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An Analysis of English Student Needs in the Development of a Hybrid Learning Teaching Material Model Based on Religious Moderation Values

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Abstract

Technology plays a very important role in today's learning process. Online learning is not an option anymore but an obligation that must be carried out, especially during the Covid-19 Pandemic. Hybrid learning is one of the online learning that is widely used at all levels of education. This research is the initial research from development research that will develop a hybrid learning model based on religious moderation values in the teaching media course. The respondents in this study were 89 students majoring in English education at Institut Agama Islam Negeri (IAIN) Metro Lampung. The data was obtained through the results of the questionnaire. The result showed that the students needed a hybrid learning teaching material model based on religious moderation values in the teaching media course. It was evidenced by the results of the questionnaire, namely as many as 80% of students state that they need a hybrid learning teaching material model based on religious moderation values in the eyes of teaching media lectures.

Keywords: Development of Hybrid Learning, Religious Moderation Values, Teaching Material

INTRODUCTION

The rapid development of technology has an impact on the world of Indonesian education. One of these impacts is the maximum use of technology and information in the learning process. Especially with the Covid-19 pandemic which has forced all education systems in Indonesia to take advantage of existing technology. Each educational unit at each level is given the breadth to determine online learning media that can facilitate the learning process. In addition to learning media, which in this case are various platforms or online applications, learning resources are also the most important thing that determines learning success.

During online learning, the learning process is mostly carried out by utilizing video conference-based online platforms such as zoom meetings, google meet, and so on. In addition to video-based platforms, teachers also take advantage of the learning management system (LMS) owned by the school or campus where they teach. Online learning that is currently widely applied to all levels of education in Indonesia is learning with Hybrid / blended learning. Hybrid/Blended learning is a blended learning system that combines face-to-face learning and web-based learning (Boelens et al. 2015; Bowyer and Chambers 2017). With this learning system, teachers and learners use web-based software and online platforms as well as online materials for teaching and learning purposes (Chan & Leung, 2016; Pinto & Anderson, 2013; Yusoff, Yusoff, & Md Noh, 2017)

Hybrid learning / blended learning itself has been around for a long time and is increasingly becoming popular during this Covid-19 pandemic. In English language learning, there have been many studies that state that hybrid learning is an approach that is successfully applied to English learning (AlRouji, 2020; Chambers & Gregory, 2006; Milad, 2017; Rahman, Azmi, & Hassan, 2020). At Institut Agama Islam Negeri (IAIN) Metro campus, since mid-2020, it has also carried out learning using a Moodle-based LMS.

With hybrid learning that maximizes technology and the internet in the learning process, learners will automatically continue to be in contact with the internet to surf for learning resources or material studied. Here, the role of the teacher is expected to help the learner control the consumption of information on the internet that is infiltrated by the learner. IAIN Metro students as a generation of Muslims are expected to be able to sort out information obtained from various sources on the internet wisely. As we know that the current generation of Muslims, who are students on average, is one of the easy targets to be provoked by radical ideas and intolerance. For this reason, it is felt necessary for teachers at Islamic Universities, especially at IAIN Metro, to be able to provide teaching materials that are integrated between the use of technology in this hybrid learning with the value of religious moderation. The goal is to make Muslim students learners who are technological and have moderate intolerance.

The ministry of technology is so massive, it encourages the field of education to continue to improve in the implementation of the learning process. One of the uses of technology in the world of education is hybrid learning. Hybrid learning is often equated with blended learning. Hybrid/blended learning is learning that integrates online classroom activities with planned and meaningful face-to-face learning activities and considers the portion of implementation. between face-to-face learning and online learning (Picciano, 2019; Saliba, Rankine, & Cortez, 2013)

Hybrid/blended learning helps students to structure, use reference materials, and search for information independently (Andreeva & Ostroverkhaya, 2017). In addition, hybrid / blended learning also increases personalization, flexibility, adaptability, and interactivity (Shaidullin, Safiullin, Gafurov, & Safiullin, 2014; Shand & Farrelly, 2018). Hybrid learning makes learning more creative and easy for both educators and students (Miniaoui & Kaur, 2014). Hybrid learning divides activities into two activities, namely synchronous and asynchronous, which means that learning is carried out face-to-face virtually or in real terms and independent learning.

In traditional learning, learners conduct discussions to solve problems during learning in class or discuss in groups. Meanwhile, the duties of the teacher include facilitating, explaining, and providing exercises. The different thing is that when doing hybrid learning, learners are required to work independently. Teachers only provide videos about materials, lecture notes, and tutorial exercises in online mode (Yusoff et al., 2017). The mechanism in hybrid learning is to use the Learning Management System, namely by synchronizing with online platforms. LMS tools are web-based technologies, such as Blackboard and Moodle (Alias & Zainuddin, 2005). The synced tool consists of openly accessible tools such as Dropbox, Google Apps, and Zoho Apps, while the social networking tool consists of social media such as Twitter, Facebook, Skype, and WhatsApp (Al-Samarraie & Saeed, 2018; Kakosimos, 2015; Wang, Chen, & Khan, 2014). Various learning resources, such as e-notes, live streaming videos, academic software, forums, and blogs, make hybrid learning more interesting (Ike & Okechukwu, 2015). For hybrid learning to be successful, learners must have certain qualities such as self-motivation and the ability to work independently (Wivell & Day, 2015).

Teaching materials are tools that play an important role in learning. In addition to adding knowledge, teaching materials also play a role as a shaper of the personality of learners who are anti-radicalism (Jannah, 2021). To form this anti-radicalism character, of course, teaching materials are needed that contain the values of religious moderation.

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Idris and Putra (Idris and Putra 2021) said that in an educational institution, teaching materials or materials play an important role in achieving the values of religious moderation. Thus, in integrating the values of religious moderation into teaching material, it is necessary to map themes that are by religious values themselves (Muhtarom, Marbawi, & Najib, 2021). Based on the formulation of the scholars at the Bogor Summit in 2018 and the advice of experts, there are nine values of religious moderation. The nine values of moderation include: 1) middle (tawassuth), 2) perpendicular (I'tidal), 3) tolerance (tasamuh), 4) deliberation (shura), 5) reform (ishlah), 6) pioneering (qudwah), 7) citizenship/love of the homeland (muwathanah), 8) non-violence (la'unf), and 9) culturally friendly (I'tibar al-'urf) (Azis & Anam, 2021) .

Teaching media courses are courses that integrate theory and practice. This course aims to make students have creativity, and innovation in designing teaching media, so that when students enter the world of education they already have provisions for teaching by applying the media that has been made (Susanto & Risma Munandar, 2017).   Regarding the teaching materials of the teaching media teaching course, (C. F. Kholidya 2016) mentioned that for the teaching me course he should meet the requirements in the aspect of usefulness, appropriateness, and feasibility. To achieve the objectives of the teaching media course, this study seeks to design a model of teaching materials that meet these requirements and will integrate the values of religious moderation into it.

Related to the integration of religious moderation values in the teaching materials of the teaching media course, it is necessary to map the themes on the developed teaching materials. Furthermore, these themes are adapted to the nine values of religious moderation. Of the nine values, researchers will take and apply seven of them. This study aims to identify the need for hybrid learning teaching material models based on the value of religious moderation in teaching media courses.   The teaching media course is one of the courses in the English Department which is included in the *Merdeka Belajar Kampus Merdeka* (MKBM) curriculum. With a hybrid learning teaching material model and based on the value of religious moderation, later the teaching materials produced are expected to be used not only for TBI students at IAIN but can also be used by students from other campuses either from PTKI or Public Universities who have collaborated with IAIN Metro.

METHOD

The development of a hybrid learning teaching material model based on the importance of religious moderation in the teaching media course is the subject of this research, which is the beginning research of the development research that is intended to be carried out. The method of this research is descriptive quantitative.

To obtain the data, we use questionnaires to gather information about the demand for instructional materials that emphasize the importance of religious moderation in teaching media courses. The procedure of analyzing the data consist of making the questionnaire which has five options as the answer and distribute it to 89 second semester of English department of IAIN Metro who are the sample in this study. The last we analyze and display the result in discussion part.

RESULTS AND DISCUSSION

The data in this study was obtained through a questionnaire that was filled in by 89 IAIN students as respondents. Statement on the relevant questionnaire about hybrid learning teaching materials based on the value of religious moderation in the teaching media course. Respondents were asked to choose 5 alternative answers using the Likert scale namely: strongly disagree, disagree, neutral, agree, and strongly agree. The results of the questionnaire that has been filled out by the respondents are as follows.

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Table 1. Students need on Hybrid Learning Teaching Materials Model based on Religious Moderation Values

No.	QUESTION	Value					Total
		1	2	3	4	5	
1	Hybrid Learning teaching materials will support you to be better able to learn digitally.	1	0	2	71	15	89
2	The input topic of teaching media teaching materials that you want is the one related to the Value of Religious Moderation	0	2	0	76	11	89
3	The Content of Teaching Media Teaching Materials Based on Religious Moderation Values that you want is the one that is taught online.	1	0	3	73	12	89
4	Each unit of Hybrid Learning teaching materials that you want, namely those that contain material that suits the learning needs of Teaching Media	0	1	1	70	17	89
5	Each unit of Hybrid Learning Teaching Materials that you want is integrated with the Value of Religious Moderation.	0	0	1	76	12	89
6	The material on Hybrid Learning Teaching Materials based on religious moderation values that you want to consist of various learning media that can be applied online	0	2	2	72	13	89
7	Hybrid Learning teaching materials based on the Value of Religious Moderation in the Teaching Media course you want are systematically arranged.	0	0	1	76	12	89
8	The Material for Hybrid Learning Teaching Materials based on religious moderation values in the teaching media course you want is by the demands of digital technology advances.	0	1	2	63	23	89
9	The themes in each unit contained in hybrid learning teaching materials based on religious moderation values in various media teaching courses	1	2	2	76	8	89
10	The procedure for using Hybrid Learning Teaching Materials based on Religious Moderation Values in the teaching media course on the LMS you want is easy to understand and operate	0	1	2	57	29	89
11	The activities in the Hybrid Learning Teaching Materials based on religious moderation values in the teaching media course you want are those that can increase creativity	0	0	0	66	23	89
12	The number of effective tasks in your opinion in one material unit is 4-4 tasks.	0	0	1	75	13	89

The table above shows that the presentation of students' needs for a hybrid learning teaching material model based on the value of religious moderation in teaching media courses is very high. This can be proven by the number of percentages obtained in each statement.

In statement number 1: Hybrid Learning teaching materials will support you to be able to learn digitally, there are 15 students or 13.35% who strongly agree, as many as 1, or 58.93% agree, 2 students or 1.78% declared neutral. And there was 1 student or 0.89%

who expressed strong disapproval. In statement number 2: The input topic of teaching media teaching materials that you want is related to the Value of Religious Moderation, there are 11 students (9.79%) students who agree very much, as many as 76 (6 7.64%) students agree with the existence of this teaching material model, in addition to that there were 2 (1.78%) who disagreed if this teaching material model was developed.

In statement number 3: Content of Teaching Media Teaching Materials Based on Religious Moderation Values that you want to be taught online, as many as 12 (10.69%) students expressed strong agreement, 73 (64.97%) expressed agreement and only 1 (0.89%) students who expressed strong disapproval. In statement number 4: Each unit of Hybrid Learning teaching materials that you want, namely those containing material that is by the learning needs of Teaching Media, there are 17 (15.13%) students who agree very much, then there are 70 (62.3%) students who agree, in addition, 1 (0.89%) stated neutral, and 1 (0.89) student expressed disapproval.

In statement number 5: Each unit of Hybrid Learning Teaching Materials that you want is integrated with the Value of Religious Moderation, as many as 12 (10.69%) students expressed strong agreement, there were 76 students (67.64%) who agreed and only 1 (0.89%) student who declare neutral. In statement number 6: The material on hybrid learning teaching materials based on religious moderation values that you want consists of various learning media that can be applied online, there are 13 (11.57%) students who agree very much, as many as 72 (64.08%) agree, 2 the student declared neutral, and the student 2 students expressed disapproval.

In question number 7: Hybrid Learning teaching materials based on Religious Moderation Values in the Teaching Media course you want are systematically arranged, as many as 12 students (10.69) expressed strong agreement, 76 (67.64) of them agreed, and 1 student (0.89) declared neutral. In statement number 8: Material for Hybrid Learning Teaching Materials based on Religious Moderation Values in the teaching media course you want is by the demands of digital technology advances, there are 23 (20.4%) students who agree very much, as many as 63 (56.07%) students stated agreed, 2 students expressed neutrality, and 1 student expressed disapproval. In statement number 9: The theme in each unit contained in Hybrid Learning Teaching Materials based on Religious Moderation Values in various media teaching courses, as many as 8 students (7.12%) expressed strong agreement, there were 76 (67.64%) who agreed, 2 students were neutral, The other 2 expressed disapproval, and 1 student expressed strong disapproval. In statement number 10: The procedure for using Hybrid Learning Teaching Materials based on Religious Moderation Values in the teaching media course at the LMS you want is the one that is easy to understand and operate, there are 29 (25.81) students who agree very much, as many as 57 (50.3) students agree, 2 students were neutral, and 1 student expressed disapproval. In statement number 11: The activities in hybrid learning teaching materials based on religious moderation values in the teaching media course you want are those that can increase creativity, as many as 23 (20.4%) students expressed strong agreement, and the rest, namely 66 (58.74%) students agreed.

In statement number 12: The number of effective tasks in your opinion in one unit of material is 4-4 assignments, as many as 13 students (11.57%) students expressed strong agreement, 75 students (66.75%) agreed, and 1 student was neutral. As a clearer illustration regarding the number and percentage of results from the questionnaire that has been filled in by respondents, it can be seen in the following diagram.

Figure 1
Students' Need on the Development of Hybrid Learning Teaching Materials Model
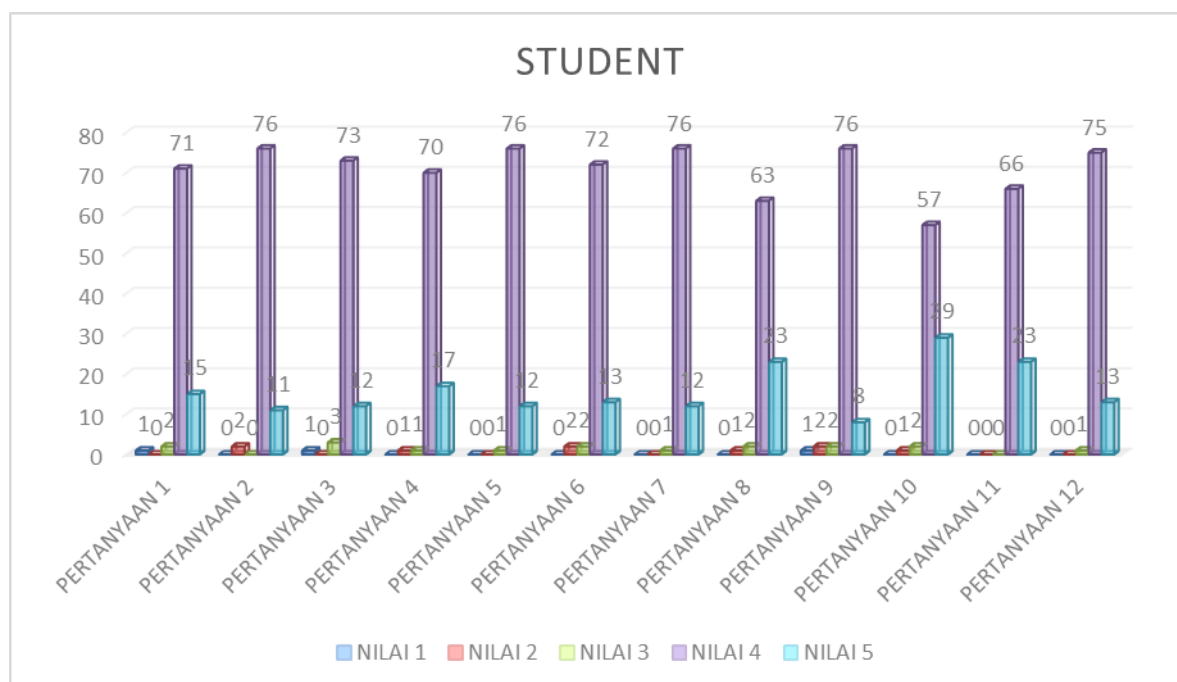
DISCUSSION

Online learning requires special learning methods or models that can help implement learning properly and effectively. Hybrid learning is an online learning method that is currently recommended to be done, especially in learning in higher education. Hybrid learning is considered effective in English language learning (Albiladi and Alshareef 2019; Hubackova 2015; Klimova and Kacetl 2015). Hybrid learning is a new paradigm in the learning environment that is very beneficial for both teachers and students.

Thus, hybrid learning is a new important pedagogical paradigm that includes a new learning environment, instruction design, and teacher-student relationships. This may be quite beneficial because it allows students to use the advantages of both physical and virtual learning environments. Ideally, "a good virtual learning environment offers: 1) time flexibility for students and teachers; 2) easy access to curriculum and learning materials; 3) communication in three formats: student-teacher, a group of student-teacher, peer group communication; 4) collaboration in an online group or couple project; 5) more independence for learners; 6) convenient assessment and feedback mode for a teacher; 7) make it easy to track student progress and achievement; 8) availability of additional materials. This is a good system for learners with different levels of knowledge.

Based on the results of the needs analysis carried out in the first step of the research, it can be concluded that the overall teaching materials produced are in accordance with the needs of students and lecturers at IAIN Metro. The teaching materials developed are hybrid learning teaching materials based on the value of religious moderation. Teaching materials consist of 13 units, of which in 2 special units are integrated with the value of religious moderation. The goal, of course, is that IAIN Metro students, especially students who are studying teaching media courses, are expected to be able to develop the learning media they use when teaching by integrating the value of religious moderation in the material and learning media used.

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The needs analysis carried out is based on 2 indicators, namely: 1) The need for hybrid learning thickening. Hybrid learning teaching materials are currently very much needed at all levels of education, especially in higher education such as at IAIN Metro. With hybrid learning, students and lecturers will take advantage of digital learning.

From the results of the questionnaires that have been displayed in the previous part of discussion, it can be said that most of students of English department in the second semester need a learning material with religious moderation values in a form of hybrid learning. It can be seen clearly from the percentage of the students' choices. From all items in the questionnaires, all of them got more than 70%. The item number 1 is 72.28%, 2) 77.43%, 3) 75.66%, 4) 77.43 %, 5) 78.33%, 6) 75.65%, 7) 78.33%, 8) 76.47%, 9) 74.76%, 10) 76.11, 11) 79.15, 10) 78.25. Based on this result, it can be said that the learning material based on religious moderation values for hybrid learning is needed to be developed.

Based on the results of the questionaries, it can be concluded that most of students in the second semester of English department of IAIN Metro need to have a teaching material based on values of religious moderation in the form of hybrid learning. Some of research showed the effectiveness of using hybrid learning to teach English learning. Hybrid inevitably contributes to the compensation for the various deficiencies in the EFL settings such as a lack of high frequency of exposure, a lack of exposure to the target language community or adopting inadequate learning strategies. Therefore, hybrid learning can be a solution to several problems (Bielousova 2017; Dani Cahyani Rahayu et al. 2020; Klimova and Kacetl 2015; Kristanto, Mustaji, and Mariono 2017; Kudryashova, Gorbatova, and Rozhkova 2016; Pardede 2012)

The effectiveness of the values of religious moderation also has been investigated by some researchers since years ago (Febriani and Ritonga 2022; Ma`arif, Rofiq, and Sirojuddin 2022; Nasir and Rijal 2021; Suhendri and Dharmawangsa 2020). From that research, most of them have the same view that religious moderation in education is important to implement because it can bring a deterrent effect to the students' religious understanding and practice to avoid radicalism. In this research, we add the important of teaching materials the implementation of religious moderation through the distribution of religious materials that are relevant to modern issues without reducing the essence of religious education specially for teaching media subject. As we know that, media of learning is an essential aid in teaching. Media can also be called tools while commonly used at this time is an audio-visual aid, which means audiovisual aids are materials or tools used in the situation to help the writings and words spoken in the transmission of knowledge, attitudes, and ideas in the development of Islamic education be bases multicultural (Abidin and Murtadlo 2020). So, the development of teaching material based on values of religious moderation is really needed to protect our generation from radicalism.

From the result of this student's analysis, we will develop a teaching material for teaching media subject based on values of religious moderation in a form of hybrid learning. We do hope that the result of this initial research can be as a guidance to develop the teaching material based on what the students' need. We realized there some of limitation from this research. One of them is the limitation of time. We will expand more time to focus on the further research.

This research is an initial research and development of developing a teaching material model based on religious moderation values for hybrid learning. So, after we know the result of students' need about the teaching materials, we will continue to develop the teaching material based on religious moderation values for hybrid learning.

CONCLUSION

The results of the analysis of the needs of hybrid learning teaching materials based on the value of religious moderation show that the level of analysis of lecturer needs is 83.3% and the average result of the analysis of student needs is 80%. Based on the average results obtained, it can be concluded that IAIN Metro lecturers and students need hybrid learning teaching materials based on religious moderation values in the teaching media course.

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AUTHOR CONTRIBUTION STATEMENT

This research was conducted by the researchers, started from the construction of the literature review, the data collection and the data analysis process, and the research conclusion.

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