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MODULE DEVELOPMENT BASED ON HYBRID LEARNING MODEL IN LEARNING BASIC STRUCTURE IN IKIP BUDI UTOMO MALANG 1)Indrawati Pusparini Ikip Budi Utomo Malang puspaindra71@gmail.com 2)Endang Setyo Astuti Ikip Budi Utomo Malang mynameisendang@gmail.com ABSTRACT Following the era of modern technology ICT , innovative teaching is needed. One big idea has been widely socialized to use. It is about enhancing technology in teaching.

Hybrid learning is one of the ideas in exploring the advance of the technology. In this paper, the writer would like to share her experience in exploiting her students' basic structure course through hybrid learning module– a certain way of enhancing the process of teaching and learning, making use of the integration of course design and ICTs, enabling the students and teachers to engage in ways that is different from their natural conventional learning.

This kind of learning happen to be applied in academic basic structure course – a course that must be taken within first semester in their study – which were taken by undergraduate students of Faculty of Teacher Training and Education majoring in English Language and Education.Basic Structure module based on hybrid learning model in learning Basic Structure has a goal where this module becomes an alternative learning material based on hybrid learning. This module is easily accessible and used by students of IKIP Budi Utomo Malang, because it uses sophisticated technology.

Basic structure module based on Hybrid learning model is expected to be effective, innovative and creative teaching materials by utilizing the progress of science and technology. In addition, the application of hybrid learning is present as an answer to environmental issues and the challenges of learning in the technological era that are rife

lately.The design of the development research model adapted the development model of Borg and Gall with the following steps (1) needs analysis, (2) planning, (3) product development, (4) expert validation, (5) product revision and (6) test try the product.

The result of this study are module development based on hybrid learning model which is expected to be liked by students on basic structure course, so that the students are motivated in learning both in the class or through online class, from their's understanding that structures are difficult to understand to a fun learning. Beside, the result of the research is expected to be an example of up-to-date teaching materials because it utilizes sophistication,creative, innovative and effective technology.

The material, methods and evaluation tools in the hybrid learning module are outputs of the Basic Structure course that are in accordance with the vision of the IKIP Budi Utomo Malang. Key word: Module; Basic Structure; hybrid learning. INTRODUCTION The advanced of technology has changed the way people live to life. It has influenced how people communicate, work, and even learn.

Firstly, smart phones and their messenger application tightly engaged people separated by distance, then through facebook even helped some people got together. Then it links businessmen to work fast in minutes without having face-to -face meeting. Finally, electronic mail helps students virtually meet the teacher to consult their final project cost-free.

Those are the simplest example of how people and technologies unite. Teachers in the context of education have a big role so that the teacher requires strategies and creativity in the teaching and learning process. The demands of the curriculum are students and teachers must be more active.

Students must be active in learning activities while teachers must be active in preparing learning tools and motivating students to learn more actively so that learning is more effective (Nugroho, 2012: 1). Even the world-wide trend of teaching nowadays involves the use of technology in the classroom or outside classroom. Innovative teachers engaging with the technology are required. In the effort of enhancing the use of technology in teaching, the term hybrid learning arises.

This is hybrid learning, defined as a model that mixture of classroom and online instruction that has an abundance of academics proclaiming its benefits. Hybrid learning blend face-to-face interaction with online learning and customarily involve the delivery of curricular materials, access to resources, submission of assignments, project based learning, activities that support higher order thinking, and online discussions that may

be a synchronous or synchronous in nature.

In order for a class to be considered hybrid some actual student learning and learning assessment must occur online and a percentage of in-class time is forfeited to make up for the weight put on the online learning activities (Journal of Information Technology Education, volume 5,2006) Hybrid learning is a learning model that integrates innovation and technological progress through an online learning system with the interaction and participation of traditional learning models (Kaye Thorne, Kogan Page, 2003).

Hybrid learning method is a combination of face-to-face instructional methods with online learning process ("What is a Hybrid Course? "2007). Hybrid learning system combines two kinds of choices who will hold the main role (lead) in the lecture process: instructor (instructor-led) or student (learner-led). At present the developing of hybrid program is a combination of one or more of the following : a.

Face-to-face lectures Lectures are held in the form of lecture activities in the classroom, practical activities in the laboratory, mentoring or on Job Training. Class activities in the classroom include the delivery of material through face-to-face lectures, discussion presentations, exercises and examinations. b. Synchronous virtual collaboration Synchronous virtual collaboration is a collaborative teaching format that involves interaction between lecturers and students delivered at the same time. This collaboration activity is carried out by utilizing Instant Messaging (IM) or Chat.

This facility will be used for communication between lecturers and students during working hours. c. Asynchronous virtual collaboration Asynchronous virtual collaboration is a collaborative teaching format that involves interactions between lecturers and students delivered at different times Facilities used in this learning activity are Online discussion boards or E-Mail forums. d.

Asynchronous Self-Pace Asynchronous Self-Pace is an independent learning model in different times where students can learn the material given by lecturers in the form of teaching material modules or do assignments and exercises online. Besides that through asynchronous self-pace students can learn lecture materials by linking to other teaching resources.

Meanwhile, the advantages of the module include: 1. Focusing on the individual abilities of students, because in essence they have the ability to work alone and be more responsible for their actions.2). There is control of learning outcomes through the use of competency standards in each module that must be achieved by students.

Besides having advantages, modules also have their own weaknesses, including 1). Interaction between teacher and student is reduced so that it is necessary to schedule face-to-face or group activities. 2). A single approach causes monotonous and boring because it needs problems that are challenging, open and varied.

Based on the results of the needs analysis which is the initial stage of this study, found several obstacles faced by students and lecturers who support in the basic structure course. Among them, there are still many students who take this course have low motivation or interest because it is considered too difficult, and lack of time to practice understanding each chapter in the module. The number of meeting hours which is only once a week is also an obstacle for lecturers in the teaching and learning process.

Those some resons cause the basic structure courses in the English Education Department IKIP Budi Utomo not to meet full of learning objectives . Through hybrid learning module in Basic Structure courses, students are expected to be able to access easily the lesson , so that the lesson can take easily learned by students .

Hybrid learning module are also able to facilitate evaluating student self-assessment, because hybrid learning modules are equipped with affective evaluation materials and tools for students in Basic Structure learning outcomes. METHOD This type of research is development research. The development method used is Research and development, a method used to produce certain products and test the effectiveness of these products.

The design of this module development includes stages one through seven adapted from Borg and Gall (1989) with the following steps (1) needs analysis, (2) planning, (3) product development, (4) expert validation, (5) product revision and (6) test try the product Validation of module based on hybrid learning includes assessment from education experts which has been teaching structure more than 10 years (Marzuki, Lecturer of IKIP Budi Utomo Malang ; Suhartatik, Lecturer Of IKIP Budi Utomo Malang). The subjects of the trial were the first semester students in the English language department, 45 students of IKIP BUDI UTOMO MALANG.

The instruments of data collection are questionnaires and interview. Data are obtained from module validation , teaching learning process questionnaires by observers and teaching learning process questionnaires when using online module. Data obtained from assessments will be analyzed by the average analysis technique.

The average value obtained will be determined the level feasibility of the module based on hybrid learning. Determination of the average value analysis technique based on

Arikunto (2010: 286) which states that to find out the final grade rating for each item in the assessment questionnaire, the number of values ??obtained is divided by the number of respondents who answered the assessment questionnaire.

Determination of conclusions that have been achieved from limited trials in this study using a rating scale of 1 to 3, where 1 as the lowest score and 3 as the highest score. Determination of range can be known through the highest value minus the lowest value divided by the number of classes. Based on the determination of the range obtained a range of 0.67 was adapted from (Sudjana, 2005: 47). Table 1.

Validation Criteria Average _Score Description _Category _ _2.36 – 3.00 _Good _Worth _ _1.68 – 2.35 _Fairly _Good Enough _ _1.00 – 1.67 _Not worth _Not Good _ _ The data from Questionnaire is analyzed quantitatively. The data used are the results of the checklist from questionnaire, then adjusted to the following criteria (adapted from Chandra, 2003: 78 in Lathifah: 2012). 1.

Very lacking (if module usage is seen by less than 20% of students). 2. Less (if you see module usage by> 20% - <40% of students). 3. Enough (if you see module usage by> 40% - <60% of students). 4. Good (if you see module usage by> 60% - <80% of students). 5. Very good (if you see module usage by> 80% - <100% of students) FINDING AND DISCUSSION Early Observation The initial observation that the researchers did at IKIP BUDI UTOMO MALANG on April 2, 2019 with questionnaires.

Questionnaire regarding campus wifi facilities, computer facilities on campus, classroom learning support facilities, implementation of basic structure learning in class, student learning resources, students' interests and abilities in basic structure. Based on the questionnaire in getting 100% of students answering, students answering that wi-fi facilities can be reached throughout the school area 80.60%, and 55.19% of students state that each student has the opportunity to use a computer that is in campuss.

The implementation of basic structure learning in the classroom amounted to 58.06% , students stated that teachers explained the material more often with lectures and this data was strengthened by the answers of students as much as 58.06% that they preferred to discuss because they could freely express their opinions to friends.

In the questionnaire regarding the ability to think critically, students stated that as many as 38.71% had not been able to identify and explain basic structure concepts learned systematically, accurately and deeply. This is also supported by students preferring to listen to the teacher's explanation rather than having to identify the problem independently.

Planning Based on the results of observations at IKIP BUDI UTOMO Malang, researchers conducted a plan for making a basic structure learning module based on hybrid learning. The researcher and the class teacher determine the module material, syllabus and plan for implementing the learning. Basic structure material that is approved for modules is motion system material.

The implementation of learning is done six times face-to-face meetings and 8 time online learning in accordance with the semester program in Ikip Budi Utomo Malang, two meeting rest are for mid test and final test. Product Development The development of this hybrid learning based module, the researcher prepared a website to upload the module with the address of inovlearningIBU.blogspot.com.

Online learning uses chat through a whatapps account so students have the opportunity to ask further questions about the material.. The modules developed have interesting images and colors and are equipped with videos in the form of links on other websites so that students are more familiar with the material being studied. D. Expert Validation Validation is carried out by a team of experts.

Those are Marzuki (lecture of Ikip Budi Utomo Malang) as a validator of media , M.Pd and Suhartatik, M.Pd as a validator of material (lecture of Ikip Budi Utomo Malang) who has been teaching structure more than 10 years, and Happy Nur Prasetyo (ICT Expert, a teacher at Vocational High School 2), as a validator of Technology Information .The average score on learning devices and learning media showed good results, namely syllabus 2.75, RPS 2.90, assessment rubric 2.7, and daily test questions 2.68, while learning media 2.70. The average value of the motion system material also shows good results, which is 2.80. The average value in online media is 2.68.

Data from the learning device validation results can be seen in Table 2. Data from the material validation can be seen in Table 3, and the results of online media validation can be seen in Table 4. Table 2. The results of the learning device validation component of syllabus Components of syllabus : _Validator 1 _Validator 2 _qualification _ _Learning outcomes _2,90 _2,89 _good _ _Course description _3 _3 _good _ _Learning materials _2,80 _2,83 _good _ _references _3 _2,99 _good _ _Learning media _2,87 _3 _good _ _Average score _2,91 _2,94 _good _ _ Table 3.

The results of the learning device validation component of rps Components of rps : _Validator 1 _Validator 2 _qualification _ _Sub course learning outcomes _3 _3 _good _ _indicators _2,89 _2,98 _good _ _Learning material _3 _3 _good _ _Teaching and learning methods _2,88 _2,90 _good _ _assesments _2, 93 _3 _good _ _Average score _2,94 _2,98

_good _ _ Table 4.

Results of the material validation Criteria assesed _Validator 1 _Validator 2 _qulification _ _The truth of concept _3 _3 _good _ _Validity _2,75 _2,75 _good _ _Content _2,8 _2,8 _good _ _Average score _2,85 _2,85 _good _ _ Table 4. Results of online media validation Criteria assesed _Validator 1 _Validator 2 _qulification _ _ Selection of media _3 _3 _good _ _Module _2,75 _2,75 _good _ _Tecnology _2,9 _2,8 _good _ _Average score _2,88 _2,85 _good _ _ E.

Product Revision Revision of the results of product is done by looking at the responses and suggestions from the validator. Revision of learning devices, namely all indicators on syllabus and lesson plans have added suitable with the syllabus and rps/lesson plan by Dikti. Revision for the material, the color of the concept map has been improved so that the contrast color with the material. Revisions to learning media that are used.

Revisions online media, namely whatsapps , have been revised and the video has been added to the module so that the basic structure material is clearly visible. F. Completion of Final Products The final product is a basic structure module based on hybrid learning in accordance with the responses and suggestions given from the experts, lectures and students. Products that are refined according to the needs of students to learn through hybrid learning.

The enhanced module contains instructions for using modules, objectives, concept maps, teaching materials, analysis questions and competency tests . Modules are equipped with colored images making it easier for students to understand the material. In addition, it is equipped with videos so that it further adds to students' knowledge about the frames that are on their bodies. Figure 1.

the example of material / Figure 2. inovlearningIBU.blogspot.com / Figure 3. power point example of blog material / Figure 4. power point example of blog material / DISCUSSION Basic structure modules based on hybrid learning at the validation stage are declared valid in terms of learning devices, material and media, so this module based on hybrid learning can be used for learning.

Mulyasa (2003: 148) states the module is an independent learning package that includes a series of learning experiences that are planned and designed systematically to help students achieve learning goals. Module based on hybrid learning is developed according to the wishes and conditions of students. Module based on hybrid learning is presented more on the application of material so students learn from life around them.

The existence of material in the form of this application, students are more interested in learning compared to the material in the form of memorization. Basic structure module based on hybrid learning can improve student learning outcomes. This is because learning through hybrid learning students can more successfully achieve learning goals than traditional learning.

According to research by Moonagusta (2013: 73), it is revealed that the use of module teaching materials can improve student learning outcomes. According to Susilo (2011: 4), the fourth element in teaching students in the context of the 21st century, students need to learn subject matter through examples of application and real-world experience both inside and outside the school, so students understand and remember more if what they learn is relevant, interesting and useful and everyday life. When given application questions from the material for identification, students still find it difficult to connect.

But some of the students already have their own techniques for solving the analysis questions given. Questions in the form of applications of material must be given to students, so students do not memorize the material. The problem in the form of this application helps students to understand a material, so that students' memories are deeper about the material.

The impact of basic structure module based on hybrid learning is that students are expected to learn more not just to memorize. This is reinforced by Sahin's research (2010: 49), mentioning that hybrid learning increases the mastery of students' material as well. Some obstacle finding that need to be conveyed are 1).

before using the module , some students have not already understand how to use the module in the module usage instructions, 2). The limitted acces support from campuss such as the provision of wi-fi facilities, computers, laptops related to product operations, 3). Some of the student have not already addressed about the technology, it need support from campuss such as providing training or workshops on website utilization in hybrid learning for student and also teachers if it necessary, 4).

based on the level of feasibility obtained, the module can be used as a reference for the development of other structure material, so there needs to be a study of hybrid learning on a broad scale. 5). there is a need for wi-fi or modem facilities have limited acces and connections at campuss, so students are bothered by a slow internet connection.

CONCLUSION AND RECOMMENDATIONS Conclusion Basic structure module based on hybrid learning have been declared valid, so they can be used for student learning. Basic structure module based on hybrid learning can improve learning outcomes . This is

supported by the success of increasing the value of learning outcomes with a percentage of 66.36%.

Some of the advantages of basic structure module based on hybrid learning is the use of technology, communication that is not limited to space and time and learning resources that can be accessed. The module based on hybrid learning was developed to help students learn more efficiently and not just memorize a material. Some suggestions that need to be conveyed are 1).

before using the module , teachers and students should already understand how to use the module in the module usage instructions, 2). policy support from campuss is needed such as the provision of wi-fi facilities, computers, laptops related to product operations, 3). need policy support from campuss such as providing training or workshops on website utilization in hybrid learning for teachers, 4).

based on the level of feasibility obtained, the module can be used as a reference for the development of other structure material, 5). there needs to be a study of hybrid learning on a broad scale. The broad scale in question is the researcher in conducting the trial using more than one class so that more visible use of basic structure module based on hybrid learning, 6).

there is a need for wi-fi or modem facilities with fast connections at campuss or at home so students are not bothered by a slow internet connection so students can do online learning. In reference to the findings, some recommendations are made for the teacher and future studies; The first recommendation is objected to classroom teachers of teaching, as they are facilitator in hybrid learning process. Encouraging the students to address with ICT tools sometimes can be hard efford to do.

Student sometimes felt lazy to start or learn a new technology . They will encourage if the new media of teaching which is easy to take in their's hand. The second recommendation goes to further studies. Relevant to the finding, suggestions for further research are made as follows: The present study uses only students of Ikip Budi Utomo who learn basic structure as the target population. Further studies are suggested to be conducted to students at university who learn other subject course .

The present study is limited only to use hybrid learning module in basic structure . It is suggested that future study be conducted to include the evaluation level other comprehension, such as: speaking, writing and listening. REFERENCES Arikunto, S. 2010. Prosedur Penelitian:Suatu Pendekatan Praktik. Jakarta: Rineka Cipta. Hayati, N. 2010. Cohen, L., Manion, L., & Morrison, K. (2011).

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