showed that the students' digital literacy was improved through the process of hybrid learning.
Keywords: *Hybrid Learning; digital literacy; learning*

INTRODUCTION

The development of science and technology is a challenge for every college. One of the challenges, at present, is to increase the contribution of knowledge and technology to develop the ability to meet the lives of the nation and to increase the availability and quality of science and technology resources, both human resources and facilities and infrastructure. This is in line with Hediansah & Surjono (2019) who argued that the development of technology has a significant impact on the process of information exchange, including in the field of education. This is in line with Surahman (2019) who believed that everyone can learn without having to sit in the educational institution. As stated by Celtekligil and Adiguzel (2019), with the help of technological development, people can learn new things, communicate with other people,

make innovations and share innovations with others. Therefore, it is important for the educational institution to provide the ability to hold the teaching and learning process in emergency situations such as pandemic that do not allow the implementation of the learning process offline. This challenge should be interpreted by the University in mapping the profile of graduates against graduate work and also to perform the sustainability of the learning process. Gupta (2018) stated that new ideas, technologies, and services are innovation products. In education, innovative processes provide variation and personality-oriented trend of the educational process, so that the knowledge, skills, and abilities of students are transformed into a means of developing their cognitive and personal qualities, competence to ensure their ability to be the subject of innovative

professional activities (Mykhalyshyn, Kondur, & Serman, 2018).

According to Haizar, Kee, Chong, and Chong (2020), there are four components of innovation strategy namely strategy, resources, capabilities, and processes. This is important so that national strategic issues in the administration of higher education are dealt with effectively and efficiently.

The learning model is a design and a stage used by the lecturer and learning. The model serves to bridge the delivery of learning messages in the form of information (cognitive, affective, and psychomotor) from various sources to students. Learning models have an important role to influence students to be actively involved in learning. This is in line with the opinions of Bruce, Well, and Calhoun (2019, p.30) explaining that learning models are designed for teachers to create an enforceable learning environment. With this model, it is very useful to make learning planning both of material and strategy. As stated by Rahman (2018), educators' lesson plan must push new ideas keeping in mind the end goal to promote the learning of every last one of the students.

Higher Education, in this case lecturers, always make efforts to emphasize and improve the quality and quantity of the elements that function in an educational process. Higher Education tries to solve the problem in innovative ways. One of the efforts is that universities are trying to innovate face-to-face learning processes. The innovation was carried out by integrating communication and information technology in the learning process, known as hybrid learning. Herdiansyah and Surjono (2020, p.2) defined hybrid learning as "a learning method that combines two or more methods and approaches in learning to achieve the objectives of the learning process." Graham (in Avgerinou, 2008) explains three important reasons a teacher would prefer to implement hybrid learning over both online and classical learning, namely: better pedagogy, increased, and flexibility, and increased cost-benefits.

Integrating hybrid learning in the learning process has several advantages. Hybrid learning can overcome the limitations and differences in distance, time, and space between learners and instructors. As stated by Zainuddin & Keumala (2018), the use of technology and internet access are potentials for each college to develop hybrid-based learning media by integrating technology.

Through hybrid learning, the learning process cannot only be done through a meeting between learners and instructors in a room but can be done wherever the learners and instructors are. Simply, the learning process cannot only be done based on a specific schedule allocation but can be done anytime and anywhere.
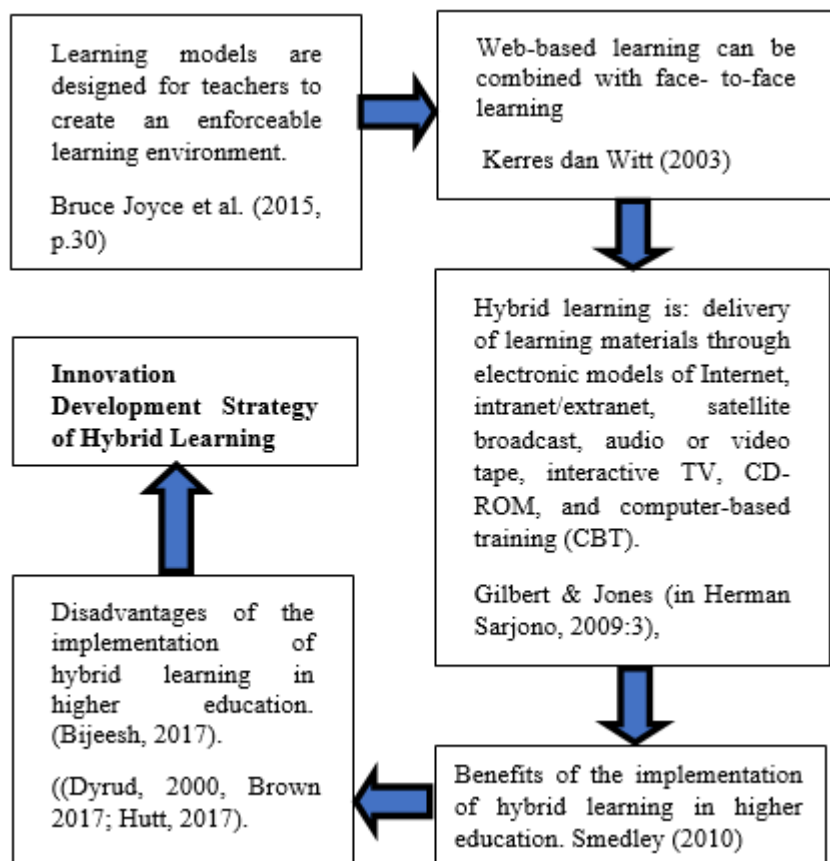
Related to the challenges faced by tertiary institutions, this research was carried out as an effort to integrate sporadic and partial preliminary research so that national strategic problem solving becomes more focused, more comprehensive, in a more efficient way, both in terms of resources human and time and source of funds (costs). This research is also an institution-based research activity which is expected to create a superior research centre that is able to grow the capacity of innovation along with technological advances and is market-oriented and the implementation of research results for fostering the nation's character.

This research is a technology-based research of the future. The application of this research design aimed to prepare human resources for the mastery and development of future technology. The substance of the research carried out is a continuation of the related research being carried out.

Based on the explanation of the implementation of hybrid learning described above, the researcher considers it necessary to conduct special research related to the innovation of the learning process through the implementation of hybrid learning in an effort to improve digital literacy capabilities and provide a hybrid-learning based learning model, to prepare the educational institution and also the students in industrial era 4.0 as well as to prepare for the possibility of having limited condition to hold offline teaching and learning process such as in COVID 19 pandemic. The implementation of hybrid learning provides flexibility when issues of time and place are taken into consideration. In this model, every student has the luxury of choosing the place and time that suits him/her. The benefits of hybrid learning were also stated by Smedley (2010), that the adoption of e-learning provides the institutions as well as their students or learners the flexibility of time and place of delivery or receipt of learning information.

However, besides the benefits, there are several disadvantages of blended learning discussed by experts. First, in online learning, there will be possibilities for the students to skip or prevent doing all the assignments on time (Bijeesh, 2017). Other disadvantages are related to the equipment needed by the students (Brown, 2017), as well as the social interaction with their friends and instructor (Dyrud, 2000; Brown 2017; Hutt, 2017).

Based on the descriptions of the benefits above, the writers would like to promote the possible innovation strategy of the development of hybrid learning. Here is the state of art, summarizing the background and theories of the research.

METHOD

This study attempts to answer two research questions; how was the performance of lecturers and student activities in teaching learning process in the form of hybrid learning and what is the innovation development strategy of blended learning based on the students' need to overcome some disadvantages in applying hybrid learning.

The data source of this research is the permanent lecturer of English Education Study Program and the students experienced hybrid learning in their teaching and learning process. The informants determined were informants who fit the research category so that the type used in this study was purposive sampling. The informants in this study were students of the English Language Study Program at the Faculty of Teacher Training and Educational Sciences of Pakuan University who were given a blended learning course in the Academic Year 2018-2019. There were three courses given in blended learning and the researcher only took 5 students from each class by using random sampling technique.

Data collection techniques carried out widely and in-depth through observation, interviews (interview instruments are open, structured with

guidelines), and study documentation. Data collection can be obtained from observations, interviews, documentation, and combination/ triangulation. In this study, data collection techniques were used by means of observation, questionnaires, interviews, and documentation. The data analysis technique used is descriptive narrative which is applied through three streams, namely data reduction, data presentation, and verification.

The observation was conducted by observing the e-learning courses including various learning activities related to the content of each unit. There were three courses of English Language Study Program conducted in blended learning. Each course should conduct at least 6 sessions in e-learning and 6 sessions in a conventional classroom. These online lessons were developed by the lecturers for students studying English courses. During the development of the program, the units were tested by the English lecturers at the department to confirm that it covered similar content to the classroom lessons.

The documents used as the object of this research is Blended Learning based RPS written by the lecturers who taught by using blended learning. The LMS platform used was also observed to see the performance of the teaching and learning process related to the improvement of students' digital literacy. The activities and the procedure of using blended learning were also examined during the research.

The questionnaire was used to obtain students' experiences of the use of hybrid learning related to the benefits and the disadvantages in some courses. The subjects' responses to the questionnaire were analyzed in terms of mean scores and standard deviations on a five-point Likert scales which were interpreted as follows: 4.51 to 5.00 = Strongly agree, 3.51 to 4.50 = Agree, 2.51 to 3.50 = Undecided, 1.51 to 2.50 = Disagree, and 1.00 to 1.50 = Strongly Disagree. Students in the experimental group were required to do a questionnaire.

To provide further support, 3 lecturers who taught a blended learning course were randomly selected for interviews of 8 questions at the end of the experiment. lecturers were asked for their opinions on using e-learning to supplement the course, and their innovative development strategy to overcome the disadvantages of using hybrid learning models in teaching and learning processes.

RESULTS AND DISCUSSION

As it was stated in theoretical review, the type of hybrid learning/blended learning and instructional methods applied does not simply combine the online and face-to-face instruction, but the appropriate combination of any kind of instructional method, model, and delivery strategies both live face-to-face, synchronous virtual collaboration, asynchronous virtual collaboration, and self-paced asynchronous activities. Research findings revealed that in the hybrid learning/blended learning courses in English Language Education Study Program, the lecturers mostly combine live face-to-face instruction/sessions, asynchronous virtual collaboration, and self-paced asynchronous activities. Methods used in live face-to-face instruction was lecture, group presentation, and discussion. Live face-to-face was more focused on deepening students' understanding on the subject or certain topics. Methods used in asynchronous virtual collaboration were blogs, online discussion boards, and listservs. Methods used in self-paced asynchronous activities were online searching, online reading, and online assignment.

Research findings also showed that e-learning tools used in hybrid learning/blended learning strategy for the courses were non-proprietary learning management system; e-learning with the website http://elearning.unpak.ac.id. Almost all facilities offered in the learning management system were used. Facilities used were learning path, course description, assignment, announcement, discussion forum, and document as a repository of all kinds of learning materials.

One of the alternatives to developing a hybrid learning strategy in English teaching and learning process can be done with the following steps.
Planning stage
This stage is the stage of designing courses that will be uploaded in the elearning.unpak.ac.id portal. This stage includes the design of the Semester Learning Plan by formulating course descriptions, learning outcomes of the course, selecting study material to be presented, and making exercises based on study material. In the

Faculty of Teacher Training and Educational Sciences, each semester, the lecturer who will give blended learning courses will be gathered before the courses begin and they will be asked to make RPS (lesson plan) as well as to prepare the activities and sources that will be used in e-learning.

In planning a blended learning lesson, things need to be considered are:
1) The formal face to face learning stage; the teacher designs the subject or material discussed according to what is contained in the syllabus. There were 6 face to face meetings and 6 blended learning sessions. Therefore, the lecturers should discuss the material and teaching learning method and media with their subjects' team.
2) E-learning stage; in this stage, the lecturer should prepare some online activities that would be uploaded in e-learning. They designed the material and activities that would be given to the students in e-learning.

Development stage
After the analysis and design stages of the blended learning course are carried out, the next stage is the development stage. The stages of this development include the process of preparing course portals, developing online course content, and uploading material.

Implementation
The implementation of blended learning was done with the following steps.
1) The teacher explains the material and examples contained in the RPS (lesson plan) in accordance with the curriculum in face-to-face meeting. There are two possible methods in having a blended learning course; first, the course will be held conventionally for the half semester and the rest of the meetings will be held online, second, the conventional and online meetings are held in turn every week.
2) The teacher uses the internet by opening the e-learning website (LMS) and selecting the material discussed to be explained to students. Material must be available and accessible to students regardless of place and time. The following are the sample screens of e-learning course:
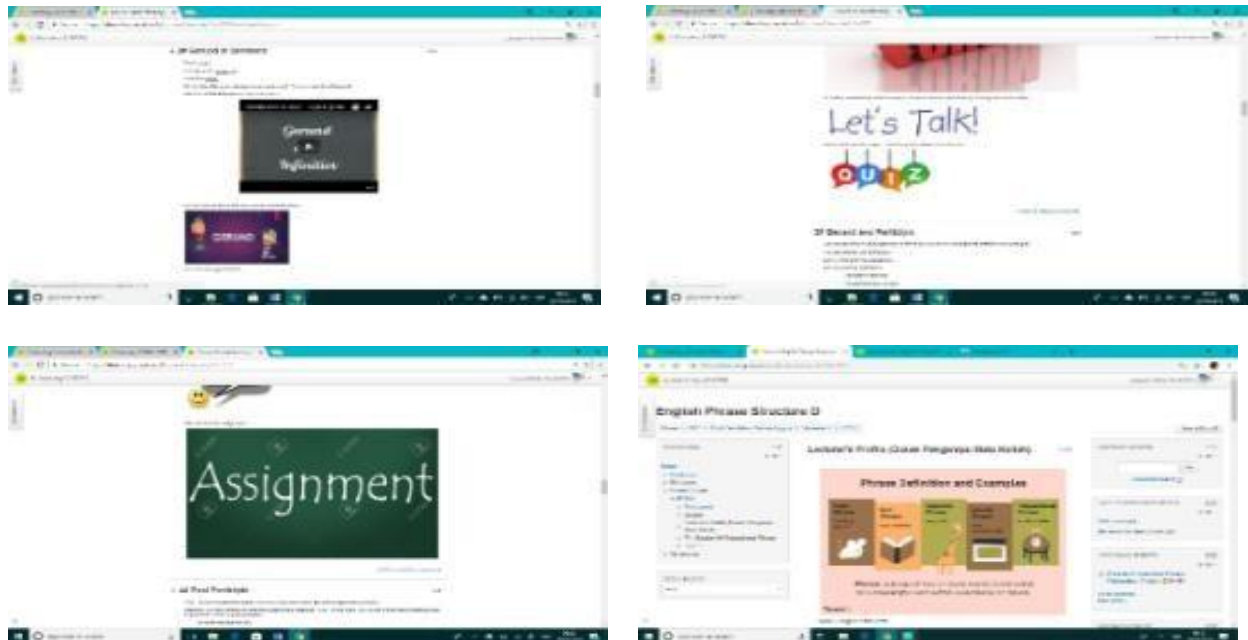

Figure 1. *Sample screen of e-learning course*

3) Lecturers can check students' attendance (online presence) based on online discussions (asynchronous). Then, students study or listen to audio and watch learning videos uploaded on the e-learning page. Learning material can also

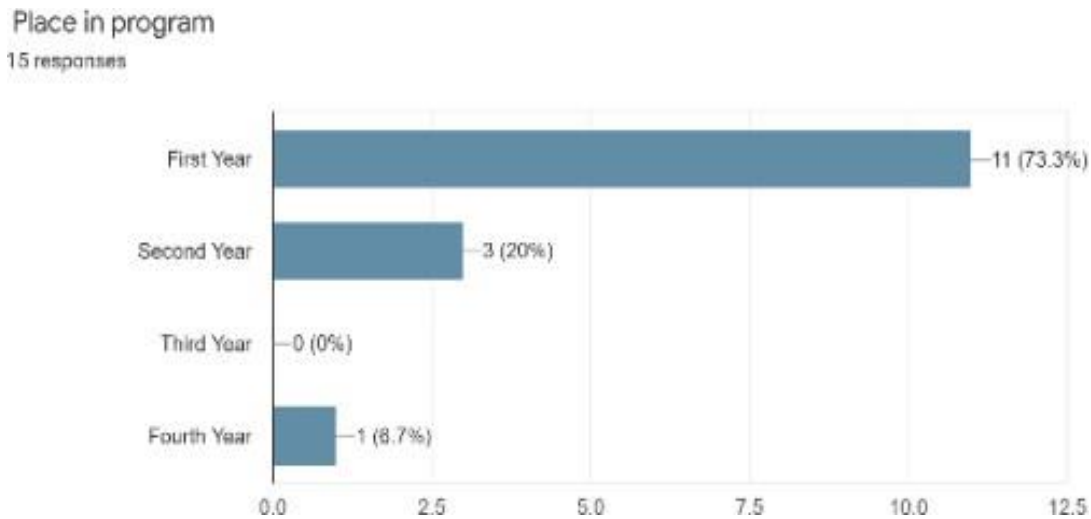be downloaded in the form of .pdf, .ppt, and Word files.

4) Submissions of online assignments are directly commented on and assessed by lecturers where students can review the results of their assignments. There is also an online Quiz for each subject.

The documentation used in this research was RPS Blended Learning used by the lecturer who gave blended courses to the students. In the last semester, there were three courses conducted in blended learning, namely; English Phrase Structure, EPT Preparation, and Genre Based Reading. The researchers observed and analyzed the correlation between the implementation of e-learning lessons and the RPS made by the lecturers; whether the materials given were correlated and became supplementary of the offline lessons or were relevant to the offline courses. The researchers checked the e-learning websites and also the RPS used. The presentation of the blended learning applied was 50% face to face sessions and 50% online sessions with the numbers of meetings was 6 face to face meetings and 6 online sessions.

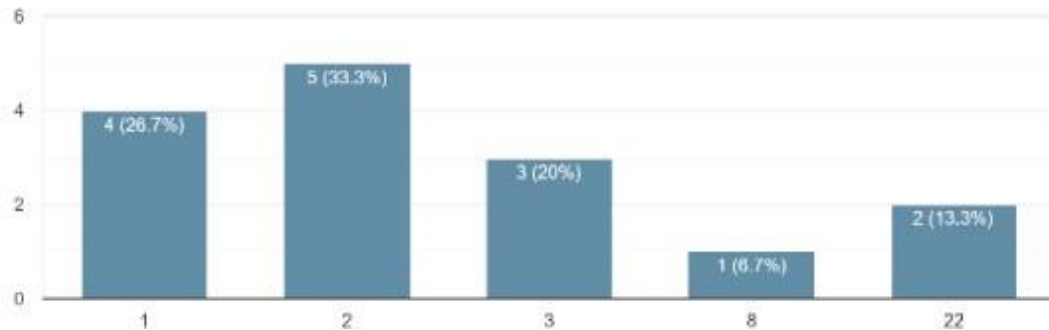After doing the e-learning courses observation and checking the documentation, students received a questionnaire to determine the effectiveness of blended learning on their needs related to their digital literacy. In the questionnaire, the subjects were asked about their perception of e-learning's effect on their digital literacy. The subjects' responses to the questionnaire were analyzed in terms of mean scores and standard deviations on a five-point Likert scale. Students in the experimental group were required to do a questionnaire.

The questionnaire was divided into three parts. Part one collected the students' personal information regarding the place in the program whether they were in the first, second, third or fourth year. The first part also asks about their experience of having blended learning courses like how many subjects they took in blended learning courses last semester. Part two consisted of nine questions aimed at obtaining students' general opinions toward the use of blended learning courses, reactions towards the instruction used in e-learning, the content, and the relationship between face to face and online learning. The last part was asking questions about their opinions of blended learning related to their digital literacy.

Place in program

15 responses

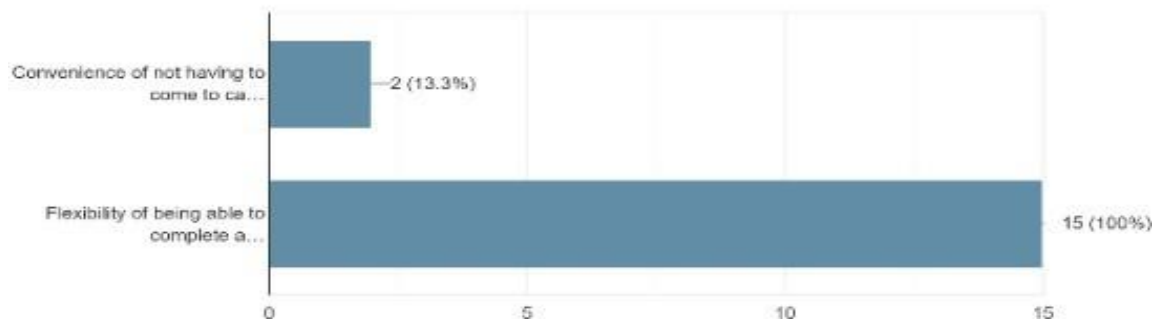Number of courses taken last semester in blended learning
15 responses

Graph 1. *Students' personal information*

Based on the result of the questionnaire, 100 percent of 15 samples said that their first opinion of the blended learning course was its flexibility of being able to complete assignments anytime/anyplace. It means that most of the students were interested in blended learning because they could do and access the assignments anytime and anyplace they could, not only in the classroom. Therefore, the flexibility of time and place matters for the students. The second topic was about the interaction with other students in blended learning class, 33% or about 5 people said that there was no difference; however, 26% or 4 people said that somewhat, the interactions decreased since they did not need to meet their classmates in the classroom. The rest were spread between increased and neutral. On the other hand, 40% of the respondents said that the interactions with the lecturer were increased.
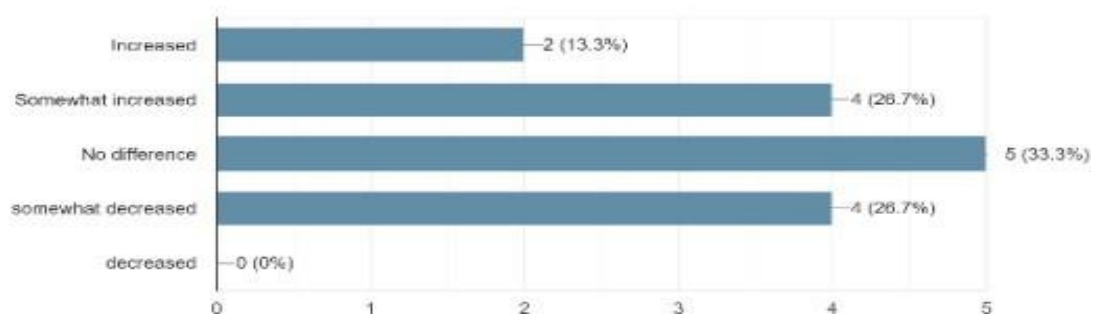
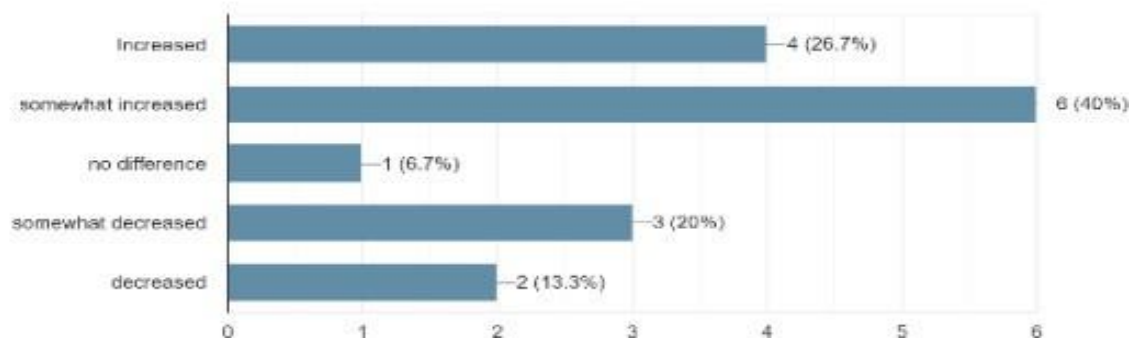What was your opinion about blended learning course/es?
15 responses

In comparison to the interaction experienced with students in other courses, how would you describe the amount of interaction experienced with other students in blended learning courses?
15 responses

In comparison to the interaction experienced with lecturers in other courses, how would you describe the amount of interaction experienced with lecturers in blended learning courses?
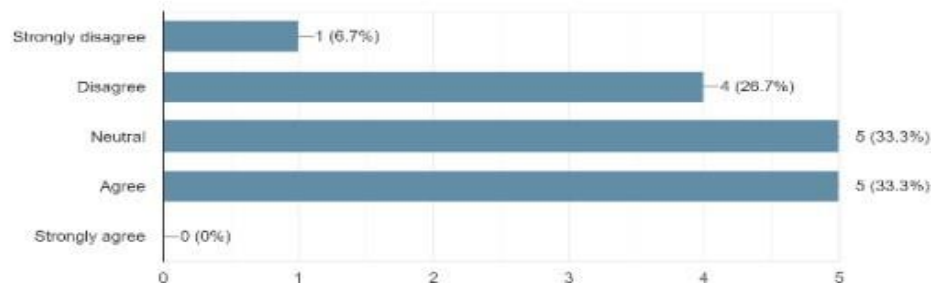15 responses

Graph 2. *Students' opinion of blended learning*

About the course calendar given by the university, most of the students chose neutral and agreed. Meaning that even though the teaching and learning process was conducted online, the course still fulfilled the university expectations of the course. About the resources and content of blended learning courses, almost 67% samples said that the resources in online courses were sufficient, and 67% samples said that the workload in blended learning was moderate or still acceptable. When the samples were asked about the relationship between face to face and online learning, 53% said that the online learning was relevant to the face to face course; and if they were offered to have blended learning class, 33% agreed and 55% were neutral.
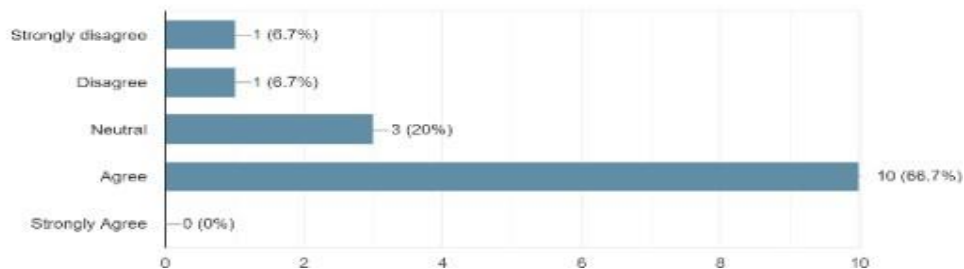
Indicate how strongly you agree or disagree with the following statements: . Blended learning courses are sufficiently identified and expectations made clear in Pakuan University course calendar.
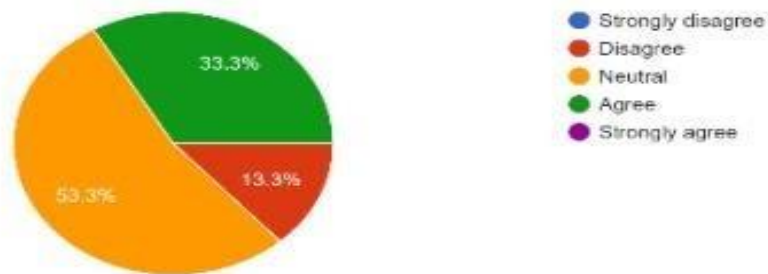15 responses

The course provides sufficient resources for blended course.
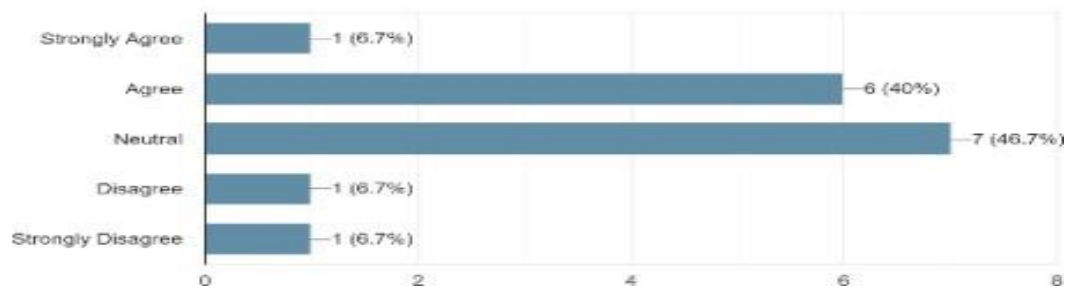15 responses

If I was given the opportunity, I would take another blended learning course in the future.
15 responses

Overall, I am satisfied with this blended learning course.
15 responses

Graph 3. *Content in hybrid learning*

Overall, the students in the experimental group had favorable attitudes towards having a teaching and learning process through e-learning. In addition, there was a favorable response relating to motivational aspects delivered through the use of technology. This information was obtained through direct interviews with some of the samples about their digital literacy.

There are three parts of the interview asked to the lecturers conducted hybrid/blended learning. First part was about the content, instructional method, and evaluation. In the first part, the questions were about the preparation, the strategies, the most and least effective aspects of hybrid/blended learning, and the lecturer's suggestion of this hybrid/blended learning.

The questions were asked to three lecturers who taught using hybrid/blended learning. The lecturers said that the preparations were necessary since to have hybrid/blended learning courses, they need to have prerequisite skills such as time management, technology integrations, and learner centered pedagogy. By having the preparation, the lecturers would have more options and sources before conducting the courses.

The strategies they did mostly were introducing hybrid/blended learning to the participants and including the schedule of each topic and this was done in the first meeting of the course. The lecturer also kept monitoring the progress to make the students keep on the track. The other lecturer integrated classroom activity and online assignments slowly and gradually. The aspect that was most effective about hybrid/blended learning according to the lecturers was time management since the participants learned how to manage their time to finish all administrative tasks and may lead them to discipline themselves and also the online discussion where students get a chance to express their ideas and opinions on a given topic. While the least effective aspect was when the system was down since it usually made the students lose motivation to finish the tasks. The other aspect that was least effective was the relationship between the lecturers and the students because it took more time when they had online sessions.

The suggestion that the lecturers can provide about hybrid/blended learning was the orientation before conducting hybrid/blended learning both for the students and the lecturers.

About the instructional method, the difference lies down on the learning process and the sources. The participants are becoming more independent and it is possible for them to explore their

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capability. Blended learning approaches may stimulate their critical thinking skills that may not be done effectively in traditional classrooms. For the first taker of hybrid/blended learning, they should not be anxious or worried of not being able to accomplish the tasks because blended learning does not mean there is no collaborative work between the participants and the instructor. The lecturers should also familiarize the students with the instruction and tell them how to access each section and that the online and offline courses are hand-in-hand with the offline.

The last part was about doing the evaluation. Almost all the lecturers use varied evaluation forms such as assignments, quizzes, and their log participations. However, the lecturers still determined that the most effective evaluations were asking questions and checking their participations both online or offline.

CONCLUSION
Hybrid learning is the learning strategy that is very important to facilitate learning more effectively, efficiently and appealing for students since it is related to technology. The first type of online learning still has weaknesses; however, it can be overcome by the strength of combination of face-to-face instruction and online instruction. Thus, in the implementation of hybrid learning, the appropriateness method and delivery strategies are the important key. In this research case, it described how the lecturers applied the hybrid learning started from the preparations until the evaluation and also the students' perception about the application of hybrid learning that was perceived positively by the students. Research findings showed that the application of hybrid learning benefited the lecturers and also the students in some aspects; one of them is the students' need to improve their digital literacy.

On the preparation stage, it is important for the lecturers and also the students to have an orientation toward the implementation of hybrid learning since there would be prerequisite skills for them before having hybrid learning courses. The development of lesson planning was also crucial for the lecturers so that they could prepare the material and the activities they would post in e-learning. On the main activity phase, students also are trained to be autonomous in doing task and

assignments provided in hybrid learning. Students' discussion through the forum discussion board also maintained the relationship between the lecturer-students and students-students. However, the suggestions about the implementation of hybrid learning was about the orientation to both the students and the lecturers. They need to be familiarized with the system and all the activities included in the hybrid learning. Immediate and intensity of feedback from lecturer is also a success key to the activity of hybrid learning.

Supporting factors for the succeed of hybrid learning are among others; 1) the availability of internet access both at campus or home, 2) the high of students and lecturer familiarity or literacy on computer and internet, 3) the availability of online learning resources that can be found and downloaded through internet, 4) lecturer and most of students has own computer facilities such as PCs, laptop, notebook, etc. However, the addition of e-learning to classroom teaching provides students with opportunities for autonomous learning and a decentralized transfer of knowledge.

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