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Developing A Hybrid Learning Model Based on Moodle E-Learning on Morphology Course

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Abstract

This study aimed to develop a hybrid learning model and design instructional material for the Morphology course at Makassar State University's Faculty of Languages and Literature in order to develop students' knowledge of linguistic theories and skills, in particular those pertaining to the English language. These improvements were intended to benefit students in the English department. Following a research design and development model that has been designed will be the development of a learning model and the design of instructional content. This study is an extensive process that designs the needs of students and develops the product or course material of morphology to increase the ability or skills of students in learning language through hybrid learning based on moodle. Specifically, this research focuses on the development of a hybrid learning environment (e-learning). Students enrolled in the English department of the Faculty of Languages and Literature at the State University of Makassar are the subjects of this study's population. The participants in the English Education and Literature Study Program would serve as the sample for this investigation. The findings of the study indicate that there may be a hint of a hybrid learning model based on student worksheet activities or exercises, Syllabus, design instructional material for a morphology course, and moodle e-learning. The findings of the study implicate on the pedagogical practice of Moodle e-learning within an EFL hybrid learning setting.

Keywords: *Hybrid learning, moodle e-learning, morphology*

INTRODUCTION

The context of higher education today changes very quickly. The development of science, technology, social and intellectual encourage universities to carry out transformation (Garrison and Vaughan 2008). This is a serious consideration and strength regarding the quality of education experienced by students. With the widespread use of web-based communication technology in society, its use in higher education is unavoidable (Hartley, Woods and Pill 2005, Little John and Pegler 2007). Makassar State University must further accelerate itself with greater acceleration to catch up with other universities that have the opportunity to advance

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first in terms of the use of information and communication technology in teaching and learning process.

This research is intended as an appropriate first step in developing a learning model by utilizing Information and Communication Technology (ICT). In this initial study, the use of a Moodle-based hybrid learning model will be tried in improving morphology learning. It is hoped that, God willing, this step will be continued with research that includes the implementation and evaluation of this learning model in the English Department.

The phenomenon of the internet in communication is currently growing rapidly in Indonesia. In the statistical data on internet users published by Internet World Stats , http://www.internetworldstats.com/stats3.htm , you can read the speed of growth of internet users in Indonesia. In 2000 about 2,000,000 users, while in 2008 around 25,000,000 users. This means that the growth rate of internet users from 2000 to 2008 is around 1.150%. Although the penetration of internet users in Indonesia, the estimated population in 2008 was around 237,512,355 people, only reached 10.5%, but seeing the speed of growth, it can be said that in the not too distant future the internet will become a common medium for Indonesians to seek information. This kind of data urges educators to immediately consider learning models that utilize information and communication technology. This does not mean that it will eliminate the role of lecturers in front of the class, books and blackboards immediately, but a combination, or *hybrid* , between conventional and virtual facilities needs to be developed and implemented in accordance with the circumstances of our education. This combination of conventional and virtual learning is referred to as ***hybrid learning***.

Hybrid learning is not just a combination of face-to-face learning activities with anyone, but requires careful pedagogical and technical considerations. In a document published by the Australian National Training Authority (2003) it is stated that the *half bricks half clicks model* means 50% face-to-face learning and 50% virtual learning. This model refers mainly to the mode of information delivery. The understanding of Hybrid Learning which only places emphasis on combining face-to-face learning with electronic distance learning without carefully considering pedagogical and technical factors reduces the meaning and scope of Hybrid Learning (Oliver and Trigwell 2005) . An example of Schulmeister (2001) suggests three dimensions that can be used to classify a learning scenario, namely face-to-face learning compared to virtual learning; information material provided by lecturers rather than cooperation in seeking information; and instruction (*heteronomous*) by learning (*autonomous*). In Hybrid Learning there is face-to-face teaching and there is also virtual learning; there is also the provision of information but students also have the opportunity to seek information according to their level of ability; students are given direction by the lecturer according to the lesson plan but students can also choose the material they want to learn first according to their ability. These dimensions will be channeled through virtual media, *Course Management System (CMS)* , which can be used effectively and efficiently.

Moodle is an *open source (CMS)* that is popularly used in education. (http://docs.moodle.org/en/Background/) Version 1.0 of Moodle was first released on August 20, 2002. This version is then used for learning in universities as well as being the object of case studies and research. Due to its *open source nature that* can be used for free, *copy left* , and the *source code* is available to be modified as needed, there have been many responses from research groups to work together to develop a CMS. In 2005 this CMS was used in 150 countries, translated into 70 languages and the largest user was the UK Open University (http://www.open .ac.uk) which had around 180,000 students (Wibisono 2006).

Varela (2008) suggests how to use Moodle-based hybrid learning in improving student learning abilities which is also related to morphology courses which are part of Linguistics.

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ISSN 2685 – 4112 (Online)

The conclusion of the study states that the use of hybrid learning can increase student involvement in the teaching and learning process and increase their responsibility. However, students and lecturers need to increase their technical and pedagogical knowledge and skills in using the hybrid learning. From the background above, the main objectives of this research are to (1) to establish the model for developing student textbooks, student worksheets, and lecture lesson plans in moodle-based Hybrid learning for the English Education and English Literature Department's Morphology course and (2) to determine the elements that affect the implementation of student textbooks, student worksheets, and course lesson plans in moodle-based learning for the Morphology course.

Conceptualizing Hybrid Learning

Martyn (2003) reports hybrid learning that emphasizes interaction in the learning process. The face-to-face component only occurs twice, namely at the beginning and at the end of the lecture. At the beginning of the lecture, students are trained and accustomed to use technology and to live themselves as members of the community along with other students taking the lecture. The final, face-to-face meeting is a meeting ending the lecture. Lecture materials, discussions between lecturers and students and between students and other students as well as tests and final evaluations are carried out virtually. This Hybrid Learning Model applies a learning principle known as *Good Practice.* These principles are, the first, complementarity and cooperation between students, the second, active learning techniques, the third, feedback , *the* fourth, time according to student time, the fifth, high expectations, the sixth, respecting the diversity of talents and ways of learning. . This model is concluded to be successful, especially for students who have been actively learning. Student comments are generally positive. Lecturer comments are also generally positive.

Qiuyun Lin (2008) reported the implementation of the Hybrid Learning model at Plattsburh State University New York using Blackboard. Blackboard components used consist of; first, *Main Content Area:* here virtually announcements, syllabus, information about lecturers, and course information are displayed. In the course information section, lecture materials, Power Point presentations, assessment systems, and other information related to assignments and other procedures can be accessed. The second component is *Main communication area.* In this component, discussion materials, *chat rooms, emails and* student attendance lists can be accessed. The third component, *Main assessment area,* here students can take tests. You can also send assignments and see assignments that have been checked by the lecturer. The fourth component, the *Student course management area, is where* students can access details of a course grading system that can help them meet graduation requirements. By using an online blackboard, lectures become *paperless* , no longer using paper. All course materials can be accessed online.

Moodle Course Management System

Course Management System (CMS), here is meant that the system is run on a computer *server* and can be accessed by a computer connected to *the server* via the internet or a local network and by using a *web browser program.* So if the server computer already contains a CMS where there is lecture material, then the material can be accessed by other computers as long as the computer is connected to a network and has a *web browser program.*

Martin Dougiamas, who started developing Moodle, based its design and development on the principles of *social constructionist pedagogy* , social constructionist pedagogy (http://docs.moodle.org/en/Philosophy). These principles relate to the concepts of constructivism, social constructionism, *connected and separate behavior,* or related and

ISSN 0216 – 809X (Print)
ISSN 2685 – 4112 (Online)

separate behavior. In short, it can be said that adherents of constructivism believe that humans actively construct new knowledge when interacting with their environment. The new knowledge will be strengthened again if we successfully use it in our larger environment. Our memory is not just an empty memory that absorbs knowledge, nor can knowledge be transferred just by reading something or hearing someone.

METHOD

This study is predominantly a Research and Development, development study (Gay 1987). The primary purpose is not to test theory, but rather to build a product for use in the English literature and teaching program at FBS UNM. The product comes in the form of Moodle-based Hybrid Learning. This study was conducted in an FBS Campus UNM Parangtambung Makassar lecture hall. To be investigated are the software and technology used in Hybrid Learning, as well as the students who attend lectures and the lecturers who organize them. In English education and literature programs, hybrid learning was implemented. The hybrid learning in question blends online learning through the CMS Moodle with face-to-face instruction.

The development of morphology course material for inclusion in hybrid learning. The production of the content is tailored to the interaction model and pedagogical concepts underlying the creation of Hybrid Learning. According to the development diary, the procedures and outcomes of the development of the lecture material will be documented. Students enrolled in the English Literature and Education Study Program who program the six-month-long Morphology course will be responsible for implementing hybrid lectures using this paradigm. Technical instructions for lecturers and students attending lectures will be developed for lecturers to use in generating materials and delivering lectures, as well as so that students can attend lectures effectively. Students spend the same amount of time as instructors during typical face-to-face hours and have access to and can send synchronous communication messages outside of these hours.

The subjects of the study included 1) learning specialists and instructional materials, 2) professors, and 3) students. Field tests are conducted in class in accordance with the systematic portion of the research process flow. The selection of this class is predicated on the belief that it has an effective learning approach. In this particular research endeavor, authors collected both quantitative and qualitative forms of information for the analysis. The needs assessment, the judgment of the experts, and the judgment of the users all contributed to the quantitative data. On the other hand, the qualitative data consisted of the comments or opinions of the experts regarding their evaluation of the materials.

FINDINGS AND DISCUSSION

The findings of research was conducted in accordance with the research plan, including (1) the creation of syllabi and lecture lesson plan, (2) the design of morphology teaching materials, and (3) the development of a Moodle-based hybrid learning model guidebook for morphology courses. The results of this research's analysis will be presented sequentially in accordance with the formulation of the research problem in order to align the aims and accomplishment of the first phase's research objectives. (I)

The first step involves examining demands and issues, particularly those associated with the Moodle-based hybrid learning approach for the morphology course. At this step, the researcher conducts field research and interviews with course professors and students enrolled in the course. In the subsequent phase, the researchers devised and created syllabi, lecture

ISSN 0216 – 809X (Print)
ISSN 2685 – 4112 (Online)

contracts, drafts of teaching materials, and a manual for a Moodle-based hybrid learning model in morphology courses. The model curriculum and lecture contract are developed based on the agreed-upon terms for communicative language learning. A syllabus model based on a communicative approach as the primary function of language acquisition, a "functional syllabus" in which instructional materials are planned, selected, and ordered based on language functions by always incorporating the communication context. In other words, the syllabus is strongly tied to linguistic theories, language functions, and language instruction methods. The developed syllabus is integrated with a competency-based curricular model presented in the following sequence:

Learning Material Development

The pedagogical materials for the morphology course are based on a Moodle-based hybrid learning model, which is designed for use in the classroom, the lab, and even outside the classroom (at home) with a combination of learning models utilizing information technology and complementary in the classroom. The development of instructional materials is based on an interactive learning approach that includes conversation, community-based learning, and task-based learning. In addition, the development of instructional materials is guided by the course description, syllabus objectives, and lecture contract. The morphology course and its students concentrated on three components, namely the presentation of instructional materials and the evaluation of student learning results.

1. Presentation Procedure

The procedure for presenting morphology courses could be accomplished in two ways: through lectures in traditional classes or through lectures delivered over an internet network created with Moodle. A Moodle-based hybrid learning model describes the procedure for presenting a learning model that combines conventional and Information Technology. This is extremely advantageous for both students and lecturers, so that lecturers no longer have any reason not to give lectures.

2. Teaching Materials

In preparing teaching materials, the authors carefully consider the notes made by effective lecturers and students, in order to avoid difficulties that are frequently repeated, such as phrases that are frequently used in teaching materials and content that is difficult for students to comprehend. In general, student interest in teaching materials surveys done over the past few semesters revealed that nearly all students were interested in morphology courses (85%), learning tactics and methods (95%) and were pleased with the outcomes of the evaluation (90%). This data demonstrates that this course is excellent for students in terms of its content, tactics, learning methods, and assessments. This is what prompts and pushes the research team to improve the learning model that is currently deemed superior by merging Information Technology and traditional classroom learning.

3. Assessment of Teaching Materials

To assess a material or teaching material that meets the standards or feasibility of becoming a teaching material, it should be validated by an expert first. This assessment is obtained by presenting prototypes of teaching materials to experts with the assessment sheets provided. The assessment results obtained were analyzed based on the scores obtained for each assessment item. The scores are accumulated and the scores are averaged. Scores and categories of assessment by teaching materials experts can be seen in the following table:

Table 1. Classification of Teaching Material Assessment Scores by Experts

JURNAL BAHASA, SASTRA DAN BUDAYA TAMADDUN LIFE
ISSN 0216 – 809X (Print)
ISSN 2685 – 4112 (Online)

Average score	Total score	Category Assessment of Teaching Materials
1	0-55	Not enough
2	56-75	Enough
3	76-89	Well
4	90-100	Very good

Table 2. Assessment Scores of Teaching Materials by Experts

Validator	Format	Contents	Language	appearance
Validator 1	89	87	87	90
Validator 2	88	85	86	89

Based on the validation results from the teaching materials validator in table 2 above, it can be seen that validator 1 gives the value of teaching material format 89 (good), content 87 (good) language 87 (good) and book appearance 90 (very good) so the average score the assessment of validator 1 is 88.25 (good), while the assessment score of validator 2 is the format of teaching materials 88 (good), content 85 (good), language (86) (good), and appearance 89 (good), so average the average score of validator 2 is 87 (good). Based on the results of the validator's evaluation of teaching materials and Information Technology specialists, it is evident that the prepared teaching materials were effective. The findings of the evaluation by the two experts indicated that the instructional materials were rated as good, indicating that the product development was usable despite the need for adjustments or revisions based on the assessor's recommendations. Before performing classroom trials, the developed instructional materials must be changed in accordance with the advice of specialists in instructional materials and Information Technology (limited trials).

4. Learning Assessment

The evaluation of lecture teaching materials and the implementation of learning models are the first things that need to be done in order to determine how well students in morphology classes have learned their topic. Through the use of action research, the team of researchers would attempt to carry out a restricted trial over the course of three meetings. At the end of each meeting, the team and the students had a discussion in which they discuss procedures and learning steps, including using information technology as well as conventional methods, improving grouping, learning how to have productive discussions, assigning assignments, determining whether or not teaching materials are acceptable, and learning methods and strategies. As a result of the conversations that take place at each meeting, a superior and more efficient instructional model will be developed.

DISCUSSION

In general, the generated instructional materials meet the criteria and can be utilized in the learning process. The Moodle-based hybrid learning model for the morphology course has met the viability criteria for usage, however there are suggestions for improvement from

ISSN 0216 – 809X (Print)
ISSN 2685 – 4112 (Online)

teaching materials and Information Technology specialists. Inputs from professors, students, and linguists show that the learning model and production of morphological teaching materials can be utilized in both conventional and Information Technology-based classroom settings. Moodle-based hybrid learning models in morphology courses can also foster student creativity in the learning process, both using Information Technology and conventionally, because learning activities in the classroom always require students to engage in individual and group activities, so that students learn to program this course. At the beginning of the lecture, students will be required to complete both group and individual assignments within a time limit that has been agreed upon or set collectively (lecture contract). Therefore, instructors and students have no more justifications for the hurdles to lecture activities, given that students can now attend lectures via Internet network access. At the level of mastery of teaching materials and assignments, students can discuss with their peers to find answers to the questions offered, either alone or in groups, because the provided learning methodologies allow for such interactions (discovery learning, project based learning and problem based learning). Demands imaginative, creative, and active learning. Internet network access at the FBS UNM Parangtambung Makassar Campus is typically sluggish, therefore implementation of Information Technology-based learning in the classroom may encounter challenges.

CONCLUSION

It is possible to draw the following conclusion after conducting study, analyzing the data obtained from the research, and evaluating the hypothesis: the utilization of Hybrid based Moodle E-Learning does have an effect on the learning effectiveness of the students when it comes to Morphology lectures. E-Learning allows students to learn according to their own individual learning abilities, and students can study whenever and wherever they want as long as they have access to the internet. This contrasts with traditional learning, in which students are only focused on the content that is presented by the instructor. As a result, E-Learning has led to differences in the learning outcomes of students.

In an effort to improve student learning abilities, particularly in the English Department of the Faculty of language and Literature at Universitas Negeri Makassar, a moodle-based hybrid learning model in the Morphology course has been developed. This model would include learning procedures and steps, teaching materials, and assessment of learning outcomes. The development of this model is part of an effort to comply with the requirements of today's curriculum. The instructional materials for the morphology course are built using a hybrid learning model that is based on Moodle. This approach adheres to the concepts of active, interactive, and communicative learning. It is feasible to engage in learning strategies and approaches that are active, creative, communicative, and flexible within this learning.

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