CHALLENGES OF ENGLISH TEACHER IN THE PRACTICEOF HYBRID LEARNING IN THE 21ST CENTURY

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Abstrak

Penelitian ini dilatarbelakangi oleh ketertarikan peneliti terhadap guru EFL di SMA N 1 Pemangkat yang menggunakan model Hybrid Learning. Tujuan dari penelitian ini adalah untuk mendeskripsikan tantangan yang dihadapi guru bahasa Inggris di SMAN 1 Pemangkat dalam praktik pembelajaran hybrid di abad ke-21. Metode penelitian ini menggunakan deskriptif kualitatif. Wawancara dan dokumentasi merupakan alat penelitian yang digunakan dalam penelitian ini. Wawancara sebagai alat utama untuk mengumpulkan data dan informasi dari informan. Setelah itu, dokumentasi yaitu bukti nyata yang digunakan peneliti untuk mendukung pengumpulan data adalah RPP, Jadwal mata pelajaran, rekaman, dan foto. Teknik pemilihan sampel adalah Saturation Sampling. Subyek penelitian ini adalah guru bahasa Inggris di SMAN 1 Pemangkat. Hasil dari penelitian ini adalah terdapat tantangan yang dihadapi oleh guru bahasa Inggris dalam model pembelajaran hybrid yaitu: (1) Informasi pembelajaran tidak sampai dari guru ke siswa, (2) Guru kesulitan dalam membangun karakter dan kemampuan siswa, (3) Target pembelajaran yang diharapkan guru tidak tercapai.

Kata Kunci: Pembelajaran Hybrid, Challenges of English Teacher, 21st Century

Abstract

This research is motivated by the researcher's interest in EFL teachers at SMA N 1 Pemangkat using Hybrid Learning model. The purpose of this study is to describe the challenges faced by English teachers at SMAN 1 Pemangkat in the practice of hybrid learning in the 21st century. This research method uses descriptive qualitative. Interview and documentation are research tools used in this study. Interview as the main tool to collect data and information from informants. After that, documentation is concrete evidence used by the researcher to support data collections are RPP, Schedule of subjects, recordings, and photographs. The technique of sample selected is Saturation Sampling. The subjects of this study were English teachers at SMAN 1 Pemangkat. The result of this research is that there are challenges faced by English teachers in the hybrid learning model, namely; (1) The learning information does not arrive from the teacher to the students, (2) the teacher has difficulty in building the character and abilities of the students, and (3) the learning targets expected by the teacher are not achieved.

Keywords: Hybrid Learning, Challenges of English Teacher, 21st Century

INTRODUCTION

The World Health Organization (WHO) officially declared the Covid-19 pandemic in early 2020, all governments in Indonesia have confined operations outside, including learning and teaching activities in schools. The government, through the Ministry of Education and Culture, has fully implemented face-to-face learning beginning with the new 2021-2022 school year, while still paying closecontributions to the development of the circumstance and conditions of Covid-19 viruses and implementing very strict health protocols. The Covid-19 pandemic has provided us with a fantastic opportunity to plan for digitalized learning (Dhawan, 2020).

The transition of face-to-face teaching and learning activities to digital forces various factions to follow the current flow as government decisions, so that

learning in the department of education can continue to operate properly and can be done. Distance learning, which has been carried out internet since the starting of the Covid-19 pandemic until now, is feared to harm students' psychosocial aspects, so it is in need of technical improvements in learning methods that merge web - based learning with face-to-face learning. During this pandemic, e-learning tools played a critical role in assisting schools and universities in facilitating student learning while universities and schools were closed (Subedi et al., 2020).

Hybrid or blended learning is a learning model that combines innovation and technological advances via an online learning system with traditional learning models' interaction and participation (Thorne, 2003). Several Hybrid Learning models that have emerged in recent years combine one or more of the following dimensions: First, learning takes place in a classroom setting, and learning activities include material delivery, discussions and presentations, exercises, and learning evaluations. Second, Synchronous Virtual Collaboration is a collaborative learning design in which students and education staff interact at the same time. Learning activities make use of applications like Google Classroom (GC) and Social Media. Third, Asynchronous Virtual Collaboration is a type of learning design that involves interaction between teachers and students.

The implementation occurs at a different time with the learning activities' facilities, namely online discussion boards or discussion forums and email. Fourth, the Asynchronous Self Pace learning model is a learning model in which students work at different and independent times, the material is provided in the form of books or modules, and practice questions or learning evaluations are completed online. The importance of this study is that this research analyzes the difficulties and problems at the same time finds out the challenges faced by English teachers in the 21st century. Thus, the discovery of learning models such as hybrid learning to measure how appropriate this model is to be used during the Covid-19 pandemic. Hybrid learning is a real opportunity to create learning experiences that can provide the right learning at the right time and in the right place for each individual, not only at school. It can be truly universal, traversing phenomena occurring in today's world and uniting groups of learners across different time zones. In this context, hybrid learning could be one of the most significant developments in the 21st century. Especially, for English teachers who teach at SMAN 1 Pemangkat. At first glance, it is very clear that teachers have

difficulties in various aspects, such as how to evaluate students in online classes, how to achieve learning objectives well, what are the solutions so that teachers canprepare ICT-based teaching materials, and so on. The obstacles experienced by teachers during online learning are learning applications, internet networks and devices, learning management, assessment, and supervision (Rigianti, 2020).

Based on previous research related to the title of this study, the challenges of English teachers in the practice of Hybrid Learning in the 21st century by several researchers. First, research from Makhin (2021) with the title "Hybrid Learning: Learning Models during a Pandemic at SD Negeri Bungurasih Waru Sidoarjo. This research was descriptive qualitative research to describe Hybrid Learning implemented at SD Negeri Bungurasih Waru Sidoarjo and the problems experienced and their solutions. Second, research from Diana (2021) entitled "Challenges of English Teachers in the Teaching and Learning Process during Pandemic in Pidie". This study aims to determine the challenges faced by English teachers in the teaching and learning process during the pandemic. This research is expected to be a reference for teachers, government, and all in the world of education to try to improve the quality of all aspects of the teaching and learning process during the pandemic. Third, research from Manggoa (2020) entitled "Teaching Challenges During the Covid-19 Pandemic". This research was conducted to identify and find the teaching challenges faced by every teacher a lecturer when teaching in the atmosphere of the Covid-19 pandemic. This is important to research because there has been a significant change in teaching and learning activities when the spread of Covid-19 is increasingly widespread.

METHODOLOGY

The researcher determines, reports, and analyzes the challenges of English teachers in the practice of Hybrid learning at SMAN 1 Pemangkat, Sambas, West Kalimantan, Indonesia. The researcher obtains scientific data that is composed of events, phenomena, or facts related to a particular area or population. This research is called descriptive research. According to Gay (1992:217) descriptive research as data collection to test hypotheses or solve information about the current status of research subjects.

In this research, the research objects were taken from all populations and then used as research samples. The sample in this study was the EFL Teachers at SMAN 1 Pemangkat. This sampling technique is called saturation sampling. In

this research, the data collection technique used in this research was direct communication. Direct communication is a communication process that is carried out directly or face to face and there is interaction in the process so that the goal of an information is achieved. The researcher needs to identify your participants and sites, gain access, define the types of data to collect, develop data collection forms, and manage the process in an ethical manner (Creswell, 2012). The technique of tools are interview and documents.

Data analysis is the process of systematically searching and compiling the data obtained from the results of interviews and documentation, by organizing the data into categories, breaking it down into units, synthesizing, compiling it into patterns, and choosing which ones are important and what will be studied and draw conclusions. The process of data analysis used theory of Miles & Huberman. In this study used three steps, namely data reduction, data display, and conclusion.

Here the researcher summarizes the important things and provides a clearer picture so that it can make it easier for researchers to display the data. By reducing the data, the researcher focused on the important things and makes several categories. After the data reduction process, the next step in qualitative data analysis is data presentation. Here, the researcher presents data that is well organized and easy to understand. In addition, the purpose of presenting this data is so that the reader can understand the content of the study. In this step, the researcher concludes from the collected data, namely interviews and documentation.

FINDINGS AND DISCUSSION

During Hybrid learning model, teachers have their challenges. Teachers must carry out a dual role, namely as movers and coaches who have extraordinary abilities to carry out hybrid learning. During this pandemic, teachers are required to carry out various additional tasks to ensure the achievement of educational goals and the fulfillment of academic and non-academic targets. In addition, teachers are also required to be able to innovate and find ideas for subject matter, methods, media, and others so that learning can continue to be fun for students even though it must be limited by distance. There are several challenges of EFL teachers faced during hybrid learning at SMAN 1 Pemangkat;

The first challenge is information not received. The information and

learning materials delivered take a long time to be accepted by students, or vice versa (Satrianingrum & Prasetyo, 2021). Information that was not received properly was caused by basic problems, for example the media such as the student's cellphone was damaged, did not have a package/quota to receive messages from the teacher, and did not have a cellphone or still borrowed cellphones from the student's parents. Smartphones/gadgets are the things most commonly used by students than laptops because they are more practical and have many advanced features (Subiyakto, *et al.*, 2019). As an excerpt from the interview conveyed by the first Informant as follows;

> *"...tantangannye ini satu hal bagi siswa yang hpnya bermasalah, tidak punya kuota, itu menjadi suatu hambatan dan tantangan guru…"*

From a statement like the above, then the following results appear;
> *"…Kitakan masing-masing membuat grup mata pembelajaran kadang informasi daan nyampai karne daan dibaca itu yang menjadi suatu hal tantangan yang paling berat."*

The solution to the challenges above is that the teacher gives a letter or notification officially or unofficially to students who have problems like this, then the student is called and given independent lessons by the teacher who is in charge of the subject, especially in English. Although it is forbidden to go to school, it is a good solution to do because there are only a few students who come to school.

The second is building student's skill and character. This challenge is indeed a serious problem where students are required to be very active in the current curriculum. The use of an effective pedagogical approach requires more effort in motivating and activating students in online learning (Huang *et al*. (2002:2). Suddenly, surprised by online learning for the first time then some students became passive and lazy to participate in learning. As the statement from the interview conveyed by the second informant as follows;

> *"tantangannya yaitu ya beda ya apa ee memperbaiki kemampuan anak secara online itu memang agak susah yaa apakah anak itu aktif atau tidak anak itu seperti apa kerja samanya atau tidak kerja samanya seperti apa kita sulit untuk mengontrolnya serius atau tidaknya jadi berkaitan dengan hasil yang didapatkan hasil pekerjaan benar-benar real atau tidak ya itu sulit mengontrolnya"*

The solution to the challenge above is when students are carrying out online learning from home, the teacher will not be able to fully control and supervise student activities. Therefore, teachers must work closely with students' parents. The role of parents is the method used by parents with regard to the view of the tasks that must be carried out in raising children (Lestari, 2012:153). Therefore, the role from the parents can minimize passive student's activities when learning online.

The third challenge is not achieving learning target. This is the toughest and most serious challenge faced by many educators during hybrid learning model, especially EFL teachers. The teachers have done their best in delivering material to students and are limited by their ability to use technology. This is certainly a benchmark for teachers to become technology literate and develop technology-based learning such as video learning, multimedia learning, and also e-learning, both online and offline (Anggaraeni & Sole, 2018). The researchers assume that teachers are not satisfied in this case because learning targets are an important point in what education students get during hybrid learning. As the interview statement conveyed by the third informant as follows;

> *"...tantangannya tentu saja faktor terberatnya adalah tidak tercapainya ee target pemahaman siswa ya karena sekali lagi menggunakan metode yang online ini kemudian dibatasi dengan penguasaannya teknologi baik dari pengajar atau siswanya saya pikir semua guru memiliki masalah yang sama yaitu adanya ketidak tercapaiannya pencapaian pembelajaran..."*

The solution to the challenges above is that teachers must evaluate learning and upgrading skills for teachers in meetings or seminars held at school periodically to improve information science and technology. According to Hidayatullah (2007:35), the supporting competencies include: having the ability to speak English; mastering technology such as computers, and the internet, and having managerial skills. In addition to the competencies mentioned before, 21st century competencies also need to be possessed by a teacher to transfer these competencies to their students. In the 21st century, technology is developing very rapidly, driven by the era of technology 4.0, where the education sector is required to apply or link learning methods and technology.

CONCLUSION

The Challenges of English Teacher in the Practice of Hybrid learning at SMAN 1 Pemangkat. The biggest challenge in schools in the 21st century is preparing students to compete with rapid change. The digital era is distinguished by technology which can accelerate and magnify the dissemination of knowledge in the society and economy (Shepherd, 2011). Hybrid learning that was carried out during the pandemic experienced many problems and became a challenge for English teachers at SMAN 1 Pemangkat. Some of the obstacles are; first, is that students do not understand what the teacher is saying. Second, is trouble of developing student's ability and character. Third, students are not meeting their learning objectives.

These constraints are as described in the research findings and discussion. Learning in the 21st century is different from previous learning. To develop 21st-century learning, teachers must start one step of change, namely changing the traditional teacher-centered learning pattern into a student-centered learning pattern. Hybrid learning during the Covid-19 pandemic teaches educators that educators must always make improvements to teaching skills and technology. Because, learning from experience that in the 21st century this Hybrid does not have to be carried out only during the Covid-19 pandemic, but this hybrid learning is a bridge of information conveyed to students through technology 4.0 at this time.

The researcher gave some suggestions that will be useful in the future, specifically for schools, and other researcher. First, the school must provide facilities for any learning model, not only hybrid learning models like this that occurred during the Covid-19 pandemic. In particular, the principal who becomes the facilitator to pay more attention and be more mature in making policies for teachers to prepare learning models such as Hybrid learning in the 21st century. Second, to the other researcher, In this thesis, the researcher realizes that the writing of this research is very simple and there are still many shortcomings. therefore in the future researchers are expected to improve and be able to make better designs and different objects to support new and extraordinary discoveries. It can be said, other researchers can use this research as a reference to conduct further research.

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