

SHIFTING TO HYBRID LEARNING; WHAT DO RURAL ENGLISH TEACHERS NEED ?

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Penelitian ini berfokus pada pergeseran menuju pembelajaran hybrid ; apa yang dibutuhkan guru bahasa Inggris pedesaan?, bagaimana dengan sistem pembelajaran hybrid selama pembelajaran, untuk menggambarkan kesulitan dalam mencapai keberhasilan praktis yang terbatas di beberapa sekolah di Kapuas Hulu. Metode yang digunakan adalah pendekatan deskriptif. Teknik pengumpulan datanya adalah komunikasi langsung. Alat pengumpulan data adalah wawancara dengan menggunakan pedoman wawancara. Sekolah tersebut adalah SMAN 01, SMPN 02, dan MTS Hidayatul Mustaqim Bunut Hulu. Teknik analisis datanya adalah dengan membuat transkrip berupa teks dari hasil wawancara. Hasil dari penelitian ini adalah tidak banyak yang dapat dilakukan guru dalam sistem pembelajaran selama periode pembelajaran hybrid. Dari hasil penelitian di 3 sekolah dimana guru mengalami kesulitan dalam menerapkan pembelajaran hybrid. Beberapa permasalahan yang dialami guru adalah tentang media pembelajaran, media pembelajaran yang digunakan hanya buku/LKS, selain itu kurangnya pengetahuan iptek dari guru dan perhatian dari sekolah menyebabkan pelaksanaan pembelajaran hybrid mengalami kendala terutama pada saat pembelajaran. pembelajaran online, kesadaran siswa dalam memanfaatkan aplikasi hybrid. Di masa pandemi, peran orang tua sangat penting dalam mengingatkan siswa. Oleh karena itu, yang dibutuhkan guru bahasa Inggris dalam menerapkan pembelajaran hybrid adalah pelatihan guru bahasa Inggris tentang media pembelajaran dan fasilitas pendukung lainnya, kerjasama antara sekolah dan orang tua untuk membuat pembelajaran hybrid lebih efektif, dan dukungan dari pemerintah untuk materi. Peneliti berharap bisa menjadi solusi untuk masa depan, terutama di masa pandemi. Dalam rangka memenuhi kebutuhan guru di masa-masa sulit, karena kebutuhan guru juga perlu mendapat perhatian agar pembelajaran praktis tetap dapat dilaksanakan secara efektif.

Abstract

This research focuses on Shifting to hybrid learning; what do rural English teachers need?, how is the learning system during hybrid learning, to illustrate the difficulties in achieving successful learning practices with limited time in several schools in Kapuas Hulu. The method used is a descriptive qualitative approach. The data collection technique is direct communication. The data collection tool is an interview using an interview guide. The schools are SMAN 01, SMPN 02, and MTS Hidayatul Mustaqim Bunut Hulu. The data analysis technique is to make a transcript in the form of text from the interview results. The results of the study are, there is not much that teachers can do in the learning system during the hybrid learning period. From the results of research in 3 schools where teachers have difficulty implementing hybrid learning. Some of the

problems experienced by teachers are about the learning media, the learning media used are only books / worksheets, besides that the lack of science and technology knowledge from teachers and attention from schools causes the application of hybrid learning to experience problems, especially during online learning, lack of awareness from students in utilizing hybrid applications. During the pandemic, the role of parents is very important in reminding students. Therefore, what English teachers need in the application of hybrid learning learning is English teacher training regarding learning media and other supporting facilities, collaboration between schools and parents to realize more effective hybrid learning learning, and support from the government to simplify the material. The researcher hopes that it can be a solution for the future, especially during the pandemic. In order to meet the needs of teachers in difficult times, because the needs of teachers also need attention so that practical learning can still be carried out effectively.

Keywords: Shifting to Hybrid Learning, What do Rural English Teachers Need

INTRODUCTION

Starting in early 2020 until now, Indonesia and several countries are facing a pandemic, namely Covid-19. The COVID-19 outbreak has urged testing of distance education almost as never before (Sun et al., 2020) as cited in (Herliandry et al., 2020), for all elements of education, namely students, teachers, and parents. Several local governments have decided to implement a student dismissal policy and have started implementing online learning methods or through an online system.

Learning through the online system which has been carried out for a relatively long time is starting to be a negative effect on the psychosocial of students, so alternative solutions are needed to minimize this negative influence. Online learning has occurred almost all over the world during the COVID-19 pandemic (Goldschmidt & Msn, 2020) as cited (Herliandry et al., 2020). Internet-based education has an impact on traditional higher education institutions as the online component is upgraded to be integrated into the face-to-face program (FTF). The combined result of internet-based and traditional education is to take full advantage of the benefits of each platform (ie, online and face-to-face) to provide educational opportunities that can encourage student learning better than either platform alone. Courses and programs include both internet-based and traditional education components. This is referred to as hybrid, web-enhanced, mixed or mixed mode.

Hybrid learning is a learning method that combines or combines online learning with face-to-face learning. So in practice, there are times when students and educators meet face-to-face in class. There are times when doing distance learning. The innovation made by the

teacher is implementing Hybrid Learning to maximize learning carried out during the Covid-19 pandemic. In Indonesia, the learning process in cyberspace is usually called online or in a network, while offline is outside the network, which means using classical. The characteristic is that learning is carried out not only in classes as usual but in collaboration with the virtual world or better known as virtual classes. According to (Sulistiono, 2019) This merging of learning in the real world and the virtual world is what has come to be known as hybrid learning or blended learning.

In the National Education System Law No. 20 of 2003 Article 39 reaffirms that educators a professionals on duty planning and executing processes learning, assessing learning outcomes, providing guidance and training, and conducting research and service to the community, especially to educators at college (Sepriyanti, 2012). From the description above, the researcher concludes that the teacher is not just someone who provides subject matter in front of the class, not only sharing knowledge, but the main task is as a professional educator who can glorify human humanity by the rules of science education.

Things that English teachers need during hybrid learning are also widely discussed in several countries that use English as a second language, including in Indonesia. As in previous research used by the author is Implementation of Hybrid learning using the Edmodo application in qualitative research methods courses, (Sulistiono, 2019) this research discusses the application of Hybrid Learning using the Edmodo application, in this study a very important matter is related to the preparation of the semester learning plans for face-to-face strategies or offline lectures and proportional online lectures in using Edmodo applications during the hybrid learning period. Several similar studies also show that Innovation development strategy for hybrid learning-based English teaching and learning (Sutisna, 2020) this research discusses Learning in the form of Hybrid learning is one of several alternative efforts to improve the quality and the quantity of the lecture process. In a country that uses English as a second language, such as Thailand, The effectiveness and suitability of MOOCs hybrid learning: A case study of public schools in Thai rural area (Titie et al.,2016) This research proposes a new design of a hybrid MOOCs learning model that is suitable and effective for rural students and by analyzing important features and identifying factors that affect students' abilities. From these results, the MOOCs hybrid learning model is effective for rural students.

The researcher will examine what teachers need during the hybrid learning period. Therefore, this research is very important to do because of the need for important steps for teachers if the planning is expected to be by the actual situation and to achieve learning objectives. No matter how important the needs of students during a pandemic situation, it would be better if the needs of teachers should also be considered because success in learning depends on a teacher. The needs in learning practices during the pre-pandemic and post-pandemic periods are very different, therefore it is necessary to analyze the needs of teachers. Needs analysis involves identifying needs, placing them in order of priority, selecting the most important, and ignoring the unimportant. It is important to recognize that needs analysis views needs as gaps in outcomes, not gaps in inputs or processes.

METHODOLOGY

Research design

This research will use qualitative research with the type of research case study. Case studies emphasize more on a single case unit and focus more on one particular object that is studied as a case (Ary, 2014). A case study should always make clear which information is a factual description and which is an inference or the opinion of the researcher. The strengths of case studies are providing detailed (rich qualitative) information and providing insight.

Subject of research

In this research, the research subjects involved three schools in Semangut Village, Kapuas Hulu Regency. To streamline the data in terms of time and cost, this research will only involve participants consisting of English teachers.

Participants consist of 3 people in each school, namely 3 English teachers who will be involved in this study. In this research, the research chooses three schools to be studied, namely SMAN 01 bunut Hulu, SMPN 02 bunut Hulu, MTS Hidayatul mustaqim bunut Hulu.

Table 1.1 School Selected.

| No | Schools | Location | Learning Facilities | Classification |
|----|-----------|--------------------|---------------------|--|
| | | | | Classrooms, Didactic Materials, Toilets, Sports Infrastructure, School Libraries, Laboratories, Internet Connection. |
| 1 | School U1 | Kapuas Hulu(Rural) | Well-adequate | Yes |
| 2 | School U2 | Kapuas Hulu(Rural) | Well-adequate | Yes |
| 3 | School U3 | Kapuas Hulu(Rural) | Well-adequate | Yes |

Source: (Ndjebakal Souck & Nji, 2017)

The subjects selected in this study are :

Table 1.2 Subjects Selected.

| No | School | Total | Location | Classification (The thing that teachers need most during the hybrid learning period) |
|----|-----------------------------------|----------|------------------------|---|
| | | Teachers | | |
| 1. | SMAN 01 Bunut Hulu | 1 | Semangut Utara(Rural) | Yes |
| 2. | SMPN 02 Bunut Hulu | 1 | Nanga Semangut (Rural) | Yes |
| 3 | MTS Hidayatul Mustaqim Bunut Hulu | 1 | Semangut utara(Rural) | Yes |

Technique of data collection

The process of data collection involves more than simply gathering information. Sugiyono (2017) States that the Data collection technique is the most important step in research because the main purpose of research is getting the data. Tenpa knows the collection technique data, then researchers will not get data that meets data standards set. Therefore, researchers only took the technique of Interview, and documentation techniques.

Tools of data collecting

The data obtained were collected through data collection tools that were relevant and made it possible to answer existing problems. In this study, data collection using an observation sheet. The observation sheet was made to determine the needs of teachers in the hybrid learning period. Therefore, to further explore research that focuses on teacher needs, researchers use teacher pedagogical competencies as a reference for carrying out observations. Observations will be carried out by the researcher himself. Then use the Interview Guidance to communicate directly with the English teacher to obtain the information needed for the research. For

documentation itself, it is necessary to collect research evidence in the form of photos and learning artifacts used by the English teacher.

Technique of Data Analysis

The process of data collection involves more than simply gathering information. Sugiyono (2017) States that the Data collection technique is the most important step in research because the main purpose of research is getting the data. Tenpa knows the collection technique data, then researchers will not get data that meets data standards set. Therefore, researchers only took the technique of Interview, and documentation techniques. based on the explanation above, the researcher analyzed the data through the following procedure :

1. Data reduction : The researcher began the data reduction through editing and segmenting data from interview checklist. Any unimportant information were reduced so the data can be sharpened . the next step was coding or classifying the data based on each aspect. then researcher converged data from interview checklist as the step forward to data display.
2. Data display: In this stage the researcher organized and assembled the data in form of discussion , and photos to strengthen the data.
3. Conclusion drawing of verification : The researcher drew the review of the findings and gave final conclusions. the verification was carried out through a thorough excursion to interview transcript . this stage was conducted by the researcher to verify conclusion towards the other stages of data analysis

Procedures of research

There are several procedures that must be followed during the research, to find out the data to answer the research problem. The procedure is: Planning At the planning stage the researcher prepares a research design consisting of a plan, the background that contains this research, which formulates the research questions and objectives. Then build a theoretical basis, prepare target participants, then make data collection instruments. The latter takes care of access to a license to conduct research. Data Collection In this section the researcher uses an interview guide to interview the English teacher. Data Processing In this section the researcher has carried out: Analysis Data analysis in this study is a process of systematically searching and compiling data obtained from interviews by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are important that can be studied, then drawing conclusions so that they can be easily understood by oneself and others. Interpretation While data interpretation is data that refers to the development of ideas on findings and then associated with theoretical studies (existing theories) to produce new substantive concepts or theories to enrich the treasures of knowledge. Data Reporting In this stage, the

researcher reports the data that has been obtained during the study. These data determine what results are obtained during the study.

FINDING AND DISCUSSION

FINDING

In this section, the results of interviews conducted face-to-face with compliance with health protocols will be discussed at SMAN 01 Bunut Hulu, SMPN 02 Bunut Hulu, MTS Hidayatul Mustaqim Bunut Hulu. Researchers analyzed the results of interviews with a qualitative design.

The teacher's needs are a concern that must be considered in this case if the teacher wants an interactive teaching and learning process, which can be understood and accepted. In this study, the researchers used 14 questions that were asked directly to the research subjects, namely the three English teachers at SMAN 01 Bunut Hulu, SMPN 02 Bunut Hulu, MTS Hidayatul Mustaqim Bunut Hulu. The researcher will explain the results of the research that the researcher has done.

1. Lesson Planning

Based on the results of the interview, it can be seen that the English learning plan in the three schools as follows :

- a) In preparing for learning the three teachers stated that there was no special preparation for hybrid learning. what the teacher prepares is only lesson plans that adjust the learning process (face to face/online). However, teachers still try to maximize the hybrid learning learning process
- b) Obstacles in preparing for learning during the hybrid learning period, the three teachers experienced the same obstacles, namely the teacher had problems with online learning media. Moreover, one of the English teachers at one of the schools is not a teacher of the subject itself so that the teacher teaches only modestly coupled with the absence of supporting facilities for English subjects so that the teacher only relies on the internet and YouTube.
- c) Solutions to the barriers to learning hybrid learning. The three teachers more or less share the same opinion, which is in dire need of support from both public schools and parents in maximizing the shortcomings experienced by teachers. One form of support

is by holding teacher training on learning media because teachers currently really need it.

This is in line with the opinion of Delfita & Sasongko (2017) "Learning preparation is carried out by the teacher every new academic year by preparing prota, prosem and KKM and before carrying out learning activities in class the teacher makes a learning implementation plan (RPP) adapted to the syllabus"

2. Learning Process

Based on the results of interviews, it can be seen that the process of learning English in the following three schools:

- a) Based on the answers from the three teachers, it is known that the learning process includes online learning activities carried out in the WhatsApp group by providing material and practice questions. while face-to-face is still the same as usual but the time is shorter. Face-to-face meetings in two schools are held three times a week and one school does not provide information
- b) The media used by the three teachers are all the same, namely when online using WhatsApp while face-to-face is still as usual. but there is one teacher who sometimes uses zoom
- c) The obstacles experienced by the three teachers were more towards the online learning process such as ineffective learning media, internet access problems, the limitations of students who have cellphones, and the lack of encouragement from parents so that students are more active in participating in learning activities. . for the face-to-face learning process, there are still many students who rarely follow the learning process.
- d) In overcoming these obstacles, teachers at SMAN 1 Bunut Hulu provide internet quotas and allow students who do not have cellphones to join friends who live nearby, for teachers at SMPN 2 Bunut Hulu in addition to reminding students, teachers also directly contact students with problems. while teachers at MTs Hidayatul Mustaqim Bunut Hulu maximize face-to-face learning to solve problems online. In this case, the role of parents is an important factor in overcoming problems in the learning process during the hybrid learning period

This is in line with the opinion of Delfita & Sasongko (2017) "The learning process is a process of interaction between students and educators and learning resources in a learning environment. This is to motivate students and relate past material or it could be some questions related to the material to be delivered "

3. Learning Evaluation

Based on the results of the interview, it can be seen that the Evaluation of English Learning in the following three schools:

- a) The three teachers used the same learning evaluation, namely giving assignments after explaining the material
- b) The three teachers used more or less the same assessment in general, namely seeing the activeness of students both in participating in online and face-to-face learning.
- c) The three teachers more or less experienced the same thing, namely students were still not independent and lazy in doing assignments

This is in line with the opinion of Delfita & Sasongko (2017) "Teachers need to design an evaluation of English learning by making grids and instruments that are in accordance with the rules of English writing to determine student learning progress, the extent to which students are able to the material that has been delivered and how much far students master the learning material, so that further as a follow-up / feedback "

4. Feedback

Based on the results of interviews, it can be seen that the feedback from learning English in the following three schools:

In this case the three teachers felt the same impact, namely the teacher felt that hybrid learning was very helpful for teacher problems during the pandemic and the hybrid learning process tended to be more effective than when only online.

This is in line with the opinion of Delfita & Sasongko(2017) "Effective feedback must be able to provide guidance to each student on how to make improvements"

DISCUSSION

In this study, the need for English teachers is encouraged to be more creative and innovative, especially in the digital sense. This means that English teachers must be digitally literate. Outside of digital literacy, it will return to school infrastructure and teaching and learning systems. During the pandemic, the schools that will be studied use a hybrid learning system. Why is that because the school is a remote place so it is a bit far from the outside. In this study, the researcher looked for previous research regarding lesson planning, learning process, learning evaluation, and feedback which I will review later.

1. Lesson planning

Preparation of learning carried out by the teacher is carried out every new academic year by preparing prota, prosem and KKM and before carrying out learning activities in the classroom the teacher makes a lesson plan (RPP) that is adapted to the syllabus. (Delfita & Sasongko, 2017). In the schools that I researched, the English teacher has prepared maximum learning preparation, but there is no special preparation for hybrid learning, the only thing that the teacher prepares is lesson plans that adjust the learning process (face to face/online).

2. Learning process

The learning process is a process of interaction between students and educators and learning resources in a learning environment. This is to motivate students and relate past material or it could be some questions related to the material to be delivered (Delfita & Sasongko, 2017). The learning process at the three schools I did research included online learning activities carried out in WhatsApp groups by providing materials and exercise. while face to face is still the same as usual but the time is shorter. Face-to-face meetings in two schools are held three times a week and one school does not provide information

3. Learning evaluation

Learning evaluation is the process of systematically collecting, analyzing, and interpreting information to determine the achievement of learning objectives. Teachers need to design an evaluation of English learning by making grids and instruments that are in accordance with the rules of English writing to determine student learning progress, the extent to which students are able to the material that has been delivered and how far students master the learning material, so that further as a follow-up/ feedback (Delfita & Sasongko, 2017). The three teachers used the same learning evaluation, namely giving assignments after

explaining the material and using more or less the same assessment in general, namely seeing student activity both in online and face-to-face learning.

4. Feedback

Student feedback is the response of students regarding their learning experiences, communication with teachers and groups, as well as the complexity and usefulness of learning materials. Effective feedback must be able to provide guidance to each student on how to make improvements (Delfita & Sasongko, 2017). In this case, the three teachers feel the same impact, namely the teacher feels that hybrid learning is very helpful for teacher problems during the pandemic and the hybrid learning process tends to be more effective. effective compared to being online only.

There is also research on teacher needs analysis (Sunandar 2006). To anticipate educational problems related to meeting teacher needs, careful planning is needed regarding the number of teachers and the qualifications needed. teacher needs analysis should be based on factors - factors related to the implementation of the teacher's work not based on intuition let alone guessing. especially during a pandemic like now where school rules about learning are changing. but currently the blended learning system that is being implemented makes teachers have to pay attention to how a teacher can adapt to various changes so that what is expected can happen by following what is happening in the field. Therefore, various teacher needs must be met such as teaching staff, learning support facilities, curriculum, teacher workforce, and so on.

From the results of research at SMAN 01 Bunut Hulu, SMPN 02 Bunut Hulu, MTS Hidayatul Mustaqim Bunut Hulu where teachers experienced difficulties in implementing hybrid learning. Some of the problems experienced by teachers are about the learning media, the learning media used are only books / worksheets, besides that the lack of science and technology knowledge from teachers and attention from schools causes the application of hybrid learning to experience problems, especially during online learning, lack of awareness from students in utilizing hybrid applications. During the pandemic, the role of parents is very important in reminding students. Therefore, what English teachers need in the application of hybrid learning learning is English teacher training regarding learning media and other supporting facilities, collaboration between schools and parents to realize more effective hybrid learning learning, and support from the government to simplify the material.

Another study conducted by (Habibullah 2012) Study about teachers' pedagogical competence. In this study it was concluded that pedagogical competence is an important competency for teachers. Therefore, this study aims to determine how pedagogical competence is seen from the aspect of learning knowledge abilities, compiling learning designs and classroom learning. While in this study, researchers used pedagogical competence as a tool to analyze teacher needs, especially during the current pandemic. There are several benefits obtained by teachers and students with pedagogic competence, namely teachers can understand students by utilizing the principles of students' cognitive development, and teachers can understand students' personality development and reflect on it in the learning process.

CONCLUSION

This research was taken from the results of interviews with English teachers at SMAN 1 Bunut Hulu, SMPN 2 Bunut Hulu and MTs Hidayatul Mustaqim. This interview discusses the needs of English teachers in the practice of learning in hybrid learning. From the explanation above, it can be concluded that hybrid learning is quite a solution in overcoming problems during the pandemic, although English teachers still experience many difficulties and obstacles in various ways, such as short face-to-face time, not much material.

Based on the results of interviews, it can be seen that the English learning plans in the three schools require special preparation for hybrid learning, lesson plans that adapt the learning process (face to face/online), and require support from both the school and parents in maximizing the shortcomings experienced by teachers. . One form of support is to hold teacher training on learning media because teachers currently really need it.

In the process of learning English in the three schools, it requires learning media that can support the learning process, the necessary facilities such as mobile phones, internet networks, internet quotas that can support the learning process during the hybrid learning period and encouragement from parents so that students are more active in participating in activities learning.

In the evaluation of learning during the hybrid learning period, the three schools need a more effective learning evaluation to increase independence and activity in doing assignments

because the three schools use almost the same learning evaluation and experience more or less the same obstacles.

Based on the results of the interviews, feedback from the three teachers felt the same impact, namely the teacher felt that hybrid learning was very helpful for teacher problems during the pandemic and the hybrid learning process tended to be more effective than when only online.

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