CHAPTER II
LITERATURE REVIEW

A. Challenges of English Teacher

   1. Definition of Challenges

        In this research, the researcher discussed the teacher's challenges to the online learning process as well as offline learning, specifically Hybrid Learning. The teacher's challenge to Hybrid learning can be seen from the activities and programs that have been carried out by 3rd Internship students at SMAN 1 Pemangkat. A challenge is a problem that exists in an activity such as a teaching and learning process, using appropriate and quality solutions. According to the Kamus Besar Bahasa Indonesia (KBBI), a challenge is someone or something that inspires determination to improve one's problem-solving abilities; initiation (to acquire skills): the struggle is a challenge to work extremely hard.

        The main challenge in education in the 21st century is how to equip students to deal with very fast changes. The digital era is characterized by technology that can increase the speed and magnitude of the rotation of knowledge in the economy and society (Shepherd, 2011). The digital age can be viewed as the evolution of an evolved system in which knowledge turnover is high and progressively beyond human control, resulting in an era in which our lives are becoming more challenging to manage. The social consequences of the Digital Age are massive, and they will only grow as technology features become more knowledge-based. The increasing availability of internet technology is challenging our comprehension of how education is structured and delivered, resulting in new learning environments in which isolated students can now connect with teachers from all over the world.

        The challenge is determining how to provide all learners with exceptional educational experiences to improve how and what students learn regardless of their educational background, geography, or financial climate. To ensure the successful implementation of digital learning, education

policymakers must take an active role in the continuous advancement of electronic character learning. Countries with effective digital learning strategies will take the lead in assisting students to realize their full potential in the digital age.

2. **Definition of Teacher**

Teaching is an extremely noble profession. How could it possibly be, coming from the grip of these excellent teachers, that will also bear children to a great generation? Successful people are generated from the services and knowledge transferred by the teachers. The teacher is also referred to as the unsung hero. So many services that he does for his students, ranging from educating, guiding, directing, training, and teaching the sciences that he has with the hope that his students will become knowledgeable individuals. A teacher must know how to be a good teacher, qualified, responsible, and professional.

The teacher not only acts as a transmitter of subject matter to students but also acts as an educator. According to Saifuddin (2014), teachers have various roles and functions, teachers as learning resources, facilitators, learning managers, demonstrators, mentors, motivators, evaluators, and teachers as mediators. Teachers as people who should be respected and imitated are required to be able to carry out their roles and functions properly because all the actions and behavior of teachers will become examples and role models for students to see. Teachers should be able to construct and inculcate noble values and norms in their students while also creating a welcoming, warm, and conducive learning environment. As a result, an enjoyable teaching and learning environment will be created, and the expertise transformation process will run smoothly. Every profession has obstacles that hinder it, so teachers must be able to think creatively and innovatively to be able to find solutions to each of these problems so that the goals of education are achieved, namely to educate the nation's life. Teachers as educators are responsible for passing down values and norms to the next generation so that value conversion occurs because it

is through this educational process that new values are sought.

According to Rusman (2016), the teacher has a dominant role as follows:

a. Teacher as demonstrator

The teacher's role requires them to effectively master the material that will be learned to students so that they would improve their knowledge and evaluate the learning outcomes that students achieve.

b. Teacher as class manager

Through this role, the teacher can carry out class handling, and class arrangement which includes class management.

c. Teachers as mediators and facilitators

Teachers should be well-versed in learning materials and it is used them for communication, which can help to optimize the teaching-learning activities. Similarly, as a mediator, the teacher can seek out useful learning resources to help students achieve their goals in the process of learning.

d. Teacher as evaluator

The teacher evaluates the students at the end of each lesson to find out how much knowledge the students have gained.

3. Challenges of teachers in the 21st Century

The challenge for teachers in the 21st century is to teach the skills needed in this century. According to Trilling & Fadel (2009), 21st-century skills are (1) life and work skills, (2) learning and innovation skills, and (3) media and technology skills. The description is as follows:

a. Life and career skills

Life and career skills include;(a) Social and Cross-Cultural Interaction, (b) Flexibility and Adaptability, (c) Leadership and Responsibility (d) Initiative and Self-Direction, and (e) Productivity and Accountability.

b. Learning and innovation skills

Learning and innovation skills include; (a) Communication and

Collaboration, (b) Critical Thinking and Problem Solving, and (c) Creativity and Innovation. The four skills known as the 4Cs have also been recommended by the National Education Association (NEA) to complement the core subject of an educational program.

c. Information Media and Technology Skills

Media and information technology competencies include (a) information literacy, (b) media literacy, and (c) ICT literacy or information and communication technology. Technology Literacy and communication sciences are media and technology skills that need to be prepared to equip prospective teachers. This is certainly a benchmark for teachers to become technology literate and develop technology-based learning such as video learning, multimedia learning, and also e-learning, both online and offline (Anggaraeni and Sole, 2018).

4. Teacher Challenges in Online Learning

Teachers face unique challenges during this pandemic. Teachers must play two roles: movers and coaches with exceptional abilities to hold out distance learning. Teachers are required to perform a variety of additional tasks during this pandemic to facilitate the accomplishment of educational objectives as well as the accomplishment of educational and non-academic targets. Furthermore, teachers must be able to keep innovating and find inspiration for subject material, strategies, media, and others so that learning remains enjoyable for students even when distance is a factor.

The first challenge that teachers must face in online learning is becoming technologically literate; teachers must learn how to use learning support technology. The most important aspect of online learning is technology, which can include cell phones, laptops, and other assisting items. Students prefer smartphones and gadgets to laptops and they're more functional and have more useful capabilities (Subiyakto, et al., 2019).

Second, there are internet network constraints. The problem of the internet also represents a challenge for teachers in online learning. Internet

access to the network is difficult among them, particularly in rural areas with unreliable internet networks. Because of the slow network, information and learning raw material provided to students take a long time to be accepted, or conversely (Satrianingrum & Prasetyo, 2021). The rate of web access has not reached all parts of Indonesia. Remote, overland, and remote places are still unable to access a high-quality internet network. This directly influences teachers and the development of online learning, which all rely on the internet network.

Third, the services for students' learning are insufficient. One of the limitations in the use of online learning is that even the facilities and infrastructure, including laptops, computers, cell phones, and internet quotas, are not supported. Infrastructure facilities are critical in facilitating student learning implementation. According to Wahyudi (2020), the duty to study at home is a significant barrier, particularly for students from backgrounds of economic disadvantage. This indirectly has become a challenge for teachers, as teachers must find ways for students who do not have access to learning equipment like smartphones or laptops to participate in class. One of them is permitting these students to attend school even though they can still learn the material. The accessibility of cell phone facilities and the readiness of school infrastructure are also issues that must be addressed in this online learning.

There are three major challenges to online learning throughout a pandemic. For starters, teachers have a limited amount of time to prepare or adapt offline to online learning materials. Second, the lack of opportunities for teachers and students to directly interact and flexibly during online learning disrupts the learning process. Third, employing an effective pedagogical approach necessitates greater effort in inspiring and facilitating schoolchildren in online learning (Huang et al., 2020). The researchers discovered that, while school facilities are appropriate and the national curriculum facilitates online learning excellently, each student's education is also affected by family influences and financial issues that interfere with the

learning process.

5. **The Challenge of Teacher Professionalism in the Digital Age**

Teachers in the 21st century are being challenged to accelerate the progress of technologies for information and communication. Classroom learning and management must be evolved to the norms of advances in communications and information technology in the 21st century. According to Susanto (2010), there are seven challenges for teachers in the 21st century (digital era), namely:

a. Teaching in a multicultural society, teaching in a society that has diverse cultures with multilingual competence.

b. Meaning construction instruction (concepts).

c. Active learning teaching.

d. Technology and education.

e. Teaching with a new perspective on abilities.

f. Instruction and choice.

g. Instruction and accountability

A professional teacher conceptually must have the requirements to support them in carrying out their duties and authority. Supporting competencies include having the ability to speak English; mastering technology such as computers, and the internet, and having managerial skills. In addition to the competencies mentioned before, 21st-century competencies also need to be possessed by a teacher to transfer these competencies to their students. These 21st-century competencies include thinking skills, teaching according to disciplines, utilizing technology, creativity, and teamwork (Saavedra & Opfer, 2012).

B. **Hybrid Learning**

1. **Definition of Hybrid Learning**

Hybrid Learning is a learning model, Hybrid learning results from combining two methods. Hybrid Learning doesn't just combine two methods. Hybrid learning is obtained from a combination of existing methods with new methods. Hybrid Learning Instructional approaches are

those that combine various training media (systems, actions, and event types) to create an optimal training system for a specific audience. Reinforcement Hybrid Learning combines two or more methods and approaches in learning to achieve the goals of the learning process (Sutisna, 2016).

The combination of methods in hybrid learning has several important components. These critical components include traditional or face-to-face (offline) methods as well as cutting-edge technology methods (online). Hybrid Learning is the effective integration of the two main components (face-to-face and Internet technology) such that we are not just adding on the existing dominant approach or method. Hybrid learning occurs in learning and teaching environments where alternative forms of delivery, teaching models, and learning styles are effectively integrated as a result of a systematic and structured strategy to use technology combined with the great attributes of face-to-face interaction.

Hybrid learning is a method of traditional face-to-face meetings and the incorporation of technology in the form of e-learning, and its application must be directly related to the techniques used by students and teachers (Hubbard, 2013). Hybrid learning focuses on the needs of traditional learning processes as well as the importance of revamping the learning model through the integration of technology. So, hybrid learning is a part of learning that combines the strength of direct face-to-face in-person classes with the power of online classes. According to Bryan and Volchenkova (2016), a hybrid learning system allows for a combination of face-to-face and device experiences. Blending direct meetings in the class and online would also undoubtedly reduce full use of the network connection while also allowing students to communicate directly with teachers to receive direct instructions. This learning model could be a solution for totally online learning in areas where access to the internet is difficult, data quotas are expensive, and infrastructure is inadequate, particularly in rural areas.

2. Hybrid Learning Model

The hybrid learning model is learning that combines "face-to-face" learning with "online" learning. However, this hybrid learning model will never be separated from the learning module, the nature of learning, and also the learning component in general. The learning model is essentially a type of learning that is demonstrated from start to end and is specifically presented by the teacher. In other utterance, the learning model is a container or framework for the implementation of an approach, method, or learning technique (Sudrajat, 2008). *(Figure 1.1)*
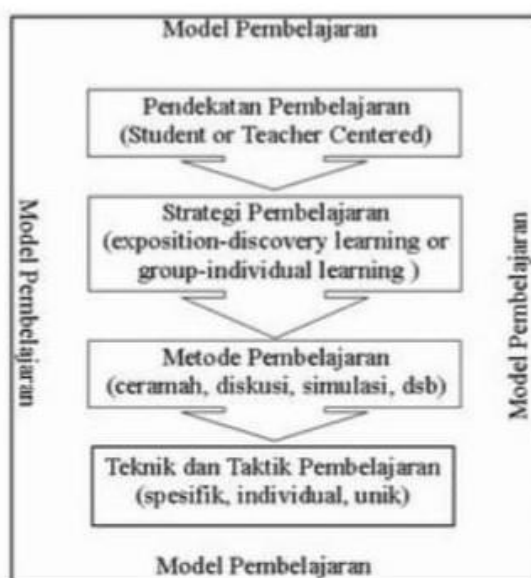
Hubungan pendekatan, strategi, metode, teknik, dan model pembelajaran (Sudrajat, 2008)

The module is a set of printed teaching materials that are presented systematically. According to the Ministry of National Education (2008:30), the modules are 1) A unit of material that is designed primarily so that students learn independently. 2) An effective learning curriculum, arranged methodically, referring to concrete and achievable learning goals; and 3) A module includes learning objectives, materials as well as activities to achieve the objectives, as well as an evaluation of the achievement. Students can access online learning as a hybrid module as a citation of independent learning. Hybrid modules are those that are linked to the web and used in

conjunction with online systems. A Hybrid learning module is a learning module that combines direct instruction with adaptable and collaborative digital learning via an internet assisted by internet access to provide students with an optimal learning opportunity (Thorne, 2003:36).

The process of learning occurs as a result of the interaction between the students and their surroundings. As a result, the environment must be set up so that students respond to the wanted behavior change. The analysis of student requirements and student characteristics, the formulation of objectives, the determination of the subject, the selection of suitable strategies, and the essential learning media are all part of the environment setting. According to Soekarwati in Husamah (2014:107) explains that Hybrid learning is a learning approach that combines conventional face-to-face learning and distance learning by combining learning resources with communication tools that teachers and students can use. So, it can be concluded that the nature of this learning has several points related to (***Figure 1.1***) as follows:

A) Learning Model

The hybrid learning model is designed to combine online and face-to-face learning processes so that they can enhance, complement, and support one another rather than treating online methods as a replacement for classroom learning (Martin, M, 2003) hybrid learning model in (***Figure 2.1***). A learning model is formed when approaches, strategies, methods, techniques, and even learning tactics are combined into a unified whole. So, a learning model is essentially a type of lesson that is demonstrated from start to finish and is specifically presented by the teacher. In other words, a learning model is a structure for implementing an approach, method, or learning technique. This learning design model is named after the components or important steps it contains, which are as follows: analyze learner characteristic features, state enhanced performance, choose methods, media, and materials, use media and materials, require learner participation, and evaluate and

revise (Prawiradilaga, 2007).
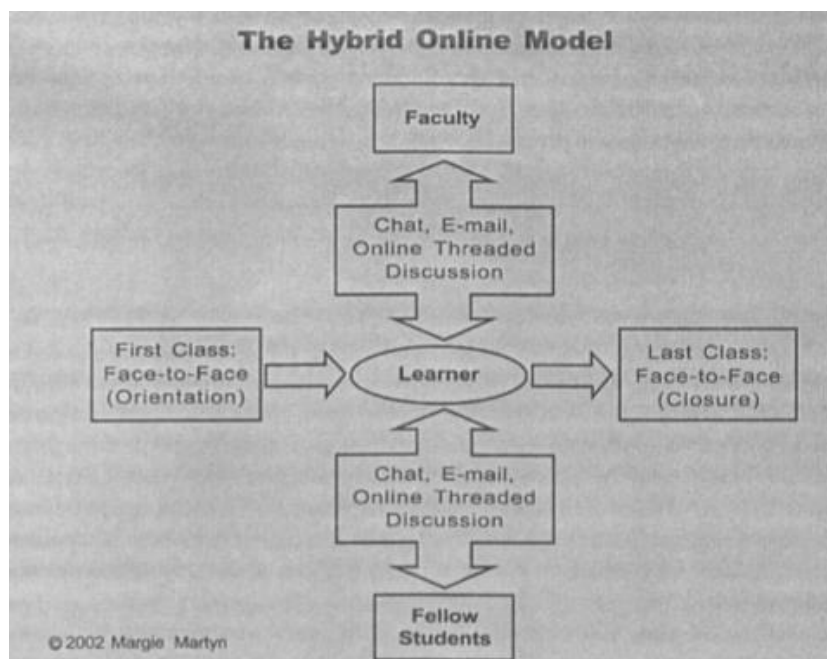
The Hybrid Learning Model (Figure 2.1)

From the picture above, before starting a hybrid learning model, students are prepared to be given information through meetings. However, this study will be slightly different from the picture above. Students are provided with an orientation or comprehension of the learning course. Following that, students will follow the teacher's instructions in discovering the process of learning they are doing; this learning process essentially enables students to develop their corresponding learning styles in the hope that information absorption can run optimally.

B) Learning Approaches

An approach is a collection of insights that are systematically used as a foundation for thinking in developing strategies, methods, and techniques (procedures) for achieving specific targets or findings following predetermined goals. The approach can also be defined as a point of view when dealing with something. The learning approach seems to be the activity of the teacher in selecting learning activities. The lesson plan is not strict and must follow a particular approach, however,

it is simple and planned. This entails selecting an approach that is tailored to the requirements of the teaching materials as explained in the teaching process (Wina, 2008:127).

The learning approach can be defined as our starting point on the learning process, which relates to our perspective on the occurrence of a process but is still very general, in that it facilitates, inspires, strengthens, and underpins learning methods with a specific theoretical scope (Sudrajat, 2008). Judging from the approach, there are two types of learning approaches, namely: (1) student-centered approach and (2) teacher-centered approach. According to O"Byrne and Pytash (2015:137), Hybrid learning is an educational approach that combines face-to-face guidance with internet computer-mediated instruction. Hybrid learning is an approach that incorporates innovation and technological advancement through a learning program that can be done online with involvement and communication from conventional learning models like face-to-face.

C) Learning Strategies

The determined learning approach is then indicated being a learning strategy. Strategy in learning activities can be interpreted in a narrow sense and a broad sense. In a narrow sense, the term strategy is the same as the notion of learning methods, learning techniques, and learning media, namely ways to achieve goals. A learning strategy is a learning activity that needs to be completed by both teachers and students for learning objectives to be met effectively and efficiently. Understanding is defined as a collection of components that rely on one another to achieve goals. Aims, lesson raw material, learning activities, techniques, tools, and learning materials are all elements of the learning strategy. According to Sri Anita (2018), Strategy can also be defined as a pattern of learning activities chosen and implemented by the teacher on a case-by-case basis, taking into account student characteristics, school conditions, the surrounding environment, and the specific learning

objectives that are established. The following are part of the learning strategy:

a. Learning Method

The method is an organizational step of the selected learning strategy in accomplishing learning objectives, so learning resources must be adapted to the type of approach utilized when using a learning method. The accuracy with which a method is used will demonstrate the strategy's functionality in learning activities. The learning method or strategy set by the teacher should lead students to learn a process that allows the achievement of learning goals in terms of cognitive, affective, and psychomotor, not just learning products that only emphasize the cognitive aspect. According to Sumiati & Asra (2009:92) the appropriateness of using learning methods or strategies depends on the suitability of learning methods for learning materials, teacher abilities, student conditions, sources or facilities, situations and conditions, and time.

The learning method is defined as the technique being used to carry out plans in the form of actual and practical activities to achieve learning objectives. To put learning strategies into action, various learning methods can be used, such as (1) lectures; (2) demonstrations; (3) discussions; (4) simulations; (5) laboratories; (6) field perceptions; (7) brainstorming; (8) debates; (9) symposiums, etc.

b. Learning Media

Learning media plays an important role in the implementation of the teaching and learning process because with media students can receive messages conveyed by educators. According to Sadiman (2006:7) Learning media is defined as anything which could be used to funnel texts from sender to receiver to stimulate students' thoughts, feelings, attention, competence, and attention for the learning process to occur. Learning media is a collection of tools that teachers can use as learning resources to

deliver material to students more effectively. It seeks to stimulate students' ideas, feelings, attention, and willingness to promote an efficient and productive teaching-learning process.

c. Learning Technique

Learning techniques are classified as a person's approach to achieving a specific method. The teacher's skill in implementing specific learning techniques and methodologies which are distinct is referred to as learning technique. According to Hurhidayati (2011) interpreting technique as teacher improvisation in using methods, then tactics are interpreted as a teacher's style when applying learning methods.

d. Evaluation of learning

The final component of the learning process is evaluation. Evaluation is used not only to determine student success in the learning experience but also to provide feedback to teachers on their results in learning management. We can see flaws in the use of various elements of the learning program through evaluation. The definition of evaluation is the action of collecting data as broadly and deeply as possible about students' abilities to recognize the causes and effects and learning results of students that can inspire and develop learning abilities.

According to Suryadi (2009: 212), evaluation is defined as a systematic examination of the events that occur and the consequences when the program is implemented, the examination is directed to help improve the program and other programs that have the same goal. Evaluation is one component of the learning system. Learning evaluation is an assessment or assessment of the growth and progress of students toward the goals set out in law.

3. Characteristics of Blended Learning

There are three documentations of the understanding of Blended learning proposed by Graham, Allen, and Ure in Bonk and Graham (2006:

4), namely: 1) Combination of learning strategies, 2) Combination of learning methods, 3) Combination of online learning with face-to-face learning. Learning does have a threshold or distance as it employs a range of media for various purposes and students. However, because there is no distance in the process of learning at this time, face-to-face learning involves media to assist the learning method to accomplish the learning objectives.

Based on some of the explanations following table, it is possible to conclude that hybrid learning is a mix of face-to-face and online learning, with either an online learning content of 30-79%.

Tabel 1. Illustration Table of The Prototypical Course Classifications.

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-toface meetings.
80 to100%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Sources Elaine Allen, Jeff Seaman, and Richard Garrett (2007:5)

4. Components of Hybrid Learning

According to experts, hybrid learning has three learning components that are combined as one type of Hybrid learning. According to Darsono (2000), Learning is said to be efficient when all of the components that influence the learning process come together to accomplish the goal. These components are as follows: 1) online learning, 2) face-to-face learning, and 3) independent learning.

a. Online Learning

Online learning is a free and open learning environment in which pedagogical tools enabled by the internet and information

technologies are used to enhance learning and knowledge construction through useful action and interaction (Dabbagh, 2005:15).

According to the definition of expert given above, online learning is a learning surrounding that uses technology platforms and web-based technology to access teaching material and permits learning connections between peers students, or teachers to take place anywhere and at any time. Online learning is a component of blended learning in which the internet is used as a learning material. Online learning accesses learning materials and enables learning interactions through the use of Online platforms, intranet, and web-based technologies.

b. **Face-to-Face Learning**

Face-to-face learning is an ongoing learning model that is frequently utilized in the process of learning. Face-to-face learning is still a traditional learning model that aims to communicate knowledge to students. Face-to-face learning brings teachers and students together in one room to study. Face-to-face learning has the characteristics of being planned, place-based and social interaction (Bonk & Graham 2006:122).

Face-to-face learning is typically done in a classroom setting with an asynchronous communication model and active interaction respectively students and teachers. Face-to-face learning involves teachers or students using a variety of methods to teaching and learning process more effective and interesting.

Face-to-face learning methods include the following: 1) lecture method, 2) assessment method, 3) panel discussion method, as well as 4) conceptual framework presented (Rusyan et al, 1990:111). Face-to-face learning is indeed a component of blended learning. Through face-to-face learning, students can further deepen what they have learned via online learning, or the opposite, online learning can further intensify the material learned through face-to-face learning.

c. **Independent Learning**

Individualized learning is one type of hybrid learning model

operation in which students can learn individually by information access or subject of study via the web.

Independent learning is referred to by several terms, including self-directed learning and autonomous learning. Independent learning somehow doesn't imply self-study, as many people mistake self-study for independent learning. Independent learning entails learning on one's action plan, without or with the assistance of others. According to Wedemeyer (1973) in Chaeruman (2007:10), Independent learning is behavior-changing learning that occurs as a result of actions performed by students in various locations, times, and educational experiences with schools. Students who work independently have the opportunity to learn without being required to attend the teacher's lessons in class. Learners have a high degree of autonomy in their learning.

Students must be given this independence so that they can monitor and control and discipline themselves as they develop learning abilities on their own. Students must own such attitudes because they are a sign of the expiration of educated people. The independent learning process shifts the teacher's or instructor's role to that of a mediator in the process of learning, as well as a mediator, a teacher or instructor, assists students in overcoming difficulties in learning, or can be a learning companion for specific materials in the tutorial initiative. The task of developing the learning process necessitates the teacher transforming the material into a suitable format for independent learning styles.

Based on the definitions provided by the experts, it is possible to conclude that independent learning is an instructional method in which students are responsible for making determinations about their educational needs with little or no assistance from the instructor or teacher. Because online learning includes an independent learning process, independent learning is one of the elements of blended learning. After all, online learning allows students to learn independently.

5. Types of Hybrid Learning

Hybrid learning is a learning model that combines innovation and technological advances via an online learning system with traditional learning models' interaction and participation. (Thorne, Kogan Page, 2003). Currently under development hybrid programs combine several of the following attributes:

a. Face-to-face

Face-to-face learning takes the form of classroom learning activities, laboratory practical activities, and mentoring. Classroom learning activities include material delivery through face-to-face learning, presentation conversations, exercises, and exams.

b. Synchronous Virtual Collaboration

Synchronous Virtual Collaboration is a constructivist learning format that commonly includes communication between students. This collaboration activity takes place via Instant Messaging (IM) or Chat. According to Suranto (2019), E–learning is Synchronous, that is, learning-oriented interaction that is assisted by direct, real-time, and typically scheduled instructions. During working hours, this facility will be utilized for interaction between teachers and students.

c. Asynchronous virtual collaboration

Asynchronous virtual collaboration is a constructivist learning format in which teachers and students interact at different times. According to Darmawan (2018), Asynchronous distance learning (Online) can be defined as independent learning in which students interact with each other using the material provided at their leisure. This learning activity makes use of online discussion forums or discussion forums as well as e-mail.

d. Self-Pace Asynchronous

Self-Pace Asynchronous learning is an independent learning model in which students can study the content provided by the teacher in the type of component of educational methods or do tasks and exercises

online at different times. Asynchronous self-paced students can also access learning materials via links to other teaching resources.

6. **Hybrid Learning in the 21st Century**

The digital impacts of information technology on human life all over the world in the 21st Century. The fourth industrial revolution, also known as the fourth generation, promotes automation systems in which information and communication technologies are fully implemented in all activity processes. Particularly, in the Education field. Education has recently received numerous complaints as a result of the Covid-19 pandemic. Respond to these complaints, particularly those about online classes, specifically Hybrid Learning.

The role of teachers in hybrid learning-based learning is critical in managing to learn. Teachers must certainly be well-versed in information technology. Teachers must not only have knowledge and skills in supplying face-to-face learning (offline) content, but they should also have knowledge and skills in improving computer-based learning (online) resources and access to the internet, and they must be able to mix two or more of these learning methods. A teacher can begin structured face-to-face (offline) learning in schools as well as online learning. Learning must be provided to students from the start for them to develop combination learning skills, as this ability will be used as a learning tool in the future. The role of teachers is critical because this demands a process of content knowledge transformation and the use of Hybrid Learning as a method. With a good financial system and the welfare of people, the world's population will grow, necessitating efficient resource use; hybrid learning-based learning is a must to be applied in the learning system, particularly in Indonesia. The key to all of this is the duty of the teacher who's capable of managing Hybrid learning.

Learning in the twenty-first century differs from learning in the previous era. Teachers in the twenty-first century must begin by shifting from conventional instructor learning patterns to classroom learning patterns. Educators play a critical role because no regardless of how

effective the curriculum and system of education are, without the assistance of effective teachers, it will all be for naught. Schools and teachers and education personnel must have the necessary qualifications and standardized competencies, as well as be capable of supporting and providing professional education. The conventional learning pattern is one in which the teacher provides a lot of lectures whereas the students listen, make a note, and memorize more.

C. Previous Related Studies

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows;

Makhin (2021) with the title "Hybrid Learning: Learning Models during a Pandemic at SD Negeri Bungurasih Waru Sidoarjo. This research was descriptive qualitative research to describe Hybrid Learning implemented at SD Negeri Bungurasih Waru Sidoarjo and the problems experienced and their solutions. The results of this study were obtained through interviews, observations, and data documentation in the field of the implementation of Hybrid Learning in class V SD Negeri Bungurasih Waru Sidoarjo. The results of this study, there are several stages carried out by the teacher in the implementation of Hybrid Learning, including: first, the planning stage. At this stage, several things were carried out, namely: socialization of distance learning to parents, formation of associations for each parallel class, division of small groups of students, manufacture of learning tools; second, the implementation stage. At this stage Hybrid Learning is carried out with a combination of online learning and face-to-face learning carried out in groups at the students' homes; third, the evaluation or assessment stage is carried out by giving test and non-test questions.

Diana (2021) entitled "Challenges of English Teachers in the Teaching and Learning Process during Pandemic in Pidie". This study aims to determine the challenges faced by English teachers in the teaching and

learning process during the pandemic. This research is descriptive. The subjects in this study were English teachers who teach in Pidie District. The data collection technique in this study was using a questionnaire given to English teachers. The data were analyzed using the percentage technique which is then described. In general, the results of this study indicate that there are many challenges that English teachers face when teaching online, which is 50.64%. Especially in terms of how to evaluate student work at home during distance learning. However, the data also shows that as many as 83% of teachers try to increase creativity in online teaching by participating in webinars and discussing with teachers and headmasters. Based on the results of research on the challenges of English teachers in the teaching and learning process during the pandemic, it can be concluded; that first, Online learning that was carried out during the pandemic experienced many obstacles and became a challenge for English teachers in Pidie. Second, Some of the obstacles include difficulty in evaluating student work at home, difficulty in making teaching materials appropriate to the situation during the pandemic, and also other obstacles described above.

Manggoa (2020) entitled "Teaching Challenges during the Covid-19 Pandemic". This research was conducted to identify and find the teaching challenges faced by every teacher and lecturer when teaching in the atmosphere of the covid-19 pandemic. This is important to research because there has been a significant change in teaching and learning activities when the spread of Covid-19 is increasingly widespread. This study uses a qualitative method. This was done to obtain valid and factual qualitative data about the topics discussed in this study. This study provides several solutions to minimize the impact caused by the challenges above, such as teachers and lecturers must improve their competence in operating learning media and technology, teachers and lecturers must use the right method, and campuses or schools required to support the process of teaching activities. by providing facilities and infrastructure.

Wahyuni (2021) entitled "Application of The Hybrid Learning

Model in Limited Face-To-Face Learning To Increase Students' Motivation And Learning Outcomes". The purpose of writing this best practice is to describe the application of the hybrid learning model in face-to-face learning in limited and explain the results of the application of the hybrid learning model to improve student motivation and learning outcomes. This best practice is the author's experience as a principal at SMP PGRI 2 Denpasar, which is located at Jalan Meduri number 45 Denpasar. The implementation of the hybrid learning model is carried out during the odd semester of the 2021/2022 academic year. The data sources are students of class VII, totaling 290 people. The data collected in this study is the motivation to learn and student learning outcomes. The data analysis technique used is the descriptive qualitative analysis method. The results showed that: 1) the implementation of the hybrid learning model at SMP PGRI 2 Denpasar was carried out through the preparation stage including the coordination meeting stage, socialization, infrastructure preparation, curriculum adjustment, implementation stage, and evaluation stage; 2) the application of the hybrid learning model at SMP PGRI 2 Denpasar can increase motivation and learning outcomes by changing the average motivation score and student learning outcomes tests.

Ginting *et al*., (2021) entitled "Blended Learning: Post Pandemic Solutions". This study aims to provide an overview of the implementation of distance learning and efforts to implement blended learning as a solution to the learning process in elementary and junior high schools. The research method used is quantitative and qualitative, through observation, interviews, questionnaires, and documentation. The results showed that the combination of online, offline, and face-to-face learning was able to create a more pleasant atmosphere for students, teachers, and parents.

The previous research above has similarities and differences with this research. Their similarities mostly describe hybrid learning. some previous researchers who became the subject were students and teachers in the education unit. Meanwhile, in this study, the researcher will focus on

discussing and researching the challenges of English teachers in the practice of hybrid learning in the 21st century. Then, the subjects in this study are only focused on English teachers in the education unit, namely SMAN 1 Pemangkat.