

AN ANALYSIS OF STUDENTS' LEARNING READINESS TOWARDS HYBRID LEARNING ACHIEVEMENT IN ENGLISH

Hairis Shidiq Ghozali¹, Wiyaka², Siti Musarokah³, Yoyok Andriyanto⁴
^{1,2,3}Pascasarjana Universitas PGRI Semarang, ⁴SMK N 7 Semarang
Alamat e-mail : ¹shidiqhairis31@gmail.com

ABSTRACT

This study used a descriptive qualitative approach to analyze students' readiness for hybrid learning achievement in English. Data were collected through questionnaires and interviews. The study aimed to (1) assess the extent to which students of SMK N 7 Semarang were ready to adopt the hybrid learning model in English learning, (2) identify the factors that hindered the readiness of students of SMK N 7 Semarang in implementing the hybrid learning model in English learning, and (3) identify the factors that supported the readiness of students of SMK N 7 Semarang in implementing the hybrid learning model in English learning. The subjects of the study were students of class XI TFLM 1 SMK N 7 Semarang. The results of the study showed that (1) students of SMK N 7 Semarang had adequate readiness to adopt hybrid learning in English learning, with a readiness level of 65.57%, (2) factors that hindered students' readiness involved facility constraints, skills, and motivation in online learning, and (3) factors that supported students' readiness included guidance from teachers, support from parents, and cooperation among students. The study concluded that hybrid learning had the potential to improve the quality of English learning if students had a high level of learning readiness. Therefore, the recommendations from this study were that teachers and schools should provide adequate facilities, training, and encouragement to prepare students for hybrid learning.

Keywords: *Hybrid learning, Learning readiness, Learning achievement*

ABSTRAK

Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk menganalisis kesiapan belajar siswa terhadap pencapaian pembelajaran hibrida dalam bahasa Inggris. Data dikumpulkan melalui kuesioner dan wawancara. Penelitian bertujuan (1) menilai sejauh mana siswa SMK N 7 Semarang siap mengadopsi model pembelajaran hibrida dalam pembelajaran bahasa Inggris, (2) mengidentifikasi faktor-faktor yang menghambat kesiapan siswa SMK N 7 Semarang dalam menerapkan model pembelajaran hibrida dalam pembelajaran bahasa Inggris, dan (3) mengidentifikasi faktor-faktor yang mendukung kesiapan siswa SMK N 7 Semarang dalam menerapkan model pembelajaran hibrida dalam pembelajaran bahasa Inggris. Subjek penelitian adalah siswa kelas XI TFLM 1 SMK N 7 Semarang. Hasil penelitian menunjukkan bahwa (1) siswa SMK N 7 Semarang memiliki kesiapan yang memadai untuk mengadopsi pembelajaran hibrida dalam pembelajaran bahasa Inggris, dengan tingkat kesiapan mencapai 65,57%, (2) faktor-faktor yang menghambat kesiapan siswa melibatkan kendala fasilitas, keterampilan, dan motivasi dalam pembelajaran online, dan (3) faktor-faktor yang mendukung kesiapan siswa termasuk bimbingan dari guru, dukungan dari orang tua, dan kerjasama antar-siswa. Penelitian ini menyimpulkan bahwa pembelajaran

hibrida memiliki potensi untuk meningkatkan kualitas pembelajaran bahasa Inggris jika siswa memiliki kesiapan belajar yang tinggi. Oleh karena itu, rekomendasi dari penelitian ini adalah agar guru dan sekolah dapat memberikan fasilitas, pelatihan, dan dorongan yang memadai untuk mempersiapkan siswa menghadapi pembelajaran hibrida.

Kata Kunci: Pembelajaran hibrida, Kesiapan belajar, Capaian belajar

A. Introduction

Education is a process in which teachers and students work together to help each other achieve their best potential. The purpose of education, according to Article 3 of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, is the development of learners' abilities to become human beings who believe, are devout, and are devoted to God Almighty; Have noble character, knowledgeable, creative, independent, responsible democratically, and have national personality. Learning is basically a process that must be student-centered. This means that students must actively participate in their own learning process and process what they already know beforehand (Eveline, 2010: 76). The impact of the post-COVID-19 pandemic greatly affects all aspects of human life, including education. To prevent the spread of the Covid-19 pandemic, the education program that was usually

carried out face-to-face in the classroom is now suspended. With technology connected to the internet, online-based learning (distance) replaces face-to-face learning. Distance education, which is also known as online learning or e-learning, is a type of education or learning that uses network technology and media to deliver material.

Wirastwan (2005:1) defines e-learning as the use of information technology in the context of a "virtual" school. In addition, there is an option to integrate information technology directly into the learning or direct instruction process in the classroom. Many educational institutions have used e-learning as a way to achieve their goals. However, face-to-face learning cannot be completely replaced by online learning.

One of the solutions that can be used to overcome this problem is by using hybrid learning. Hybrid learning is a learning model that combines face-to-face and online learning (Graham et al., 2013: 12).

Hybrid learning can provide flexibility and convenience for students and teachers in accessing learning materials, while maintaining social interaction and collaboration that are essential in the teaching and learning process (Bonk & Graham, 2006: 5). Hybrid learning can also improve students' motivation and learning outcomes by providing variations in methods and media of learning (Garrison & Vaughan, 2008: 148). Hybrid learning can be adapted to the needs and characteristics of each educational institution, teacher, and student. Some factors that need to be considered in designing and implementing hybrid learning include learning objectives, content material, technology resources, pedagogical strategies, and learning evaluation (Graham et al., 2013: 13).

English learning in vocational high schools has some challenges, such as lack of resources, curriculum that does not match the needs of the job market, monotonous learning methods, and lack of student motivation (Sukmawati & Astuti, 2015: 1). To overcome these challenges, hybrid learning can be one of the alternatives that can be implemented by English teachers in

vocational high schools. Hybrid learning can provide opportunities for students to learn English independently and collaboratively by using information and communication technology (ICT) (Al-Said, 2015: 2). Hybrid learning can also improve students' English language skills by providing relevant, interesting, and varied teaching materials (Al-Said, 2015: 3). However, to be successful in hybrid learning, students must have a high level of learning readiness. Students' learning readiness in hybrid learning can be measured by using some indicators, such as attitudes towards hybrid learning, motivation to learn English, ICT skills, knowledge about hybrid learning, and support from teachers and peers (Hung et al., 2010: 1190).

Face-to-face learning has some advantages, such as better social interaction, more effective nonverbal communication, and higher learning motivation (Graham et al., 2013:12). Therefore, many educational institutions try to combine face-to-face and online learning in one learning model. This model is called hybrid or blended learning. Etymologically, hybrid learning consists of two words: blended

means a combination and learning means the process of learning. So, hybrid learning is a learning process that combines two or more instructional delivery methods (Graham et al., 2013:13). Hybrid learning has some benefits for students and teachers. According to Graham et al. (2013: 14), some of these benefits include: increasing accessibility and flexibility of learning; increasing effectiveness and efficiency of learning; increasing engagement and satisfaction of learning; and increasing innovation and creativity of learning. However, to be able to take advantage of these benefits, students must have a high level of learning readiness. Learning readiness is the ability of students to adapt to the new learning environment and face the challenges that arise during the learning process (Borotis & Poulymenakou, 2004: 2).

Learning readiness is influenced by several factors, such as attitudes, motivation, skills, knowledge, and support (Hung et al., 2010: 1189). This study aims to analyze students' learning readiness in hybrid learning in English subjects. English was chosen as the subject of the study because English is an

international language that is important for students to master, especially vocational high school students who will enter the world of work.

This study used a descriptive qualitative approach with a case study method. The subjects of this study were students of class XI TFLM 1 SMK N 7 Semarang. This study had three research questions, namely: (1) How ready are students of SMK N 7 Semarang to use the hybrid learning model in English learning? (2) What are the factors that hinder the learning readiness of students of SMK N 7 Semarang in implementing the hybrid learning model in English learning? (3) What are the factors that support the learning readiness of students of SMK N 7 Semarang in implementing the hybrid learning model in English learning?

Learning readiness, one of the psychological components of the learning process that affects the achievement of educational goals, according to Slameto (2013: 59). According to Slameto (2013: 113), a person's general readiness state determines how he is ready to react to a certain situation. Readiness for action or response.

This internal skill is related to maturity because becoming an adult involves readiness to use their skills. These skills must be considered during the learning process because students who are ready will get better learning outcomes from instruction (Jamies in Slameto, 2013: 59).

B. Research Method

This study was conducted in the even semester of the 2022/2023 academic year at SMK N 7 Semarang which is located at Jl. Simpang Lima No.1, RT.02/RW.01, Mugassari, Kec. Semarang Selatan, Kota Semarang, Jawa Tengah. This study used a qualitative research method to understand the phenomenon of students' learning readiness for hybrid learning in the context of English learning.

The subjects of the study consisted of students of class XI TFLM 1 at SMK N 7 Semarang. The study involved 36 students, consisting of 23 males and 13 females. The subjects of the study were selected by using purposive sampling technique, which is a sampling technique based on certain considerations that are in accordance

with the research objectives. The criteria for the subjects of the study were as follows: (1) Students of class XI TFLM 1 SMK N 7 Semarang who followed hybrid learning in English at SMK N 7 Semarang. (2) Students who were willing to participate in the study and gave written consent.

Data were collected through several techniques: (1) Interviews with the principal and English teacher were conducted to obtain their views on the implementation of hybrid learning in English at the school related to the preparation of technology infrastructure, learning strategies, and its impact on students. The interview instrument was a semi-structured interview guide consisting of 10 open-ended questions. The validity of the interview instrument was tested by using content validation technique by material experts and method experts. The reliability of the interview instrument was tested by using trial test technique on similar subjects. (2) Primary data were obtained through questionnaires distributed to students of class XI TFLM 1 SMK N 7 Semarang. The questionnaire included questions about technology skills, motivation, perception of hybrid

learning, and learning preferences. The questionnaire instrument was based on a Likert scale consisting of 33 statements. The validity of the questionnaire instrument was tested by using factor analysis technique. The reliability of the questionnaire instrument was tested by using Cronbach's alpha test technique. (3) Secondary data were obtained from the list of student names.

The study was conducted from the first week of January to the second week of March 2023. Qualitative data from interviews will be analyzed using a thematic analysis approach. Data from questionnaires will be analyzed quantitatively using statistical tools such as descriptive statistics to describe the distribution and characteristics of student responses.

Furthermore, quantitative data analysis will be used to identify the relationships among the variables in the questionnaire. To ensure the validity and reliability of the findings, data triangulation technique will be used. This means that data from various sources (interviews, questionnaires, and documentation) will be collected and compared.

This study was conducted by following the applicable research ethics principles. The researcher obtained permission from the school to conduct the study at SMK N 7 Semarang. The researcher also maintained the confidentiality of the data obtained from the research subjects by not mentioning their names or identities in the research report. The researcher also respected the rights of the research subjects by providing clear information about the purpose, procedure, benefits, and risks of the study, as well as giving the opportunity to the research subjects to refuse or withdraw from the study without any coercion or threat.

C. Research Result and Discussion

In this study, the researcher conducted observations on the activities of PPL 1 from January to March 2023. To assess the learning readiness of students at SMK N 7 Semarang, especially those in class XI TFLM 1, data were collected through questionnaires and interviews. The following are the findings of this study:

- (1) Determining the learning readiness of students of SMK N 7

Semarang in following the hybrid learning model in English learning.

Based on the results of observation, questionnaire distribution, and interviews conducted with students of class XI TFLM 1 at SMK N 7 Semarang, it was found that there was a significant level of learning readiness to engage in hybrid learning in English learning. Data analysis revealed that about 65.57% of students showed readiness to participate in hybrid learning.

This percentage indicates that most students have prepared themselves and are willing to engage in a learning environment that combines face-to-face learning with technology-based online learning. This readiness covers various aspects, such as technology skills, motivation, and general perception of hybrid learning.

This finding shows a positive view of the implementation of hybrid learning in English learning at SMK N 7 Semarang. However, it is important to further explore the factors that influence this

readiness and consider strategies that can enhance the learning experience for students in this hybrid learning environment.

- (2) Determining the factors that influence the learning readiness of students of SMK N 7 Semarang in implementing the hybrid learning model in English learning.

This study also revealed a close relationship between students' learning readiness and their learning outcomes. A pleasant learning process can significantly increase students' learning readiness. Students who have a high level of learning readiness tend to achieve good academic achievement. In this context, this study obtained interview results from 36 students with the following findings:

1. Most students showed a high level of learning readiness to follow hybrid learning in English learning with the aim of preparing themselves for the future world of work. They stated this because they realized that English was an added value when they were looking for a job later. Many companies and workplaces

- give priority to employees who can speak or master English.
2. Some students expressed their readiness to participate in hybrid learning in English language learning with the aim of mastering the English language material provided by the teacher or facilitator, as well as getting good academic grades in their final school assessment.
 3. Students who are interested and fond of English tend to be more ready and enthusiastic in participating in hybrid-based English learning.

This finding illustrates the importance of considering the aspect of student readiness in the context of hybrid learning implementation. High readiness to learn can help students achieve better learning outcomes, and this can have a positive impact on their preparation for the future, especially in a more competitive and global work environment. In addition, students' awareness of the importance of English in the work world becomes an

important factor that motivates them to engage in hybrid learning in English. Companies and workplaces that emphasize English language skills as an added value provide an extra boost for students to improve their English language skills.

Finally, students' interest and love for English is another positive factor that influences their readiness to learn. This intrinsic motivation can be a strong driver in their participation and achievement in hybrid learning.

In the context of hybrid learning in the era of "new normal," understanding these factors can help schools and teachers design more effective and appropriate learning strategies according to students' needs. Along with the use of technology and integration of online learning, maintaining students' readiness to learn and motivating them becomes an important aspect in improving the quality of education.

- (3) What are the factors that support the readiness of students of SMK

N 7 Semarang in implementing the hybrid learning model in English language learning?

In addition to the factors that have been revealed previously, there are a number of factors that specifically support the readiness of students of SMK N 7 Semarang in implementing the hybrid learning model in English language learning:

a. Support from Teachers

Students feel supported and well-guided by their teachers. Teachers who have knowledge and skills in managing hybrid learning provide valuable guidance for students. Encouragement and guidance from teachers contribute to the improvement of students' readiness to learn.

b. Support from Parents

The role of parents in supporting hybrid learning cannot be ignored. Students who receive support from their parents, both in terms of technology facilities and motivation, tend to have higher readiness to learn. Parents who are actively involved in supporting their children's

online learning create a supportive environment.

c. Cooperation Among Fellow Students

The cooperation among fellow students in understanding and overcoming the challenges of hybrid learning also supports their readiness to learn. Discussion and collaboration with peers enable students to help each other in solving difficulties and sharing positive experiences.

d. Access to Technology Facilities

Students who have adequate access to devices and internet connections have better readiness to learn in a hybrid learning environment. Adequate technology facilities enable students to access online learning resources smoothly.

e. Motivation and Personal Interest

Most students feel motivated to prepare themselves in English language learning with the aim of achieving their personal interests, such as better job

opportunities. This motivation becomes an important driver in their readiness to learn.

These factors create a supportive and stimulating environment for students' readiness to learn in implementing the hybrid learning model in English language learning. Understanding the important role of these factors can help educators and schools design more effective learning strategies and adapt to changes in education, especially in the era of hybrid learning and "new normal".

D. Conclusion

Based on the results of the research conducted at SMK N 7 Semarang with the scope of subjects of class XI TFLM 1, descriptive qualitative research method, and instruments that involved interviews and questionnaires, it can be concluded that students' readiness to learn has a significant influence in hybrid learning, with about 65.57% of students stating ready to use hybrid learning in English language learning.

The factors that influence students' readiness to learn in using hybrid learning in English language

learning include preparing themselves for the work world, mastering the material and getting good grades, interest in English, and preparing themselves for the future because English is increasingly used globally. This readiness to learn needs to be considered in the learning process because if students have good readiness to learn, learning will be more effective.

This research provides a deeper understanding of the relationship between students' readiness to learn and hybrid learning, by detailing the scope of subjects, research methods, and instruments used. In the context of hybrid learning in the future, understanding the factors that influence students' readiness to learn will help teachers and schools design more effective and student-oriented learning strategies.

This research provides valuable contributions for various parties in the education world:

1. For Teachers

Teachers can use the findings of this research to better understand students' readiness to learn in the context of hybrid

learning. This allows them to design more effective and appropriate learning strategies according to the individual needs of students. In addition, understanding the factors that influence readiness to learn can help teachers provide better support to students during the learning process.

2. For Students

Students can feel the direct benefits of this research by increasing their awareness of the importance of readiness to learn. Students who understand the factors that influence their readiness to learn can take steps to improve it, such as increasing their learning motivation and managing their time more efficiently. This can help them achieve better learning outcomes and prepare themselves for the future.

3. For Schools

Schools can use the findings of this research as a guide in designing better education policies. By paying attention to students' readiness to learn, schools can provide adequate technology support, training for

teachers, and appropriate mentoring programs. This will help schools create a more conducive learning environment for hybrid learning and meet the needs of students in the era of "new normal."

Thus, this research not only provides insights into students' readiness to learn in the context of hybrid learning, but also provides real contributions in improving the quality of education for teachers, students, and schools.

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