

HYBRID LEARNING FOR ENGLISH EDUCATION STUDENTS IN RELATION TO ACHIEVEMENT AND DIGITAL LITERACY

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bagaimana penerapan pembelajaran hybrid terkait prestasi dan literasi digital pada siswa Pendidikan Bahasa Inggris. Metodologi penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif untuk memperoleh data tentang penerapan pembelajaran hybrid pada mata pelajaran Pemahaman Membaca 4 mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris Universitas PGRI Palembang dalam kaitannya dengan kemampuan mereka. prestasi dan pemanfaatan literasi digital. Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Metode pembelajaran hybrid dinilai sangat efektif dan efisien untuk proses belajar mengajar di Universitas PGRI Palembang. Metode pembelajarannya adalah tatap muka dan daring yang menerapkan penggunaan aplikasi pada saat proses pembelajaran. Penerapan literasi digital yang sangat mendukung pembelajaran Reading Comprehension 4 dapat membantu mahasiswa untuk berpikir lebih kritis dan luas karena pemanfaatan literasi digital diharapkan dapat meningkatkan kreativitas dan keterampilan mahasiswa dalam menggunakan kecanggihan ilmu pengetahuan dan teknologi.

Kata Kunci: Pembelajaran Hybrid, Literasi Digital, Prestasi Mahasiswa

Abstract

This study aimed to describe how the implementation of hybrid learning related to achievement and digital literacy for English Education Students. The methodology of this research applied a qualitative method with a descriptive approach to gain data about the implementation of hybrid learning in Reading Comprehension 4 subject for the fourth-semester students of the English Education Study Program at PGRI University of Palembang in relation to their achievement and the use of digital literacy. Technique of collecting the data through observation, interview, and documentation. The hybrid learning method was considered to be very effective and efficient for the learning and teaching process at PGRI University of Palembang. the learning methods were face-to-face and e-learning which applied the use of applications during the learning process. The application of digital literacy that strongly supported Reading Comprehension 4 (four) learning could help students to think more critically and broadly because the use of digital literacy was expected to increase students' creativity and skills in utilizing sophisticated science and technology.

Keywords: Hybrid Learning, Digital Literacy, Students' Achievement

1. Pendahuluan

In Indonesia, the development of educational learning methods is becoming increasingly innovative. Various

technologies are projected to contribute to educational advancement, particularly for institutions or universities. The relationship between faculty and students in carrying out

educational activities at the university has a close connection to the effective teaching and learning process in the classroom.

The lecturers can decide the course material based on a study of learning themes such as what material can be applied to students digitally (e-learning) or the digital skills employed, and which material can be implemented through face-to-face learning through live conversation in the classroom.

Since the New Normal COVID-19 pandemic, PGRI University of Palembang has been one of the colleges in Indonesia that has implemented integrated learning methods, including both e-learning and face-to-face learning. This type of learning is known as hybrid learning.

Implementing instructional strategies during online classes causes students to have misconceptions about the topic. Without a clear explanation from the professor, students do not truly comprehend the course topic or task. Learning motivation can influence future student achievement. During the teaching and learning process, it is crucial to create student motivation through good creativity and critical thinking in a hybrid learning approach that combines face-to-face learning and online learning.

Along with information-gathering resources for students, digital literacy activities have been supplemented by integrated learning in hybrid ways. Muliani et al. (2021) claimed that when applying digital skills, students can use various digital media, such as visiting websites, mining a variety of knowledge or information from the Internet, and even sharing and writing such information themselves. It is necessary to recognize that students of English Language Education have improved their digitalization during the hybrid learning process at PGRI University of Palembang, and this is related to their successes.

The objective of the study was to know and describe how the implementation of hybrid learning related to achievement and digital literacy for English Education Students.

a. Definition of Hybrid Learning

Concerning the process of learning in school or college, hybrid learning is defined as a combination of a virtual class with a conventional class in which there is an instructional design ready to be used as a part of the learning process that will be carried out by the learner independently, Kuswati (2021). Furthermore, (Maesaroh and Masyitoh, 2022) stated that Hybrid learning is a learning system by applying student interaction and participation in learning by integrating innovation and technological advances that allow them to influence students' metacognitive awareness. Therefore, it was concluded that hybrid learning was a pedagogical approach that combined virtual learning and conventional learning which students and lecturers could attend either in college directly or other places through e-learning. It was quite effective in the education system, especially among schools and colleges in Indonesia because it was likely for students to be more flexible in time and influenced students' metacognitive awareness in the learning process.

b. Challenges of Hybrid Learning

In addition to facilitating efficiency in implementation, e-learning methods, particularly hybrid learning, face several problems or shortcomings when used in the educational system.

- 1) Meydanlioglu and Arikan (2014) identified the following limitations to hybrid learning in the educational system: Obtaining physical resources (computers, high-speed internet, etc.), moving from passive to active learners, collaborative learners, studying with

more advanced technology, and a loss of peer contact and interaction for students.

- 2) For faculty, this suggests resistance to change and a lack of resources for course redesign.
- 3) Effective online learning takes time to deploy properly for educators; personnel must be taught and develop online facilitative abilities, and policies must be created and implemented.

According to the explanation above, hybrid learning has numerous obstacles in the learning process, which is separated into three sections. First, hybrid learning influences students to spend the majority of their time looking for learning materials that are supported by websites or internet-based learning, which can make their social activities less interactive with one another, and students are challenged to understand the use of some advanced technology that has been used by institutions or educators. Second, for lecturers, the utilization of hybrid learning activities will control risk factors and change resistance in the academic area. Third, for educators, learning takes time to complete properly; therefore, carrying out conversations necessitates interactive lessons during e-learning discussions.

c. Implementation of Hybrid Learning

According to Nashir and Laili (2021), there are four factors to integrating hybrid learning in English classes, which are as follows: 1) Direct face-to-face learning. Only 50% of students are allowed to enter class via the traditional face-to-face method. Students are still divided into multiple groups if they are labeled as a large class to preserve the distance between classmates. Aside from that, traditional face-to-face learning allows lecturers to contact students directly, see their condition, greet them, facilitate students' inquiries and challenges in learning, and

communicate other vital topics, 2) Virtual learning. Lecturers use virtual courses to deliver information and concepts to students. Google Meet, Zoom Cloud Meetings, and WhatsApp Group are some of the most popular systems. This application is ideal for delivering materials, giving assignments, grading student work, creating tutorial media, and offering academic assistance to students, 3) Self-directed learning. If 50% of students are required to attend offline lessons for conversation practice, independent learning will be adopted. The remaining 50% of students must study at home. Students expand their grasp of the content through independent study, in which they choose their own learning resources, time, and location. Students can take notes on new items and challenges they encounter while doing independent learning at home and then discuss them with the professor. Even though students study freely, the lecturer monitors and directs students to understand the content delivered by the lecturer in the online class via the application used. Videos, YouTube links, e-books, PowerPoint presentations, learning resource connections, and scientific journal links are all examples, 4) Evaluation. Implementing hybrid learning does not always go as planned; there are undoubtedly numerous constraints, so assessment or evaluation is required to develop the learning process. The evaluation of hybrid learning is centered on processes and outcomes, such as assessing student performance utilizing multiple platforms such as WhatsApp groups, Zoom cloud meetings, Google Forms, games, or portfolio-based tasks. Assessment comes not just from instructors but also from colleges.

According to the explanation above, there are four strategies or elements in the hybrid learning process: face-to-face learning, virtual learning, independent learning, and the evaluation process. This

hybrid learning method will be an alternate option in the new normal era. Combining face-to-face interactions in class and online will almost certainly minimize full use of the internet network and allow students to meet directly with lecturers to receive clear and direct instructions.

d. Digital Literacy

Literacy is often defined as the ability to read and write. Literacy comprehension leads to the capacity to read, write, communicate, and listen. According to Harjono (2018), digital literacy is a blend of information and communication technology skills, critical thinking, cooperation abilities, and social awareness.

As a result, digital literacy is a combination of technological tools and human skills in a variety of activities such as understanding, discovery, evaluation, knowledge creation, and communicating digital information related to critical thinking skills, collaboration, and social awareness based on the technological competencies required. Furthermore, when digital literacy is implemented in schools or universities, students can learn about and use various media technologies to improve their ability to acquire meaning and analyze or evaluate information that is received properly.

e. Reading Comprehension

According to experts, there are many definitions of reading comprehension in the field of linguistics, such as: According to Mortini (2021), reading comprehension is reading in which the reader attempts to understand the material or message contained in a reading. Examine the text. Sari (2018) further claims that reading comprehension is an active cognitive process that involves interacting with writing and monitoring the understanding of various textual symbols about previous knowledge.

As a result, it can be argued that reading comprehension is an active reading process that demands the reader have a thorough awareness of important information and ideas to analyze meaning, particularly while reading texts.

2. Method Of Research

The use of qualitative methods with a descriptive approach format aims to describe and summarize various conditions, situations, or phenomena of social reality that exist in the society that is the object of research and bring this reality to the surface as characteristics, characters, traits, models, signs, or images (Bungin, 2014). This study employs a qualitative method with a descriptive approach to collect data on the use of hybrid learning in the Reading Comprehension 4 for students in the fourth semester of the English Language Education Study Program, Universitas PGRI Palembang, about their learning achievement and use of digital literacy.

- 1) The Miles and Huberman model from Sugiyono (2018) was employed in this study as follows:
Data reduction. It is the selection, concentration, abstraction, and transformation of data from the field. Researchers summarize code, investigate subjects, build clusters and partitions, and compose memos while collecting data.
- 2) Data Display. Data should be presented in the form of brief descriptions, infographics, flowcharts, and linkages between categories. To facilitate comprehension, the data in this study is presented in a brief, thorough, and open descriptive format.
- 3) Conclusion and Review. Drawing and validating conclusions is the final analysis action. Researchers might conclude current solutions to answer the challenges that have been posed.

Therefore, in this study, the data were analyzed in three steps. First, reduce the data obtained from observation, interview, and documentation. Second, display the data as the result of reduction. Third, the conclusion verification from the whole data analysis is based on the facts obtained.

3. Results And Discussion

a. The Implementation of Hybrid Learning through E-learning Process in Reading Comprehension 4

Based on the result of observation through the E-learning process, there was a description from the observation sheet for the implementation of Hybrid learning:

- 1) The activeness of students in participating in Hybrid learning classes through E-learning, the scoring scale was very good. The students participated actively in the e-learning class when the lecturer asked some questions that were related to the material and each of the students gave their opinions with clear explanations.
- 2) Class discussion regarding the material and assignments through e-learning, the scoring scale was very good. In class discussions regarding the material and assignments through e-learning by Zoom application, both of students and lecturer did the discussion very actively.
- 3) The students' skills in providing ideas or opinions during this Hybrid learning process through E-learning were significantly good. The scoring scale for the students' skills was very good.
- 4) Ability to use learning applications when presenting assignments or materials was very good in the scoring scale. It had improved better clearly and interestingly. The evaluation of the presentation was based on the discussion for this meeting.
- 5) The ability to use electronic media in accessing internet sites was very good

on the scoring scale. The ability to use electronic media in accessing internet sites or Google searches to obtain information (digital literacy) for the students had been improved significantly. The students submitted their assignments on time through the applications such as Sisfo e-learning, and WhatsApp.

- 6) The conduciveness of the learning and teaching process for online learning was good. The students could listen to the explanation carefully and seriously. Even though sometimes the main problem was limited internet access when using e-learning applications.
- 7) The role of students' involvement in participating in Hybrid learning, the scoring scale was very good. All of the students attended and were very actively involved in participating through the e-learning system.
- 8) In the Evaluation of Hybrid learning outcomes by e-learning, the scoring scale was good. It was almost the same as the face-to-face way. However, using e-learning was more on time in submitting the assignments based on the duration of time in the application.

b. The Implementation of Hybrid Learning through Face-to-Face Process in Reading Comprehension 4

Based on the result of observation through face-to-face learning, the writer described it as follows:

- 1) The activeness of students in participating in Hybrid learning through face-to-face, the scoring scale was very good. The students were more active and enthusiastic in studying through Hybrid learning face-to-face.
- 2) Class discussion regarding the material or assignments in face-to-face learning. The scoring scale was very good. The process of class discussion regarding the material or assignments in face-to-

face learning ran very well. The students did the discussion actively in the classroom.

- 3) The student's skills in providing ideas or opinions during the hybrid learning process were good. The scores were based on the student's ability to discuss or answer the questions.
- 4) The ability to use learning applications was good when presenting assignments or materials. The students could use the learning applications appropriately when doing presentations and assignments from the lecturer in the classroom.
- 5) The ability to use electronic media in accessing internet sites or Google searches was very good, especially in obtaining information about Reading Comprehension. This digital literacy was improved very well. It could be seen when they did a presentation.
- 6) The conduciveness of the learning and teaching process through face-to-face class in Reading Comprehension 4 was better than e-learning class. The lecturer had seen the student's activity during the class. The scoring scale was very good.
- 7) The scoring scale for the role of students' involvement in participating in the Hybrid learning process was very good. it could be said that students of the 4B Class were enthusiastic, communicative, and interested in the learning process. Each of the students gave his or her ideas during a discussion in the classroom with their lecturer of Reading Comprehension 4.
- 8) The evaluation of Hybrid learning outcomes by face-to-face learning was very good. The evaluation could be managed by the lecturer directly in the classroom. The points of evaluation were taken directly in every meeting which for Reading Comprehension 4

includes pronunciation, strategy in Reading, and Students' attitude.

The Hybrid learning process in Reading Comprehension 4 in 4B Class combined two methods. There was face-to-face learning which was the process of learning directly discussed in the classroom, and e-learning which was the process of learning discussed by using applications. The time was based on the situation of meetings every week. If the materials of Reading Comprehension 4 needed to be discussed widely and directly, the method would be face-to-face (offline learning), while for another meeting, the learning process was carried out through e-learning.

- a. The implementation of Hybrid learning to achievement and digital literacy

Based on the result of observations for the Hybrid learning process for the Reading Comprehension 4 course in 4B Class, the process of teaching and learning is mostly done effectively. During the first observation through the e-learning process, the writer observed that most of the students of the 4B Class participated actively in virtual discussions with the lecturer. The e-learning process for Reading Comprehension 4 focused on Zoom Application Meetings. The students gave their opinions or ideas. The ability of digital literacy for students was significantly good. The students were able to use electronic media in accessing internet sites to obtain much information needed for searching the e-books or looking for answering the assignments that related to Reading materials. Therefore, at the end of the meeting, the lecturer asked the students to submit their assignments through E-mail or SISFO e-learning based on the deadline for the application. The learning achievement during the e-learning process was significantly the same as face-to-face learning. The main points that would be evaluated for the Reading Comprehension 4, such as the pronunciation of reading,

strategy in reading, and student's attitude during the learning process. The second observation for Hybrid learning was through the face-to-face learning process. When the students studied by face-to-face learning method, the students and lecturer followed the regulations system of COVID-19 from the University of PGRI Palembang. During the face-to-face learning process that was done in the real classroom, the students and lecturer used face masks, kept social distancing, and kept cleanliness before beginning the learning process in the classroom. The process of learning discussion by face-to-face way was more active and enthusiastic. The students discussed the material with peers and the lecturer actively during the presentation. The students' skills in providing ideas or opinions during face-to-face learning ran very well. Besides that, the ability to use electronic media to access internet sites or Google searches has improved very well. The role of students' involvement in participating through face-to-face class could be said that the students of 4B Class were enthusiastic, communicative, and interested in the learning process. Therefore, the lecturer could evaluate their achievement during direct discussion in the classroom. The evaluation could be managed by the lecturer directly in every meeting and the main points to evaluate students' achievement included pronunciation, strategy in Reading, and attitude.

Based on the data from the interview, the writers analyzed the results of data from respondents about the implementation of Hybrid learning in the English Education Study Program, as follows:

1) How do you divide time in the Hybrid learning process through face-to-face and e-learning? Based on the statement from the respondent, the writer analyzed that the lecturer of Reading Comprehension 4 in 4B Class divided

the meeting or time of the Hybrid learning process into two methods. There were offline learning (face-to-face) and online learning (e-learning). The time was based on the situation of meetings every week. If the materials of Reading Comprehension 4 needed to be discussed widely and directly, the method would be face-to-face (offline learning). While for another meeting, the learning process would be e-learning.

- 2) What applications do you usually use when implementing online learning in Reading Comprehension 4 ? Based on the statement from the respondent, the writer analyzed some applications that were used in Reading Comprehension 4 in 4B Class such as SISFO e-learning, Zoom Cloud Meetings, WhatsApp Group, Google Meet, and Video Call.
- 3) Are there challenges when you teach the students through the Hybrid learning process? Based on the statement from the respondent, the writer analyzed that there were some challenges when the lecturer of Reading Comprehension 4 taught the students in the 4B Class. The challenges were how the students could fully understand the material, especially in the e-learning method because it would have only limited access and difficulty to measure their understanding of the material.
- 4) What are the difficulties that students find in the learning process through the Hybrid method? Based on the statement from the respondent, the writers analyzed the difficulties that students of 4B Class found during Reading Comprehension 4 of the Hybrid learning process. First, it was difficult for the students to understand the Reading materials through an e-learning process. The students would only have a short explanation from the lecturer because of the limited duration of time

in using the application. Therefore, the students had to dig for more information by reading some articles to implement their digital literacy. Second, the students sometimes felt a bit hesitant or shy to talk about their difficulties during the learning process, especially e-learning. Therefore, sometimes it made the lecturer feel difficult enough to know about their understanding of the materials.

- 5) How do you see the use of digital literacy during the implementation of the Hybrid learning process in the Reading Comprehension 4 course? Based on the statement from the respondent, the writer analyzed that the use of digital literacy during the implementation of the hybrid learning process in Reading Comprehension 4 was very important. Digital literacy made the students easier to go on to the next materials through application or discussion.
- 6) How can digital literacy be said to be good, especially for the fourth-semester students in the Reading Comprehension 4 course? Based on the statement from the respondent, the writer analyzed that digital literacy could be said to be good for students in Reading Comprehension 4 when they had already known and understood the basic level of reading, such as literary reading, kinds of reading comprehension, and course when the students had improved their skills for using some supporting learning applications to get much important information which was related to the Reading Comprehension from internet sources.
- 7) What are the factors that influence students' achievement in implementing digital literacy during the Reading Comprehension 4 learning process? Based on the statement from the respondent, the writer analyzed some factors that influenced students' achievement in implementing digital literacy during the Reading Comprehension 4 learning process, as follows: 1. The students were more active in searching the materials from a lot of sources, especially through websites. 2. The students felt more confident because they did not see each other.
- 8) What are the things that support students' achievement in this Reading Comprehension 4 course? Based on the statement from the respondent, the writer analyzed that things that supported students' achievement in Reading Comprehension 4 class were: 1. Good pronunciation while reading the text, 2. Good ability to understand the topic, actively involved through class discussion during the learning process, 3. Found out a lot of information which were related to the material of reading from other sources.
- 9) How is the Hybrid learning assessment system for Reading Comprehension 4 course? Based on the statement from the respondent, the writer analyzed that the points of Hybrid learning assessment systems were taken directly in every meeting for Reading Comprehension 4 including pronunciation, strategy in Reading, and students' attitudes. The system of Hybrid learning assessment was the students had to record their answers and then collect them after they studied.
- 10) How would you suggest good digital literacy for students during Hybrid learning to improve their achievement and digital literacy? Based on the statement from the respondent, the writer found that the lecturer suggested that good digital literacy for students during the Hybrid learning process to improve their achievement and digital literacy that the students had to often

open the link of materials, read a lot of information from a guide book or e-books that had been given from the lecturer or could be from other websites. Therefore, the aims of Reading Comprehension 4 for the fourth semester of students of the English Education Study Program were: (a) The students could understand the topic of the passage; (b) The students could understand the whole passage clearly and correctly; (c) The students could analyze the materials both written and spoken with good communication or pronunciation.

4. Conclusion

Based on the findings and discussion about data analysis, the writer concluded that the learning process that was applied in hybrid learning combined two learning methods for each meeting. The learning methods were face-to-face and e-learning which applied the use of applications during the learning process. The hybrid learning method was considered to be more effective and efficient for the learning and teaching process at the University of PGRI Palembang. Both Students and lecturers could manage their time better and be flexible in terms of conveying and gaining knowledge more broadly. The application of digital literacy that strongly supported Reading Comprehension 4 could help students to think more critically because the use of digital literacy was expected to increase students' creativity and skills in utilizing sophisticated science and technology in university. Therefore, at the end of semester for the Reading Comprehension 4, the students' achievement could improve better based on the results of the assessment that took place during the learning process.

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