

A HYBRID-FLEXIBLE LEARNING IN ELT IN THE EYES OF LIBERAL ARTS EDUCATION

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Abstract

This study aimed to investigate how hybrid learning and liberal arts education were recognize in English language teaching, how they evolved over ten years, and how they are used in English learning teaching in Indonesia. Following the PRISMA guidelines, studies that examined the Hybrid Flexible Learning, English Learning Teaching, and Liberal Arts Education in Indonesia were identified through a computerized literature search using the following databases: Publish or Perish, and Google Scholar. The following search terms were used: Hybrid Flexible Learning and English Learning Teaching, Hybrid Flexible Learning and Liberal Arts. Peer-reviewed articles published within the period from 2014 to 2023 were selected. The finding of this study shows that 1) Both Hybrid Flexible Learning and Liberal Arts Education have a place in English Language and Teaching and can contribute to the development of student's language skills and education; 2) Hybrid Flexible Learning will be an effective way of learning because several things determine it; 3) Hybrid Flexible Learning in English language teaching can be done through 3 educational concepts: Pedagogy, Andragogy, and Heutagogy, it because hybrid flexible is determined by stress the importance of positive interactions between students and teachers, regular communication encourages student engagement, and make use of technology has a huge impact in education.

Keywords: *Hybrid Flexible, ELT, Liberal Art, Education*

INTRODUCTION

One of the most important event of the 2020 was changing the way teaching and learning activities from traditional to virtual (Manciaracina, 2022, Fischer & Cossey, 2021, Mortazavi et al., 2021). Since the Covid-19 was reported in the beginning of 2020, online or distance learning has been implemented after being closed for two weeks (Febrianto et al., 2020). It occurs at all levels of education, including universities. Due to this, technology become the primary component of a new way of teaching learning to support hybrid learning (Rojabi, 2020, Adeniji-Neill et al., 2018, Shenoy et al., 2020, N Sanpanich, 2021, Nguyen & Chung, 2020).

Recent evidence suggests, hybrid learning is described as the blending and mixing of two learning environments: face-to-face classroom instruction and an online environment (Alnajdi, 2014). It successfully uses in many higher education (Beatty, 2019, Abdelrahman & Irby, 2016, Tyagi et al., 2021). Meanwhile, there is also a contra that is obtained where students show difficulty adapting to hybrid flexible learning (Lorenzo-Lledó et al., 2021, Operio, 2021). It is well known that Hybrid flexible learning refers to learning that integrates complementary face-to-face (synchronous) and online learning (asynchronous) (Eduljee et al., 2022, Beatty, 2019).

Hybrid Flexible Learning is recognized in English Language Teaching as an innovative approach to language learning teaching. It enables students to access learning material and resources at their own pace and time while providing opportunities with peers and teachers in a blended learning environment. According to (Ora et al., 2018), hybrid flexible learning can support the implementation of the Liberal arts education approach by providing flexibility for students to take classes according to their interests and talents. In doing so, students can develop the skill to face the challenges of a complex and ever-evolving world (Singh, 2017).

Nowadays, many approaches are developed by experts, with the target children and adults. Each approach has advantages and disadvantages, including the approach educators use in their learning. The approach referred to pedagogy and Andragogy, which is today with technological developments more rapidly, became known as heutagogy (Hiryanto, 2017).

Limited past research on hybrid learning in the eyes of liberal art educations makes us interested in investigating how Hybrid Flexible Learning and Liberal Arts Education were recognized in English Learning Teaching, how they evolved over ten years, and how they are used in English Learning Teaching in Indonesia.

LITERATURE REVIEW

Three Approaches in Education:

Pedagogy

Pedagogy is defined as “a school teacher. One who instructs in a pedantic or dogmatic manner” In the pedagogic model, teachers assume responsibility for

making decisions about what is learned, and how and when something will be learned. It is teacher-directed or teacher-centered. Teacher-directed learning has its roots in Calvinism, the belief that wisdom is evil and that adults should direct, control, and ultimately limit children's learning to keep them innocent (Stephen, 2007). In pedagogy, the educational focus on transmitting and every teacher are controlled environment in subject matter.

The term pedagogy can describes also as “the methods of teaching or imparting knowledge or instruction generally on the one hand –all those processes by which information is given –and on the other, education or development from within outward”(C Jones, K Penaluna, 2019). There are numerous educational theories that helped develop pedagogy: Cognitivism, Constructivism, Behaviorism.

Andragogy

Andragogy is the art and science of helping adults learn. According to (Stephen, 2007), the andragogical model there are five assertions: 1) Letting learners know why something is important to learn, 2) showing learners how to direct themselves through information, 3) relating the topic to the learner's experiences. In addition, 4) people will not learn until they are ready and motivated to learn. 5) This requires helping overcome inhibitions, behaviors, and beliefs about learning” Andragogy also calls for learner control, measures of knowledge acquisition based upon performance standards, and the voluntary involvement of students in the learning activity. Most of these conditions do not exist in the university. One of the fundamental concepts of andragogy is that learning is pursued for its own purpose. Finally, andragogy supports for satisfaction assessment as well as learner-determined outcome measures.

Heutagogy

According to Hase and Kenyon (2000), heutagogy is not a linear process but rather includes “capability, action learning processes such as reflection, environmental scanning (as used in systems theory) and valuing experience and interaction with others. This theory mainly emphasizes knowing key learning skills of the 21st century. Learners are independent, and they learn through new

experiences in the theory of heutagogy. Learners of the heutagogy theory are able to manage their own learning. Although the teacher provides resources for the learning, the learner himself selects the path. In the learning process, learners focus on their own and others' experiences. They can develop abilities such as problem-solving behaviors as a result of this adaptation. Moreover, both andragogy and heutagogy focus on self-directed learning whereas, in a pedagogical context, the teacher decides what and how to learn. Besides, the learning is subject-centered in the pedagogical context, but in andragogy, adult learning is task or problem-oriented. Meanwhile, in heutagogy approach, the learners use their experiences in problem-solving. Furthermore, another difference between pedagogy andragogy and heutagogy is that the role of the teacher is very active in pedagogy, whereas the teacher plays a passive role as a facilitator in andragogy. However, in heutagogy, teachers develop the capabilities of the learners (Kumari, 2022).

The Concept of Hybrid Flexible Learning

Hybrid flexible learning is also known as blended learning that combines face-to-face lectures and tutorials with an online learning management system (LMS), such as Blackboard, Moodle, zoom or Google meet and etc.

Hybrid learning is a combination of online learning and face-to-face classes—could enable colleges to enrich their curricula by joining forces with other institutions and offering new possibilities for active learning (such as through flipped classrooms) without eroding the quality of the education they offer (Pazich et al., 2018)

Hybrid learning is designed to maintain an equilibrium between online and offline learning. In a hybrid learning environment, some students attend classes in person while others participate in digitally from their area. By utilizing the resources like video conferencing technologies and software, educators can instruct both in person and distance students at the same time (Umiyati, 2022). Several delivery modes were considered across the university. Synchronous delivery fully face-to-face was impractical because of Covid-19's lockdown and social-distancing measures. Synchronous fully online teaching was also considered for lectures, but it was felt that asynchronous lectures were preferable (Detyna et al., 2023).

Furthermore, in their study, online students had lower attainment than those who often attended the learning activities on campus (Li et al., 2021)

Flexible learning is the provision of learning in a flexible manner, built around the geographical, social and time constraints of individual learners, rather than those of an educational institution. It may include distance education, but it also may include delivering face-to-face training in the workplace or opening the campus longer hours or organizing weekend or summer schools (Bates, 2005).

In pedagogy, learners are not self-directed and still depend on their teacher throughout the learning process, and in Andragogy learner are self-directed and they are responsible for their own learning.

Learners' experience: Pedagogys' learner present little personal experience and impossible to serve as a learning resource. Andragogys' learner brings a greater volume and quality of experience and rich resources for one another.

Learning orientation in pedagogy is a process of acquiring prescribes subject matter and Andragogy learners want to perform a real life issue, boost their performance and help their lives better.

Furthermore, the option to attend class through either one of these two methods is predetermined by the instructor; thus, students do not have the flexibility in choosing the attendance option that best suits their needs (McGee & Reis, 2012). The literature describes several scenarios in which these two models are employed in a university-level environment, with varying perspectives on their usefulness when implemented.

English Language Teaching

Language as a system, it means that formed by a number of components that are fixed and can be patterned. As a system, in addition to the systematic language are also systemic. Systematic meaning, language arranged according to a certain pattern, not arranged randomly or arbitrarily. While systematic means that language is a single system, but rather consists of several subsystems that differ from other languages (Rabiah, 2021) . And A language is a system of arbitrary vocal symbols used for human communication (Wardhaugh, in Ramelan, 1984).

Liberal Arts Education

Liberal Arts Education, a descendant of modern universities in Europe, uphold the philosophy of traditional learning (Chung, 2020). Liberal Arts Education refer to a broad-based education that emphasizes the critical thinking, communication, and problem-solving skill, rather than narrow focus on a specific field of study (Ora et al., 2018). Liberal Arts Education is less commonly recognized in English Language Teaching, as it more general philosophy that transcends any specific subject or discipline. However, the principles of Liberal Arts Educations can be integrated into English Learning Teaching by encouraging students to think critically and creatively, engage in collaborative learning activities, and develop their communication skill in English. In this case, the hybrid flexible method can help students gain a better understanding of the interrelationships between different disciplines and how these interrelationships can be used to solve real-world problems.

The central philosophical principle behind liberal art in education is to provide students with the mind and skill set necessary to be critical members of society who are capable of dealing with complexity, variety, and change. Despite several variants and disagreements on the definition of liberal education, its essence is based on three components. First, liberal education is interdisciplinary. It provides broad exposure to the arts, humanities, social and natural sciences in a way that illustrates multiple and interrelated ways of knowing and questioning. Second, liberal education has a "general education" component. That is, within a given program, the broad curriculum approach is required of all or most students. Finally, it aims to instill fundamental abilities such as critical thinking, problem solving, analysis, communication, global citizenship, and a sense of social responsibility. To "liberate the mind," liberal education requires a wide range of views, ways of thinking, methodologies, and knowledge content anchored in a variety of disciplines. It requires students to study beyond a particular subject or within one family of disciplines (and beyond the humanities). Doing so not only illuminates the reality of "complexity, diversity, and change" (from the definition noted above), it lays the foundation for learning how to interpret, interrogate, or to make new knowledge framed in the constructs of various fields (Godwin & Altbach, 2016).

This article uses the Preferred Reporting Items for Systematic review and Meta Analyses (PRISMA), which provided an updated checklist of 27 items to guide a systematic review (Page et al., 2021). Using this checklist is very useful in planning and conducting systematic reviews, which is in this case to gain insight into how Hybrid Flexible Learning and Liberal Arts Education were recognized in English Learning Teaching, how they evolved over ten years, and how they are used in English Learning Teaching in Indonesia. Where this checklist guides researchers in collecting data, organizing and analyzing the data. For this research, the specific steps were taken based on five phases as suggested by Khan (Khan et al., 2003): Framing the question, Identifying relevant work, Assessing the Quality of Studies, Summarizing the Evidence, and Interpreting the Findings.

Phase 1: Framing the question

In Indonesia, Hybrid flexible Learning has been implemented after the Covid-19. Hybrid Flexible Learning as an innovative approach to language learning teaching. It enables students to access learning material and resources at their own pace and time while providing opportunities with peers and teachers in a blended learning environment. This research was conducted to investigate how Hybrid Flexible Learning and Liberal Arts Education were recognized in English Learning Teaching, how they evolved over ten years, and how they are used in English Learning Teaching in Indonesia?

Phase 2: Identifying relevant works

In a second phase of PRISMA is identifying of relevant works, and the researcher took 2 databases to looking for relevant studies. By using Publish or Perish and Google Scholar as the largest tool to looking for the articles, it makes it easier to collect articles. The databases showed not only a specific journal, but also books, theses, reports, and only citations. There is a difference when using Publish or Perish and Google Scholar, namely the number of articles you want to display. Following this, the first step is to look for relevant studies using keywords related to the research question. Next, choosing the articles based on the inclusion and exclusion criteria that have been set. Table 1 shows the keywords used in the

process of finding articles related to hybrid flexible learning, English language learning and liberal arts education.

Databases	Keywords Used
Publish or Perish	- Hybrid Flexible Learning AND English Language Education - Liberal Arts Education in English Education - Hybrid Flexible Learning AND Liberal Arts Education
Google Scholar	- Hybrid Flexible Learning AND English Language Education - Liberal Arts Education in English Education - Hybrid Flexible Learning AND Liberal Arts Education

Phase 3: Assessing the Quality of Studies

To select articles related to the topic discussed, a parameter is used to select by inclusion and exclusion criteria. The article focuses on hybrid flexible learning, English language education and liberal arts education between the years 2014 to 2023. Furthermore, the design of this study can be qualitative, quantitative and mixed methods. On the other hand, both books, book chapters, systematic review journals and articles published before 2014 will be immediately rejected for review. A summary of the inclusion and exclusion categories in this study is shown in table 2. These criteria are very helpful for researchers in finding suitable and relevant articles.

Criteria	Inclusion	Exclusion
Literature Type	- Journal Article (Research Article)	- Book, - Book Chapter, - Book Series journal (Systematic Review)
Language	English	Non-English
Timeline	Between 2014-2023	Before 2014

Phase 4: Summarizing the Evidence

For this review, articles were collected using 2 databases: Publish or Perish and Google Scholar. The first process uses predetermined keywords, there are 60 of the articles, books, book chapters that have been found and collected into the Mendeley application to then be selected based on inclusion and exclusion criteria. There are 5 articles that are duplicated and immediately rejected. Furthermore, there are 55 soft files that will be processed and selected based on predetermined criteria. In the second process where books, book chapters, book chapter journals using the systematic review method, and published before 2014 were filtered and removed from the list of choices for review. This process leaves 30 journal articles which are sorted and analyzed based on criteria. The final process was to issue 10 articles from Publish or Perish as many as 6 and Google Scholar as many as 4.

Phase 5: Interpreting the Findings

The final phase of PRISMA is interpreting the findings from the 10 selected articles based on the criteria. These 10 articles have been divided into qualitative, quantitative and mixed methods. Five articles use the qualitative method, three use the quantitative method, and the remaining two use the mixed method.

FINDING AND DISCUSSION

The Relationship of Hybrid Flexible Learning and Liberal Arts Education

Hybrid Flexible Learning and Liberal Arts Education are two distinct concepts of education, and their recognition in English language teaching varies depending on the context. Overall, both Hybrid Flexible Learning and Liberal Arts Education have their place in English Language and Teaching, and can contribute to the development of students' language skills and overall education.

While hybrid education is a relatively new concept since the epidemic, it has long been used in higher education. There's also no denying the effectiveness of in-person learning with the interpersonal attention and engagement between student and instructor. However, as we emerge from the pandemic, it is clear that many of these temporary changes will inevitably be the reality of the future. As hands-on learning becomes more important in today's job market, however, we may find experience-based learning is more

suited for student-teacher interactions, while classroom material may be better delivered online.

“Blending the best of face-to-face instruction with the flexibility of online learning can enhance the higher ed experience for all types of learners, lower the cost of a degree and better prepare students for the workforce”

It's this crossbreed of the two educational learning methods that will unlock the ability to give students what they want in a way that online-only or pure face-to-face does not allow on its own. Students are looking for new-age value when making their college decision. They are looking for a learning environment that will allow them to exchange information and experiences, create new relationships, and find career prospects. (Dr. Jeffrey R. Docking, 2022)

Hybrid Flexible Learning and Liberal Arts Education Evolved Over Ten Years

The future of education will involve hybrid learning, which is defined as learning that occurs both offline and online at the same time (Ortega et al., 2023). Educators have discovered that a certain degree of flexibility is required both in the now and in the future. While face to face learning will remain an essential component of education for the foreseeable future. We now realize the necessity to provide a variety of channels so that we can respond to both serious problems, such as a worldwide disaster, and daily interruptions to effective education. In addition to making education more accessible to people with disabilities, hybrid teaching also enables educators to travel to distant locations, keeps students in touch during extended absences, and gives both teachers and students exposure to the most recent communication technologies.

Hybrid flexible learning in education will be the effectiveness ways in learning evolved ten years, it because hybrid flexible are determined by 1) stress the importance of positive interactions between students and teachers, 2) regular communication encourages student engagement, 3) make use of technology has a huge impact on schooling. (Umiyati, 2022)

Hybrid Flexible Learning and Liberal Arts Education in English Learning Teaching in Indonesia

As mentioned before, the Hybrid Flexible Learning and Liberal Arts Education can contribute to the development of students' language skill.

Pedagogy, andragogy, and heutagogy are three educational concepts that are relevant to hybrid learning in English language teaching. Pedagogy refers to the teaching methods and strategies used to instruct children and young learners (Bansal et al., 2020). In the context of hybrid learning, pedagogical approaches can be employed to engage students in both face-to-face and online environments. Teachers can use various techniques such as lectures, group discussions, interactive activities, and multimedia resources to deliver English language content effectively. In a hybrid learning environment, pedagogy focuses on maintaining a balance between synchronous (real-time interaction) and asynchronous (self-paced learning) activities to cater to different learning preferences and needs.

Andragogy is a teaching methodology that emphasizes self-directed learning and active participation among adult learners (C Jones, K Penaluna, 2019). Unlike children, adult learners have different motivations, experiences, and learning styles. In hybrid English language teaching, andragogy can be incorporated by providing opportunities for adults to take ownership of their learning. Teachers can encourage independent research, problem-solving, and critical thinking skills through collaborative projects, discussions, and real-life applications of the language. Hybrid learning platforms can offer resources and materials that allow adult learners to personalize their learning experience, thereby increasing their engagement and motivation.

Heutagogy is a learner-centered approach that focuses on self-determined learning. In a Heutagogical model, learners have control over the learning process, including setting their learning goals, choosing resources, and evaluating their own progress (Glassner & Back, 2020). In hybrid English language teaching, heutagogy can be facilitated by providing learners with a range of learning materials, tools, and platforms to explore and discover knowledge independently. Teachers can act as facilitators, guiding learners in their self-directed learning journeys and providing feedback and support when needed. Heutagogical approaches in hybrid learning encourage learners to develop critical thinking, problem-solving, and lifelong learning skills.

There were several advantages of hybrid learning model in the virtual platform: we emphasize flexible communication between students and teachers, clarity of information, professional and academic flexibility, exchange of experience during the development of thinking, virtual exchange of ideas, that can stimulate the development of competences, promoting independent work and language teaching, which are related to raising the quality of higher education (Sun et al., 2022).

CONCLUSION

As stated in the Introduction, the research was carried out in order to investigating how Hybrid Flexible Learning and Liberal Arts Education were recognized in English Learning Teaching, how they evolved over ten years, and how they are used in English Learning Teaching in Indonesia. This study has identified that Hybrid Flexible Learning and Liberal Arts Education have their place in English Language and Teaching. They can contribute to the development of students' language skills and overall education. The Hybrid flexible learning will be the effectiveness ways in learning evolved ten years, it because hybrid flexible is determined by stress the importance of positive interactions between students and teachers, regular communication encourages student engagement, and make use of technology has a huge impact on schooling. That's why hybrid flexible used in higher education, beside that the future of residential colleges is not face-to-face or online, but an intelligent blend of both.

The hybrid flexible itself is immersive and experiential. It develops learning experiences aimed at reaching and engaging today's modern learners. Students are looking for something of worth. They want majors that are relevant with their careers, and they want the flexibility to be on campus in conjunction with online learning.

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