ANALYSIS OF GERMAN LANGUAGE LEARNING BASED ON HYBRID LEARNING (A CASE STUDY OF GRADE X STUDENTS OF ANGKASA HUSEIN SASTRANEGARA HIGH SCHOOL)

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Abstract

German hybrid learning model combines two learning methods that consist of offline and online. There are still many aspects in this learning model that need further analysis, for example student's score acquisition during hybrid learning and student's perception on German hybrid learning model as a result of empirical data which can be seen and valued. This research is conducted based on previously discussed aspects to identify: 1) 10th grade students' result during the German hybrid learning at Angkasa Husein Sastranegara High School; 2) 10th grade students' perception on German hybrid learning at Angkasa Husein Sastranegara High School. This research uses qualitative analysis with descriptive cases study. The result of this research's analysis determined that 1) Student's score acquisition during German hybrid learning has no significant difference overall, rather there are differences during the offline and online learning; 2) Student's perception on German hybrid learning conclude that learning goes effectively and reveal another learning environment caused by offline and online learning. Furthermore, hybrid learning model offers a student-focused learning method to help students explore insight independently. However, students find F2F learning more effective for foreign language learning, notably German. Overcoming this. requires the development of learning methods in hybrid learning.

Keywords: hybrid learning, German, perception

1. INTRODUCTION

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The learning model used at the beginning of the pandemic was a fully online learning model until recently it has developed and the latest learning model is known as Hybrid Learning, which is a learning model that combines face-to-face and virtual learning alternately. The study of this learning model can be done to the educational actors themselves by obtaining data that will be processed so as to produce a pragmatic study. Hybrid learning model is also applied in several high schools in Bandung, one of them is Angkasa Hussein Sastranegara High School. Some students and educators experience positive experiences such as the balance of time distribution between learning theory and practice and negative experiences such as the material taught is not delivered properly because during online learning, network constraints as well as when face-to-face learning, students are only given assignments without any further explanation of the material that has been delivered before. The application of this learning model also affects the acquisition of student scores, there is a significant difference when this model is implemented. Thus, further studies are needed related to this learning model.

The discovery of the SARS-CoV-2 virus in late June 2019 in China and the spread of the virus throughout the world caused 3.9 million deaths. In March 2022, WHO (World Health Organization) also declared the spread of this virus as a pandemic, due to its massive spread globally. The SARS-CoV-2 virus can be spread through the air and also through small droplets that can be inhaled by the human respiratory tract. Because of this, many countries in the world apply social restrictions for a long period of time until the spread of the virus decreases.

Education is one of the areas that is very affected because the sustainability of generations in a country depends on education in that country. During this pandemic, all school and university institutions are closed and all teaching and learning activities are carried out online in accordance with the Minister of Education and Culture Circular Number 4 of 2020 which regulates the guidelines for organizing learning from home during the emergency period of the spread of SARS-CoV-2. Learning is carried out using synchronous and asynchronous methods supported by several applications and digital devices although this online learning is still a polemic in society because it is judged that it cannot match the quality of face-to-face teaching and learning activities. Some of the reasons are that some students are still constrained by the devices used and also some teaching staff do not have adequate skills in operating the devices.

The study of this learning model can be done to the educational actors themselves by obtaining data that will be processed so as to produce a pragmatic study. Research related to mixed learning models or Hybrid Learning has been reviewed by Fahrijal and Zulkarnaen (2022) with the title *Analysis of the Effectiveness of Mathematics Learning with Hybrid Models* and the results of the study state that learning with the Hybrid Learning model goes well. This is because the combination of two learning models encourages students to be more creative and does not depend only on the online learning model. However, educators state that the Hybrid learning model requires a lot of money. Another research related to this learning model was also conducted by Triyono (2021) with the title *Analysis of the Effectiveness of Using the Hybrid Learning Model at SMK Negeri 2 Surabaya*. In this study, it is said that students and educators get full support in the use of learning support tools. However, the formation of an immature curriculum makes communication between students and educators not going well and this makes learning with the Hybrid learning model cannot be said to be effective.

2. LITERATURE REVIEW

Learning is a constant activity carried out by humans in achieving a change. Fathurrohman (2017) describes that learning is an interconnected concept in the learning process. Fathurrohman said that learning is: The mental process that occurs within a person to gain mastery and absorption of information in the cognitive, affective, and psychomotor domains through the process of interaction between individuals and the environment is used by describing changes in behavioral potential that come from experience, thus causing positive behavioral changes both changes in the aspects of knowledge, behavior and psychomotor which are permanent. (p. 4)

Online learning is a learning model that does not require direct meetings between teachers and students, but these meetings can be replaced by virtual meetings with a variety of devices used. Online learning is also defined by Clark and Mayer (in Mayer, 2018, p. 152) as follows, "Online learning (which has also been called e-learning, digital learning, or computer-based learning) can be defined as instruction delivered on a digital device that is intended to support learning."

In online learning, there are several advantages that students do not get in conventional learning models such as giving students access to be more interactive with various other media. This was also stated by Mayer (2018 p. 153) that "...computer-based media enable instructional methods involving interactivity or dynamic graphics that are not easily afforded by conventional book-based media."

Furthermore, online learning is a learning model that has evolved from several combined learning models. This is in line with Benson's opinion (in Moore, Dickson-Deane, Galyen, 2010, p. 130) which states that ″...online learning is a newer version or, and improved version of distance learning."

Based on the explanation above, it can be said that online learning is a combination of several versions of learning models that have been optimized for teaching and learning activities that are more flexible and possible to be accessed anytime and anywhere. Hybrid learning is one of the latest learning models that has been developed through a combination of offline and online learning models, in line with the quotation submitted by Linder (2017, pp. 11-18) that otherwise the hybrid learning model is defined to be the use of technology as a time transition in the classroom to form a supportive environment for students to learn. The main characteristics in hybrid learning proposed by Zhang (2008, p. 254) are as follows a) Combined method: Hybrid learning combines the socialization, group learning and hands-on opportunities of a face-to-face classroom with the possibility of online learning (also called distance learning environment); b) Student-focused: Learning shifts from a lecture method to a student-focused one. This changes the teaching strategy to that of a facilitator; c) Communication matters: A key element underpinning hybrid learning environments is the scope and basic science of communication can provide support for learners; d) Flexibility of access: Blending models are used to provide a balance between learning choice and flexible access to knowledge; e) Cost-effectiveness: Hybrid learning provides the opportunity to reach a large and globally dispersed audience in a short period of time with consistent semi personal delivery of content.

The hybrid learning model has several advantages. Related to this, Saichaie (2020, pp. 97-98) explained that: ...Similarly, a wealth of research suggests that blended models afforded students the same, if not improved, learning outcomes when knowledge was assessed. Studies of

HL suggest its effectiveness in introductory level courses, in lab courses, and at different postsecondary levels, including community college.

The quote above roughly translates to '...similarly, many studies suggest that blended learning provides the same and/or more learning outcomes when knowledge is tested. Studies on hybrid learning show its effectiveness in early learning, in laboratory learning and at different (postsecondary) levels, including community college.' In the hybrid learning model there are several versions that show a more comprehensive model in the learning process. It is stated by Staker (in O'Bryne and Pytash, 2015, pp. 13 (O'Byrne & Pytash, 2015)8) that one of the more comprehensive models details six versions of hybrid learning: face-to-face meetings, rotation, flex, online labs, self-paced blends, and online tools. In hybrid learning method, students conduct teaching and learning activities outside and inside the classroom and educators act as facilitators. The learning process focuses on students. The same thing is also stated by Hartono, Kosala, Supangkat, Ranti (2018, pp. 2-3) that the hybrid learning method has the following scheme:
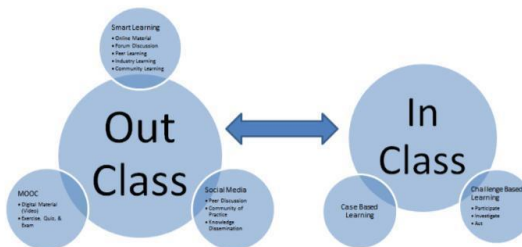

Figure 1. Model of Smart Hybrid Learning Method

In the hybrid learning method, students will learn inside or outside the classroom. The teacher acts as a facilitator and the learning process focuses on the students. Outside the classroom students will use smart learning technology which is easily accessible not only by teachers but by companies, experts, and communities. By using smart learning, students can learn or discuss with companies, communities, and their teachers and can also access materials. Students can also engage in joint research with companies, communities, and universities. While in the classroom, each student will learn using case-based and challenge learning when learning is face-to-face. Some meetings will use challenge-based learning and some will use case-based learning.

3. METHODOLOGY

The research design used in this study is qualitative analysis. The qualitative approach was chosen based on the problem to be studied, namely students' perceptions of German hybrid learning. The method used is descriptive case study method. The case analysis in this study describes students' perceptions during German language learning with a hybrid learning model.

The population in this study were students of class X Angkasa Husein Sastranegara High School, particularly Class B and C students with a total of 71 people with the following details. The questionnaire was distributed to classes X IPS B and X IPS C from August 15 to August 16, 2022 with the number of returned questionnaires as many as 42 pieces. The number of samples obtained in this study can be seen in the following table.

The data collection method used in this study is a questionnaire which is also used as a research instrument. The type of questionnaire used is a Computer Questionnaire or questionnaire sent to respondents via online media. The format of questions or statements used in the questionnaire is closed questions or statements. Respondents are given restrictions to answer opinions because the options are available and have been determined by the surveyor. The calculation scale used is a Likert scale with the following scoring.

Table 1. Likert Scale Scoring

Answer Scale	Scale Value
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

An index formula is needed to get an interpretation in the form of a percentage of each question item, so it is necessary to first calculate the interval (distance) with the formula I = 100 / Total Score (Likert). Then I = 100/5 = 20, so that the following interval is obtained.

Table 2. Likert Score Interpretation

Criteria	Percentage
Strongly Agree	80 - 100%
Agree	60 - 79,99%
Neutral	40 - 59,99%
Disagree	20 - 39,99%
Strongly Disagree	0% - 19,99%

Source: Rahardja, Lutfiani, Rahmawati (2018), Linder (2017)

Based on the results of calculations carried out with the SPSS V.24 program, it was found that the Cronbach's Alpha value was 0.876, which means that all question items and statements are reliable or consistent, because the Cronbach's Alpha value is more than 0.60. The following are the results of reliability testing.

Reliability Statistics

Cronbach's Alpha	N of Items
.876	25

Figure 1. Reliability Test Results
Source: SPSS Data Processing (2020)

4. RESULTS AND DISCUSSION

The following are the results of students' scores in hybrid-based German language learning. (1) Critical Thinking and Problem Solving Skills for German Language Learning in the Classroom.
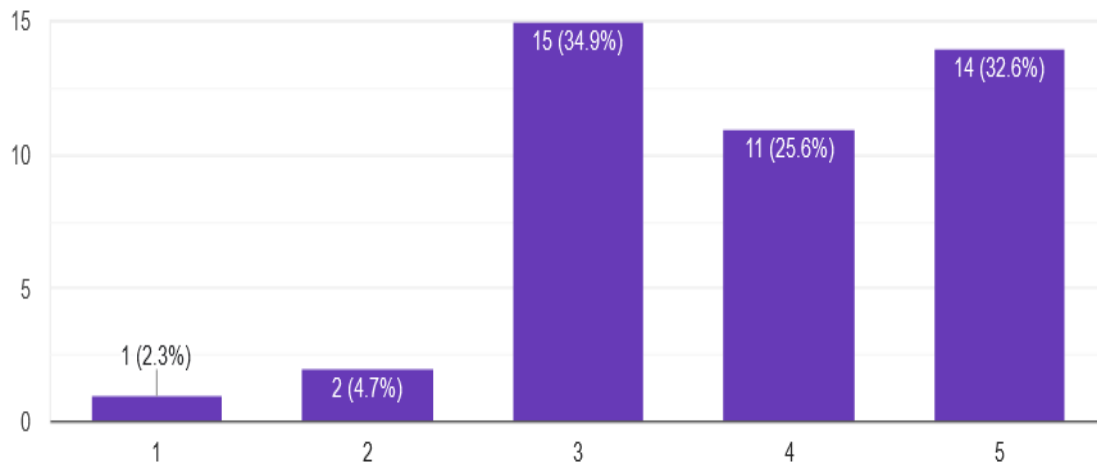The following figure shows students' critical thinking skills during hybrid learning.

Figure 2. Students' Critical Thinking Skills in German Hybrid Learning

In line with the figure above, 34.9% expressed neutral towards students' critical thinking skills during German Hybrid Learning. Not much different from the highest percentage result, 32.6% said they agreed on the ability to think critically and solve problems.

(2) Flexibility of Time and Place during German Hybrid Learning.

Hybrid learning provides flexible time and place for students to carry out learning. Students are given the opportunity to carry out teaching and learning activities both at home and at school so that students can divide their time for other things. The following figure outlines the flexibility of time and place offered in hybrid learning.
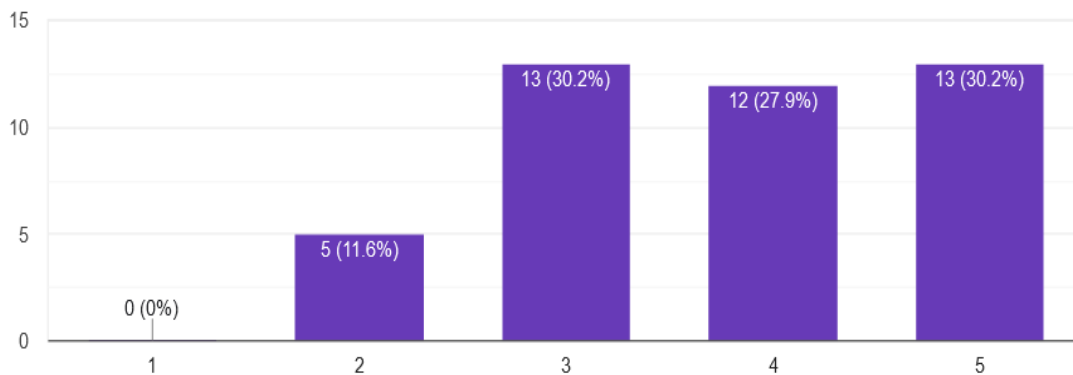
Figure 3. Flexibility of Time and Place in the Implementation of German Hybrid Learning

The figure above shows that there are two equal percentages in the neutral and strongly agree options, each totaling 30.2%. This shows that hybrid learning has provided flexibility for students in carrying out learning.

(3) Students' Material Understanding in German Hybrid Learning Implementation.
        Understanding the material is crucial in the learning process both hybrid and conventional. The following are students' perceptions of material understanding during German Hybrid Learning.
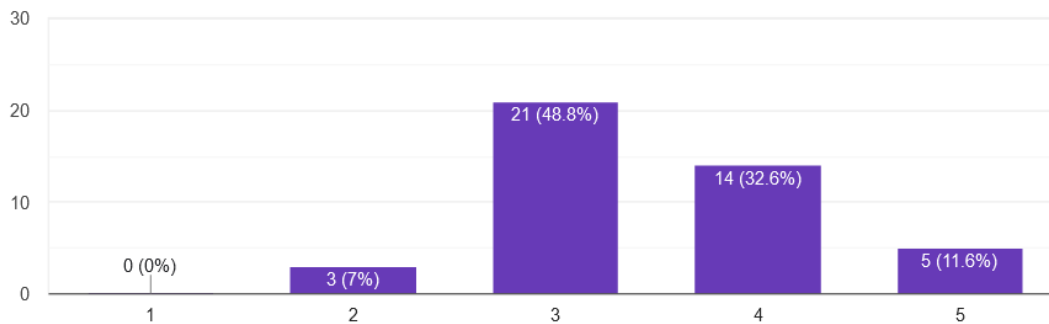

Figure 4. Students' Material Understanding in Carrying out German Hybrid Learning

A total of 48.8% stated that they were neutral on understanding the material during German Hybrid Learning. The percentage of 0% shows that all students understand the material provided.

(4) Social interaction between students and teachers is an advantage of hybrid learning in German.
        The picture below shows the social interactions made by students during German Hybrid Learning.
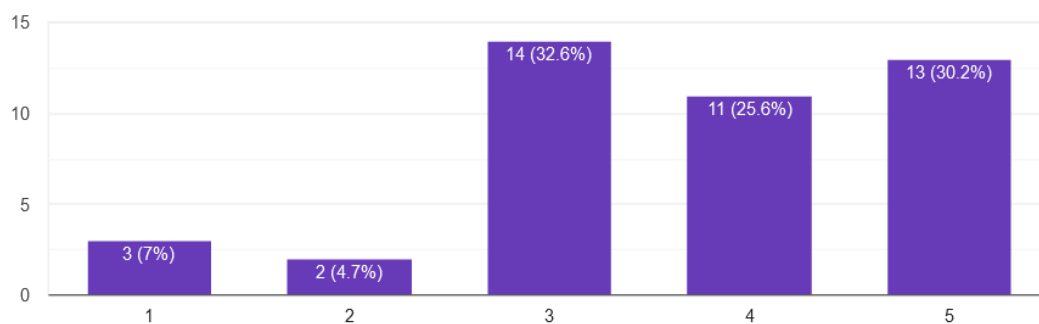

Figure 5. Social Interaction between Students and Teachers

The largest percentage was in the perception of students who stated neutral at 32.6% as well as 7% who disagreed on social interaction between students and teachers being the advantages of hybrid learning.
(5) Effectiveness of German Hybrid Learning Implementation.

In the following figure, it is reviewed how effective the hybrid learning model implemented during the pandemic.
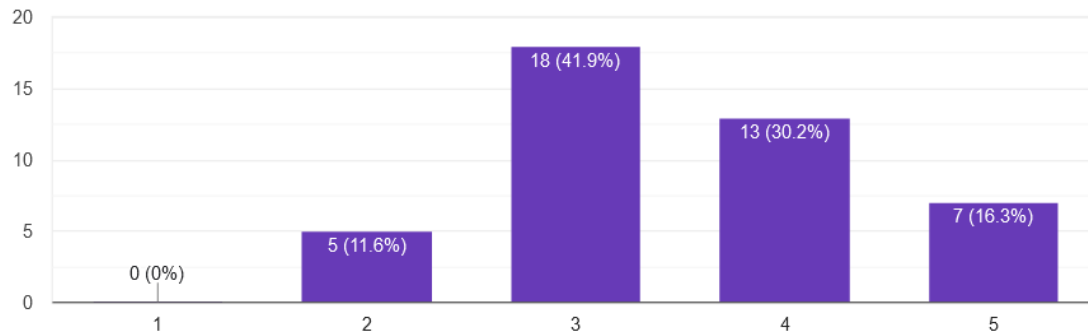

Figure 6. Effectiveness of German Hybrid Learning Implementation

The interpretation of this diagram is that 41.9% stated that they were neutral towards the effectiveness of the application of German hybrid learning. In this data acquisition, the hybrid learning model still needs to be developed from various aspects so that it can be called effective and efficient.

(6) Comparison of Face-to-Face Learning with Hybrid Learning.

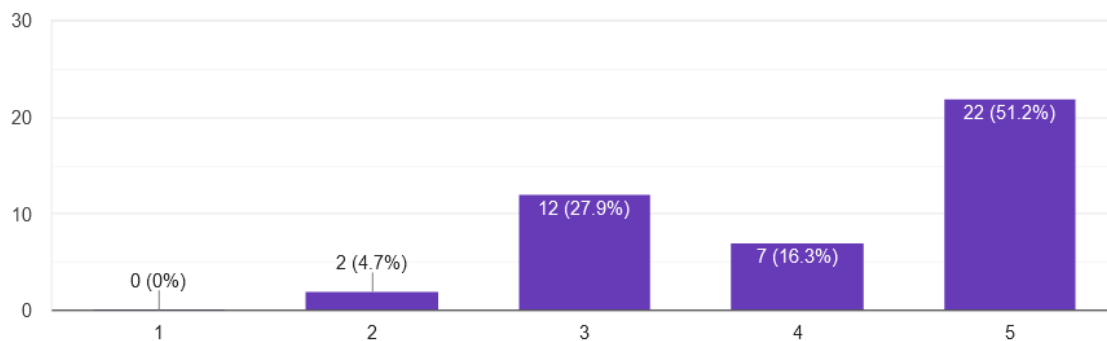The following figure shows students' perceptions when comparing face-to-face and hybrid learning.

Figure 7. Comparison of Face-to-Face Learning with Hybrid Learning

A total of 51.2% of students strongly agreed that face-to-face learning should still be carried out so that German language learning runs more effectively. As many as 4.7% said they disagreed with this statement.

(7) Face-to-Face Learning or Hybrid Learning.

The figure below explains the students' perception of a better learning model.
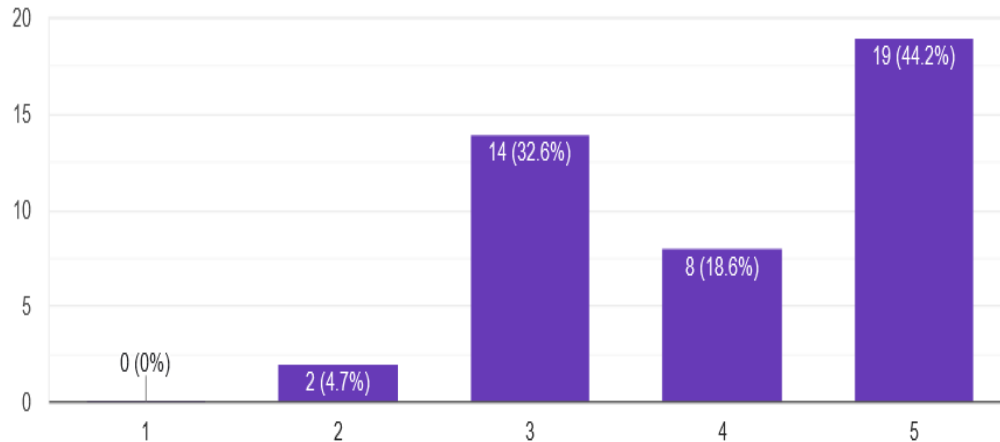
Figure 8. Face-to-Face Learning or Hybrid Learning

The percentage above shows students' perceptions of hybrid learning. Students choose face-to-face learning compared to hybrid learning with a percentage of 44.2%.

5. CONCLUSION

There are two conclusions based on the findings in this study: 1) German hybrid learning activities can improve students' final scores in listening, speaking, reading, and writing skills. Although in face-to-face and online meetings there are some obstacles that students experience in the learning process, students can still get maximum scores in authentic assessment, knowledge assessment, and attitude assessment. 2) Students' perceptions of German hybrid learning are said to be good, although there are some things that become difficulties for students during the learning process. This learning model can improve listening, speaking, reading, and writing skills with several advantages offered, such as flexibility of place and time of learning implementation and the incorporation of methods that can improve students' critical thinking skills.

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