CHAPTER II

LITERATURE REVIEW

This chapter discussed about theoretical framework that consisted of Education In Covid-19, Concept of Hybrid Learning, Challenges of Hybrid Learning, Implementing Hybrid Learning In The Classroom, and Previous Related Study.

A. Theoretical Framework

1. Education In COVID-19

According to Jhonson et al., (2020) said that normal classroom teaching cannot be carried out and the COVID-19 pandemic has shaken all school systems. The corona virus disease (COVID-19) pandemic has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact. At this time technological disruption is happening in the world of education, face-to-face learning is implemented 100 percent in schools, suddenly experienced a huge change drastic. And, it is undeniable that more than 50 percent of students and college students come from low and middle income people.

In the sphere of education, many of the measures that the region's countries have adopted in response to the crisis are related to the suspension of face-to-face classes at all levels, which has given rise to three main areas of action: the

deployment of distance learning modalities through a variety of formats and platforms (with or without the use of technology); the support and mobilization of education personnel and communities; and concern for the health and overall well-being of students. Within the framework of the suspension of face-to-face classes, the need to maintain educational continuity has presented challenges to which countries have responded with different remote options and solutions, including adjusting the school calendar and how the curriculum is implemented, all adapted, prioritized and adjusted in various ways.

In general, distance learning is identified as all forms of education formal learning held when teachers and students are not at the same location. This sudden distance learning process requires quick preparation too, "*The condition shifted the class from classroom to distance learning*" Apriyanti (2020, p. 16). The facilities used are no longer classrooms but availability of internet and necessary equipment, such as laptops, cell phones, e-mail, quota, and internet network*, "learning activities were delivered in full distance learning employing various online meeting platforms"* Amir et al., (2020, p. 7).

Technological advancement is the solution appropriate for distance learning during the Covid-19 pandemic. This facility is needed for support the distance learning process. The internet is a top priority for linking learning materials from teachers to students and parents at home during Covid-19. Therefore the need for ease of accessibility is second parties so that the learning process runs as expected.

2. The Concept of Hybrid Learning

a. Definition of Hybrid Learning

According to Aristika et al., (2021), the Hybrid learning learning model means the combination of a learning model that in the classroom and online learning by continuing to carry out learning directly face to face. Hybrid learning combines the benefits of both distance and face-to-face learning. Hybrid learning means that face-to-face learning is carried out on a rotational basis with 50 percent of students. For example, from the number of students 32 people to 16 people per face-to-face meeting in class, the rest take turns.

Teachers play the role of facilitators by assisting the students whenever necessary, and the role instructors by providing complementary lesson in line with the online course. Hybrid Learning Model a face-to-face and virtual learning system in the classroom directly and using a computer online. Hybrid Learning model is said as a combination learning system by utilizing technology and internet (Ramdhani et al., 2020). Hybrid education is comprised of a set of constructs derived from conventional approaches of learning following the properties of pace, delivery mode, number of learners, and setting.

In a hybrid format offering 50% online and 50% face-to-face classes present attractive features for all three stakeholders. Students will get managing situational and institutional, the school will have half the class in a traditional face-to-face format with a manageable workload and allow time to develop new models (Hapke et al., 2020). Hybrid learning has four properties introduced particulary, (1) mix of collective learning and individual learning, (2) mix of

synchoronous learning and asynchronous learning,(3) a mix of self-paced and group-paced learning, and (4) mix of formal learning and non formal learning in terms of lifelong learning incorporation or setting of learning. Hybrid learning allows a convenient approach of self-paced learning that used rich media resources provided through the internet, a collaborative group learning using synchronized of F2F setting.

The hybrid learning, through the incorporation of information and communication, has modified the structure of education with the application of intelligent teaching systems and utilization of intelligent agents (e.g. collaborative teaching agents, web interface agents, etc.) capable of recognizing the difficulties and variances of the learners and the process of learning to these identified factors. Hybrid learning the conventional start to end notion of acquiring education, and in return, it introduction the concept of lifelong learning endeavor that can be acquired throughout the person's individual life span, but courses should by through the learning system.

The advantages of the hybrid learning model include ; in developing and supporting interactive strategies on face-to-face and distance learning, developing activities related o learning outcomes because it focuses on student interaction and not just content distribution, more to offer information for student and provide faster feedback in communication between teachers and students, enabling students to access material anytime and anywhere and can proceed accordingly their abilities, increasing the effectiveness of the teacher's work. But, the drawback of this model is that it requires technological facilities adequate and

require considerable costs, allows for differences in resources, and allows there are technical obstacles because it involves the use of technology.

b. Learning Methods and Strategies in the Hybrid Learning Model

Some of the learning principles in an emergency are the implementation of learning can be done face-to-face and distance learning, either online as well as offline. Learning can take place in schools, house, or the surrounding environment according to conditions. The learning process uses a scientific-based approach competence, applied skills, and integrated. Development Innovative creative learning aims to develop skills critical, creative, communicative, and collaborative students optimally.

The next principle of learning emphasizes more on the use value of learning activities for the real life of students, other people or society, as well as the surrounding environment. Learning prioritizing on cultivating and empowering students as lifelong learner. Learning must apply the principle that anyone is a teacher, everyone is a student, and everywhere is a class. Learning methods that can be used for produce active students learning at home including:

1. The method of recitation or assignment, namely the way in learning in which the teacher assigns certain tasks to students then they are responsible for the task has been done to the teacher. This method presents problems to students for them to study later respond to and resolve the issue. Terms in this method is a task related to the material being studied learned, taking into account the level of student ability, instilling in students an

understanding that they are working on task of self-awareness, and the task is really can be understood by students so that there are no doubts.

2. The experimental method, which is the method commonly used incertain subjects such as natural sciences and the like. this method directing students to conduct various experiments directly. Even so, it takes skill and teacher's ability when using this method.

3. Simulation method, which is a way of learning in which the teacher or students practice directly. Advantages of this method is to focus students' attention, the learning process is more focused, and students gain hands-on experience. This method can applied to religious subjects such as the practice of prayer, arts such as dancing, drawing, and sports materials like jumping rope and so on.

4. The lecture method, which is a way of learning in which the teacher directly describe and explain the material to students on certain period. In the state of distance learning, the method lectures can be used with the help of a recording device where the teacher records the explanation. Teachers can also use social media like google meet and zoom to interact with student. This method is used for materials that are completely need the teacher to explain to the students.

Teachers are allowed to choose essential subject matter as priorities and other materials are studied independently by students as development of teaching materials. Learning materials can be found and collected and developed from various sources such as student books, teacher manuals, or other literature related

to appropriate and correct scope. Materials can also be obtained from matters relating to life and/or related with contextual social phenomena such as a pandemic Covid-19 or other things that are happening around students.

c.   Evaluation of Hybrid Model Learning

Learning evaluation is the measurement of achievement educational programs and educational substance planning includes curriculum, implementation of learning, improvement teacher capacity, and education management and reform thoroughly. Two aspects of the evaluation carried out in Hybrid learning is formative evaluation and summative evaluation. Formative evaluation is carried out during the learning process in every step of learning. This evaluation aims to show students' temporary level of understanding and success implementation of the learning process Summative evaluation aims to measuring aspects of students and the learning process.

Evaluation of learning used in the model one of the hybrid learning methods is portfolio assessment. Portfolio is a collection of files or student assignments that contain their ideas, interests, and achievements over a period of time which the collection can provide information for evaluation. The purpose of portfolio assessment is to appreciate student development, document learning, pay attention to student work performance, improve student performance teaching effectiveness, making it easier for parents and teachers to exchange information, improve students' reflection ability and help them formulate goals.

Some things to consider when designing portfolio assessment, namely; determining objectives, selecting, assessment process, and the format of the

assessment. Determination step the purpose of portfolio assessment includes determining the objectives of assessment, explain the purpose of use, the assessment criteria determined by the teacher or an agreement between the teacher and students, the portfolio is very influential on the use of the form of the portfolio.

Some things to consider in portfolio assessment namely separating individual and group portfolios, ensure that the assessment and development criteria are appropriate learning objectives, containing a clear range of ability criteria ranging from poor to good, other than that these criteria must be easy to understand and communicate well to students, parents as well as various parties.

Performance appraisal can also be used in learning hybrids. Performance appraisal is an assessment based on the answer task open or direct activities designed to measure student performance on certain criteria. Purposeful performance appraisal find out how well students are able to apply knowledge and skills according to the relevant learning objectives with the real problems they face. Step this assessment is to determine the performance to be assessed, make list of work implementation and points to be considered for determining the standards of each subject, determining each student's assignment and time allocation, make a list materials, tools, and pictures that students need, prepare instructions clear for students, and prepare a scoring system.

3. Challenges of Hybrid Learning

Since Covid-19 entered Indonesia in mid-March, various schools, campuses, and educational institutions have implemented online learning policies to ensure

the continuity of their teaching and learning process. The existence of the Covid-19 pandemic is forcing us to move faster in terms of learning innovation, especially technology-based learning. Technology that continues to develop along with the increasing age and human needs, of course, increasingly demanding people to be more creative in creating more sophisticated technologies. The existence of the Covid-19 pandemic has made all learning activities in Indonesia that used to be face-to-face learning turned into online learning.

According to Baytiyeh (2019) believes that maintaining learning and communication during school closure by all possible means is important. In support of this claim Burke (2020), strongly points out that in an effort to reshape education, there are certain steps that need to be implemented during the Covid-19 school closure period.

According to Dempsey and Burke (2020) these steps include; maintain communication with students, parents, teachers and other staff members through email and telephone calls, maintain access to learning materials such as Google Apps for education, Moodle Cloud, Edmodo, or social media tools for example, WhatsApp, Twitter, YouTube, Facebook, Instagram, Yahoo and maintain access to data through cloud computing for servers and backup in locations other than school. An innovative learning model that is able to combine face-to-face and online learning is called the hybrid learning model.

Hybrid Learning is a learning method of online learning and offline learning that is held for students to conform with preparing themselves during the pandemic. But for students, moving from conventional classroom and face-to-face

teacher training to computer-based training in a virtual classroom makes the learning process radically different. Recently, the lack of computer education is a serious problem.

In different environments, students do not have "reliable internet access and/or technology and they struggle to participate in digital learning; this gap is seen across countries and between income brackets within countries… whilst 95% of students in Switzerland, Norway, and Austria have a computer to use for their schoolwork, only 34% in Indonesia do" (Acikgoz et al., 2020). It is further stated that in the USA, for example, nearly 25% of the students from poor families reported that they do not have a computer at home while the government of Australia has provided computers to all students in need fearing that the pandemic widens the digital divide.

Time management is a challenging challenge, since online courses take a great deal of time and hard work. Self-motivation is an important prerequisite for eLearning; however, to their surprise, many online learners lack it. Compatibility problems (with operating systems, browsers or smartphones) sometimes arise, the courses never get off the ground or the student doesn't know how to proceed. Often, versatility results in inaction. Time passes and the student still has not accessed or completed the course on the training platform. Owing to the lack of human interaction, the absence of a teacher and an inability to discuss it with their peers, students may often get upset. While the hybrid learning method, students must be able to deal with computers, therefore there are many challenges for students when using hybrid learning.

Some challenges in applying hybrid learning. First, the online learning session depends on the condition of the internet network, both from the teachers and the participating students. So, that sometimes learning activities cannot be smooth and disrupted. For example, it could happen while teaching the teacher to leave the zoom class, or from the students who suddenly left while learning and class discussions were taking place to not rejoin because the internet network was unstable, which made them left behind. Second, teachers and students must adapt to the new learning method and follow a new teaching curriculum, including lesson plans, techniques, assignments, and evaluations. Finally, since the covid-19 virus seems to be more volatile and increases height, all elements must prepare everything before doing hybrid learning to avoid the possibility of worsening. It does not rule out the possibility because the hybrid learning method says there is a time to carry out face-to-face teaching and learning activities to come to school, in which there are interactions and crowds.

Despite the pros and cons of hybrid learning, it should be implemented to overcome the education problem tight now that online learning cannot cover all education aspects. The school must get ready and prepare everything needed to follow the health protocol at the school environment, such as the availability of hygiene facilities, hand washing facilities with running water equipped with soap, clean toilets, hand sanitizers, and disinfectants for the in-class person. Schools also should prepare an online system for the students who attend the class from their home.

4. Implementing Hybrid Learning In The Classroom

Indonesia is one of the countries affected by the COVID-19 pandemic. The pandemic caused panic around the world and stopped many activities. To avoid the virus the government make various efforts, including: social distancing, stay at home and social distancing polices large. This polices also effect on the education sector. All schools in the world announce the expectations of teacher, school must close their door, so distance learning was implemented. In September 2021 President Joko Widodo ensures that Limited face-to-face learning is applied, the learning model used for the current condition is hybrid learning. But using of a new learning system like this, it will certainly bring up various kinds of challenges that will be faced by students. Therefore, this study is directed to investigate current challenges of hybrid learning is carried out at SMK N 02 OKU during the Pandemic COVID-19. Hybrid learning challenges faced by students can be seen from 5 indicators. The indicators are obtained from the five main keys of hybrid learning. According Carman J. M. (2005), there are five main keys in implementing the hybrid learning process. In its application, hybrid learning emphasizes the application of Keller, Gagne, Bloom, Merrill, Clark and Gray learning theories. The five main keys in implementing hybrid learning are :

1. Live Event, can defined as direct or face-to-face learning that is carried out synchronously in the same time and place. It could also be the same time in a different place.

2. Self Paced Learning, means combining it with independent learning that allows students to learn anytime and anywhere online.

3. Collaboration, is collaboration between teachers and students, as well as collaboration between fellow students in teaching and learning activities.

4. Assessment, meaning that the teacher must be able to mix a combination of types of online or offline assessments. The form can be in the form of tests or non-tests such as class projects.

5. Performance Support Learning, is to ensure learning materials are prepared in digital form. The goal is that these learning materials can be easily accessed by students, both online and offline

Media used to make students more active learning at home is an information-based media and communication technology (ICT). Examples of ICT-based media that can be used in distance learning are laptop and gadgets. Laptop can be used as a medium for access learning videos, find information through search engines like *google, firefox,* or *chrome,* as well as take online learning. *Gadgets,* their functions are almost the same as laptops and are more practical because its size is usually smaller than a laptop. These gadgets can also be used as a communication tool between class members and task recorder. If the teacher gives an assignment in the form of making practice videos or experiments or require Assignment documentation in the form of photos can take advantage of this gadget.

B. Previous Related Study

The previous related studies that have been conducted to investigate students' challenges of hybrid learning method in different case study are expected to help the researcher as her literatures in writing this research. These studies are presented below:

Prihadi (2021) in his research about challenges of application of hybrid learning model in geography learning during the COVID-19 pandemic, he found the process of implementing learning in the Geography Education Study Program which was carried out online went smoothly. The application of hybrid learning with the full online method can be followed by all students and lectures. In the learning process, there were only obstacles at the beginning, namely the problem of the zoom metting platform which was not owned by the lectures. The second, problem is that some of the lectures have not mastered the use of zoom meetings, which is then held platforms at the study program level. The third problem is that some students who live outside Java experience internet network problem. In general the implementation of hybrid learning went smoothly.

Eliveria et al., (2019) in their research about investigating students' engagement in a hybrid learning environment. They found a hybrid learning environment is truly a paradigm that challenges the education perspective of students and effectively engages students in accomplishing course requirements and by doing so, increase the level knowledge creation and delivery of hybrid learning in the future.

Lestari et al., (2021) in their research about hybrid learning on problem-solving abilities in physics learning. They found some problems are often encountered in physics learning, one of which is that students perceive physics as a difficult and boring subject. The problems in physics learning referred to in this research are the difficulties to understand and apply physics concepts. A review of hybrid learning on physics problem-solving abilities needs to be done because not

all students and teachers have the same expertise in applying hybrid learning. Even some teachers experienced confusion when implementing this learning model.

Based on study above, the researcher may conclude that it is requires to know students challenges when implementing hybrid learning during Covid-19 pandemic at SMK Negeri 02 OKU. The different of this study from the others study was this study would be conducted in students focused on the students' challenges about hybrid learning model in English subject. From these aspects, the researcher hopes this study gave contributions in education aspects.