



TRANSLATION ENGLISH-INDONESIA: LEARNING DEVELOPMENT BASED HYBRID LEARNING IN POST-PANDEMIC ERA FOR EFL STUDENTS

Lena Marliana Harahap¹, Sholihatul Hamidah Daulay²

Email: lenamarliana.harahap@uinsu.ac.id, Sholihatulhamidah@uinsu.ac.id
Universitas Islam Negeri Sumatera Utara

Keywords	Abstract
<p>Keywords: <i>Hybrid Learning, Learning Development, Post-Pandemic Era, Translation: English-Indonesia</i></p>	<p>This study aims to describe the development of a Hybrid learning model in Translation: English-Indonesian learning for UINSU English Tadris students. researchers use the Borg and Gall model through ten steps. 30 research subjects were taken from the UINSU English Tadris study program population. Data were collected by observation techniques, questionnaires, and tests. Data analysis techniques use percentages, mean, and t-tests. The results of the validation research from experts I and II on the design of the hybrid learning model were an average of 4.34 in the very good category. Field test results I; average paratest 6.17 and posttest 6.60. Field test II average parates 6.63 and posttest 7.65. Field test III average paratest 6.72 and posttest 7. 69. Different test results through t-test on learning motivation t-count 9.254, student creativity 9.796, and learning outcomes 9.840 and it turns out that t-count > t-table 2.136 is proven there is a significant difference before using the model and after using the hybrid learning model. The conclusion of the study is that the hybrid learning model developed in this study is effectively used in Translation: English-Indonesian learning for UINSU English Tadris Program students.</p>

Faculty of Tarbiyah and Teacher Training, 1st Floor
Jalan Willem Iskandar Psr V Medan, 20731
Telp. 061- 6622925 – Fax. 061 – 6615685

INTRODUCTION

As we all know, changes in life during the transition from normal life before the pandemic to new normal life post-pandemic have had an extraordinary impact on all fields to make adjustments, one of which is a change in the learning system. Students who have to face every process of changing the education system so quickly are also required to have the readiness to adapt to the new learning system. This readiness includes the mental and physical readiness of students in participating in learning. For this reason, this research was finally conducted to find out how well prepare students/students are in participating in learning English in the Translation: English-Indonesian course in a transitional period using a hybrid learning model.

Since the beginning of 2020 the Corona virus pandemic has attacked countries in the world including Indonesia. The Corona Virus Pandemic or better known as the COVID-19 pandemic has had an extraordinary impact on all elements, without exception in the field of education itself. Having a significant impact on the world of education, all arrangements in the field of education must immediately adapt and make peace with a new life (Budiyono, 2020). The education system in Indonesia during the Covid 19 pandemic changed the teaching and learning process in the form of online learning which aims to maximize virus prevention which began on March 24 2019. However, starting in mid-2021 this gave schools permission to conduct limited face-to-face learning in accordance with applicable regulations. This is motivated by the ongoing vaccination program that has been implemented and has had an impact on the education system in Indonesia, namely in changing the teaching and learning process.

Based on data from the Ministry of Health of the Republic of Indonesia (Ministry of Health, 2021), as many as 68.42% of Indonesians have received the 1st dose vaccine and 47.55% of Indonesians have received the 2nd dose of the vaccine. This has become one of the main supporters behind the change in the learning system using hybrid learning models. In addition, there are many other supporting factors in implementing the pre-Covid 19 learning system running again. Especially in efforts to improve the post-Covid-19 education system, which is actually still not completely finished. The spread of Covid-19, which has started to slow down, is one of the supporting factors for the return of face-to-face meetings, although still on a limited basis.

LITERATURE REVIEW

The change in the learning system to the hybrid learning model is one of the efforts to improve the education system in Indonesia which is still weak. This can be seen from various factors, such as the management sector, government and community support which is still low, inadequate distribution of adequate educational facilities and so on (Munirah, 2015). Especially

during a pandemic like this, educational support facilities for online learning are still very minimal. For this reason, there are many factors that can increase the quality of education in Indonesia. One of the factors that influence the quality of education, especially the quality of learning, is student learning styles. In addition to learning styles, the most important thing at the beginning of the learning process is the readiness of students or the extent to which students take part in learning where this is the first step to starting maximum learning. For this reason, a readiness in learning is needed so that teaching and learning activities can be maximized (Sirait, 2018). Djamarah said that readiness to learn is a state of self that has been prepared to carry out an activity. Based on this expression it is concluded that before carrying out learning it is hoped that students can prepare themselves optimally so that they can focus optimally” (Amperiana, 2010; Sirait, 2018).

The theme of the 2013 curriculum development is to be able to produce productive, creative, innovative, and affective Indonesian people through strengthening integrated attitudes (know why), skills (know how), and knowledge (know what) (Hidayati, 2013). It is common to achieve this theme, a learning process that supports creativity is needed. That is why it is necessary to formulate a learning process that emphasizes personal experience through the process of observing, asking, reasoning, and trying (observation-based learning) to increase student creativity. In addition, students are also accustomed to working in networks through collaborative learning (Hidayati, 2013). According to the Partnership for 21st Century Skills, a successful learning model for the 21st century is by integrating 21st century skills into the education system. There are six elements of 21st century learning that teachers need to pay attention to, namely emphasizing learning in the main subjects, developing learning skills, utilizing 21st century learning tools to develop learning skills, teaching 21st century learning materials in the context of 21st century learning, and using 21st century assessment to measure learning skills of the 21st century. One of the alternatives that college lecturers can choose is the hybrid learning model for teaching students.

The hybrid learning model or what is often called Blended Learning is a learning system that combines traditional systems with modern systems in this case the use of technology (Budiyono, 2020). Blended Learning is a learning method that combines face-to-face meetings with online material harmoniously. A combination of conventional learning where educators and students meet face-to-face with online learning that can be accessed anytime and anywhere (Magdalena et al., 2020). Mixed learning (Blended Learning) is a formal education program that allows students to learn (at least in part) through content and instructions delivered online

(online) with independent control over time, place, sequence, and learning speed (Fauziah, 2021; Widiara, 2018; Yensy, 2012). This learning can also be called a mixed system between online learning and offline learning (face to face).

During the transition from life during the COVID-19 pandemic to post-pandemic as it is today, Blended Learning is a learning system that provides new experiences for students, by implementing several ways at the initial stage including:

1. Lecturers integrate computer and information technology in their learning materials. For example, teachers download appropriate videos, animations and simulations to be used in class. These various media are integrated in learning.
2. Lecturers develop teaching materials or computer-assisted modules. This teaching material is accessible to students and can be studied outside of face-to-face hours. Teaching materials will help students who experience problems in face-to-face learning.
3. Lecturers optimize e-mail by developing e-mail groups as a vehicle for teacher-student discussion. Group e-mail can also be used to share files, collect assignments and so on.
4. Lecturers study Moodle and use it as a support for face-to-face learning. Teachers take advantage of available features to improve the quality of face-to-face learning.

The hybrid learning model also has certain characteristics including: (1) The learning process combines various learning models, learning styles and the use of various technologies and communication-based learning media; (2) a combination of independent learning via online with face-to-face learning between teachers and students and combining independent learning; (3) Learning is supported by effective learning from the method of delivery, learning methods and learning styles; (4) In the hybrid learning model, parents and lecturers also have an important role in student learning. Lecturers are facilitators while parents are motivators in their children's learning (Rizki et al., n.d.) Specific characteristics of the hybrid learning model, namely: (a) learning activities are separated from learning activities; (b) During the learning process students as students and lecturers as educators are separated by place, geographical distance, and time or class and online program gratuities.

The combination of learning models is based on the characteristics and characteristics of the hybrid learning model where students are asked to be able to carry out the teaching and learning process face-to-face, online and independently. This can also be seen from the objectives to be achieved through this learning. Pradnyana in a journal entitled "The Effect of

Blended Learning Models and Learning Motivation on Student Learning Outcomes" mentions the objectives of Blended Learning, namely: (a) Helping students to develop better in the learning process, according to learning styles and preferences in learning; (b) provide realistic practical opportunities for educators and students to learn independently, usefully, and continue to develop; (c) increased scheduling flexibility for students by combining the best aspects of face-to-face and online instruction; (d) face-to-face classes can be used to engage students in interactive experiences. Whereas the online portion provides students with multimedia content that is rich in knowledge at any time, and anywhere as long as students have internet access; (e) overcoming learning problems that require solving through the use of various learning methods (Hima, 2017; Khoiroh et al., 2017; Sarwoedi et al., 2018).

This learning system is expected to provide adjustments to students in applying the face-to-face (offline) teaching and learning process with a slightly different experience. This experience is shown by the development of the times and changes in student learning models, where the concept of digital literacy is not only based on "reading" but also on increasing the ability to analyze and use digital information obtained for the right purposes, avoiding hoaxes, and others. In terms of learning in the era of the industrial revolution 4.0, educators can apply a hybrid/Blended Learning model (Nastiti & 'Abdu, 2020).

This experience is shown by the development of the times and changes in student learning models, where the concept of digital literacy is not only based on "reading" but also on increasing the ability to analyze and use digital information obtained for the right purposes, avoiding hoaxes, and others. In terms of learning in the era of the industrial revolution 4.0, educators can apply a hybrid / blended learning model of the various hybrid learning models, basically many models can be formulated. Each of these models has advantages and disadvantages. For this reason, analysis and studies are needed in order to choose and determine which model to use. In this regard, in this study four types of hybrid learning were determined. The four types of learning are; (1) Face to face lectures, or face to face lectures between lecturers and students in class. (2) Synchronous virtual collaboration lectures, or virtual interactive lectures between students and lecturers directly via internet media via zoom. (3) Asynchronous virtual collaboration lectures, or virtual interactive lectures between students and lecturers through internet media but not directly, via e-mail. (4) Self Face Asynchronous lectures, or lectures using e-book teaching materials.

METHOD

The research method applied in this study is the research and development (R&D) method. While the research procedure from planning to producing an effective product is carried out with R&D steps and procedures by applying the modified Borg and Gall model. The research subjects were 30 students of UINSU's English Tadris Study Program. Data were collected using questionnaires, interviews, and observations. The method of data analysis in this study is adjusted to the steps and procedures of R&D research. The research step was designed through the development research model from Borg and Gall through 10 steps. To test the validity of the data in this study, two techniques were used, namely the triangulation technique with the validity and reliability testing techniques.

FINDING AND DISCUSSION

The Hybrid learning model applied in this study was developed based on four learning methods. The four methods are; (1) Face-to-face methods in class and in the field, (2) Direct E-Learning Methods Zoom and *Siakad* UIN, (3) Indirect E-learning Models E-mail and WhatsApp, and (4) Module Models and E-Books. The application of hybrid learning is developed crosswise or alternately at each lecture meeting, as shown in the following table.

Table 1. Translation: English-Indonesia Learning Design Hybrid Learning Model

No	Learning Models	Meeting
1	Face to Face Method(Classroom)	I, VI, XI, dan XVI
2	Synchronous Virtual Collaboration (E-learning UINSU, Zoom)	II, III, IV, dan V
3	Asynchronous Virtual Collaboration	VII, VIII, IX dan X
4	Self-Face Asynchronous	XII, XIII, XIV, dan XV

The results of testing the translation learning model: English-Indonesian based on hybrid learning that has been produced and validated are tested in stages, through three stages of field tests, namely stages I, II, and III. The test results are shown in the following table.

Table 2. Description of the Average Field Test Results I, II, and III

Field Test	Field Test	Model Effectiveness Aspects	After
I	6.17	Motivation to learn	6.60
II	6.63	Motivation to learn	7.65
III	6.72	Learning outcomes	7.69
Average	6.50		7.31

From the results of testing stages I and II and III above, it can be seen that the effect of using hybrid learning-based learning model products indicates that there is a change in a better or increasing direction, both in terms of motivation, creativity and learning outcomes. After holding a different test through the t-test the results are as shown in the following table.

Table 3. Difference Test Results through the t-test

Assessment Aspects	T-count,	T-table	Description
Motivation to learn	9.254	2.136	Significant
Motivation to learn	9.796	2.136	Significant
Learning outcomes	9.984	2.136	Significant
Mean	9.678		

As illustrated in table one above, it can be seen that the suitability between the material and the analysis of student needs in learning sociolinguistics courses is in the very appropriate category. Of the materials submitted, only one was not in the very appropriate category, and even then, it was in the appropriate category. In terms of validation results from Indonesian language learning experts, both from expert one and from expert two, they also show very good results. Whereas the validation carried out by the two validators showed validation results in the very good category. Thus, the Hybrid Learning model tested in this study showed good

results. This is also related to the results of testing in the field, both field tests I, II and III are also in line

In testing the model in the field, it can be seen in field test I that the average before using the hybrid learning model was 6.17 and after using it increased to 6.68. The field test II showed that the average before using the hybrid learning model was 6.63 and after using it increased to 7.65. In field test III, the average before using the hybrid learning model was 6.72 and after using it increased to 7.69. Taking into account the research results, especially the results of testing in the field, it can be seen that there is an average increase in learning motivation, student creativity and learning outcomes before using and after using the hybrid learning model.

When viewed from the results of statistical testing through different tests using the t-test, it can be seen that the results of t count with t table both on learning motivation, student creativity, and learning outcomes show a significant difference. Whereas the learning process of Translation: English-Indonesian in the UINSU English Tadris study program, it can be seen that before using the hybrid learning model when compared to after using it, there was a difference. Thus, it can be said that the effect of using the hybrid language learning model in translation learning: English-Indonesian has a very significant influence. Therefore, in learning translation: English-Indonesian, it is better to use a hybrid learning model.

CONCLUSIONS

Learning conditions for the Translation: English-Indonesian course in the UINSU English Tadris Study Program. It is still limited research discussing on using conventional learning through lectures, discussions and assignments. The results of validation from learning experts and the results of trials of applying the hybrid learning model to the UINSU English Tadris study program, both trials I, II, and III showed good results, so that the hybrid learning model was effectively used in learning Translation: English -Indonesian.

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