

Hybrid Learning as an Optional Language Learning Model in the Post Pandemic Era: A Systematic Literature Review

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ABSTRACT

In the post-pandemic era, several technologies are recommended to address some of the issues faced by English language learning. The hybrid learning model comes to answer this challenge by utilizing technology through integrated online and offline learning in the classroom at the same time. Therefore, the paper aims to present a better understanding of hybrid learning in the English teaching and learning process during the post-pandemic era. The systematic searching method was applied, and 23 articles published from 2020 until 2023 were selected for this paper. Most of them were written in Asian nations. The finding shows that hybrid learning was well received by both teachers and students. Since this teaching model paved the way and provided a new window for English language practice, it has also been underlined by many academics and is being applied in English teaching and learning. In conclusion, the hybrid learning model can be an optional language learning model in the post-pandemic era.

Keywords: Hybrid Learning, Language Learning, Post-Pandemic Era.

INTRODUCTION

In the post-pandemic era, hybrid learning still becomes an important issue for various learning models without the exception of language learning, hybrid learning continues to be a significant problem in the post-pandemic era for many different learning models expand that the learning process must be able to be carried out in all settings since the learning must still be able to optimize students' learning ability. The development of an online learning pace that meets societal standards is required in the context of higher education. In all of these digital changes, hybrid or mixed

learning is intended to help students manage the intricate and complicated elements of shifting instructional paradigms. Hediandah & Surjono (2020) indicate that good teacher-learning management is crucial to achieving the efficacy of learning processes and results.

Sharples (2010) and Cook (2009) in (Cochrane & Narayan, n.d.) separate three critical stages in the growth of mobile learning research and practice: 1. a focus on devices 2. A focus on learning outside of classroom 3. Emphasis on learner mobility. As the field of mobile learning research and practice has matured, the emphasis has turned away from technology and toward learner mobility. This is based on the advancement of Industrial Revolution 4.0 technology, which is a component of the long-term viability of 21st-century educational innovation. According to Hediandah and Surjono's research, instructors have a good attitude toward learning management utilizing a hybrid learning approach. The hybrid learning approach is interactive and aids in the facilitation of autonomous learning. Finally, in higher education, complete hybrid learning is used, which means that learning is done through Zoom meetings rather than face-to-face sessions. According to Fung Choy and Quek (2016), with developments in technology, many students spend time studying online. Fung Choy and Quek investigated the link between aspects experienced by students in online learning, including social circumstances, cognition, satisfaction, and performance as they relate to academic and long-term accomplishment. Anders (2015) once did a study that found that the hybrid learning model might help students be more diverse in the setting of online learning. The hybrid learning paradigm focuses on the involvement patterns and experiences of online learners. According to Ali Alammary and Judy Sheard (2014), hybrid learning is becoming increasingly popular for online learning.

While some research has no single study exists that synthesizes language learning using hybrid learning comprehensively and concisely but easy to study; such as learning models, learning materials, and skills developed in a study using hybrid learning, that becomes a gap that must be filled by creating a systematic review that synthesizes several articles as a literature review to become study material for future researcher in researching hybrid learning as a language learning model in the post-pandemic era. The specific objective of this study is to present the recent related literature on providing a better understanding of the related concepts of hybrid learning as an optional language learning model in the post-pandemic era. The study has been organized in the

following ways: introduction, literature review, methodology, findings and discussion, and conclusion.

Literature Review

Hybrid Learning

Movahedzadeh (2012) defines hybrid learning as a cohesive design strategy that leverages the potential of face-to-face and online learning to achieve meaningful educational goals. Hybrid learning is a learning technique that combines innovation and technology advancement with conventional learning tactics such as interaction and participation.

The term "hybrid learning" refers to the combined use of in-person and online training, built on the principles of instructional design for a naturally occurring course structure and strategy. According to Allen and Seaman (2016), a typical hybrid learning course would have a considerable quantity (30%-79%) of course material delivered online, fewer in-person sessions, and tailored instructional designs for both the face-to-face and online components of the course. As a result, a mixed-mode course (Huang, Lin, & Huang, 2012) would include online content distribution, online activities, and in-class activities, in varying volumes and weights, and occasionally in a specific order of presentation, such as flipped or inverted order.

This strategy has the potential to improve student's learning and make teaching and resource allocation more efficient, but it is fraught with difficulties, one of which is students' capacity to develop a social presence in synchronous hybrid learning systems (Gleason & Greenhow, 2017). The importance of social presence in course satisfaction, student participation, community development inquiry, and student learning outcomes has been demonstrated (M.M.E.I Bali, 2017).

The implementation of hybrid learning is dependent on several factors, including (1) internet network facilities and infrastructure, (2) professional development of educators in accessing ICTs, and (3) students needing to be equipped with the knowledge to access computers and the internet to implement hybrid learning. The following are types of hybrid learning:

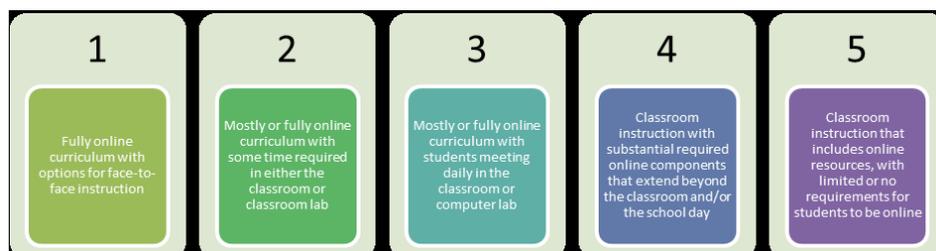


Figure 1: Variety of Hybrid Learning Types

Involving students in a productive and insightful learning environment provides a variety of interesting and flexible learning experiences (Sri et al., 2022). Due to the adaptability of consent, learner demands, individual variances, various learning styles, and learning capacities, it is becoming more and more crucial. Additionally, it influences the entire FL learning process and offers a stimulating atmosphere for English teaching and learning (al-Jarf, 2022). Additionally, it offers adaptable resources that encourage active learning and give students fresh learning opportunities (Nartiningrum & Nugroho, 2020; Maican & Cocorada, 2021). Technology can also help instructors (Sutisna & Vonti, 2020) and save them time (Tanjung & Utomo, 2021).

Language Learning

Language facilitates the complicated process of learning, which consists of exploration, collaboration, and discovery (Zou et al. 2021). Language is a social and special human tool for expressing, discovering, and sharing meaning because it consists of networks of connected, rule-governed symbols (Dahmash, 2020). To establish interpersonal connections, comprehend social situations, broaden experiences, reflect on thoughts and actions, and support a democratic society, language is not only a defining characteristic of culture but also an undeniable feature of individual identity (Hamzah et al., 2020). Language serves as both the fundamental building block of all communication and the main means of thought (Jin et al., 2021).

Bannan, Cook, and Pachler (2015) in (Cochrane & Narayan, n.d.) classify a range of mobile device affordances, to which we add some examples of contemporary tools: Multimodal knowledge representation, such as YouTube, Jumpcam, and Vyclone; authentic/contextualized/located content, interaction, tasks, and situations, such as Augmented Reality; multifunctionality and convergence, such as speech recognition technologies li In our perspective, the concepts of user-generated content, user-generated

scenarios, and true learning embrace the aforementioned set of mobile device affordances. It is possible for every student to succeed academically (al-Samiri, 2021). Students, parents, teachers, and the community all have responsibility for language teaching (Jin et al., 2021). Students require frequent chances to express themselves in a variety of ways through language (Simbolon, 2021). Opportunities for language learning develop as children enter the greater community and start at home (Hassan et al., 2021).

Every teacher has a responsibility to promote language development. For instance, topic teachers instruct students on the terms and forms specific to each subject (Mahyoob, 2020). The attention on language, its forms, and functions that language teachers place on their pupils allows them to assist them develop and use techniques for comprehending, writing, and responding in a range of contexts (Lee, 2021; Yang & Kuo, 2021).

METHOD

This study was elaborated using a qualitative research methodology combined with a systematic literature review strategy. By examining how it was characterized, a qualitative systematic literature review seeks to understand the significance of earlier studies. There is no single definition that satisfactorily unifies several meanings and concepts (Aspers & Corte, 2019). According to Pedersen et al. (Pedersen, Grnvad, & Hvidtfeldt, 2020), a qualitative literature review seeks to identify various conceptual frameworks that incorporate critical reflections on impact assessment from earlier studies and serve as foundational ideas for subsequent research. In order to uncover research gaps and explore their research's goal, qualitative research using a systematic literature review technique is helpful. As it highlights the main streams of publications in the field, this review is helpful for future investigations on pertinent themes.

This research selected the data source from Publish or Perish. The main search terms are Title-Abstract-Keyword about (hybrid learning, language learning, and "post-pandemic era"), publication stage is "final", data source period is between 2020 and 2023, the document type is "article", the subject area is "English Language Learning", keyword is "hybrid learning," "language learning," and "post-pandemic era"; this database is the primary source for these analyses. In a nutshell, 23 chosen articles were used to examine the data after being found while looking for research material using a

tool for sources of evidence. We use VOSviewer to locate and debate the finest.

FINDINGS AND DISCUSSION

The findings of a systematic review of 23 studies on hybrid learning as a language learning approach in the post-pandemic era are presented in this section. Results include geographic distributions, temporal distributions, research methods for hybrid learning research, Density Visualization analysis, overlay network visualization, an analysis of the effectiveness of hybrid learning, and Language Learning Aspect.

Analysis of Geographical Distribution

Based on the geographical location of the papers, the bulk of the studies (n=23) were done in Asian nations. Indonesia ranks first among nations, with (n=13) articles. Furthermore, only (n=4) articles have been discovered in Europe (Canada, Belgium, Holland, and Mexico). Three (n=3) pieces were discovered in America. Similarly, three (n=3) papers were discovered in Asian countries. As previously stated, fewer papers were discovered in the context of America and European countries. Table 1 displays specific information about the research group according to location.

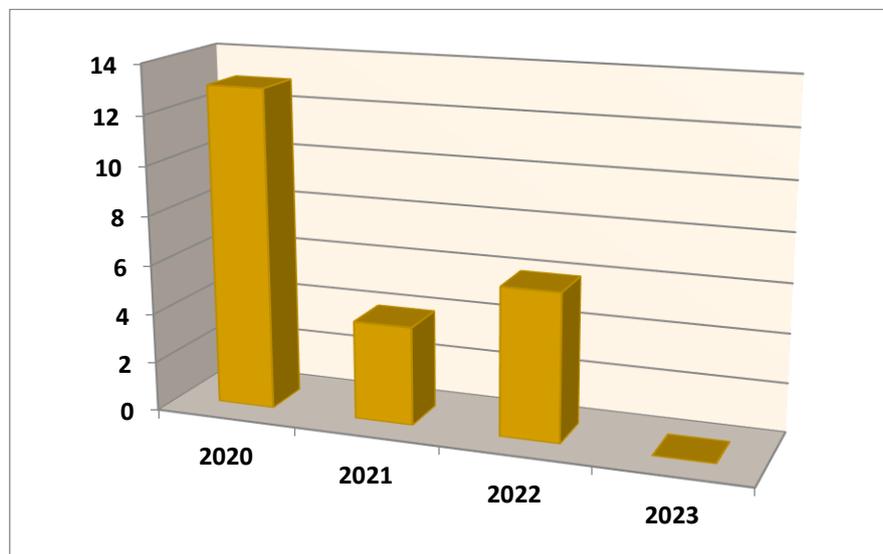
Table 1. Geographical Distribution of Studies

Region	Country	No. Studies	Studies
Asia	Indonesia	13	Hilma Rusyada, M. Nasir (2022), Kholilur Rahman, et.al (2020), Fauzan Salman et.al (2022), Nur Rosita et.al (2020), M. Irvan, et.al (2021), Aminah Zb, et.al (2021), Tetra Rahayu, et.al (2020), Faliqul Jannah Firdausi (2020), Nuril Mufidah et.al (2020), Yohannes Kurniawan, et.al (2022), Siti Nur Hidayah (2020), Syahrul Munir, et.al (2022), Singgih Prihardi, et.al (2022),

	Thailand	1	Ornprapat Suwantarathip (2020)
	India	2	Dr. Samuel Manoraman & Dr. Narain Ponraj (2021), Tadd S. Farmer (2021)
Eropa	Canada	1	Taban Eslami, et.al (2020)
	Belanda	1	Frank van Harmelen (2020)
	Belgia	1	Annelles Raes, et.al (2020)
	Mexico	1	Victor Giovanni Morales Murtillo, at.al (2022)
America	America	3	Enoch Park, et.al (2020), Anne Marie Weber-Main, et.al (2020), Rahul Rai & Chandan K. Sahu (2020)

Temporal Distribution

Graphic 1. Number of Publication per year (2020-2023)



In recent years, there has been a reduction in 2021 and an increase in 2022 with the annual release of papers. With 13 papers, this study is now a trend in 2020. The author discovered 4 articles in 2021 about hybrid learning for learning English. The author

discovered 6 articles relating to hybrid learning in 2022. The writers searched via Publish and Perris in 2023 but were unable to locate any publications that covered hybrid learning, especially for learning English. However, they did locate about 21 articles that discussed hybrid learning in other scientific domains, which was not the authors' primary goal in this study.

Analysis of Research Design of Studies

Table 2. Frequency and Percentages of The Research Design of Studies

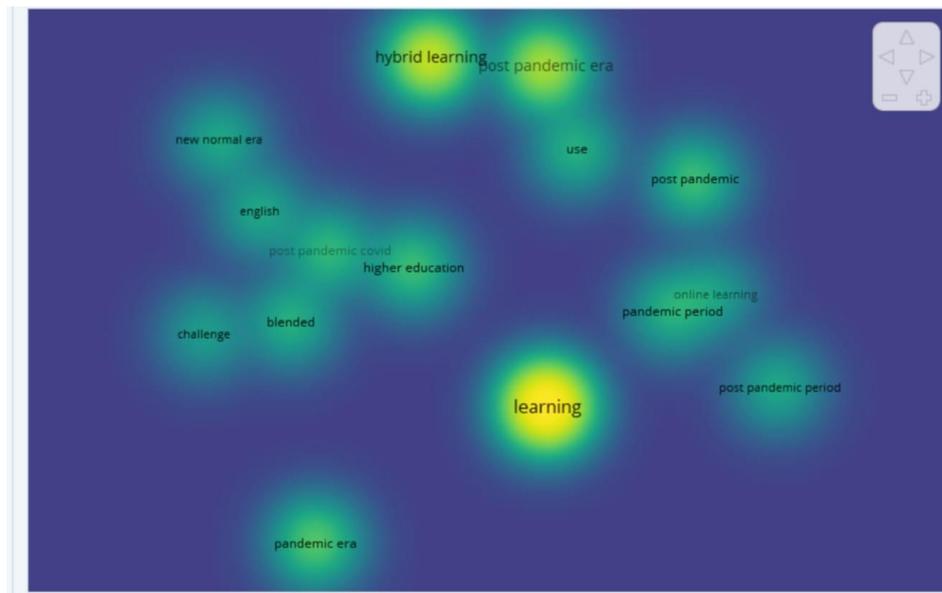
Design	Studies	Frequency	Percentage
Qualitative	Frank van Harmelen & Annete ten Teije (2020), Nur Rosita, et. al (2020), M. Irvan, et.al (2021), Ornprapat Suwantarathip (2020), Faliqul Jannah Firdausi (2020), Nuril Mufidah, et.al (2020), Tadd S. Farmer (2020), Siti Nurul Hidayah (2020), Syahrul Munir, Indra Setyowati (2022), Annelles Raes, et.al (2020), Singgih Prihadi, et.al (2022), Victor Giovanni Morales Murillo, et.al (2022),	12	52%
Mix-Methods	Dr. Samuel & Dr. Narain (2020), Fauzan Sulman, et.al (2022), Anne Marie Weber-Main, et.al (2020),	3	13%
Quantitative	Hilma Rusyda & M.Nasir (2022), Kholilur Rahman, et.al (2020), Enoch Park, et.al (2020), Taban Eslami, et.al (2020), Aminah, Zb, et.al (2021), Tetra Rahayu, et.al (2020), Yohannes Kurniawan,	8	35%

	et.al (2022), Rahul Rai and Chandan K. Sahu (2020),		
	Total	23	100%

The table above showed how frequently and how frequently each research approach was used in studies on hybrid learning. The frequencies show that 12 of the studies (n=12) were qualitative and that 3 of the studies used a mixed-method research design. In the interim, eight studies utilizing the quantitative research methodology were found.

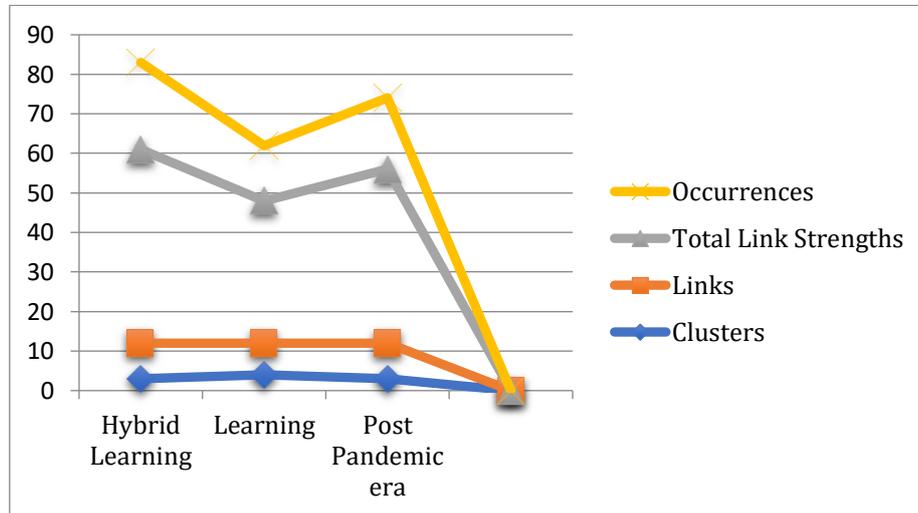
Density Visualization Analysis

Figure 1. Dissemination of Density for Hybrid Learning, Language Learning, and Post-Pandemic Era from 23 Articles Keywords
 (Source: Density Visualization, VOSviewer, 2022)



The data in the aforementioned image, which is based on VOSviewer and relates to the targeted keywords of hybrid learning, language learning, and the post-pandemic era in the years 2020–2023, A more detailed explanation is as follows; 3 clusters, and 9 links, 49 total link strengths, 22 occurrences for hybrid learning; 4 clusters, 8 links, 36 total link strengths, 14 occurrences for Learning; 3 clusters, 9 links, 44 total link strengths, 18 occurrences for pandemic era.

Graphic 2. Chart of Dissemination of Density for Hybrid Learning, Language Learning, and Post-Pandemic Era from 23 Articles
Keywords

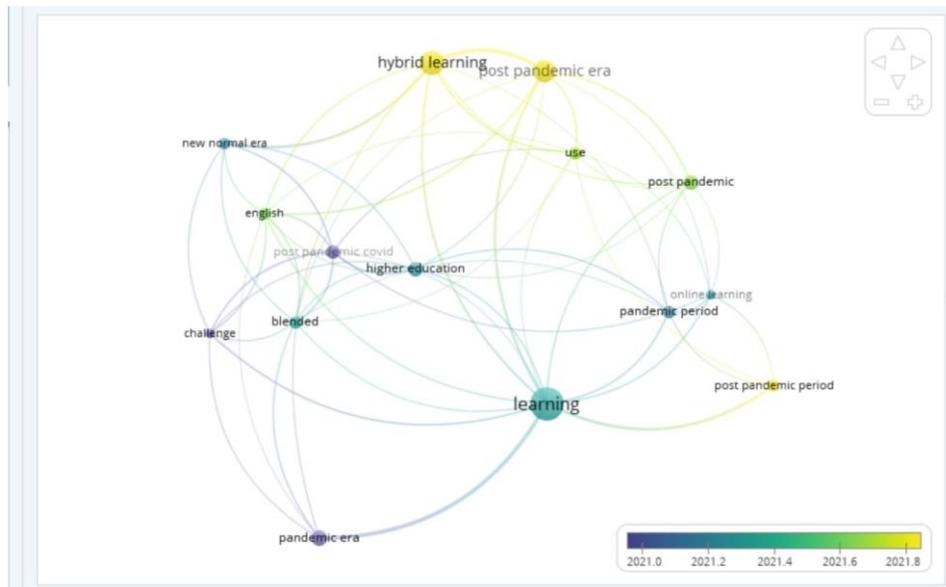


In order to identify the most popular area of study in the industry, keyword frequency queries are performed. In order to create overlay visualization, we first conducted a keyword search on VOSviewer, emphasizing the phrases that were most frequently used in the sample. Figure 1 displays the term concentration for the entire article. Overall, for a specific issue in this study, hybrid learning, language acquisition, and the post-pandemic era stand out as the most important topics to emphasize. In essence, this frequency and link strength overall

Overlay Network Visualization

Additionally, the study trend was integrated to overlay network visualization using VOSviewer once more (figure 4). We replaced the visualization with article content, and while searching for that, some keywords for recent research trends between 2020 and 2023 emerged, including hybrid, perspective, process, pandemic period, need, language, engagement, type, and response.

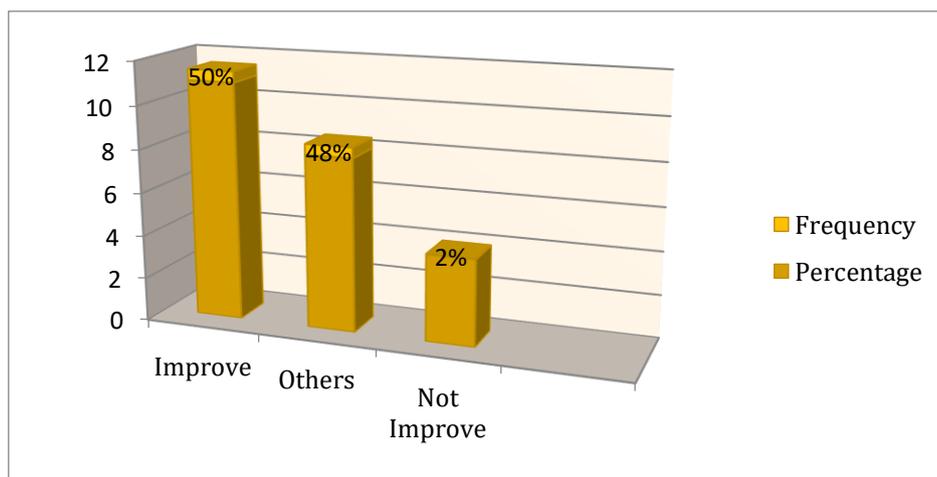
Figure 2. Research Keyword Trends – Overlay Color Range Visualization



An examination of effective hybrid learning as a language acquisition strategy during a Pandemic

The Results indicate that hybrid learning has been viewed as a language teaching and learning strategy that promotes English learning in the post-pandemic period. As the data reveal, the use of hybrid learning enhances students' English skills in the majority of the research analyzed.

Graphic 3. The frequency and percentage effectiveness of the hybrid learning approach



In the post-pandemic period, the use of hybrid learning significantly increased English learning in 11, or 50% of the total publications that have been chosen. According to Hilma Rusyda

(2022), the results of this study indicate that students can be categorized as successful in achieving interactional goals, students can be categorized as active in learning activities, and also students can be categorized as complete in the means that support learning. According to Kholilur Rahman, et.al (2020) TTHL has also been shown to be beneficial in increasing learning outcomes, as indicated by a comparison of the mean values of increase (significance) of the experimental class and the control class, which differ by 14.57 with the benefits of the experimental group (24.26: 9.69). According to Enoch Park et al. (2020), the findings show that individual students' background factors, as well as their engagement in online and in-class activities, have substantial predictive values for their final grades. According to Taban Eslami et al. (2020), this approach offers significant time savings (40 min vs. 7 h for other procedures). Hybrid learning design patterns, according to Frank and Annette (2020), assist to standardize the literature, clarify which combinations of methodologies suit specific aims, and facilitate the re-use of software components. According to Samuel and Narain (2021), this research encompasses the difficulties of signal processing in that it is feasible to mix phrases with various sorts of sounds at varying signal-to-noise ratios (SNR), as well as the measure of comparison between the two methodologies. According to Fauzan et al. (2022), the study results show that there is an effect on mastery of ideas with Hybrid Learning and without Hybrid Learning, with the Hybrid Learning model outperforming non-Hybrid learning. According to Nur Rosita et al. (2022), incorporating Google Classroom into hybrid learning training is one of the most successful strategies to develop instructors' professional and pedagogic abilities, as well as their digital competence. According to Irvan et al. (2021), the use of hybrid learning has a significant positive influence on inclusive learning activities. According to Aminah et al. (2021), the findings of the study had a substantial impact on the creativity of students who employed hybrid learning, despite the fact that lessons were delivered remotely and in the middle of the Covid-19 epidemic. According to Yohannes et al. (2022), hybrid learning is less successful than completely online learning. Furthermore, hybrid students were dissatisfied with their overall performance, whereas full-time online course students outperformed hybrid students. As a result, the author assumed that hybrid learning was enjoyed by both instructors and students. Since this teaching paradigm paved the way and provided a new avenue for English language practice, it has been emphasized by many academics and is now being used in English teaching and learning option.

CONCLUSION, IMPLICATION, AND LIMITATIONS

This paper reviews 23 studies that have looked at the impact of hybrid learning as a language learning model in the post-pandemic era. This study found that hybrid learning has received a lot of attention as an English teaching and learning strategy that positively affects students' language proficiency. Comparing hybrid learning to traditional and online teaching techniques, there are a number of benefits for both teachers and students. The flexible teaching and learning environment it allows has led to significant advancements in language learning. Hybrid Learning gives students the chance to manage their studies, improve their independent learning, and receive support as independent learners. This motivates individuals to use the language in actual situations and engage in educational settings. Through these activities, students' cooperation is also promoted. More importantly, it helps students feel less anxious and stressed, which promotes a positive psychological environment. Nevertheless, despite the benefits, researchers have reported a number of challenges when implementing hybrid learning. These challenges should be investigated through further study. Putting hybrid learning into practice calls for teachers to be aware of their student's needs and get them ready for independent study. This article can also be used by researchers who are looking for hybrid learning as a post-pandemic language learning option.

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