

The Effectiveness of Hybrid Learning Module On Basic Structure Course in IKIP Budi Utomo Malang

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Abstract: *This article is an investigation of the effectiveness of hybrid learning module on basic structure for students in IKIP Budi Utomo. This concepts are related to hybrid learning and conventional classroom. There were 90 students participated in this research. The study revealed that students prefer hybrid learning on basic structure to conventional classroom, paper and pencil. Firstly, they seemed like to take English lesson in conventional form, paper and pencil, rather than in hybrid leaning form, because they used to study in conventional method. When they submitted English assignments online or personally, their opinions were changed. They finally trusted to hybrid learning method. This method of the research used quantitative method. The research found that significantly different capability in basic structure comprehension. The obtained t-test value for hybrid learning module on basic structure was 7.85 while the critical value of $p < 0.05$ level of significance of one-tailed test was 1.671 ($df = 60$). From the t-test computation, it can be concluded that the students taught by hybrid learning module had better capability than the students taught in conventional, paper and pencil. In conclusion, learning basic structure based on hybrid learning module is better than conventional method, paper and pencil. Additionally, some recommendations for future work in this field were made.*

Keywords: *hybrid learning; module; basic structure*

INTRODUCTION

Education in modern era should be in line with the global development in various areas of human activity. Information and communication technologies (ICT) needed by almost all segments of modern society. A new concept of learning and teaching that using ICT influences also on education. This is hybrid learning, defined as a model that mixture of classroom and online instruction that has an abundance of academics proclaiming its benefits. Hybrid learning blend face-to-face interaction with online learning and customarily involve the delivery of curricular materials, access to resources, submission of assignments, project based learning, activities that support higher order thinking,

and online discussions that may be a synchronous or asynchronous in nature. In order for a class to be considered hybrid some actual student learning and learning assessment must occur online and a percentage of in-class time is forfeited to make up for the weight put on the online learning activities (Journal of Information Technology Education, volume 5,2006)

Hybrid learning is a learning model that integrates innovation and technological progress through an online learning system with the interaction and participation of traditional learning models (Kaye Thorne, Kogan Page, 2003). Hybrid learning method

is a combination of face-to-face instructional methods with online learning process.

Hybrid learning system combines two kinds of choices who will hold the main role (lead) in the lecture process: instructor (instructor-led) or student (learner-led).

At present the developing of hybrid program is a combination of one or more of the following :

a. Face-to-face lectures

Lectures are held in the form of lecture activities in the classroom, practical activities in the laboratory, mentoring or on Job Training. Class activities in the classroom include the delivery of material through face-to-face lectures, discussion presentations, exercises and examinations.

b. Synchronous virtual collaboration

Synchronous virtual collaboration is a collaborative teaching format that involves interaction between lecturers and students delivered at the same time. This collaboration activity is carried out by utilizing Instant Messaging (IM) or Chat. This facility will be used for communication between lecturers and students during working hours.

c. Asynchronous virtual collaboration

Asynchronous virtual collaboration is a collaborative teaching format that involves interactions between lecturers and students delivered at different times. Facilities used in this learning activity are Online discussion boards or E-Mail forums.

d. Asynchronous Self-Pace

Asynchronous Self-Pace is an independent learning model in different times where students can learn the material given by lecturers in the form of teaching material modules or do assignments and exercises online. Besides that through asynchronous self-pace students can learn lecture materials by linking to other teaching resources.

Meanwhile, the advantages of the module include: 1. Focusing on the individual abilities of students, because in essence they have the ability to work alone

and be more responsible for their actions.2). There is control of learning outcomes through the use of competency standards in each module that must be achieved by students. Besides having advantages, modules also have their own weaknesses, including 1). Interaction between teacher and student is reduced so that it is necessary to schedule face-to-face or group activities. 2). A single approach causes monotonous and boring because it needs problems that are challenging, open and varied.

Based on the results of the needs analysis which is the initial stage of this study, found several obstacles faced by students and lecturers who support in the basic structure course. Among them, there are still many students who take this course have low motivation or interest because it is considered too difficult, and lack of time to practice understanding each chapter in the module. The number of meeting hours which is only once a week is also an obstacle for lecturers in the teaching and learning process. Those some reasons cause the basic structure courses in the English Education Department IKIP Budi Utomo not to meet full of learning objectives .

Through hybrid learning module in Basic Structure courses, students are expected to be able to access easily the lesson, so that the lesson can take easily learned by students . Hybrid learning module are also able to facilitate evaluating student self-assessment, because hybrid learning modules are equipped with affective evaluation materials and tools for students in Basic Structure learning outcomes.

METHOD

The grouping of the subjects into experimental and control groups is based on random assignment. The randomization is believed to have high degree of control to

avoid the effect of some extraneous variable. The experimental group and control group are then assumed to be statistically equal so that two groups are obtained.

In addition, a pretest is then administered

to ensure that the two groups remained equal. The research design is illustrated in Table 1

Table 1. Pre-test and Post Test Result

| Group | Pretest | Independent Variable | Posttest |
|--|----------------|----------------------|----------------|
| Experimental (use hybrid leaning module) | Y ₁ | X | Y ₂ |
| Control (conventional , paper and pencil) | Y ₁ | - | Y ₂ |

- a. X refers to the treatment
- b. Y₁ refers to the observation in the pretest.
- c. Y₂ refers to the observation in the posttest.

The figure shows that both the pretest and the posttest are administered. The administration of the pretest is just to prove whether the experimental group and the control group really have more or less equal initial ability by using hybrid leaning. Therefore, the result of the pretest is analyzed by using a t-test to see the significance of the difference between the two means.

The accessible populations are the college students of Ikip Budi Utomo Malang in the first semester who are taking basic structure in the first semester of the 2018/2019 academic year. The number of the accessible population is relatively small (90

students, A and B class); all of the available students are taken as the subjects of the study. Therefore, no sampling design is employed. Rather, those 90 students are assigned to either the experimental group or the control group by random assignment. The procedure of random assignment resulted in a composition that the experimental group consists of 45 students, while the control group 45 students.

RESEARCH RESULTS

Based on the results of research that has been done it turns out there are differences between conventional learning outcomes with hybrid learning methods. The evaluation results show the figure 2:

Figure 2. Summary for data analysis

| No | Dependent variable | Sd | SDx | t-value | t-critical | Remark | |
|----|--|-------|-----|---------|------------|--------|----------------|
| | Basic Structure Courses | | | | | | |
| | -Experimental Group use hybrid learning module | 7.17 | .75 | .08 | 7.85 | 1.671 | Ho is rejected |
| | -Control group without hybrid learning module | 68.63 | .54 | | | | |

The finding is presented based on the statement of the problem and hypothesis. In the statement of the problem, it is questioned that whether the students taught with hybrid learning module in basic structure course have better achievement than those who are taught with conventional, paper and pencil. The hypothesis stated that the students taught with hybrid learning module perform better achievement than those who are taught with conventional, paper and pencil.

The research found that significantly different capability in basic structure course was obtained. The obtained t-test value for basic structure course was 7.85 while the critical value of $p < .05$ level of significance of one-tailed test was 1.671 (df.= 60). From the t-test computation, it can be concluded that the students taught by hybrid learning module android had better capability than those the students taught by the conventional, paper and pencil.

Based on the results of interviews conducted with students from the hybrid learning system results compared with conventional methods due to:

(1) In learning with hybrid learning methods, students find it easy to take to the material that available directly in the module. Demonstration or explanation directly from the lecturer, sometimes needed but not all the material, because the explanation in module has already clear. The physical absence of the lecturer does not greatly influences the students' understanding of the material being studied. Student can immediately ask questions by using whatsapp media. If in conventional methods students can need more additional time to understand and ask some questions that are not understood at that time.

(2) Communication via e-mail or chat can be utilized maximally for a variety of reasons. The interaction between lecturers

and students online is in highly frequency, because interaction and communication are important factors in the learning process. In the implementation, more students asked via whatsapp or telephone anytime compared to the conventional learning that only in class meeting one and half hour.

(3) For materials that must be practiced directly, both in the form of problem solving and understanding, it is felt very easy for students to take and follow, because there are a lot of explanation and assignment in the module, including video . If the conventional method of these materials explained in the form of lecture and conventional methods by the lecturer in a short time so that it is difficult to understand and if there is something that is not understood it can be asked but in a short time again. Then in hybrid learning module students easy to understand the material in the form of modules given by the lecturer;

(4) High of student learning motivation to take hybrid learning course is also one of the causes of the high quality of learning outcomes. The freedom of time to study independently provided by this system make students to study harder; and

(5) The appearance of hybrid learning module which is very interesting and colorful is one of the factors supporting the high of students' interest in learning basic structure use hybrid learning module.

Then, based on the results of interviews with students it turns out that the level of student participation in the hybrid method is higher than the conventional method, this is because: (1) Adding insight because it uses a new method that is indeed different from the previous one; (2) Students feel have discretionary time in learning and the modules applied are very detailed compared to having to read a textbook; and

(3) The absence of the obligation to be absent in e-mails makes students feel they have a deeper obligation to learn more and explore more about the material through other links on the internet.

Though, some obstacle are found by the researcher, such as: the connection of the internet sometime is not support, lack capability of the student use modern tools like handphone or computer, lack the absence of lecturer's supervision of the student who done the course at home.

In reference to the findings, some recommendations are made for the teacher and future studies;

The first recommendation is objected to classroom teachers of teaching, as they are facilitator in hybrid learning process. Encouraging the students to address with ICT tools sometimes can be hard effort to do. Student sometimes felt lazy to start or learn a new technology. They will encourage if the new media of teaching which is easy to take in their hand.

The second recommendation goes to further studies. Relevant to the finding, suggestions for further research are made as follows:

- (1) The present study uses only students of IKIP Budi Utomo who learn basic structure as the target population. Further studies are suggested to be conducted to students at university who learn other subject course.
- (2) The present study is limited only to use hybrid learning module in basic structure. It is suggested that future study be conducted to include the evaluation level other comprehension, such as: speaking, writing and listening.

CONCLUSION

Based on the result of the data analyses and the discussion of the finding, some conclusions can be drawn as follow:

First, the students taught with hybrid learning module in basic structure and the student taught without hybrid learning module or the conventional one, paper and pencil in basic structure have different impact on the students' comprehension achievement. In this case, the students who are taught with hybrid learning modul tend to have better basic structure understanding than those who are taught without hybrid learning module or the conventional one, paper and pencil.

Second, the use of hybrid learning module in basic structure as a module is more effective than conventional one, paper and pencil. It means that the students who are taught with hybrid learning module tend to have better understanding than those taught without hybrid learning module or conventional technique, paper and pencil. In short, the use of hybrid learning module as a basic structure module in general is more effective than the conventional one in facilitating students' learning to study basic structure.

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