CHAPTER II

SHIFTING TO HYBRID LEARNING; WHAT DO RURAL
ENGLISH TEACHERS NEED

A. Shifting to Hybrid Learning

Hybrid learning is a teaching method in which teachers teach students directly and remotely at the same time. Hybrid learning also offers a new approach to combining runway learning modes. In the hybrid learning model, the teaching method must be synchronous so that it can be used to complement the instruction. Normally is online and face-to-face teaching to two remote sites using Hybrid Learning, a combination of face-to-face and distance learning. Hybrid or blended learning is a combination of conventional direct meeting and integration of technology in e-learning form so that its implementation must be directly proportional to the strategies used by lecturers and students (Hubbard, 2013) as cited in (Nashir & Laili, 2021). Hybrid learning emphasizes the needs of the traditional learning process and the importance of redesigning the learning model by integrating it with technology. So hybrid learning is the type of learning which blends the power of direct face-to-face in class and online classes.

The term hybrid learning has been now commonly used, particularly in corporate and higher education settings. The term itself is quite difficult to define since it is used in diverse ways by different people. Overall, there exist the three most common meanings for hybrid learning (cf. Whitelock & Jelfs, 2003) as cited in (Klimova, 2015):

1. The integration of traditional learning with web-based online approaches;
1. The combination of media and tools (e.g. Textbooks) employed in e-learning environments; and
2. The combination of some teaching and learning approaches irrespective of the technology used (Driscoll, 2002).

The authors of this chapter suggest following Littlejohn & Pegler (2007) as cited in (Klimova, 2015) who perceive hybrid learning as integration of face-to-face teaching and learning methods with online approaches. In general, hybrid learning is about a mixture of instructional modalities (i.e. onsite, web-based and self-paced learning), delivery media (e.g. the Internet, classroom sessions, web-based courses, CD-ROMs, video, books, or PowerPoint slides), instructional methods (i.e. face-to-face or technology-based sessions), and web-based technologies, both synchronous and asynchronous (e.g. chat rooms, wikis, virtual classrooms, conferencing tools, blogs, textbooks or online courses). The choice of a blend is usually determined by several factors: the nature of the course content and learning goals, student characteristics and learning preferences, teacher's experience and teaching style, or online resources (cf. Dziuban, Hartman & Moskal, 2005). as cited in (Klimova, 2015)

B. Rural English Teachers Need

The teacher has a unified role and function that cannot be separated, between the ability to educate, guide, teach, and train. The four abilities It is an integrative ability, which cannot be separated from one another with others. In academic terminology, the notion of educating, guiding, teaching, and training can be explained in the following table. Learning is essentially a process of interaction between students and students' environment, resulting in a change in behavior for the better. In interaction, space many factors influence both internally and externally.

In the post-pandemic period, the learning system also changed because it was adjusted to government regulations. one of them uses a hybrid learning method, meaning that teachers and students use internet-related facilities. However, this used difficult to implement in schools located in areas with minimal internet connection. Therefore, a policy regarding the learning process

is needed that can be implemented properly and does not bother teachers and students.

In this research, the schools that was studied make policies with hybrid learning. what is hybrid learning, According to both, hybrid learning is a combination of e-learning based learning methods (electronic learning) with face-to-face learning methods or conventional methods. Lynn, et al (2014) & Bains (2010). Schools must prepare for all possibilities in this hybrid learning so that teaching and learning activities can still be carried out while still paying attention to health protocols. The hybrid learning approach uses the strengths of each against the weaknesses of the others.

The school that the researcher was research the system used is school regulations during a pandemic like today, which is a hybrid learning system. Monday to Saturday students enters school face to face with a limited time until 10:00. And after that students continue to study, but online or online. when the teacher is only given 10-15 minutes to present the theory and assignments for next week.

In times of a pandemic like this, schools and the government find it quite difficult. Teachers and students are also greatly affected by the current pandemic. But time goes on and every teaching and learning activity must continue to run according to current conditions. With various regulations from the government, not a few schools and even teachers face obstacles or challenges in implementing learning using this hybrid learning method. Especially in an era that requires teachers to understand a little about teaching strategies related to technology. Because some schools still use online learning methods, some schools use mixed or blended methods and hybrid learning methods. How do teachers formulate strategies that they will use according to their needs in the practice of learning using the current hybrid learning method?

With the holding of online and blended learning, the world of education is also getting better. Teachers are required to be able to deliver subject matter effectively. Pohan (2020) states that online learning itself can be understood as

formal education organized by schools where students and teachers are in separate locations so that they require an interactive telecommunications system to connect the two and the various resources needed in it. According to Riyana (2009) in the Basicedu Journal, online learning 2020 emphasizes the thoroughness and foresight of students in receiving and processing the information presented online.

In this second opinion, effective online learning requires good communication between students and teachers and it also requires adequate facilities to support online learning. However, when the supporting facilities are lacking, learning becomes ineffective. Even though teachers have to teach from a distance, not all students and parents are ready to experience learning in this new way. Therefore, some schools make several policies to carry out learning with a mixed strategy, which means that it can be different in each school. This condition triggers a lot of creative ideas to produce an interactive teaching and learning process, which can be understood and accepted by not only students but parents and of course educators.

Teacher needs are a concern that must be considered in this case if you want an interactive teaching and learning process, which can be understood and accepted. There are several needs for teachers, one of which is infrastructure, learning facilities, curriculum, etc. The infrastructure is in the form of equipment used in teaching and learning. Because in the current situation teachers must also be technology literate and can take advantage of technology for a more optimal learning process. Especially the English teacher. For English teachers, this situation certainly encourages them to be more creative and innovative in providing English language materials, and learning media that are suitable and easily accessible to students.

At this time there are many choices in teaching, especially in online learning, teachers can use various kinds of media that smell like digital. However, the effectiveness of learning is not only determined by the media but how the interests, attitudes, and abilities of individuals to access digital technology and communication tools to access and manage new knowledge.

C. Teachers' Needs Based on Pedagogical Competence

The main key to the success of education lies in the teacher. The task of the teacher in pedagogic competence is to be able to manage to learn well. In general, this study aims to determine the needs of English teachers in rural areas in the practice of learning using the hybrid learning method, and pedagogic competence plays an important role in knowing what teachers need in managing to learn well. Teachers as educators have four competencies, one of which is pedagogic competence. Pedagogic competence is the ability of teachers to manage student learning. Related to the existing pedagogic competencies, there are still many teachers who do not have the skills to manage to learn well, from designing learning activities, and managing learning, to evaluating and improving the learning carried out.

In terms of the learning process, pedagogic competence is the ability of teachers to manage student learning. This must be able to be realized by every teacher to educate the nation. Furthermore, in the national education standard, the explanation of Article 28 paragraph (3) point (a) states that what is meant by pedagogic competence is the ability to manage student learning including understanding students, designing and implementing learning, evaluating learning outcomes, and developing students. students to actualize their various potentials.

Habibulah (2012) states that pedagogic competencies are divided into ten core competencies or sub-competencies that should be mastered by teachers, namely:

1. Mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects.
2. Mastering learning theory and educational learning principles.
3. Develop a curriculum related to the subjects taught.
4. Organizing educational learning.
5. Utilizing information and communication technology for learning purposes.

6. Facilitate the development of the potential of students to actualize their various potentials.

7. Communicate effectively, empathically, and politely with students.

8. Organizing assessment and evaluation of learning processes and outcomes.

9. Utilize the results of the assessment and evaluation for the benefit of learning.

10. Reflective take action to improve the quality of learning.

To analyze the needs of teachers, the pedagogic competence of teachers is a very related competency. According to (Shelly et al., 2020) in The International Journal Of Engineering And Science (IJES) Hakim (2015) was quoted a theory by Mulyasa that stated pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential it relates to point f. In addition, Asriyanti (2015) defines pedagogic competence as mastering cultural, emotional, and intellectual aspects. Pedagogic competence is mastering the theory of learning principles, developing a curriculum, organizing the learning, using technology, information, and communication in the learning process, communicating effectively and politely to the learners, conducting assessment and process evaluation and learning results, using the result of assessment and evaluation for the sake of learners and utilizing the results of assessment and evaluation for the sake of learning and taking the reflective action to improve the quality of learning. That all relate to points a, b, c, d, e, and j.

It can be concluded that the theory of competence is closely related to one another. The ten points listed above also represent various theories from several journals. Therefore, in this study, the researcher will adopt the ten competencies above as a blueprint for the interview guidance and observation sheets without reducing the ten points above.

D. Management of English Learning During the Hybrid Learning Period

1. Lesson Planning

A teacher who teaches without preparation can be likened to a person who wants to take a walk to a place but does not know how to get there and what is needed on the way. Preparation of learning carried out teacher is conducted in every new school year by preparing prota, prosem and KKM and before doing learning activities in class the teacher makes an implementation plan learning (RPP) adapted to syllabus.(Delfita & Sasongko, 2017).

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 linking past material or it could be some questions related to material to be delivered (Delfita & Sasongko, 2017).

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 a grid and instruments that comply with the rules English writing to know student learning progress, the extent to which students are able to the material that has been conveyed and how far students master learning materials, so that further as follow-up/feedback (Delfita & Sasongko, 2017) .

3. Feedback

Student feedback is the response of students regarding their learning experiences, communication with instructors 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) .

E. Previous Related Study

Some have conducted research related to Shifting to Hybrid learning; what do rural English teachers need ? .

Habibullah, (2012) "Teacher's Pedagogic Competence" 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.

Titie et al., (2016) "The effectiveness and suitability of MOOCs hybrid learning: A case study of public schools in Thai rural area" 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.

Sulistiono, (2019) "Implementation of Hybrid learning using the Edmodo application in qualitative research methods courses" 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.

Sutisna, (2020) "Innovation development strategy for hybrid learning-based English teaching and learning" 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.

From previous research, this research has similarities and differences with this research. The similarity of this research with previous research is that the same research is carried out during the hybrid learning period . The difference is this research focuses on the needs of teachers in teaching during the hybrid learning period, especially in rural Kapuas Hulu