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PRE-SERVICE EFL TEACHERS' PERCEPTIONS TOWARD THE MATERIALS DEVELOPMENT OF HYBRID LEARNING MODEL

by

Samsul Khabib*
English Language Education Department – Universitas PGRI Adi Buana Surabaya
samsulkhabib@unipasby.ac.id

Endah Yulia Rahayu
English Language Education Department – Universitas PGRI Adi Buana Surabaya
endahyr@unipasby.ac.id

Nensy Triristina
Faculty of Social and Political Science – Universitas Darul Ulum Jombang
nensytriristina@gmail.com

***Corresponding author**

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Abstract:

Recent innovations in online education have created an opportunity for hybrid learning, combining online and traditional learning. Hybrid learning leads to particular challenges for pre-service teachers, such as how to manage the materials. Furthermore, hybrid learning materials can be developed using technology to create multimedia content that is more interactive than traditional print materials. Digital tools such as video, sound, animations, and graphics are powerful tools in the teacher's hands to engage learners and provide immersive learning experiences. Thus, this study aimed to explore pre-service teachers' attitudes towards and perceptions of hybrid learning, how they use technology to create and manage hybrid learning materials, and what challenges they face when engaging in this new way of teaching. The participants were 55 pre-service teachers who took the Entrepreneurship Course. A mixed-method approach was employed with questionnaires, documentation, and interviews to gain the data. The researcher used descriptive statistics and content analysis to analyze the data. The study results showed that pre-service teachers perceive technology positively when appropriately used for teaching. However, they need more technical knowledge and skills to integrate technology into their teaching practice, limiting their ability to fully incorporate technology in the classroom. Given this information, it is clear that pre-service teachers need to be provided with adequate instruction and support to ensure that they can effectively use technology in their teaching.

***Key Words**: hybrid learning, learning materials, pre-service teachers, recent innovations*

Abstrak:

Inovasi terbaru dalam pendidikan online telah menciptakan peluang untuk pembelajaran hibrida, menggabungkan pembelajaran online dan tradisional. Pembelajaran hibrida menyebabkan tantangan khusus bagi guru prajabatan, seperti cara mengelola materi. Selanjutnya, materi pembelajaran hybrida dapat dikembangkan menggunakan teknologi untuk membuat konten multimedia yang lebih interaktif daripada bahan cetak tradisional. Alat digital seperti video, suara, animasi, dan grafik adalah alat yang ampuh di tangan guru untuk melibatkan peserta didik dan memberikan pengalaman belajar yang mendalam. Dengan demikian, penelitian ini bertujuan untuk mengeksplorasi sikap dan persepsi guru

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prajabatan terhadap pembelajaran hibrida, bagaimana mereka menggunakan teknologi untuk membuat dan mengelola materi pembelajaran hibrida, dan tantangan apa yang mereka hadapi ketika terlibat dalam cara mengajar baru ini. Pesertanya berjumlah 55 guru prajabatan yang mengikuti Mata Kuliah Kewirausahaan. Pendekatan metode campuran digunakan dengan kuesioner, dokumentasi, dan wawancara untuk mendapatkan data. Peneliti menggunakan statistik deskriptif dan analisis isi untuk menganalisis data. Hasil penelitian menunjukkan bahwa guru prajabatan memandang teknologi secara positif ketika digunakan dengan tepat untuk mengajar. Namun, mereka membutuhkan lebih banyak pengetahuan dan keterampilan teknis untuk mengintegrasikan teknologi ke dalam praktik mengajar mereka, membatasi kemampuan mereka untuk sepenuhnya memasukkan teknologi di kelas. Dengan informasi ini, jelas bahwa guru pra-jabatan perlu diberikan instruksi dan dukungan yang memadai untuk memastikan bahwa mereka dapat menggunakan teknologi secara efektif dalam pengajaran mereka.

***Kata kunci**: pembelajaran hibrida, materi pembelajaran, guru prajabatan, inovasi terbaru*

INTRODUCTION

The rapid technological changes in educational development allow teachers to offer students more experiences through innovative learning models (Fletcher et al., 2020; Goldie, 2016). The role of new technologies is to support students in learning, and the concept of technology-mediated learning (TML) has gained popularity. TML is an essential aspect of 21st-century education (Zurita et al., 2015), and it can support students at different levels (Henrie et al., 2015), whether in the home or the school context. The presence of TML will not replace traditional learning (Söllner et al., 2018). However, it will strengthen the learning process. It was found that combining TML and conventional learning models in students' perceptions becomes an ideal learning model (Garrison, 2011). Furthermore, combining those learning models is defined as a hybrid learning model.

Furthermore, creating an innovative hybrid learning model has become a new challenge for many teachers (Singh et al., 2021). It was found that many teachers still find it challenging to manage the right combination of TML and conventional methods in their hybrid learning classes (Alebaikan & Troudi, 2010). The issues during the learning process, especially in the preparation, are the technology literacies and sufficient time.

Hybrid learning is essential for student learning, as no single method or learning environment can be used to meet all student's needs in any subject. The use of hybrid learning has been proven to offer numerous benefits in various contexts. Hybrid learning has been investigated in economics, vocational schools, and science (Paul & Jefferson, 2019). Its benefits over traditional courses include the ability to study at their own pace, improved student performance, increased student engagement, and improved student satisfaction (Herbert et al., 2017).

However, the finding of improved student outcomes has been questioned by other studies, which show that, although students had positive attitudes towards hybrid learning in a particular subject, their academic performance did not significantly improve (Vernadakis et al., 2011). Therefore, it might be necessary to consider carefully the specific designs used and the needs of the students to enhance learning as much as possible.

Hybrid learning provides teachers an additional way for students to engage with the course content through online learning communities and synchronous and asynchronous discussions. They are exposed to online collaboration tools that support students to interact with the course materials, teachers, and mates in various ways (Ritter et al., 2010). In addition, the hybrid courses also provide opportunities for student engagement by including extra facilities and resources online to enrich the learning experience. For example, a teacher might provide students with websites, images, short videos, and other materials in addition to a recorded lecture online to help them explore the course content more thoroughly (Kim et al., 2014). When properly organized, these online resources stimulate students' curiosity and encourage them to experiment independently with the materials.

Furthermore, hybrid learning elements also allow students to manage their time; they have more control over their studies, a broader range of learning materials to use, and a wider variety of learning experiences from many sources (O'Flaherty & Phillips, 2015). Students can review the course materials several times when they need help understanding them. It is best to help students acclimate to this more independent learning environment rather than assuming they will learn without their teacher's direction, organization, and help (Zacharis, 2015). Although some teachers have expressed concern that the use of technology in the learning process is a harbinger of the teachers' replacement, many feel that hybrid learning, along with their interaction with and guidance for students in hybrid classrooms, are critical to the retention and success of students (Gilbert et al., 2013a; James & Busher, 2013; Kamberelis & Wehunt, 2012).

Combining a traditional course and TML into a hybrid format is complex and can take time to process (Jokinen & Mikkonen, 2013). However, several resources are available for teachers who do not waste time and effort. There are many resources that teachers can utilize (Wang, 2014). The Learning Management System (LMS) and Open Educational Resources (OER) suggest choosing suitable materials for a hybrid course. When choosing to teach media

and activities to facilitate student learning, the most critical factors are clarity of purpose and target. LMS is the most used media(Kite et al., 2020).

A learning management system (LMS) is sometimes called a course management system or e-learning platform (Eraslan Yalcin & Kutlu, 2019). It is developed software that serves as an organizational structure for various online course tools for groups and individuals. LMS typically provides tools for delivering, tracking, reporting, and managing learning content, learner progress, and interactions (Laflen & Smith, 2017).

LMS contains many tools and facilities to help teachers communicate with students, organize their courses, and assess students' learning (Linder et al., 2017). Furthermore, the teachers' intentional incorporation of LMS tools for online learning can help an LMS cater to a various range of students' learning styles and student abilities. According to studies, intentional LMS tool integration in a hybrid environment can help students manage their self-regulation learning better (Al-Shaikhli et al., 2022). When designing hybrid courses, teachers should explore the scope of the LMS tools and choose the ones that best aid student learning. It was found that using an LMS properly requires advanced planning, good organizational skills, more attention to detail, and improved written communication (Linder, 2017).

There are several essential tools that an LMS usually has, such as file organization, communication tools, collaborative tools, time management tools, lesson planning tools, media integration, assessment tools, and analytics (Al-Samarraie & Saeed, 2018). Those tools cannot work separately; they should be integrated for better learning outcomes.

Since traditional and hybrid classroom structures differ fundamentally, it is essential to note that the teacher's and the student's roles undergo significant changes. Hybrid courses often force teachers to switch from pedagogical to andragogical teaching methods (Gilbert et al., 2013b). Many teachers have never heard of andragogy and, likely, never used pedagogical teaching techniques.

As previously mentioned, the context of this study is an elective course at a private university in Indonesia. The course aims to teach pre-service teachers to develop hybrid learning materials by drawing upon documentation at the learning process's end. The learning process has a standard procedure in the institution and involves public and private schools from middle to high schools. Pre-service teachers in the program participated in the course, and the final project was creating learning materials while managing the LMS. The course

aims to acclimate pre-service teachers to schools and increase their knowledge of school contexts and initiatives.

Pre-service EFL teachers' experiences of the different aspects of the hybrid course must be considered to create a more effective hybrid learning approach. Therefore, it is essential to examine learning environments through pre-service teachers' perceptions to use hybrid learning to its fullest potential (Atmacasoy & Aksu, 2018). The preferences of pre-service teachers on the hybrid materials created within the hybrid are advisable because it will help to shift the two separate environments and plan their integration as a whole. In addition, the technological aspects of the hybrid course must be considered to address the obstacles that pre-service teachers face to facilitate course delivery.

As a result, this mixed-method study was designed to explore the experiences and opinions of pre-service EFL teachers designing a hybrid learning materials course at a university in Indonesia.

Finally, the following research questions were targeted:

1. What are the challenges of developing hybrid learning materials?
2. How do pre-service teachers view the development of hybrid learning materials?

METHOD

Design

This research applies a mixed-method approach because it analyses the experiences of pre-service EFL teachers in developing hybrid learning materials. Experience gives each person a distinct and natural meaning, emphasizing the process (Scannell & Gifford, 2010). An exploratory mixed-method approach was selected for this study because it provides rich and in-depth information about how hybrid learning materials were developed and how the pre-service teachers view the challenges of developing hybrid learning materials.

Participant

The participants of this study were students of the English Language Education Department of Universitas PGRI Adi Buana Surabaya. There were 55 respondents to the questionnaire; six were selected from the questionnaire respondents to be interviewed. The six

participants were chosen based on the rank of their scores from the questionnaire results, and they were taken from the highest and lowest scores and the middle ones.

The experience was taken in the Entrepreneurship course in the English Language Education Department of the Universitas PGRI Adi Buana Surabaya. This two-credit course provides theoretical and practical instruction on creating simple hybrid learning materials. It covers the entire instructional design process, from determining learning objectives, selecting materials and media for a lesson, designing simple assessments, and grading students' works using Canvas Learning Management System. Furthermore, the materials employ technology (offline and online) and cultural introduction to cover global cultural knowledge.

Instrument

The researchers employed three instruments to gain the data. Thus, the exploratory mixed-methods approach used in this research utilized documentation, semi-structured interviews, and questionnaires. The document was the students' hybrid materials arranged by Canvas Instructure LMS. Semi structured interview was set of questions to know how the subject view the development of hybrid learning materials. Questionnaire was about a closed-ended questionnaire consisting of 45 items.

Data collecting technique

The data were gathered by the end of the semester, July 2022, using documentation, a questionnaire, and a semi-structured interview. The documentation was conducted by reviewing students' hybrid materials arranged by Canvas Instructure LMS. Furthermore, a closed-ended questionnaire consisting of 45 items was used to gain data. The expected data were challenges the pre-service teachers face in developing hybrid learning materials was distributed to 55 students, followed by a semi structured-interview with six participants chosen to know how they view the development of hybrid learning materials. Six participants were chosen based on the scores they received from the questionnaire. Six participants were chosen based on their scores from the questionnaire, and each individual was carefully selected to ensure an accurate representation of the population. They were chosen from the three different levels of scores. Six participants were chosen based on their scores from the questionnaire, and each individual was carefully selected to ensure an accurate representation of the population. They were chosen from the three different levels of scores. The levels are low, middle, and high. Each level had two participants, who were randomly selected from

within that level to ensure unbiased results. The interview questions were formulated based on three areas of teacher training necessaries; classroom management, lesson planning, and IT skills.

Data analysis technique

In the documentation part, students were instructed to create attractive learning materials by utilizing the module menu, which includes Assignment, Quiz, File, Page, Discussion, Text Header, External URL, and External Tool. These modules allow teachers to build learning materials with rich content types such as texts, pictures, audio, video, and other collaborative tools. External tools enable teachers to access LTI learning resources and activities from other websites and educational technology. To gain the data, the researcher focused the analyses on the results of students' works through Canvas Instructure LMS, which involved a three-stage process of skimming, reading, and interpreting (Wiggins & McTighe, 2011).

Furthermore, a structured questionnaire with closed-ended questions was constructed to gain complete data. The researcher analyzed and visualized the data to identify patterns and trends that could be used to inform future decisions. The researcher used a descriptive qualitative approach to analyze the data, developing themes to explain the patterns of responses and drawing conclusions about how best to move forward (Milford et al., 2017).

Additionally, a narrative analysis was used to gain deeper information from the interview data. Six participants from the entrepreneurship course were interviewed, and the recordings and transcripts were analyzed to reveal their understanding of critical concepts and skills. The next step was annotating and conceptualizing the data into segments, which were then coded to identify themes and patterns in how the participants understood and interpreted their experiences in the course (Silverman, 2017).

The last step was analyzing the segments and writing up the results. Through this analysis, the researchers could better understand participants' experiences with hybrid learning materials and how these experiences related to their knowledge and understanding of entrepreneurship.

RESULT AND DISCUSSION

Result

The results of this study are elaborated on in this section. The current study looks at how students perceive the development of hybrid learning materials. The research questions are followed by two subjects in this section: what challenges students faced while developing hybrid learning materials and how they perceived them. In order to answer the research questions, the study employed a mixed-method research design using documentation, a closed-ended questionnaire, and a semi-structured interview.

Quantitative data collected through the questionnaire were analyzed using descriptive statistics, while qualitative data gathered through interviews and documentation was analyzed by coding and categorizing the responses. The results of this study revealed that the main challenges students encountered while developing hybrid learning materials included a lack of motivation, a lack of knowledge and understanding, difficulty with time management, and technology barriers.

Documentation

In dealing with the challenges of developing hybrid learning materials, the current study evaluated the hybrid materials developed by students in their LMS. The study found that the participants needed to have used the features in the LMS better. The students needed to take full advantage of the LMS, as evidenced by the lack of multimedia and interactive elements in their materials.

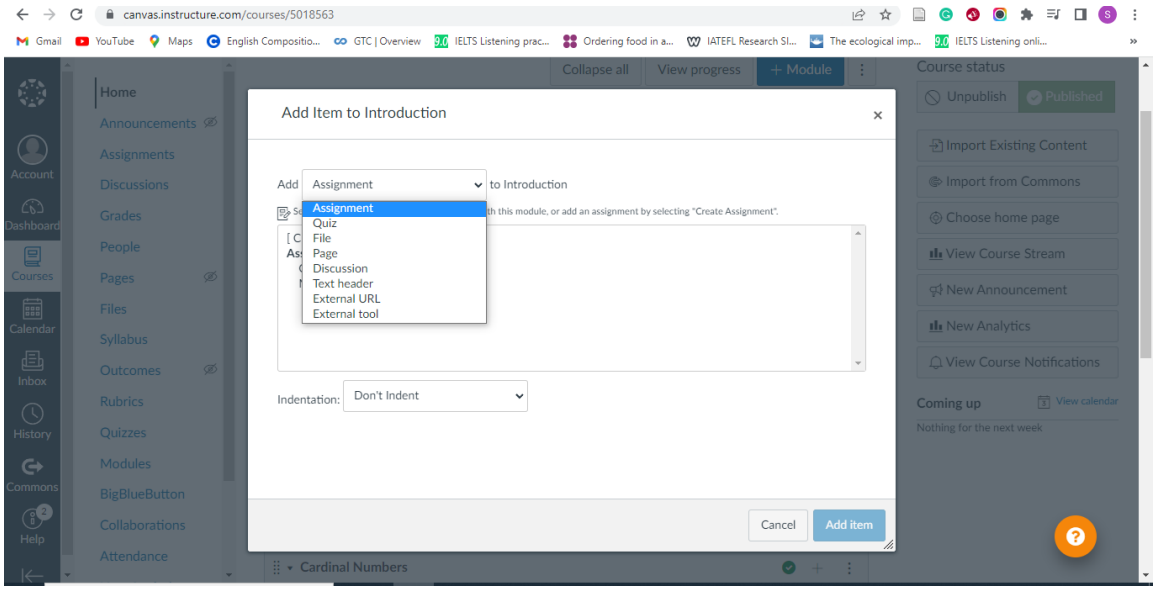

Figure 1. Canvas Instructure LMS, Module Menu

The students were grouped into nine teams. Thus, there are nine documents analyzed. From the skimming, it was found that most students only employed some menus in their LMS. For instance; group one only used File and External URL; while group 2 used File, External URL, and Quiz. In the same way, group 3 used Files, External URL, Page, and Quiz, while group 4 used only File and Page. Further, group 5 provided File, while group 6 utilized File only. Group 7 used Page, Quiz, and Discussion; Group 8 used Page and Assignment; and Group 9 used Page and File.

The data analysis of the nine documents revealed exciting trends in the usage of different menus in the Learning Management System (LMS). Most students only used a few menus, with File being the most popular, followed by External URL, Page, Quiz, and Discussion. Groups 1 and 6 used File exclusively, while Groups 4 and 5 only used File and External URL. Groups 2, 3, and 7 used a more comprehensive range of menus, including File, External URL, Page, and Quiz. Group 8 showed the most variety in their usage, taking advantage of all five menus, while Group 9 had a unique approach, using all five menus but with a different balance. These results suggest that most students were only familiar with a few menus and could have used them to their full potential. The data from this study also indicate that the students needed help understanding the available tools and how they could be used.

Questionnaire

Students or participants were asked to fill out a questionnaire that consisted of 45 items which included open and closed questions. The questions are divided into five categories:

proficiency in operating computers, internet access and computers, background or experiences in the hybrid learning model, understanding of Canvas Instructure LMS, and attitude towards the hybrid learning model.

Table 1. Proficiency in Operating Computers

No	Item questions	Response percent (%)					Response count					Average
		1	2	3	4	5	1	2	3	4	5	
1.	I am proficient in operating computers.	0.00	5.45	14.55	76.36	3.64	0	3	8	42	2	3.78
2.	I am proficient in using Microsoft PowerPoint.	0.00	1.82	16.36	65.45	16.36	0	1	9	36	9	3.96
3.	I am proficient in operating software/applications/websites to edit photos/images.	0.00	5.45	38.18	50.91	5.45	0	3	21	28	3	3.56
4.	I am proficient in operating software/applications/websites for audio editing.	3.64	16.36	45.45	34.55	0.00	2	9	25	19	0	3.11
5.	I am proficient in operating software/applications/websites for video editing.	1.82	5.45	36.36	52.73	3.64	1	3	20	29	2	3.51
6.	I am proficient in teaching practice using web-based materials (such as Kahoot, Wordwall, and Quizzes)	0.00	12.73	14.55	61.82	10.91	0	7	8	34	6	3.71
7.	I am proficient in operating video conference applications (e.g., Zoom and GMeet)	0.00	0.00	16.36	63.64	20.00	0	0	9	35	11	4.04

(1 = Strongly Disagree, 5 = Strongly Agree)

The table above shows that most students are proficient in operating computers. However, the score is more than three, which means their scores are in the middle to upper range. Thus, it is unsurprising because they belong to the IT literate generation. They are the generation born in the 2000s, where computers and smartphones can be easily found. They have been exposed to technology since a young age, and many have had access to devices that can be used for learning, allowing them to explore and develop their skills from a young age. This early access to technology has been an advantage for them and allowed them to become proficient in various technological fields.

Table 2. Internet and computer access

No	Item questions	Response percent%					Response count				
		1	2	3	4	5	1	2	3	4	5
1.	Do you have a computer (laptop/PC)?	96.36	3.64				53	2			
2.	*Where do you usually get computer access?	96.36	10.91	32.73	7.27	1.82	53	6	18	4	1
3.	*Where do you usually get internet access?	90.91	12.73	61.82	49.09	23.64	50	7	34	27	13
4.	**What type of internet access do you usually use?	89.09	58.18	3.64			49	32	2		
5.	***What is your average internet speed?	0.00	0.00	25.45	49.09	25.45	0	0	14	27	14

*1 = home, 2 = office, 3 = campus, 4 = cafes, 5 = other places
**1 = wifi, 2 = GPRS, 3 = LAN
*** 1 = Very Poor, 5 = Very Good

From the table above, it can be seen that 53 out of 55 participants have a laptop or PC. With 53 students, they have access to computers at home, and they can access the internet easily since the highest place chosen is home. Furthermore, the average internet speed is also proficient, with the highest score being 49.09 percent of a score of 4 (good). These results demonstrate that most participants have access to a laptop or PC, allowing them to access the internet easily. As a result, these students are more likely to benefit from technology and the internet than students who lack such resources.

Table 3. Background or experiences in hybrid learning model

No	Item questions	Response percent%						Response count						Average
		1	2	3	4	5	6	1	2	3	4	5	6	
1.	*Have you ever heard of hybrid model learning?	98.18	1.82					54	1					
2.	*As a student in the education study program, have you ever been taught how to manage a class using a hybrid learning model?	80.00	20.00					44	11					
3.	**Hybrid learning model is well used at this time.	1.82	7.27	47.27	30.91	12.73		1	4	26	17	7		3.45
4.	*Have you ever heard of a learning management system (LMS)?	100	0					55	0					
5.	***Which one is the LMS that you have tried before? (You can choose more than one)	41.82	76.36	80.00	98.18	27.27	5.45	23	42	44	54	15	3	

*1 = Yes, 2 = Never
**1 = Strongly Disagree, 5 = Strongly Agree
***1 = Moodle, 2 = Edmodo, 3 = Canvas Instructure, 4 = Google Classroom, 5 = MS Teams, 6 = others

The table above shows that most 54 participants are familiar with hybrid learning, while none are. Forty-four participants mentioned they had been taught to manage a hybrid learning class, while the rest, 11 students, were not taught. The average student, 3.45 out of 5, said the hybrid learning model is well used now. Also, 55 participants have used an LMS, and Google Classroom is one of the most well-known.

The results suggest that most participants are already aware of hybrid learning and have had some degree of instruction in managing a hybrid learning environment. On average, the

participants found that hybrid learning was an effective way to learn and gave it a 3.45 out of 5 in terms of usefulness. The survey results also showed that most participants had used a learning management system (LMS) at least once, and the most familiar one was Google Classroom. This indicates that hybrid learning is seen as an effective method of instruction, and a variety of learning management systems (LMSs) are being used to facilitate the process.

Table 4. Canvas Instructure LMS

No	Item questions	Response percent					Response count					Average
		1	2	3	4	5	1	2	3	4	5	
1.	Home	3.64	5.45	30.91	52.73	7.27	2	3	17	29	4	3.55
2.	Attendances	3.64	5.45	40.00	45.45	5.45	2	3	22	25	3	3.44
3.	Assignments	3.64	7.27	23.64	61.82	3.64	2	4	13	34	2	3.55
4.	Discussions	3.64	5.45	29.09	58.18	3.64	2	3	16	32	2	3.53
5.	Grades	3.64	7.27	40.00	41.82	7.27	2	4	22	23	4	3.42
6.	Pages	3.64	9.09	27.27	52.73	7.27	2	5	15	29	4	3.51
7.	Quizzes	3.64	1.82	21.82	67.27	5.45	2	1	12	37	3	3.69
8.	Modules	5.45	10.91	20.00	60.00	3.64	3	6	11	33	2	3.45
9.	People	3.64	9.09	29.09	52.73	5.45	2	5	16	29	3	3.47

1 = Very Poor, 5 = Very Good

The table above shows that most participants know the menu provided by Canvas Instructure LMS. Most participants, with an average score of 3.50 out of 5, know the menus Home, Assignments, Discussions, Pages, and Quizzes. Participants are familiar with the menus Attendance, Grades, Modules, and People, with average scores ranging from 3.42 to 3.47 out of five. These results indicate that participants understood the Canvas Instructure LMS menus well. Canvas Instructure LMS likely provides a comprehensive and user-friendly platform with easily navigable menus, making it easy for participants to understand and learn. This is especially true for the more frequently used menus, such as Home, Assignments, Discussions, Pages, and Quizzes.

Table 5. Attitude towards hybrid learning model

No	Item questions	Response percent					Response count					Average
		1	2	3	4	5	1	2	3	4	5	
1.	Students can control their own learning pace.	1.82	3.64	41.82	47.27	5.45	1	2	23	26	3	3.51
2.	Online learning materials are difficult to follow.	3.64	12.73	40.00	32.73	10.91	2	7	22	18	6	3.35
3.	Online assignments are beneficial for students in understanding the learning material.	3.64	18.18	45.45	27.27	5.45	2	10	25	15	3	3.13
4.	The time students spend online is better spent in class.	3.64	9.09	30.91	36.36	20.00	2	5	17	20	11	3.60
5.	The relationship between what students do online and in the	1.82	9.09	56.36	27.27	5.45	1	5	31	15	3	3.25

	classroom is clear.											
6.	I did not find students having trouble managing their time for their division of online and offline classes.	3.36	24.45	43.64	23.64	3.64	2	14	24	13	2	2.98
7.	I find students unable to share ideas with other students regularly.	0.00	10.91	41.82	36.36	10.91	0	6	23	20	6	3.47
8.	I will recommend that my friends apply hybrid learning models in their classrooms.	0.00	12.73	52.73	23.64	10.91	0	7	29	13	6	3.33
9.	I will use LMS for learning in my class.	1.82	3.64	36.36	49.09	9.09	1	2	20	27	5	3.60

1 = Strongly Disagree, 5 = Strongly Agree

The table above shows that participants have a positive impression of the hybrid learning model. However, there was a point at which participants gave low scores, and it was on students needing help managing their time for their division of online and offline classes. The score is under three but belongs to the middle to lower score criteria.

Structured interview

The interview was conducted at the end of the data collection process. The respondents were six students chosen from the 55 participants who took the questionnaire. It was constructed using a semi-structured interview. Interview questions refer to the questions asked in the questionnaire, especially in the sections on mastery of LMS, perceptions of hybrid learning, and the development of the materials. The semi-structured interview format allowed for a more in-depth exploration of the questionnaire issues.

The six students interviewed provided exciting insights into their experiences and perceptions of hybrid learning. Most students were satisfied with hybrid learning, noting that they felt more engaged with the material and that their knowledge deepened. They all commented that combining traditional classroom activities and digital learning gave them a better understanding of the subject than if they had just done one or the other. The students also appreciated the convenience and flexibility of the hybrid learning approach, noting that it allowed them to work at their own pace, manage their own time better, and benefit from more direct contact with their instructor. Furthermore, the students noted that hybrid learning allowed them to interact with their peers more meaningfully than in traditional classroom settings, which helped them develop a stronger sense of community and collaboration.

Discussion

As previously stated, the hybrid learning model is good. However, it is undeniable that the hybrid learning model requires extraordinary efforts from teachers to make the learning process more exciting and targeted. As in other learning models, the teacher remains one of the keys to success in learning. For this reason, prospective teachers should also be prepared to learn the learning model.

It was found that hybrid learning can give respondents a comfortable time and place to study. Therefore, they said that hybrid learning is better than online learning. Furthermore, hybrid learning is more flexible. Such as, one said that hybrid learning could make him follow the class even though he could not attend the class meetings.

> "*With hybrid learning, I can better understand the materials presented because the classroom atmosphere is comfortable for learning. It is different if we only study from home and sometimes have to adjust to the noise at home but keep learning through the online platform provided by the school or campus. Alternatively, internet connection problems sometimes become an obstacle when seriously listening to teachers or lecturers."* (PS. 04)
>
> *"By following the hybrid model learning, I get much information related to the learning media used during learning, then I can also access the material anywhere and anytime."* (PS.41)
>
> *"The hybrid model learning, when followed by the provision of adequate modules and teachers who are willing and responsive to respond, allows me to attend lectures still well when exposed to COVID-19."* (PS.06)

Despite the many benefits of implementing a hybrid learning model, many challenges overwhelm teachers. For example, one of the challenges faced based on the results of documentation, questionnaires, and interviews is teachers' readiness to prepare learning materials according to the character of this learning model.

As evidence of the findings, it was found that many participants, who are pre-service teachers, have yet to be able to use the menus contained in the LMS, which are used to compile hybrid model learning materials. Instead, most of them only utilized a File menu to share simple files, such as Word, Excel, and PDF. However, this menu will be interesting without collaborating with the other menus. As stated by Asamoah (2021), using a learning management system will be interesting if the teacher can use the available menus.

To know the problems faced by the participants, the researcher provided questions concerning participants' experiences during joining hybrid learning classes. Surprisingly, it was found that most problems came from the teachers' ability to handle the technology.

> *"Teachers who are less responsive or do not understand the use of technology greatly hinder students' understanding."* (PS.06)

> *"Format in the assignment and attendance sections are challenging for students who are still confused about using the LMS. In addition, their parents are also confused about how to use it, resulting in complaints from parents."* (PS.28)

Other problems arose related to the internet connection and students' technology mastery. However, the interment connection and technology mastery still appeared to be some of the problems faced by students, although they belong to the digital native or millennial generation where they were born and lived in 2000 and beyond. Here are some answers gained from the participants.

> *"Sometimes the internet network is constrained, and there are still many people with low technological knowledge making it difficult to participate in hybrid learning."* (PS.04)

> *"We can have difficulty in managing schedules, and when studying at home, an internet network is needed, so the hybrid model is sometimes less effective because not all have a smooth internet network."* (PS.55)

Further findings were gathered from the questionnaire. On one side, it was found that most pre-service teachers could operate computers, software, and applications. In addition, they also found no serious problems with the internet connection. Furthermore, they already know what LMS is, although they have yet to utilize all the menus it provides. This situation can be seen as an ideal situation for hybrid learning (Rasheed et al., 2020). However, on the other side, it was found that pre-service teachers felt that students were having trouble managing their time for their division of online and offline classes. The advantages of implementing the hybrid learning model are only sometimes accompanied by positive results from the learning process (Woltering et al., 2009). Thus, it has become one of the challenges that pre-service teachers should overcome.

The researcher would like to know how participants view the hybrid learning models implemented in the teaching and learning process better according to their opinion. What teachers need to do is by developing their skills in using technology. Additionally, here are

some answers gained.

> *"Of course, having information literacy about digital learning media should not be left behind. And you have to be able to master it."* (PS.28)
>
> *"Respond quickly to students. Use the LMS platform or online quizzes. Give the Module at least a list of recommended readings related to the material so that students are not confused about drawing the materials."* (PS.06)
>
> *"Improving understanding of Technology and LMS to facilitate online learning."* (PS.41)

Furthermore, the other participants also suggested that teachers should use media that can be engaging. The media should be exciting and exciting, and they must be up to date.

> *"Using media that is not boring so that students are more active than without using media."* (PS.28)
>
> *"Using the right method in delivering the material so that students can understand it."* (PS.55)

In viewing the problems, it was found that pre-service teachers have the will to implement hybrid learning models in their practical classes. However, several things need to be considered, including preparing material that follows the student's character at this time. In addition, the guidelines for students participating in hybrid learning must be clear (Minhas et al., 2021).

CONCLUTION AND IMPLICATION

Conclusion

Pre-service teachers play an essential role in improving the quality of future education. Improving their understanding of material development is necessary, especially in hybrid learning. However, pre-service teachers should be careful to avoid being seen as centers in the teaching process, significantly when hybrid learners may only interact with the center through online mediums. Pre-service teachers promote the critical principle of lifelong learning for academic excellence.

Pre-service EFL teachers should consider the learning difficulties students must overcome and how academic resource canters can complement hybrid classrooms when designing hybrid learning materials. Ensuring students have a firm grounding in technology and have multiple ways of connecting to resources addresses students' learning challenges in a

hybrid course Taylor & Newton, (2013) and improves student learning in all instructional formats. However, this study still needs to address the concerns of how different cultural contexts may further challenge student success in hybrid learning formats. Thus, EFL teachers should explore their cultural contexts to maximize student learning to understand better how they might modify hybrid learning materials and approaches.

Limitation

The number of respondents is smaller than the author expected. Due to the limited number of participants in the class, the researchers needed help distributing the questionnaire to the participants. Since this study was conducted only on a relatively small population, all the data obtained still need to be represented to answer the researcher's question. Therefore, it is suggested that further research is interested in conducting the same issues for investigating a more significant number of students as the subject or using different research studies to know the deep perception of developing the learning materials of the hybrid learning model.

Implication

Last but not least, developing suitable materials for hybrid classes is challenging. In this case, a good plan will lead to better learning outcomes. A proper learning model is a keystone to the success of a good learning process. Thus, all stakeholders, including policymakers, are suggested work hand in hand with pre-service teachers and teachers. Further, the other researcher should look into developing policies to support pre-service teachers and teachers and devising solutions to reduce educational inequalities. These solutions should include improving pre-service teachers' and teachers' access to quality materials, resources, and technology and mentorship opportunities for them. These efforts will ensure that pre-service teachers and teachers can adequately implement the best learning models in their teaching practice.

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BIO-PROFILE:

Samsul Khabib holds his bachelor's degree in English Language Education from Universitas PGRI Adi Buana Surabaya and his Master's in English Language Education from Universitas Katolik Widya Mandala Surabaya. He is now teaching at Universitas PGRI Adi Buana Surabaya. Corresponding email: samsulkhabib@unipasby.ac.id

Endah Yulia Rahayu holds her bachelor's degree in English Language Education from Universitas PGRI Adi Buana Surabaya, her Master's Degree in English Language Education from Universitas Katolik Widya Mandala Surabaya, and her Doctoral in English Language Education from Universitas Negeri Malang. She is now teaching at Universitas PGRI Adi Buana Surabaya. Corresponding email: endahyr@unipasby.ac.id

Nensy Triristina holds her bachelor's degree in English Literature from Universitas Airlangga Surabaya and her Master's in English Language Education from Universitas Katolik Widya Mandala Surabaya. She is now teaching at Universitas Darul ‘Ulum Jombang. Corrresponding email: nensytriristina@gmail.com

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