"HYBRID ONE" AS MEDIA TO FACILITATE ENGLISH LEARNING IN A BLENDED LEARNING SYSTEM AT SMPN 1 LAMONGAN

Alvin Failusuf[1], Nur Afifah[2], Siska Ayu Putri Utami[3]
[1]d05218002@uinsby.ac.id, [2]d95218080@uinsby.ac.id, [3]d75218045@uinsby.ac.id
[1,2,3]English Language Education Department, UIN Sunan Ampel Surabaya

ABSTRACT "Hybrid One" is one of the learning management systems which is own by SMPN 1 Lamongan to facilitate students learning process while implementing a blended learning system. This study used a descriptive qualitative design to find how "Hybrid One" works and how the use of "Hybrid One" during the learning process. Researchers used two instruments to find the data, those are Questionnaires which were distributed to seventh-grade students, and interview guidelines which were conducted to 3 English teachers in the school selected. The result of the study showed that "Hybrid One" is an ideal learning management system to be used to support the students' learning process during this pandemic era. It could be seen from the aspects, they are Implementation, strength, weakness, effectiveness, and application which could work and use appropriately. Although a feature of Hybrid One cannot be used maximally, the others could work maximally during the English learning process

Keywords: "Hybrid One", learning management system, blended learning

INTRODUCTION

At this time, technological developments are overgrowing. The use of technology, of course, is to make a job more effective and efficient. According to Bruce and Levin (2001), in the classroom, technology is beneficial in the teaching and learning process by helping to teach, helping students express themselves, and helping good communication in learning. Not only modern technology is developing, but also simple technology. Technological developments certainly occur in various fields, such as in education, economics, society, etc. In education, multiple technologies were developed and used for a long time to assist the learning process, ranging from slates, whiteboards, laptops, and LCD/Projectors. Learning has changed at this time, and much helpful technical assistance in the learning process in delivering material, working on assignments, or collecting assignments. In addition, based on Sandholtz (as cited in Morris, 1962), there are several impacts for students of using technology; they can master technology, master basic skills, prepare students to face the latest technology in the future, and motivate students to keep learning.

In improving the development of students in the learning process, of course, the learning process must support it with the help of the media. Based on Morris (1962), media is used to increase teachers' effectiveness in the classroom. The use of online learning media is now very much needed in supporting the smooth learning process in schools. Many use social media such as WhatsApp, Facebook, Instagram, Twitter, YouTube, etc., to communicate and seek information in today's generation. However, in education, the media needed is LMS (learning management system), which LMS can use to manage all learning processes properly. Selection and use of a good LMS will determine the success of learning in a particular school.

Blended learning is the new face in education. In the field of higher education, blended learning is the combination of two ways of teaching and learning process traditional and online. According to Lanham, Augar, and Zhou (2005), blended learning is the combination of synchronous and asynchronous learning: that is face to face and online teaching and learning processes. Blended learning facilitates the teaching and learning process by harmonizing the weak and the strength of a synchronous and asynchronous learning system. According to Chew et al.(2008), blended learning involves a combination of two concerns, namely education and educational technology. Meanwhile, Staker and Horn (2016) said that blended learning is a formal learning process where some students learn, receive instructions, carry out the learning

process, understand, and control away from home, and at least some do direct learning. Learning should not occur traditionally, namely face-to-face, but also can be online. In blended learning, students can learn well even though they are not always present in class.

According to Alammary et al. (2014), hybrid learning is a popular medium for online learning. Hybrid learning is a learning mix initially professional experience in its application. Hybrid is a massive challenge for significant institutions in the world of education. As time goes by, word education used many platforms in online learning other than hybrids, but hybrids are the right solutions and have become reliable platforms for online learning. Hybrid learning applications are a place for students and teachers to carry out online learning. In addition, it also facilitates the different needs of students in online learning.

The study by Sukarno (2014) showed that the research is carried out to improve students' and teachers' competence using a blended learning model through a learning management system (LMS) application. The study is done by collaborative action research with lecturers, students, and the Tim of ICT FKIP UNS. The students are the elementary school, and sports teachers. The result shows that the LMS application in supporting the blended learning model connected to http//:bening.fkip.uns.ac.id improves learning quality. The lecturers can easily upload the material, assign online tasks, and conduct the quiz/competence exam. The students can also easily download the material, upload tasks online, and do the quiz. Therefore, the LMS application helps support the blended learning model.

While the study from Mulyono and Susilawati (2020) aims to produce hybrid learning media, namely a learning model that combines face-to-face methods with e-learning methods, and measures the effectiveness of the implementation of the media on student learning outcomes. The hybrid learning media developed is intended for learning the Reading II course at the Indonesian Language Study Program, IKIP Budi Utomo Malang. Researchers researched for one year with research stages covering the application of media, media development, media testing, and media improvement based on the test results. The results show that the application of Hybrid Learning media is very suitable for reading II courses that are more quantitative. It can be seen from the effects of student exams which are very good compared to conventional methods. For quantitative courses, it turns out that the physical presence of lecturers is still essential.

The pandemic condition that hit almost all countries worldwide caused problems in the world of education, especially in the learning process. Therefore, it is needed a media that can synchronize all learning activities. The core objective of this research is to develop and test the reliability of the LMS design for PAUD on the SIKUMBANG website. The subjects used in this trial were three teachers and 26 students from the Unisa Lab School Kindergarten. The results of the LMS that have been developed can be accessed on the https://sikumbang.unesa.ac.id page. In addition, validation of the equipment used in the LMS was carried out using a survey method conducted online which was considered very feasible to use. At the implementation stage, it was carried out three times on the family theme. Based on the test results, there is an increase in the number of users. Users can use it independently; there is good communication between teachers and parents in implementing online learning using LMS, and teachers carry out learning according to the online learning stage.

The last previous study is by Indarto et al. (2018) focused on the advancement of the learning result and the mastery of skills in the soccer lecture series in the faculty of education and teacher training of UMS. Besides that, this study also focused on the students' enthusiasm for taking the lecture series using the hybrid learning in the faculty of education and teacher training of UMS. The research method applies the steps of Borg and Gall up to the seventh step on a small scale. Data is taken from the questionnaires and tests. Data analysis is in the form of descriptive, and the product is effectively tested. From the result of the research, it can be concluded that Hybrid learning is suitable to be applied in the lecture series on soccer in the

faculty of education and teacher training of UMS. The Hybrid learning method can increase the students' achievement from the average score of 6.8 to the total score of 204before applying the technique. After using the learning media, the score increased to 7.53, with a total score of 225.8. There is a variance between the pretest and posttest of as much as 0.73 points. So, it can be concluded that there is an increase in the use of hybrid learning in the soccer lecture series in the faculty of education and teacher training of UMS.

It can be concluded that from several previous studies, the use of LMS, especially Hybrid learning, can improve the learning quality and can improve students' skills in several things such as the reading course and soccer lecture series to be better than before. However, the use of LMS (Learning Management System) on average is still used in universities. Research must still be needed on the specific use of the LMS (Learning Management System), especially Hybrid learning in junior high schools in English subjects. To overcome the gap above, this study will analyze "Hybrid One" as media to facilitate English learning in a blended learning system at SMPN 1 Lamongan. The research question addressed are 1) how "Hybrid One" works in a blended learning system during the English learning process at SMPN 1 Lamongan and 2) How the use of "Hybrid One" in a blended learning system during the English learning process at SMPN 1 Lamongan is.

METHODS
Research Design

A descriptive Qualitative Design was adopted in this research to know how "Hybrid One" works and the use of "Hybrid One" in the learning process. The data were collected through the distribution of questionnaires and interviews to 98 participants at SMPN 1 Lamongan by implementing a random sampling technique. Therefore, the population in this research were first-grade students who use the school's own learning management system during the learning process. The selection of first-grade students was because they were appropriate level for being participants in this research. Moreover, first-grade students are fresh users of the learning management system who implement the blended-learning system during this pandemic. Researchers could get some data related to students' experience maximally.

Data Collection

A questionnaire was carried out both for the open-ended questionnaire and the interview to reach this study's purposes. The open-ended questionnaire was distributed to 98 students from three classes selected, which was only aimed to discover the information related to how "Hybrid One" works during the learning process. . The students who responded to the open-ended questionnaires came from different levels of English proficiency and had different desires to study. The questions in the questionnaire consist of some aspects: the implementation, strength, weakness, effectiveness, and some questions in terms of the display of "Hybrid One". The open-ended questionnaire will be distributed using a google form since it might be more effective and efficient. Meanwhile, researchers interviewed teachers to investigate their insight into how their experience of using "Hybrid One" as a learning media system in the learning process. Meanwhile, the teachers who became the interviewee came from different ages and levels of proficiency in using the new era of technology. There were ten questions related to using "Hybrid One" during the learning process, which was distributed to 3 teachers selected to be the informant.

Data Analysis

To analyze the data from a questionnaire, the researcher used the steps adopted by Cresswell (2013: 237), which are organizing and preparing the data from the Google form which has been obtained, gathering all the respondents' answers for each question in the questionnaire, transcribe by summarizing participants' answers for each question, classifying

the responses to be very well-structured, interpret the results by translating whole questions in the questionnaire, and transcribe the data by describing it as readable as possible.

Researchers will analyze the data from interviewing teachers through data condensation, data display, and conclusion drawing (Miles, et al., 2018). Thus, Researchers obtained the data condensation process after the researcher got the information from the field through the interview; researchers sorted those data based on the target of research focus by looking at some aspects used in the open-ended questionnaire. Researchers did the data display by compiling data in narrative notes by organizing it as systematic and understandable as possible. At the same time, researchers did conclusion drawing by giving inference to the existing interpretation data and adjusting it with an open-ended questionnaire. Using triangulation data, researchers also maintained a validity process by interviewing another participant using the same questions previously.

FINDING AND DISCUSSION

After distributing the questionnaire to 98 students of SMPN 1 Lamongan, exactly first-grade students and also interviewing 3 English teachers as the sample. Researchers got some information on how the implementation of "Hybrid One" as media in the blended learning system. The open-ended questionnaires are divided into some aspects, namely implementation, weakness, strength, effectiveness, and all about the application. In general, students responded that "Hybrid One" is a proper learning management system to be used in the process of English learning. They said that "Hybrid One" is easily accessible, and not complicated to be used. Overall, the teacher answered that "Hybrid One" is an appropriate LMS to be implemented since it helps teachers to facilitate the students' needs during the implementation of the blended learning system. The further information would be delivered as follows:

The Implementation of "Hybird One"

There are four questions related to aspects of the implementation of "Hybrid One" as a medium in blended learning. The first question is about the "Hybrid One" application that can make students interested in learning English. On average, students answered that they were interested in learning English using "Hybrid One" because in the application there were many interesting features that made it easier for them to do their learning. They also said that with these features they could use it well and learning would not be boring. Some say that there is a feature called the games feature that makes them not bored and interested to continue learning in "Hybrid One". The interview also said that using "Hybrid One" as a medium for blended learning during this pandemic can make students interested in learning because in "Hybrid One" there are many interesting features for students and teachers to try and learn.

Table 1. The Students Perception about the Implementation of of "Hybird One"

Questions	Responses	
	Yes	No
Students' interest in learning using Hybrid	✓	
Time for using Hybrid		✓
Better learning process	✓	
Internet connections	✓	

The second question in the implementation aspect is about the time it takes to use a "Hybrid One". On average, students answer that they don't need a long time to use the "Hybrid One" application because previously there has been socialization carried out to students and also teachers. According to the interview data, it was also said that the first socialization was carried out among all teachers so that they could know in advance how to use "Hybrid One"

correctly, then after the socialization of the teachers, of course, there was socialization for the students themselves. According to students and teachers, the features in this application are easy to understand and easy to put into practice.

The third question is about the increase in learning experienced by students after using the "Hybrid One". From the questionnaires and interviews, it can be known that after using "Hybrid One" their learning became better because they thought this application made it easier for them to communicate with the teacher and made it easier for them to collect assignments even though their learning was online. In addition, teachers can explain material virtually through the Vcon feature or teaching materials and teachers can also give assignments in the worksheet and assignment features. So, in this application, all learning is well organized.

The last question in the implementation aspect is about the internet connection they use during the learning process using Hybrid learning. From the distributed questionnaires, it was found that students have adequate internet for the process of learning English using Hybrid learning, on average, they use Wi-Fi for the learning process and collecting assignments. However, some of them say that the Hybrid application also sometimes experiences disturbances such as internet interference or signal interference.

The Strength of "Hybird One"

In the aspect of Strength, there are several questions posed by researchers including "Hybrid One" facilities in the blended learning process in English learning subjects, the second is the enthusiasm of students in learning English using "Hybrid One", the third is the features in "Hybrid One" that has been developed. meet the learning needs of students or not, and the last is about the enthusiasm of students learning English using "Hybrid One".

Table 2. The Students Perception about the Strength of of "Hybird One"

Questions	Responses	
	Yes	No
Facilitation of "Hybrid One"	✓	
Students' spirit in learning using Hybrid	✓	
Features in "Hybrid One"	✓	
Students' enthusiast in learning using Hybrid	✓	

The first question is about the facilities provided by Hybrid and whether it can help the English learning process or not. Data from the questionnaires show that "Hybrid One" can indeed facilitate the blended learning process because the application has many complete features. One of them is the video conferencing feature. Blended learning with students who are in class and students who are at home can be helped and can at the same time get the same learning opportunities because through video conferences, teachers can explain the material at once to students who are at home and those in class. From the interview data, it was also found that although blended learning is still running in this pandemic era, learning can be handled well because "Hybrid One" is an application that can be trusted and is a solution for teachers in blended learning. Teachers can control both students who are at home and students who are in class with the features in "Hybrid One".

The second question is about the spirit of student learning in blended learning using "Hybrid One". From the questionnaire and interview data, it was found that it was true that "Hybrid One" had a good impact on students. They become enthusiastic about learning because they think there are many interesting features in "Hybrid One". One of the features is the games feature, in that feature apart from playing they can also learn and it makes students excited. However, the real sense of enthusiasm comes from internal factors, namely from each student. In addition to the enthusiasm of the students themselves, encouragement from the teacher or

internal factors are also very influential for students in learning English in blended learning through "Hybrid One".

The third question is about the features in "Hybrid One" that meet the learning needs of students. From the data from the questionnaires and interviews, it was found that the features in "Hybrid One" are indeed sufficient for the needs of the students because the features are complete and numerous. For example, the video conference or Vcon feature can be used for blended learning between students at home and students in class, so they can study together. Features of teaching materials used by teachers to upload materials to be used during the learning process. The daily test feature is used by teachers and students when holding daily tests. The quiz feature is used by the teacher in making quizzes and the results of the quiz are automatically released. Attendance feature that can monitor student attendance both at home and in class. Features assignments and worksheets that contain all assignments and a collection point for students. In addition, there are many other features such as class schedules, student books, digital Korans, class information, games, administration, school activities, infrastructure, school information, and school achievements. So, it can be concluded that Hybrid is a learning application with complete features and can meet the needs of students.

The last question in the aspect of change is about the enthusiasm of students in participating in learning using Hybrid learning data from the questionnaire, it is known that students are very enthusiastic about learning to use "Hybrid One" because they think the appearance and features are very interesting. In addition, according to them, learning to use "Hybrid One" is a new thing for them during this pandemic, so it makes them eager to learn.

The Weakness of "Hybird One"

An application certainly has weaknesses. This "Hybrid One" application of course has some weaknesses. From the results of student responses, they do not feel burdened in using the "Hybrid One" application as their learning management system. They are even happy with the features in the "Hybrid One" application. Because "Hybrid One" has many features, most students do not get bored easily using "Hybrid One" as a learning medium, but a small number of students feel bored and bored because they often find errors in using the "Hybrid One" application

Table 3. The Students Perception about the Weakness of of "Hybird One"

Questions	Responses	
	Yes	No
Feel burdened in using "Hybrid One" applications as LMS		√
Feel bored with using the "Hybrid One" application as LMS		√
Have difficulty using "Hybrid One" as LMS	√	
Feel worried cannot use the "Hybrid One" application properly	√	
Encountered problems when using "Hybrid One"	√	

Most students responded that they had difficulties in using the "Hybrid One" application because they had just recognized the application and needed adjustments to use the application. In addition, they also have difficulty using the "Hybrid One" application due to the unstable signal. Another difficulty experienced by other students is that students have difficulty in joining video conferences, the thing that they faced when they access video conferences is, that they cannot join VidCon and sometimes even join other classes. This is often experienced by students. Also, when the students want to join a video conference, they should ask for a link and password first to enter the video conference. They cannot directly click the VidCon feature on "Hybrid One". They hope that after clicking the VidCon feature they can immediately join video conference and immediately join the class.

Most students feel worried when using "Hybrid One" because they are worried that the application has an error or there is trouble. In addition, not a few students are worried that their assignments are not collected properly because of problems with the application or system. They have submitted assignments but they cannot be seen by the teacher. Another worried of students is that when doing the quiz, they suddenly log out or students should have to reset several times.

The obstacle experienced by students when using "Hybrid One" was that they did not in one room with the teacher. They even joined another class. This may need the development of the application used. Because this thing is often experienced by students. Then, students cannot use the question and answer feature in "Hybrid One". In addition, sometimes student answers that have been uploaded in the *Lembar Kinerja Peserta Didik* (LKPD) or students worksheet feature disappear by themselves, so they have to retype their answers. This is very tricky because students have tried to answer but students' answers are lost. It makes students lazy to do assignments in LKPD.

The Effectiveness of "Hybird One"

There are 3 questions inside the effectiveness aspect of the questionnaires which ask about the learning effect that students feel, how students submit the assignments given by the teacher, and students' motivation to learn. Those checklists came from the majority of students' responses. The students claimed that "Hybrid One" is an effective learning management system to be used for online learning. Some students said they can understand the material given by the teacher since all learning media has been uploaded in the feature of "*Bahan Ajar*". If students have not understood or forgotten about the material, then they can look at the material back in a "Hybrid One". Several other students said that "Hybrid One" helps the learning process, although, with a blended learning system that requires students to study separately, some students are present offline in class and some others present online at home. The data gotten from conducting the interview showed that "Hybrid One" is the ideal learning management system during the system of blended learning. The teacher said that during the pandemic era which requires students to learn offline and online, "Hybrid One" gives much help for all teachers to set the class as very structured as possible.

Table 4. The Students Perception about the Effectiveness of of "Hybird One"

Questions	Responses	
	Yes	No
Learning effect	√	
Submitting assignments	√	
Motivation of study	√	

The second question is related to the assignment submission. The majority of responses showed that students are helped by this learning management system since it is efficient. Students could upload the assignments by typing or taking a picture, then they could be sent to the teacher without submitting them directly to the teacher. It is accordance with the response from the interview, the teacher said that the collection of assignments became more well-structured. The assignments would be safely stored in the application, instead of a direct submission that may cause any problems such as being tucked or lost. In addition, the teacher also could give feedback or score directly, then the students can see the score through this learning management system.

Regarding the response to the question of motivation in the questionnaire, most students' responses showed that they are more motivated to study. They said that the features are designed as interested as well. Meanwhile, few students admit that "Hybrid One" does not

make them motivated to learn, because these students prefer direct or offline learning. The information which is gotten from the teacher during the interview showed that the learning management system does not affect the students' motivation, since it depends on each student. Therefore, if the students are motivated, they will be diligent and do all the assignments before the due date. Meanwhile, if the students are unmotivated, they will be lazy to study and or will submit the assignment late. It can be concluded that the learning management system has no connection with the student's motivation.

The Feature of "Hybird One"

There are 4 questions about the software, namely Feature replacement, the accessible device, the cost for access, and the quality of such files uploaded. Talking about the feature replacement, the checklist of the questions inside the table came from the majority of students' responses. Most students in the questionnaire said that the features have been organized well. The features are complete and work as required as possible. They do not find the difficulty to access all features of the learning process. Students claimed that "Hybrid One" helps the learning process, those are by making it easy for students to access teaching materials, worksheets, and assignments attached. In line with the information gotten from the teacher that "Hybrid One" is the best application for them. "Hybrid One" is different from other learning management systems, it does not only provide the features for learning but also gives many features for academic and administrative matters. The teacher said that A feature of administrative matter does not work as well as it has to be, yet the developer still attempts to upgrade the system to become more accessible for all features.

Table 5. The Students Perception about the Feature of of "Hybird One"

Questions	Responses	
	Yes	No
Feature placement	√	
Accessible for kinds of device	√	
The cost of access	√	
The quality (Picture, audio, & video)		

The second question focuses on how the access of the application for some devices. The information gotten from the open-ended questionnaire showed that the learning management system could easily be accessible for all devices. They said that they have tried to access that learning management system on some devices, such as laptops, tablets, and mobile phones, then it proves that it can work well. Some other information was also delivered by the teacher, they said that the "Hybrid One" is well-accessed for all devices. In addition, the teachers also shared their experiences that "Hybrid One" can be used on all devices, but it would be much better if access to it through a laptop or tablet since it might affect the display of the features. The teacher also said that the minimal random-access memory of mobile phones has to be 4 GB to easily access the "Hybrid One".

The following question in the application aspect is about the cost of accessing a "Hybrid One". The responses from the students showed that most of them said "Hybrid One" doesn't cost much, but few students said that "Hybrid One" costs a lot of money to access. Those different experiences have been confirmed by teachers' answers from conducting the interview. The features in "Hybrid One" do not cost much if students only access teaching materials, quizzes, absences, assignments submission, and others. The only consuming feature is Vicon (Video Conference since the feature produces videos that require more internet quota.

The last question of the application aspect is how the quality of the files, such as pictures, audio, and video. The quality of video and audio and pictures depends on how strong the internet network is. If the internet network is strong, then all files such as pictures, audio, the video will have better quality and vice versa. The students said that if they use a Wi-fi network, then the files will be seen very well. Some students said that when their internet is slow, the images, sound, and videos will be long-processed or might be failed. That response given by students is in line with the response given by the teacher, they provide additional information that internet connection greatly affects the quality of the file. If there is poor quality in accessing the file, it depends on the internet network, so it can be said that "Hybrid One" has provided good quality files as well.

Researchers can conclude from the data from the questionnaires and interviews that the use of "Hybrid One" in assisting blended learning at SMPN 1 Lamongan has a lot of positive impacts and is very useful in helping English teaching. "Hybrid One" helps English teachers to manage the online and offline English learning process because they just need to simply send any materials and works by using the features provided. The teachers said that students' proficiency progress due to the English features and English skills are not influenced by the Use of "Hybrid One". Therefore, "Hybrid One" does not give a negative or positive impact on students' learning motivation, the students' willingness of studying English depends on their motivation. Two schools have their learning management system in Lamongan, one of them is SMPN 1 Lamongan. This proves that even though "Hybrid One" is a medium that has not been widely used by educational institutions with other LMS, the use of "Hybrid One" is very useful in helping the learning process.

CONCLUSION

In the implementation of "Hybrid One" at SMPN 1 Lamongan, students feel interested in learning because this application is very easy to use and has many features that make students not bored to learn. The features available in "Hybrid One" are very helpful for teachers and students to manage the tasks in the learning process. Even though "Hybrid One" is a new app, it doesn't take long for teachers and students to adapt to the app. Another strength that "Hybrid One" has is that the application can manage school administration. So the "Hybrid One" app is a complete LMS than any other LMS. Apart from the strengths, of course, there are weaknesses. The drawbacks of "Hybrid One" are very minor, such as students often entering other classes when doing video conferences, errors when doing quizzes, participating in VidCon must ask for a link and password first, and students often lose their answers when uploading answers on the LKPD.

The weaknesses may be due to the application that is not yet fully perfect. The suggestion from the researcher is that the developers of the "Hybrid One" application can further refine the problems faced by students when using the application. This is very important because the "Hybrid One" application as a learning management system is very good, it would be even better if the application can run well without any problems

REFERENCES

Alammary, A., Sheard, J., & Carbone, A. (2014). Blended learning in higher education: Three different design approaches. *Australasian Journal of Educational Technology*, *30*(4).

Bruce, B., & Levin, J. (2001) Roles for new technologies in language arts: inquiry, communication, construction, and expression. In J.Jenson, J. Flood, D.

Chew E., Jones N., & Turner D. (2008). *Critical Review of the Blended Learning Models Based on Maslow's and Vygotsky's Educational Theory' in Hybrid Learning and Education*. Berlin, Springer Verlag Publ.

Cresswell. J. W. (2012) *Educational Research Design: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education Inc.

Indarto, P., Fatoni, M., & Nurhidayat, N. (2018). Model Pembelajaran Hybrid Learning pada Mata Kuliah Sepakbola di Pendidikan Olahraga FKIP UMS. Seminar Nasional Pendidikan 2018.

Lanham, E., Augar, N., & Zhou, W. (2005). Creating a blended learning model for cross-cultural e-learning: Putting theory into practice. In *Proceedings of the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education.*

Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Sage publications.

Morris, B. (1962). The function of media in the public schools. *Audiovisual Instruction,.*

Mulyono, Nurwakhid, & Susilawati, L., (2020). Penerapan media pembelajaran hybrid learning pada matakuliah membaca mahasiswa pendidikan Bahasa Indonesia IKIP Budi Utomo Malang. *Basastra*, *9*(3), 289-295.

Sandholtz. (1997) Teaching with Technology: Creating Studrnts Centre Classrooms. In www.apple.com/ education/research

Staker H., & Horn M.B. (2016). *Classifying K-12 Blended Learning*. Available at: http://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12blendedlearning.pdf

Sukarno. (2014) Peningkatan Kualitas Perkuliahan Melalui Penerapan Model Blended Learning Dengan Aplikasi Learning Management System Pada Mahasiswa Program Sarjana Kependidikan Bagi Guru Dalam Jabatan, *Jurnal Pendidikan Dan Pembelajaran, 21*(1).