

## Developing a hybrid learning model based on Moodle e-learning in Linguistics course

Abdullah\*, Ahmad Talib, Iskandar

English Department, Faculty of Languages and Literature, Universitas Negeri Makassar, Makassar, Indonesia

\*e-mail: abdullahok1959@gmail.com

### Abstract

This study aims to create a hybrid learning model, and Linguistics course instructional materials to improve students' language knowledge, theories, and skills, particularly in the English department. A research design and development process were used to construct the learning model and instructional materials. This research entails a lengthy process of determining the needs of students and developing Linguistics products or course material to improve students' capacity or skills in learning language through hybrid learning using a Moodle platform (e-learning). The participants in this study are English department students from Faculty of Languages and Literature, Universitas Negeri Makassar. The students in the English Education and Literature department served as the study's sample. The study's findings revealed a hint of a hybrid learning model based on Moodle e-learning, syllabus, Linguistics course design instructional material, and student's worksheet activities or exercises. The creation of a Moodle-based hybrid learning model in the Linguistics course, which includes learning procedures and steps, teaching materials, and assessment of learning outcomes, is intended to improve student learning abilities, particularly in the English Department, which includes aspects of knowledge, attitudes, and skills under today's curriculum demands. The Linguistics course's teaching materials were built on a Moodle-based hybrid learning paradigm that adheres to active, interactive, and communicative learning concepts. In this learning, active, creative, and communicative learning strategies and techniques and flexible learning strategies and methods are extremely conceivable.

### Keywords:

Hybrid; Moodle e-learning; Linguistics.

## 1 INTRODUCTION

The context of the world in higher education is in a period of change. The development of social, sciences, and intellectual forces encourages universities to carry out transformation (Andrew 2002; Garrison & Vaughan 2008; Veronica & Samuel 2017). These strengths seriously question the quality of the education experienced by students. With the increasing use of web-based communication technology in the community, its use in higher education is inevitable (Hartley *et al.*, 2005, Andrew 2006; Littlejohn & Pegler 2007; Andrew 2010; Akpan 2021). Universitas Negeri Makassar must further accelerate itself with greater acceleration to catch up with other universities that can advance first in terms of utilizing information and communication technology (ICT) in student learning. This research is intended as an initial step in developing a learning model by utilizing ICT. In this preliminary study, a Moodle-based hybrid learning model will be tried to enhance Linguistics learning. Hopefully, God willing, this step will be continued with research that includes the implementation and evaluation of this learning model in the English Department.

The phenomenon of the internet in communication is currently growing rapidly in Indonesia. In the statistical data on internet users published by Internet World Stats (Internet World Stats, n.d.), we can read the speed of growth of internet users in Indonesia. In 2017 there were about 84,000,000 users, while in 2018, there were about 95,000,000 users. This means that the growth rate of internet users from 2017 to 2018 is around 13,030%. Although the penetration of internet users in Indonesia, which is estimated to have a population of 237,512,355 in 2018, has only reached 10.2%, looking at the speed of growth, it can be said that in the future, the internet will become a common medium for Indonesians to seek information. This kind of data urges educators to consider learning models that utilize information and communication technology immediately. This does not mean that it will erase the role of the lecturer in front of the class, books, and whiteboards immediately, but a combination, or hybrid, between conventional and virtual facilities needs to be developed and implemented under our educational situation. This combination of conventional and virtual learning is called hybrid learning.

Hybrid Learning is not just a merging of face-to-face learning activities with anyone, but it requires careful pedagogical and technical considerations. A document published by the Australian National Training Authority (2003) stated that the half bricks half clicks model means 50% face-to-face learning and 50% virtual learning. This model refers mainly to the mode of conveying information only. Understanding Hybrid Learning that only emphasizes the combination of face-to-face learning with electronic distance learning without careful consideration of pedagogical and technical factors reduces the meaning and scope of hybrid Learning (Oliver and Trigwell 2005). An example Schulmeister (2001) suggests three dimensions that can be used to classify a learning scenario, namely face-to-face learning compared to virtual learning; information material is provided by lecturers rather than cooperation in finding information; and instruction (heteronomous) by learning (autonomous). In Hybrid Learning, there is face-to-face teaching and virtual learning; there is also the provision of information, but students also can find information according to their ability level. According to the lesson plan, the lecturer gives students directions, but students can also choose the material they want to study first according to their abilities. These dimensions will be channeled through virtual media, Course Management System (CMS), or Lecture Management System (LMS), which can be used effectively and efficiently.

Moodle (Modular Object-Oriented Dynamic Learning Environment) is an open-source course management system that is popularly used in the world of education. Version 1.0 of Moodle was launched for the first time on August 20, 2002, developed by Martin Dougaimas. This version was then used to learn in tertiary institutions and be the object of

case studies and research. Because it is open source, it can be used free of charge, the left copy and the source code are available to be modified as needed, so there are many responses from research groups to work together to develop a Course Management system. In 2005 this Course Management System was used in 150 countries, translated into 70 languages, and its largest user is the UK Open University, which has around 180,000 students (Wibisono 2006). Varela (2008) suggests using Moodle-based hybrid learning to improve the students' learning ability in translating who is also related to Linguistics in translation. This study concludes that the use of hybrid learning can increase student involvement in the teaching and learning process and increase their responsibility. However, students and lecturers need to increase their technical and pedagogical knowledge and skills in using this hybrid learning.

Martyn (2003) reports that hybrid learning emphasizes interactions in the learning process. The face-to-face component only occurs twice, namely at the beginning and at the end of the lecture. At the beginning of lectures, students are trained and accustomed to using technology and live themselves as community members and other students attending the lecture. A face-to-face meeting is a meeting that ends the lecture. Lecture materials, discussions between lecturers and students and between students and other students, and final tests and evaluations are carried out virtually. This Hybrid Learning Model applies the learning principle called Good Practice. These principles are as follows:

- Complimentary and cooperation between students.
- Active learning techniques.
- Immediate feedback.
- Time according to student time.
- High expectations.
- Respect for diversity of talents and learning methods.

This model is concluded to be successful, especially for students who have worked so that they need to adjust their study time and work time. Student comments were generally positive. The lecturers' comments were also generally positive.

Lin (2008) reports implementing the Hybrid Learning model at Plattsburgh State University New York using Blackboard Junior High School. Blackboard JHS components used consist of some aspects:

- *The main Content Area* is virtually broadcast announcements, syllabus, information about lecturers, and course information. The course information section, lecture materials, PowerPoint presentations, assessment systems, and other information related to assignments and other procedures can be accessed.
- *Main communication area*, in this component, discussion materials, chat rooms, e-mail, and students attendance lists can be accessed.
- *Main assessment area*, where students can take the test. Assignments can also be sent and viewed assignments that lecturers have examined.
- *The Student course management area* is where students can access the details of the course assessment system that can help them meet graduation requirements. Using Blackboard Junior High School, which is online, lectures will be paperless, no longer using paper. All course materials can be accessed online. Students attend lectures twice a week for 100 minutes.

Course Management System means that the system is run on a computer server and can be accessed by a computer connected to the server via the internet or local network and by using a web browser program. So, if the server computer already contains Course Management System where there is lecture material, the material can be accessed by other computers as long as the computer is connected to a network and has a web browser program. CMS allows educators, lecturers, and teachers to build a course website, an electronic site containing lectures, and access control so that only registered students can read or do lecture assignments on the site.

Martin Dougaimas, started developing this Moodle, based his design and development on the principles of social constructionist pedagogy, social constructionist pedagogy. This principle is related to constructivism, social construction, connected and separate behavior, or related and separate behaviors. In short, it can be said that the followers of constructivism believe that humans actively build new knowledge when interacting with their environment. This new knowledge will be strengthened again if we are successful in using it in our larger environment. Our memory is not just an empty memory that absorbs knowledge, nor can knowledge be transferred just by reading something or hearing someone.

The principle of constructivism emphasizes that learning will be effective when we make something that will become the experience of others. What will be experienced by others can be sentences that we say or write up to more complicated things like making computer software that others can use. From the above background, the researcher formulated the following research questions:

- What is the model of developing student textbooks, student worksheets, and lesson plans in the Moodle-based Hybrid learning of Linguistics course in the English Department?
- What factors influence the implementation of student textbooks, student worksheets, and lesson plans in the moodle-based hybrid learning of Linguistics course in the English Department?

## 2 METHOD

This research is a Research and Development (Gay 1987). Its main purpose is not to test the theory but to develop a product in the teaching and learning process. The product is in the form of Hybrid Learning (HL), which is based on Moodle. This research will be carried out in the English Department, the classroom at the FBS Campus of UNM Makassar. The object observed in this research is the software and hardware used by Hybrid Learning, where the students take lectures and lecturers who conduct lectures.

HL is a hybrid learning that is carried out in English education and literature study programs. Hybrid learning is learning that combines online learning using CMS Moodle with face-to-face learning. Introduction to Linguistics course materials will be developed for inclusion in HL. The development of these materials is adapted to the interaction model and pedagogical principles that underlie HL development. The procedures and results of the development of the lecture material will be documented according to the development diary.

Implementing hybrid lectures with the HL model will involve English Department students who are programming Linguistics courses for six months. Technical instructions for lecturers and students attending lectures were prepared to be used by lecturers to develop the material, conduct lectures, and attend lectures properly. Students use the same time as lecturers during normal face-to-face hours and can access and send synchronic communication messages during non-face-to-face hours. The research test subjects consisted of learning experts, teaching materials, lecturers, students. Field trials are carried out in class as intended in the systematic section of the research flow. The selection of this class is based on the consideration that the class has a vision for effective learning.

### **3 RESULTS AND DISCUSSION**

This study analyzed the needs and problems regarding the Moodle-based hybrid learning model in the Linguistics course. At this stage, the researcher conducted a field study and discussion with lecturers who teach the course and students who take the course. In the next stage, the researchers designed and prepared syllabus and lecture contracts, draft teaching materials, and a Moodle-based hybrid learning model handbook on linguistic courses (Introduction to Linguistics). The syllabus and lecture contracts were prepared based on agreed terms in language learning with a communicative approach. The syllabus model is based on the communicative approach as the main function of language learning, "functional syllabus" in which teaching materials were designed, selected, and arranged based on the functions of language, including the context of the use of language in communication. In other words, the preparation of the syllabus is closely related to language theories, language functions, and how language is taught. The syllabus developed is combined with a competency-based curriculum model with the following order of presentation.

#### **3.1 Introduction**

Linguistics courses are language courses that are compulsory courses for students, especially in English, because they discuss the understanding of Linguistics and language, basic concepts of Linguistics, Linguistics scientific characteristics, and characteristics of human language, Linguistics and their implications with language teaching, linguistic level and other disciplines related to Linguistics (Umukoro & Odey 2020).

The Linguistics course (Introduction to Linguistics) is expected to the students to be able to:

- Describe the meaning and definition of Linguistics based on the theory
- Explain the meaning and definition of language based on the theory
- Mention the field of linguistic studies.
- Mention the characteristics of linguistic science.
- Explain the characteristics of human language.
- Explain the linguistic implications of language teaching.
- Mention school of Linguistics
- Mention linguistic level and linguistic studies with other disciplines.

#### **3.2 The development of teaching materials**

Teaching materials for Linguistics courses were prepared based on a hybrid learning model on Moodle. In this case, the learning model is designed to be used in the classroom, in the lab, and even outside the classroom (at home) with a combination of learning models using IT and competency in the classroom. The design of teaching materials is based on an interactive learning model consisting of discussion, learning community, and task-based learning. Schulmeister (2001) suggested that information material is one of the aspects that the lecturers should provide. In addition, the development of teaching materials is based on the course description, objectives formulated in the syllabus, and lecture contract. Based on the results of the discussion from the research team, lecturers who teach Linguistics courses and students focus on three aspects, namely the procedure for presenting teaching materials, teaching materials, and assessing student learning outcomes.

##### **3.2.1 Presentation procedure**

The procedure for presenting Linguistics courses (Introduction to Linguistics) can be conducted in two ways: lecturing in a regular classroom or by lecturing via an internet network designed with Moodle (e-learning tool). The procedure for presenting a learning model that combines conventional and IT, which we call a Moodle-based hybrid learning model. This is very beneficial for both parties, both students and lecturers, so there is no more excuse for lecturers not to give lectures.

##### **3.2.2 Teaching materials**

In preparing teaching materials, the research team always pays attention to the notes delivered by lecturers who conduct courses. Students expected to reduce problems that often recur, such as terms often used in teaching materials, which are exceedingly difficult for students to understand. In general, student interest in the teaching materials that we did in the past few semesters shows that almost all students (85%) are interested in Linguistics courses (introduction to Linguistics), and (90%) are interested in learning strategies and methods and 90% stated satisfied with the results of the assessment. This data shows that this course is very popular with students, both in terms of material and strategies and learning and

assessment methods. This trigger and motivates the research team to improve learning models that are considered better today by combining IT and conventional learning in the classroom.

### 3.2.3 Assessment of teaching materials

To assess a material or teaching material that meets the standards or eligibility to become teaching material. This assessment is obtained by presenting a prototype of the teaching material to the expert with the provided assessment sheet. The assessment results obtained were analyzed based on the scores obtained on each assessment item. The scores are accumulated, and the scores are averaged. Scores and categories of assessment by teaching material experts can be seen in the following table:

Table 1 Classification of the Scores for the Assessment of Teaching Materials by Experts

No	Scores	Teaching Material Assessment Category
1	0-55	Less
2	56-75	Enough
3	76-89	Good
4	90-100	Very good

Table 2. Scores for Assessment of Teaching materials by Teaching material Experts

Validator	Course Material	Contents	Language	Format
Validator 1	89	87	87	90
Validator 2	88	85	86	89

Based on the validation results of the teaching material in Table 2 above, it can be seen that validator 1 assessed course materials 89 (good), the content is 87 (good), the language is 87 (good) and the format is 90 (very good). Thus, the average assessment score of validators 1 is 88.25 (good). The score of validators 2 is the teaching materials 88 (good), content 85 (good), language (86) (good), and format 89 (good). Thus, the average or the mean score of the validator 2 is 87 (good). It can be seen that the teaching materials developed are good based on the results of the evaluation of the teaching materials expert validator and IT. The results of the assessment of the two experts show that the teaching materials are good, meaning that the teaching material development product is suitable for use even though there are still improvements or revisions according to the assessors' suggestions. Teaching materials developed still need to be revised in accordance with suggestions for improvement from teaching materials experts and IT experts before testing in class (limited trials).

### 3.2.4 Assessment of learning outcomes

To assess student learning outcomes in Linguistics courses (Introduction to Linguistics), what needs to be done first is assessing lecture teaching materials and applying the learning model. The research team attempted to conduct a limited trial for three meetings by applying action research (in the second year of this research continuation). At the end of each meeting, a discussion was conducted with the team and students about the learning procedures and steps. The discussion topics were using IT and conventional, improving groupings, how to have a good discussion, assignments, acceptance of teaching materials, and learning methods and strategies. The discussion results of each meeting produced a better and more effective learning model.

## 4 CONCLUSION

The teaching materials developed have met the criteria and can be used in the learning process. The Moodle-based hybrid learning model in Linguistics courses based on the assessment criteria of teaching materials and IT experts has met the eligibility for use, although there are still suggestions for improvement from teaching materials and IT experts. Input from lecturers, lecturers, linguists, and experts shows that the learning model and the development of Linguistic teaching materials can be used in the learning process in both conventional and IT forms in the classroom. The Moodle-based hybrid learning model in Linguistics courses can also foster student creativity in the learning process both using IT and conventionally, because learning activities in the classroom, students are always required with individual and group activities. Thus, students are required to complete the assignment given either in groups or individually with a deadline that has been agreed upon or determined together at the beginning of the lecture. Thus, lecturers and students have no more excuses about the obstacles to lecture activities because students can attend lectures using internet network access (IT). At the level of proficiency in the teaching material as well as the assignments given, students can discuss with their friends to find answers to the questions given either individually or in groups because the learning strategies given are (discovery learning, project-based learning, and problem-based learning) which demands active and creative and innovative learning. At the implementation level in the classroom using IT, it is possible to experience obstacles because internet network access at the campus is usually slow.

The development of a Moodle-based hybrid learning model in the Linguistics course, which includes learning procedures and steps, teaching materials, and assessment of learning outcomes, is designed to improve student learning abilities, especially the English Department, which includes aspects of knowledge, attitudes, and skills according to the demands of today's curriculum (see syllabus attachment). The teaching materials for the Linguistics course are designed based on a Moodle-based hybrid learning model which adheres to the principles of active, interactive, and communicative learning. Active, creative, and communicative, and flexible learning strategies and methods are possible in this learning.

## REFERENCES

- Akpan, N. (2021). The Factors Militating Against the Globalization of Technology Market in Nigeria: Case Study of Abuja. *GNOSI: An Interdisciplinary Journal of Human Theory and Praxis*, 4(2), 18-30.
- Andrew, E. H. (2002). Integrating World Civilizations Through Multi-Polar Communications. *Ndunode: Calabar Journal of the Humanities*, 3(2).
- Andrew, E. H. (2006). Contemporary dimensions of interaction between art and technology: implications for stage and media designs. *Global Journal of Humanities*, 5(1), 31-34.
- Andrew, E. H. (2010). Mixed Media Visual Effect in Stage Scenography. *West African Association for Commonwealth Literature and Language Studies: WAACLALS*, 3, 37-50.
- Bärenfänger, O. (2005). Learning management: A new approach to structuring hybrid learning arrangements. *Electronic Journal of Foreign Language Teaching*, 2(2), 14-35.
- Cole, J., & Foster, H. (2008). *Using Moodle: Teaching with the popular open-source course management system.* " O'Reilly Media, Inc."
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines.* John Wiley & Sons.
- Gay, L. R. (1987). *Educational Research: Competences for Analysis and Application.* Columbus, Ohio, Merrill Pub. Co.
- Hartley, P., Woods, A., & Pill, M. (Eds.). (2005). *Enhancing teaching in higher education: New approaches for improving student learning.* Psychology Press.
- Internet World Stats. (n.d.). Internet World Stats - Usage and Population Statistics. Retrieved March 2, 2019, from <https://www.internetworldstats.com/>
- Lin, O. (2008). Student views of hybrid learning: A one-year exploratory study. *Journal of Computing in Teacher Education*, 25(2), 57-66.
- Martyn, M. (2003). The hybrid online model: good practice. *Educause Quarterly*, 26(1), 18-23.
- Moodle About Moodle. <http://moodle.org/en/AboutMoodle>. Accessed 26/5/2009
- Moodle Background. <http://moodle.org/en/Background>. Accessed 26/5/2009
- Oben, B. (2011). The place of language studies in the curriculum of tertiary institutions in Nigeria: A humanist's perspective. *Journal of Applied Literacy and Reading*, 1(1), 54-57.
- Umukoro, G. M., & Odey, V. E. (2020). A Comparative Analysis of French and English Auxiliary Verbs. *Lwati: A Journal of Contemporary Research*, 17(3), 52-68.
- Verela, M. J. (2008). How New Technology Improve Translation Pedagogy. In *Translation Journal*. <http://accurapid.com/Journal>. Accessed 28/6/2009.
- Veronica, O. E., & Samuel, M. B. (2017). The Teaching and Learning of Intensive French at Ekiti State University: A Literacy Based Model for Second Language Acquisition in Nigeria. *Currents in Teaching & Learning*, 9(1).
- Wibisono, Y. (2006). Petunjuk Singkat Penggunaan Moodle bagi Pengajar. *Bandung. Universitas Pendidikan Indonesia.*