

EFL Learners' Perspectives on Their Engagement Through Hybrid Learning

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ABSTRACT

The present research explores the perspectives of EFL students at IAIN Bone on their engagement in hybrid learning, concentrating on their perceptions and experiences. This research uses qualitative techniques, such as interviews, and observations, to collect information from EFL students engaged in hybrid courses. The results provide light on the attitudes of the learners regarding hybrid learning. The results of this research, the researchers found that there were four learners engagement after doing the observation, they were: personal, academic, intellectual and social engagement. (1) Learners' personal engagement included things like their needs in learning style, experiences, readiness, hopes, attention, and motivation in learning. (2) Learners' academic engagement includes organizing, managing time efficiently and their critical thinking. (3) Learners' intellectual engagement included the frequently of the first quality that lecturer mention when discussing the lessons they have learned from. (4) Learners' social engagement included learner's capacity to foster relationships and create communities. On the other hand, the result of interviews, it showed that the learners' perspectives on their engagement toward hybrid learning such as: hybrid learning is flexible and effective, hybrid learning is interactive learning, it can access digital resources and adjust learners' need, it integrated synchronous and asynchronous learning techniques.

Penelitian ini mengeksplorasi perspektif mahasiswa EFL di IAIN Bone mengenai keterlibatan mereka dalam pembelajaran hybrid, dengan berkonsentrasi pada persepsi dan pengalaman mereka. Penelitian ini menggunakan teknik kualitatif, seperti wawancara, dan observasi, untuk mengumpulkan informasi dari mahasiswa EFL yang mengikuti kursus hybrid. Hasilnya memberikan pencerahan tentang sikap peserta didik mengenai pembelajaran hybrid. Hasil penelitian ini, peneliti menemukan terdapat empat keterlibatan peserta didik setelah melakukan observasi, yaitu: keterlibatan personal, akademik, intelektual, dan sosial. (1) Keterlibatan pribadi peserta didik mencakup hal-hal seperti kebutuhan gaya belajar, pengalaman, kesiapan, harapan, perhatian, dan motivasi dalam belajar. (2) Keterlibatan akademik peserta didik meliputi pengorganisasian, pengelolaan waktu secara efisien dan pemikiran kritisnya. (3) Keterlibatan intelektual peserta didik termasuk kualitas pertama yang sering disebutkan dosen ketika mendiskusikan pembelajaran yang telah mereka pelajari. (4) Keterlibatan sosial peserta didik mencakup kapasitas peserta didik untuk membina hubungan dan menciptakan komunitas. Di sisi lain, hasil wawancara menunjukkan bahwa perspektif peserta didik tentang keterlibatan mereka terhadap pembelajaran hybrid seperti: pembelajaran hybrid fleksibel dan efektif, pembelajaran hybrid adalah pembelajaran interaktif, dapat mengakses sumber daya digital dan menyesuaikan kebutuhan peserta didik, itu mengintegrasikan teknik pembelajaran sinkron dan asinkron.

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1. Introduction

The educational paradigm is undergoing a substantial shift in this age of fast advancing technology. Hybrid learning, which blends online and in-person instruction, is one learning paradigm that is gaining popularity. This idea provides a novel way to address the issues of adaptability and flexibility that the present educational system is experiencing. However, the effectiveness of the model in including students in the teaching and learning process is just as important to the success of hybrid learning as the technology provided. The evolution of the teaching and learning process in the realm of education is evidence of this development from what was previously carried out face-to-face, is now accepted out online through several platforms. This presents a number of difficulties and barriers for lecturers and learners when they attempt to apply the learning process. The main problem is how difficult it is to offer learning materials effectively (Wahyu et al., 2022).

Learning requires student's participation, and online learning is significantly impacted by student engagement (Peng, 2017). Hybrid learning enables instructors to give learners more through educational experiences and gain the learners' engagement with their research. The word "learners' engagement" is often used to describe a group of activities including learners learning. (Redmond et al., 2018). The use of a hybrid learning strategy enables learners to practice both in-person and online learning as well as scheduled and unscheduled classwork. (Singh et al., 2021). Handoko and Waskito stated Hybrid learning is a type of instruction that blends traditional (face-to-face) instruction with online instruction (e-learning) (Handoko & Waskito, 2018) Through hybrid learning, educational activities can take place outside of a traditional classroom setting, giving learners access to learning resources whenever and wherever they want to further their knowledge.

One of the primary goals of hybrid learning is student's engagement, since this is essential to guaranteeing that students are interested, active, and participate as fully as possible in the process of learning. Hybrid learning techniques may be more successfully developed and executed by taking into account the importance of student engagement. This will result in a dynamic, inclusive learning environment that is focused on achieving the best possible learning results.

Chen, Lambert, and Guidry (2010) proposed that learning outcomes are more significantly impacted by students' involvement in the learning process than by their place of enrollment. It is thus planned that this strategy can offer a strong basis for maximizing hybrid learning's potential in order to achieve the goals for learning.

2. Method

Research Design

The researchers analyzed students' engagement through hybrid learning approach in the basic structure and grammar subject in descriptive qualitative. In this research, interviews and observation were used to obtain data.

Respondents

The participants of the research were EFL learners at IAIN Bone who learn basic structure and grammar subject. There were 2 classes of learners consist of 66 learners.

Instruments

Interviews and observation were the research's primary data collection methods. After observing the structure and grammar lessons being taught in class, researchers conducted interviews with nine learners. In order to gather more comprehensive and precise information about EFL learners' perspectives about their engagement toward hybrid learning approach, interviews was used as a crucial research method.

Procedures

These procedures of collecting data of the research follow;

a. Observation

According to Narbuko & Achmadi (2010: 70), An instrument for gathering data was observation, which involves seeing and meticulously documenting the phenomenon under research. In other words, researchers got information from realities that are learned in the field or by teaching and learning in the classroom. Researchers observed the teaching and learning process and take note of every piece of information that was introduced. The researcher also closely observed the teaching and learning process and gather data from the outcomes. The researchers set up an observation paper to learn about the classroom environment, and they examined the findings as they apply to the teaching and learning process.

b. Interview

Ary (2010: 438), interview is data about people's opinions, views, and feelings about circumstances or conditions in their own disputes is gathered through interviews. In this research, the interview was semi-structured because the researchers used a list of questions and also asked additional questions to expand and complete the topic. The researchers interviewed nine learners to know their perspectives toward their engagement in hybrid learning.

Data analysis

For the qualitative data analysis, the researcher used the technique of analyzing the qualitative data form Miles and Huberman (1994). The steps are:

1. Data Reduction

Data reduction was the initial step in the analysis of qualitative data.

Data reduction was the process of choosing, condensing, and extracting themes and patterns from written field notes, transcripts, and other easily accessible information. The themes were identified, given code names, and organized into groups of related topics, patterns, ideas, and thoughts that arose from the participants' points of view. It implies that the process of choosing, condensing, and extracting themes and patterns from written field notes and transcripts is known as data reduction.

2. Data Display

The data display step of data analysis was a tool for elucidating data reduction findings. Views were used to summarize data into summaries that were simple to understand, which facilitates drawing conclusions.

3. Conclusion and Verification Drawing

The first findings based on the cross-case appearance of data and then applying these initial conclusions to the verification method was the final phase of data analysis. Before these processes were recognized as conclusive results, they must be suitable. It implied to the decisions reached about data reduction and presentation. Prior to conclusive results, techniques were used to validate the findings.

3. Finding and Discussion

1. Findings

This findings deal with learners' engagement in learning structure and grammar through hybrid learning. The learner engagement is focused on the active involvement of the learner in activities and conditions to produce the high quality of learning outcome. Based on the explanation before, its indicate that the learner can engage themselves by the material, lecturer, peers, or any platform that they can use in the learning activity especially in learning structure and grammar through hybrid learning. Meanwhile in this research, the researchers wanted to know the learners' engagement in learning structure and grammar through hybrid learning based on the Sharon M. Pettaway's theory about the element of the learners' engagement. Based on the Pettaway's theory, he divided the element of the learner engagement into 5 elements, they are: Personal Engagement, Academic Engagement, Intellectual Engagement, Social Engagement, and Professional Engagement.

1. The EFL Learners' Perspectives toward Hybrid Learning.

Researchers have completed research procedures such as interviews. Researchers interviewed nine learners. Interviews were conducted to know the EFL learners' perspectives toward hybrid learning in basic structure and grammar subject. The learner's perspective was the ability to describe their own opinions about what they saw or felt. Based on the results of research from 9 participants, The EFL learners' perspectives toward hybrid learning in basic structure and grammar subject, such as:

- 1) The Learners think that Hybrid Learning is Flexible.

(In my opinion, hybrid learning is flexible, allowing learners to attend classes face-to-face or online).

(Flexible because students can choose to study in class or at home which allows them to adjust their schedule and needs).

- 2) The Learners think that there is interaction in hybrid learning.

It can be seen from the extract as follows:

(While we were implementing hybrid learning, I noticed that there was still interaction between students and teachers, both in the learning material and after the learning material (material review session).

(In this hybrid learning there is interaction, such as during zoom, we are told to pay attention to the lecturer's explanation and are given the opportunity to ask questions and respond, sometimes several people are also asked to read the material provided).

- 3) The Learners' Perceive that Hybrid Learning can access digital resources

The result of the interview indicated that some learners perceive that hybrid learning can access digital resources. It can be seen from the extract as follows:

(In my opinion, Of course, I can access digital resources according to student needs such as via YouTube, Google Books, etc.)

(Hybrid learning involves digital resources where students can access various kinds of resources such as learning videos via YouTube or other social media, e-books, exploring learning topics via the internet, and other media available online).

- 4) The Learners' Perceive that their personalization in hybrid learning.

The result of the interview indicated that some learners perceive that their personalization in hybrid learning. It can be seen from the extract as follows:

(We may adjust to our needs and maintain activities both offline and online because of the flexibility provided and the ability to access resources whenever and wherever we are needed).

(Hybrid learning may adjust to changing educational needs by allowing flexibility in the design of the educational program so that learners and educators can meet the needs of learning styles, comprehension levels, learning strategies, learning materials, and other factors).

5) The Learners' Perceive that the Synchronous and Asynchronous Learning in hybrid learning.

(The result of the interview indicated that Synchronous: direct learning either via zoom or through room classes such as WA while Asynchronous: students are given time to access learning materials first and assignments independently, such as resume assignments, several quizzes and questions and answers).

(Synchronous learning here occurs at the same time, where the teacher and students interact directly at a certain time, whereas asynchronous learning, on the other hand, means students can access the material and interact freely. The role of hybrid here is very important to gain new learning experiences and support students' learning styles).

2. Discussion

Hybrid learning is learning that blends innovative learning techniques with offline or face to face learning techniques is known as hybrid learning. A key component of a blended course is that online materials are not utilized to replace face-to-face instruction; rather, they are meant to supplement and advance the material covered in class (Singh et al., 2021). The Engagement Framework is supported by four fundamental ideas that come from both the engagement literature and the literature on teaching and learning in higher education; To engage learners, Relationship building that is polite and encouraging is essential for teaching and learning, Learners are given responsibility for their education and accept it, When learning is scaffolded, high standards are established, and expectations are made apparent, learners build knowledge, understandings, skills, and capabilities.

There are five elements of engagement framework can be used for any course, level, or discipline. (Pittaway, 2012).



Figure 1. Pittaways' Engagement Framework

1. Learners' engagement toward hybrid learning

Based on the observation, the researchers found four learners' engagement toward hybrid learning in basic grammar and structure subject.

Personal Engagement

Personal engagement begins with the self-occurrence carried out by individuals in their roles at study which is related to physical, cognitive and emotional components, which plays an important role in shaping learners' expectations and their beliefs about their capacity to succeed at course. Based on the observation, there were some indicators of personal engagement toward hybrid learning. They were responsibility to their readiness, motivation and activeness in hybrid learning. A crucial element in ensuring learners' success was their enthusiasm and comprehension of the content being taught. Because they were accustomed to in-person instruction, it was uncommon to discover learners that struggle with the content delivered during an online learning experience. Lecturers should be aware of how their level of personal engagement impacts their instruction and encouragement of learners' growth (Johnson et al., 2018).

Academic Engagement

Learners participate both personally and intellectually. They bring some intellectual qualities and abilities, while also actively developing others as they study. In order to succeed, learners must be intellectually involved in their learning, which includes taking "active control" of it by planning, monitoring, and assessing it. They must also become proficient note-takers, readers, and listeners in order to learn. Over the course of the program, they must make sure that there are chances for the development of these abilities and qualities. Learners can participate in various activities, even intellectual ones, when they are engaged academically.

Intellectual Engagement

Learners' involvement with the ideas, concepts, and material was referred to as intellectual engagement. "For both Learners and lecturer intellectual interest was possibly the most effective motivator. They engaged the student's curiosity, guide it within established factors, and let their own intellectual interests come through. They pay attention about the assignment from the lecture so that they cannot find any obstacle when they do their assignment. Learners who are intellectually engaged are more likely to think critically, be interested in learning, share ideas with others, be aware of their current views, and develop confidence when their ideas are contested in the context of hybrid learning.

Social Engagement

The goal of social engagement is to create an emotional bond between the person and those around them. The ability to form relationships in both offline and online learning groups should be shown by learners. Social contact between learners and the lecturer is promoted through effective online teaching. The level of contact between learners and their lecturer and classmates greatly influenced how satisfied learners felt about their perceived online learning. The online setting in this study gives learners the chance to socially interact with their instructors and peers despite being far away from classroom.

1. Learners' Perspectives on Their Engagement toward Hybrid Learning

The result of interview, the learners think, hybrid learning is flexible in teaching and learning process because allowing learners to attend classes face-to-face or online. It allows learners the opportunity to select the educational strategy that best suits them at any particular time. While flexible learning is a teaching approach that gives learners freedom over what, how, when and where they learn and places more emphasis on online and remote learning techniques. In hybrid learning, each student is required to complete the same mix of online and in-person assignments.

Despite the fact that most lessons are taught in a direct manner, hybrid lessons tend to emphasize the close relationship between students and teachers in the classroom. Interaction like this allows students to ask questions quietly, receive feedback quietly, and participate in class discussions. Hybrid learning typically involves using other online learning platforms. Students can interact with this material through other interactive modules, learning videos, puzzles, or daring exercises. Hybrid learning also has the potential to increase students' understanding of the course material by enabling them to study a greater amount of content online.

Higher engagement is a result of hybrid learning, which mixes conventional and online learning and development strategies and adapts to individual learners' learning styles. Based on the learner's interview that it is effective because the lecturer can control learners well and learners can answer lecturer's question and can use their time well, after getting material via offline, learners continue to exercise the lesson with quiz via online. The integration of digital resources into hybrid learning facilitates more flexible and individualized learning options, increases access to educational resources, and encourages dynamic and engaging learning experiences.

In hybrid learning, personalization refers to adjusting the learning process to each student's individual needs, choices, and learning preferences. Hybrid learning environments may produce more effective, relevant, and engaging learning experiences that adapt to the varied needs of learners today by implementing personalized methods of learning and making effective use of technology.

According to the findings of this interview, Both synchronous and asynchronous learning techniques are frequently integrated in hybrid learning environments to offer a well-rounded and complete educational experience. Students may, for instance, participate in synchronous live lectures or discussions and asynchronously access more resources, do assignments, or have further conversations. This method incorporates chances for real-time engagement and collaboration while allowing for flexibility and individualized learning.

Based on the explanation above, there are four learners' engagements in hybrid learning. Student engagement is a multidimensional construct, and it includes behavioral, cognitive, and emotional engagement components (Krause & Coates, 2008). Learners' personal engagement includes things like their needs in learning style, experiences, readiness, hopes, as well as attention, and motivation in learning. Learners' academic engagement includes organizing and managing time efficiently and their critical thinking. Its mean that the learners can manage their time to increase their ability when they are learning structure and grammar through hybrid learning and they can analyze and understanding the material. Learners' intellectual engagement include In fact, the core of effective teaching is learners' intellectual engagement, which is frequently the first quality that lecturer mention when discussing a lecturer's classroom setting and lessons they have learned from. When lecturers include learners not just in cognitive work but also in the metacognitive activity of reflecting on, evaluating, and correcting one's own work, learners can become aware of their own cognitive processes (Hertzog & Kaplan, 2016). And the last, learners' social engagement includes learner's capacity to foster relationships, create communities, and establish trust all contribute to their social engagement. Building a community entails creating an environment where the lecturer and learners are dedicated to sharing the educational objective through social contact. Based on observation, learners engage in interactive learning activities where they provide feedback when the lecturer asks them a question about the subject matter. Conversely, building connections entails creating a strong rapport between the lecturer and the learner. According to what was seen, the learner and the others became closer after the lecturer gave them a task to do in class.

4. Conclusion

There are four learners' engagements toward hybrid learning in basic grammar and structure subject. They are personal, academic, intellectual, and social engagement. The researchers did not find professional engagement after doing this research.

The learners' perspectives on their engagement toward hybrid learning divided into four learners' engagement. (1) Learners' personal engagement included things like their needs in learning

style, experiences, readiness, hopes, as well as attention, and motivation in learning. (2) Learners' academic engagement includes organizing and managing time efficiently and their critical thinking. (3) Learners' intellectual engagement included the frequently of the first quality that lecturer mention when discussing a lecturer's classroom setting and lessons they have learned from. (4) Learners' social engagement included learner's capacity to foster relationships and create communities all contribute to their social engagement. On the other hand, the researchers also found out the positive perspective on their engagement toward hybrid learning such as: hybrid learning is flexible and effective, hybrid learning is interactive learning, it can access digital resources and adjust learners' need, and it integrated synchronous and asynchronous learning techniques.

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