



## **NARRATIVE INQUIRY; PERSPECTIVE OF LECTURERS AND STUDENTS IN IMPLEMENTING HYBRID LEARNING PROCESS IN THE NEW NORMAL ERA**

Nabila Syafi'atulKhoir

State Islamic Institute, Kudus, Indonesia

---

### **Article Info**

Accepted: August 3<sup>rd</sup>, 2022  
Published : September, 2022

### **Keywords:**

Hybrid Learning, New Normal,  
Inquiry Narrative, Student -Lecturer  
Perspective

### **\*Correspondence Address:**

Nabilasyaf67@gmail.com

### **Abstract**

This research aims to investigate the implementation of hybrid learning in the perspective of lecturers and students. This research examines the experiences of English lecturers and students in implementing hybrid learning during the new normal era. To capture the teacher's story, an inquiry narrative was adopted. The research data collected based on interview guidelines and presented through narrative frames and narrative boxes. The results indicate that lecturers teach English in hybrid learning by applying different online platforms. Then the campus was focused on using virtual classrooms and WhatsApp as the main platforms in online classes because they had been linked to the campus. In addition, the learning process, internet connectivity, awareness of students' self-study, and learning scheduling are obstacles in applying hybrid learning in the new normal.

---

## **INTRODUCTION**

Several months ago, the existence of the Covid-19 virus outbreak had worried the Indonesian people. The Indonesian government has made various prevention efforts, as an anticipatory step to rupture the bonds of the spread of covid-19, starting from requiring people to avoid crowds, maintain cleanliness, maintain body immunity, wear masks, drink more water, and various other recommendations in accordance with health protocols.

The outbreak of COVID-19 has taken a major influence on the education world. Through Nadim Anwar Makarim as the Minister of Education and Culture of the Republic of Indonesia, many countries, including Indonesia, have issued several

guidelines to regulate learning activities during the pandemic. Virtual learning that relies on the use of technology is mandatory for all educational institutions in Indonesia. Therefore, virtual learning is dependent on internet connection and technological devices completely. (Adedoyin, 2020)

Recently, the new normal era was introduced in Indonesia. The Green Zone Institution is permitted by the Education and Culture Office to carry out the learning and education process on the condition that certain conditions must be met, such as: Compliance with health guidelines. In this case, hybrid learning is the appropriate system to apply. Furthermore, the system of hybrid learning is closely related to the developments of technology and it is suitable for this century. Hybrid learning is defined as "the thoughtful integration of face-to-face learning experiences in the classroom with online learning experiences" (Garrison, D. R., & Kanuka, 2004). While there are many challenges to adopting hybrid learning in most developing countries, it is widely regarded as the most efficient and effective learning approach (Kintu, M. J., Zhu, C., & Kagambe, 2017). This was proposed by (Dziuban, C., Graham, C., Moscal, P. D., Norberg, A., & Sicilia, 2018). They believe that hybrid learning supplies an effective and efficient learning environment. Therefore, the integration of gadgets technology and providing teacher-student interaction requires a greater powerful and green coaching, training and learning process.

Lately, many researchers are interested in conducting study on the existence of hybrid learning. Many empirical study were performed to take a look at the excellent of combined mastering from numerous aspects. This study investigates the experience of teaching English lecturers and the learning experiences of students in implementing blended learning on campus. Through the narrative inquiry methodology, the experiences of English lecturers and students applying blended learning during the new normal are explored more deeply. This methodology interprets a person's experience expressing their life. It is possible that in narrative inquiry, researchers also create space for others to make the personal experiences of teachers and students their intellectual expertise and knowledge. (Connelly, F. M., & Clandinin, 2006). So, the research question was posed in the context of this study: To what extent do English language lecturers and students apply hybrid learning as their professional experience?

## **RESEARCH METHODOLOGY**

### **Design**

This study investigates the direct experience of English lecturers and students in the application of hybrid learning. Due to the nature of the data used in the form of hierarchical experiences, narrative research methods are used. As a design of study, this narrative study center on examining individuals and collecting data from personal experiences and stories (Creswell, 2012). This study design also conveys an understanding of how the lives of teachers and students intertwine their social and individual aspects, and then how larger social and institutional narratives shape the experiences in which they live.(Clandinin, 2006). In this research, researchers are directly involved in exploring the life experiences of lecturers and students and understanding these experiences in the process of making meaning. Lecturers and students share their professional experiences in implementing hybrid learning, it includes perceptions, challenges, problems, strategies and solutions to deal with it and how that can influence their professionalism.

### **Recruitment of Participants**

After agreeing to continue the in-depth discussion, the researcher concluded that, in order to understand hybrid learning, three lecturers and four students who implemented hybrid learning were consciously or deliberately selected as participants. Three lecturers and four English students from IAIN Kudus filled out an open questionnaire given by researchers and doing interview to gather more in- depth information about the perceptions and practices of lecturers and students on hybrid learning applications.

### **Data Collection and Analysis Procedures**

The results of this study were collected through semi-structured interviews with lecturers and students about their expert experiences in applying hybrid learning in the new normal. To gain access and data, first, the researchers came to campus to conduct interviews with lecturers who were participants in this study about their identity and past professional experiences in teaching English during the pandemic. The researcher also conveys the aim of this research and distributes the results of

the interviews in a narrative frame and narrative box. Second, the researcher conducted a second meeting with the lecturer by interviewing to gain a deeper understanding of the information about the lecturer's personal experience. Related to the design of this study, obstacles and solutions involved in applying hybrid learning. It collected by documenting their stories. Finally, when the information in the interview was found to be unclear, the researchers asked for more information via WhatsApp.

To identify the data in this study, the researchers managed to get a complete descriptions and achieve a global understanding of the participants' stories by reading the interview transcripts repeatedly for several times. After that, the researcher analyzed the related themes with a study framework and a narrative inquiry room that encompass the aspirations of the past, present, and future. Table 1 indicates the research themes and approach of coding in analysing data.

**Table 1.** Coding Procedure

Lecturer Experience

Code Meaning

L1 Lecturer1

L2 Lecturer2

L3 Lecturer 3 Student

Experience S1

Student1

S2 Student2

S3 Student3

S4 Student4

**RESEARCH FINDING**

The findings in this study have 2 perspectives: 1. Based on the perspective of the lecturer, 2. Based on the student's perspective. Then each is broken down into 3 themes: 1) Implementation of Hybrid learning on campus, 2) Responses of lecturers/students in Hybrid learning, 3) Barriers to implementing Hybrid learning

## A. PERSPECTIVES OF LECTURERS/TEACHERS

### Implementing Hybrid Learning in The Classes

The government officially implements the new concept normally, in July 2020. In the field of education, The government has started issuing guidelines to enable face-to-face learning in green zone schools. Nevertheless, they still have to meet several requirements in carrying out their educational interests to be able to study on campus. Consequently, hybrid learning is considered as the right teaching method to be applied in this new normal era. Regarding blended learning, the three lecturers L1, L2, and L3 gave the same answer.

#### Excerpt 1

*Blended learning is not a new concept for me, it is an old teaching concept by mixing online and conventional learning. I have actually known this concept for a long time, and without realizing it, I have applied it, because I will give assignments to students via WhatsApp or email if I am unable to teach students in class face-to-face. At the end of the material that I have given, there are assignments and my students must submit their assignments according to the deadline that I gave, via WhatsApp or email.*

Meanwhile, L2 claimed that since the campus started applying face-to-face learning in the new normal era, L2 had applied hybrid learning.

#### Excerpt 2

*Hybrid Learning is a fusion of face-to-face and online learning. This is in appropriate with government recommendations. I applied this learning concept recently.*

This, added by L3, is connected to the application of hybrid learning.

#### Excerpt 3

*I was aware of this concept long before the pandemic. Hybrid Learning has been officially implemented on campus since last*

*July. This learning is implemented to long distance learning. This is in line with campus policy.*

In addition, three lecturers explained how they applied and amalgamated the concept of hybrid learning (face to face and online). L1 organizes its courses in a 50% offline and 50% online system. Learning is conducted at the same time by leveraging the Google Meet platform for those taking online learning..

#### Excerpt 4

*I organize my classes on a 50% face-to-face and 50% online system. Learning is done at the same time. Then I used my cellphone to record the face-to-face learning process that was connected to a google meet account for students taking online learning. After that, there is a quiz at the end of the lesson as an evaluation for students.*

L2 tells that the material is given in face-to-face meetings and then in online learning or online classes. L2 gives assignments.

#### Excerpt 5

*I give material in face-to-face meetings and provide enrichment in online classes. For example, when the material for scanning text for the specific context is done face-to-face, I explain what scanning is and what are the tips and tricks for working on long text questions using scanning techniques. Then at the next meeting in the online class, I discussed the previous topic and I also asked for feedback or feedback from students by doing assignments. So that my students can better understand the concepts of the material I convey.*

In addition, L3 said that before the online meeting has started, some preparatory work had been done. L3 shared materials and guides students through WhatsApp groups. Then L3 will explain the material again in the offline meeting. And students can discuss together in offline class if they founded difficulties in understanding material.

#### Excerpt 6

*I provide material in the form of video recordings of me teaching and PPT to students via WhatsApp groups. Then at in a face-to-face meeting, I re-explained the material. Furthermore, students' difficulties or learning objectives that have not been achieved can be discussed and resolved during face-to-face meetings.*

Based on the rules for dividing the schedule between online and offline classes, the three lecturers had the same answer. The schedule has been arranged and determined by the campus in its implementation. There is a time reduction for each meeting during this new normal. Then for class division, each lecturer has a different concept. This is done to maintain social distancing as expected by the government. Therefore, the application of blended learning in the new normal is done by reducing the time duration and dividing students into several groups in each meeting.

#### Excerpt 7

*My class is divided into 2 groups. The first week of group 1 took part in face-to-face learning and group 2 took part in online learning. The 2nd week of group 1 took part in online learning and group 2 took part in face-to-face learning. For the time has been scheduled from campus.*

#### Excerpt 8

*50% of students who are absent early take part in face-to-face learning in the first 1 hour then 50% of students who are absent late take part in face-to-face learning in the second 1 hour. For the schedule, I follow the schedule from campus.*

#### Excerpt 9

*Schedules are carried out alternately according to the rules of the campus.*

## **Lecturers' Responses to the Implementation of Hybrid Learning on Campus**

Furthermore, The implementation of hybrid learning, or a fusion of online and offline learning, applied on campus in the COVID-19 pandemic was also well received by three English lecturers. Although there is some constraint in the implementation. However, Hybrid learning is considered better than fully online learning by them.

### Excerpt 10

*In my opinion, blended learning is more effective and efficient than full online learning. Especially in the process of learning to teach English. Some materials, questions, and practices that require more explanation during online classes and can be explained and developed in face-to-face classes. To achieve learning objectives, blended learning is the right method.*

### Excerpt 11

*A mix of face-to-face and online learning reaps better results. If the learning goals and targets have not been achieved during online learning, I can continue through face-to-face classes.*

### Excerpt 12

*In online learning, most of the students, when I ask questions, are silent and tend to be passive, but in face-to-face classes, students become communicative and active. For me, face-to-face classes can be used to provide feedback, and I can monitor my students' progress. I prefer mixed learning for my classes.*

In addition, the three lecturers also considered that the platform and technology in this learning are factors that can support the success of the hybrid learning process. In addition, the three lecturers also stated that they use the same learning management system (LMS), that is, they use the same online platform in practice that is applied to students.

### Excerpt 13

*At the beginning of blended learning, I used YouTube as a*



*medium for my students who took online learning. But after using these platforms several times, I think the learning process is less optimal and it is not effective for English speaking courses. Finally I switched to google meet. Besides being more communicative. Besides being able to be more communicative, this platform is more economical, according to my students. In addition, I also use the main platform from the campus, namely the virtual classroom to manage student attendance and as a medium for collecting student assignments.*

#### Excerpt 14

*I uploaded a video explaining the material on youtube, I shared the link and sent it to the student's WhatsApp group, one day before the class schedule for them to study early. So during face- to-face learning I only explain parts that students don't understand. Then at the same time I held a google meet for my students who took online learning. For lecturer and student attendance, use the virtual classroom platform that has been provided by the campus.*

#### Excerpt 15

*I use Google meet for online classes. And send material on whatsapp that has been arranged via a code so that it can be directly connected to the campus.*

In applying a hybrid learning, students must be motivated to learn by self. In addition, lecturers have an important role to play in applying hybrid learning process. The result also shows that three lecturers were taken training sessions to improve their skills.

#### Excerpt 16

*My endeavor is to participate in webinar training to develop my ICT skills and I am sharpening my knowledge of how to get information and insight on how to use hybrid learning effectively.*

#### Excerpt 17

*I also participated in the training of English teachers to develop the application of hybrid learning which was facilitated by several universities in Indonesia.*

#### Excerpt 18

*After I actively participated in the hybrid web mobile learning training, now I know and understand what I didn't understand before, namely understanding how to apply hybrid learning correctly.*

Based on the lecturer's story, they actively participated in the training to support success in doing blended learning. As a result of actively participating in the training, they learn how to develop lesson plans, provide assessments, and how to make the learning process effective. Then in relation to the effectiveness between blended learning and full online, from the words of the three lecturers, they support blended learning more than full online learning in the new normal learning process.

#### **Obstacles during the Implementation of Hybrid Learning**

According to the lecturer's story, the lecturers discovered several obstacles in applying of hybrid learning. Most of the barriers are in online classes; this includes student motivation and facilities. In addition, the length of time can be an obstacle for students in applying hybrid learning in the new normal. The expression from L1 that the material cannot be defined in specification in virtual classes due to allocation of time, student motivation, internet connection balance, and schedule arrangement.

#### Excerpt 19

*Due to the limited time allocation, I cannot explain the material in detail. Meanwhile, I find my students don't take online classes because they have unstable internet connection, besides They have different self-awareness to follow the learning.*

Meanwhile, L2 and L3 also encountered obstacles in applying hybrid learning. The expression is in accordance with L1. It is difficult for teaching English lesson maximally

as a second language in online learning. Other similar obstacles are also related to unsupported internet connection and internet balance. Then, the next obstacle includes student motivation and scheduling arrangement.

Excerpt 20

*I find it a little difficult to teach grammar in online classes, due to low student motivation and unstable internet connection or internet balance.*

Excerpt 21

*My students often find signals that are not supported or lose signals so that it makes my students unable to follow the class from start to finish. When I give English material to students in the form of videos, I can't know and control whether my video material has been accessed and studied by students or not. Students will be passive in online classes if they do not understand the material I provide.*

In relation to the previous theme, obstacles in the use of Hybrid learning is such as the balance of the signal of student internet connections, scheduling, and how to incorporate online and face-to-face learning, L1 state that the government and campuses have provided solutions with students was given internet balances. In addition, the government also cuts the time allocation of the learning process in this new normal period and lowers competency standards by not achieving curriculum targets, but only for learning experience.

Excerpt 22

*On this campus, every student is provided with balance services in the internet form of quotas. The amount of monthly quota given is 10GB. The government also provides facilities in the form of internet credit for lecturers and students of 15GB/month. Fortunately, the duration of the learning process is shortened and the process is only for experiential learning rather than achieving curriculum targets. I believe that the curriculum targets can be achieved by implementing hybrid learning.*

## B. STUDENT PERSPECTIVE

### Applying Hybrid Learning in Class

Universities have used the blended learning method in lectures. Students are the main key to successful learning. During the learning process, students' understanding and attitudes are one of the factors that influence the educational activity process and it have a major impact on the learning outcomes achieved. Therefore, the authors need to conduct research to find out how students' perspectives related to blended learning methods. To find out, the researchers conducted interviews with 4 students of IAIN KUDUS majoring in English. In terms of blended learning, these four students had the same response regarding their understanding of blended learning. This method is a fusion method between virtual and offline learning.

Excerpt 23

*Hybrid learning is a combined learning method of offline and online learning. I have known this method since before this campus implemented it. I know from the media.*

Excerpt 24

*This method allows students not only to study in class, but also by being remotely online. I've only known this since this campus applied this method in learning.*

Excerpt 25

*This method is a fusion of online and face-to-face*

Excerpt 26

*Hybrid Learning is online learning which is interspersed with face-to-face learning with lecturers in class.*

Furthermore, here, the four students told how they implemented blended learning

(online and offline). S1 and S2 take lessons according to the schedule that has been determined by the lecturer. In the speaking course, S1 said that the lecturer set the learning schedule by giving and explaining the material in the first week of online learning using the google meet platform, then in the following week students did exercises and practices in face-to-face learning.

Excerpt 27

*Each lecturer has different rules in carrying out this blended learning, I only follow the schedule that has been set by the lecturer. Today in speaking class, the lecturer arranges the learning schedule by giving and explaining the material in the first week of online learning using the Whatsapp and google meet platforms, and the following week I do practice and practice speaking English in face-to-face learning.*

Masters often encounter the system of learning, where the lecturer divides 2 groups into 1 class. And the learning system is a fusion of online and offline learning.

Excerpt 28

*Students follow the direction of the lecturer. The concept that often occurs is that the lecturer divides 2 groups into 1 class, 50% takes face-to-face learning and the other 50% takes online learning. Online learning is carried out using the Google Meet platform and Virtual class. Combined learning is carried out at the same time.*

While S3 said that lecturers were uncertain in arranging online or offline class schedules. Depends on the subject matter studied.

Excerpt 29

*Some lecturers are erratic in setting the schedule. Depending on the material, if the material is theoretical then learning is held fully online. If the material is practical, the learning is held face-to-face.*

*Students take turns. The first group departs in the first 1 hour and the second group departs in the second 1 hour.*

S4 added that some lecturers let students be independent in determining their study schedule. Free to choose to take online or offline learning.

Excerpt 30

*Some lecturers allow students to independently determine their study schedule. If they cannot attend class, due to illness, for example, they can still see some of the material given in face-to-face learning by accessing it online, so they can still be actively involved and don't miss material from their friend.*

### **Student Responses to the Implementation of Hybrid Learning on Campus**

Furthermore, The three students gave a good response to the implementation of Hybrid learning or the integration of virtual and face-to-face learning applied on campus. S1, S2, and S4 assessed that hybrid learning is more effective than full offline or full online learning although there are still some obstacles in implementing it.

Excerpt 31

*This hybrid method provides flexibility in learning activities to students because learning activities are based on student needs. In online learning, materials can be obtained very easily anywhere and anytime through internet access. And if students have not been able to fully understand the material, then students can freely ask questions and ask for additional explanations from the lecturer when face-to-face learning. So in my opinion, this learning method is the most appropriate and better than full online or full offline learning.*

Masters said that blended learning is flexible and does not take up much time. However, learning is still running effectively and efficiently.

#### Excerpt 32

*Blended learning gives students the opportunity to study at home or outside the home and the time can be adjusted. Besides not taking up a lot of time, this method also provides wider opportunities for students to access materials and other learning resources in online learning. And when it's my turn to take part in face-to-face learning, I can ask as much as I want about material that I didn't understand before.*

This is the same as S4, S4 stated that hybrid learning is the most suitable method to be applied in learning. In addition, this concept took up a lot of time for him. So that he can have time to develop his soft skills.

#### Excerpt 33

*In my opinion, blended learning is the right method to be applied today. This concept does not take much time. So that I can have time to develop my soft skills outside of campus learning. I can balance academic and non-academic matters well. Actually, if students have high motivation in learning, whatever method is applied in learning will definitely run effectively and efficiently. So it all depends on the student.*

Meanwhile, S3 revealed that he often found lecturers who suddenly gave face-to-face learning schedules. He prefers a full online or full offline learning system.

#### Excerpt 34

*Some lecturers are erratic in setting a face-to-face schedule. I often meet lecturers who suddenly schedule face-to-face learning. Lucky for students whose homes are close to campus, but what about students who need 60 minutes or more to travel to campus from their homes, like me. So I prefer full online or full offline*

*learning with a structured schedule.*

In addition, the findings show that one of factors that affect the effectiveness of the hybrid learning process is technology and learning platforms. The findings reveal that in practice, the three lecturers have a learning management system (LMS) that is applying the same online platform in the learning process.

Excerpt 35

*In using the online platform, the majority of my lecturers use google meet.*

Excerpt 36

*Lecturers follow the wishes of students, my class agreed to use the google meet platform because it is more efficient and effective.*

Excerpt 37

*Lecturers who teach in my class mostly use Google Meet, some use Zoom and Google Classroom.*

Excerpt 38

*Our class agreed to use google meet in all courses.*

### **Constraints during the Implementation of Hybrid Learning**

According to the story, the students who were participants in this study, found several obstacles in implementing blended learning. Problems arise in both online and offline classes; this relates to setting the schedule and time allocation specified in face-to-face learning. In addition, student motivation and an unstable internet network can be an obstacle for students in online learning. S1 said that internet connection and internet balance were the obstacles in online learning. In line with S2. He could not follow the online learning fully, because the signal is difficult to stabilize.

Excerpt 39

*My problem often comes when taking learning online. The internet*



*network is not stable and the signal is not supported, resulting in me often leaving google meet suddenly. As a finding, I was not able to follow the lessons to the fullest.*

Excerpt 40

*I often do not follow online learning in full, because of the missing signal. Especially when it's the rainy season like this. Signal is difficult to stabilize.*

Meanwhile, S3 stated that the problem was when the lecturer suddenly gave a face-to-face lecture schedule.

Excerpt 41

*The Location of my house is quite far from campus, my vehicle also alternates with my brother, the problem for face-to-face learning is when the lecturer gives a face-to-face lecture schedule suddenly.*

Meanwhile, S4 admitted that he was less enthusiastic about participating in online learning.

Excerpt 42

*In online learning, When my lecturer sends material from YouTube. Honestly, I was often late watching and listening to the video, I never even watched it. And I did realize that I lacked enthusiasm for online learning.*

## **DISCUSSION**

This research explores the perspectives of lecturers and students in the application of hybrid learning on campus and this research discuss the professional experience of English lecturers and students in applying hybrid learning in the new normal period. These results demonstrate the high level of professionalism of the lecturers involved in this study. In terms of teaching strategies, three English teachers were noted to experiment with innovative teaching, such as: Using various virtual platforms (e.g.

YouTube, PowerPoint, Google Classroom and Zoom Meeting). All three lecturers said that full virtual learning was not being applied effectively. These findings also show that students try their best to follow the direction of the lecturer in managing their learning concepts in applying blended learning. However, in its application there are bound to be obstacles. Of course, these obstacles can interfere with the educational activities process. One way with this finding, a recent study by (Watson, 2020) discusses that one of the dares that specify the smooth running of learning process were teachers' experience with technology.

The results of this research also showed that the lecturers who participated in this research preferred hybrid learning. The same is true from a student's point of view. Three of the four students who engaged in ASI in this research said they preferred hybrid learning. This learning method is expected to give preferable results than fully online or offline learning, although there are still some challenges and obstacles in implementing it. Many linguists consider blended learning to be an effective and ideal learning approach because of the accommodation of strengths for technology-based instruction and face-to-face interaction (Garrison, D. R., & Vaughan, 2008); (Lalima & Dangwal, 2017) Previous empirical studies by (Arifani, Y., Khaja, F., Suryanti, S., & Wardhono, 2019); and (Kuruçova, Z., Medová, J., & Tirpakova, 2018) also bolster the positive side inherent in the implementation of hybrid learning. They believe that hybrid learning is more efficient and effective than fully offline or fully virtual learning. Another work by (Wang, Y., Han, X., & Yang, 2015) explained that students can move from passive to active in a hybrid learning approach. Their results explain the reality that due to the dynamic hybrid learning process; students can work collaboratively and provide them with the facility to interact with others through virtual learning systems. In addition to the outstanding and positive side shown in the application of hybrid learning, This have a look at additionally discovered diverse limitations confronted via way of means of the taking part academics and students. In our interview session, L1, L2 and L3 told that the problems that most arise from online classes include lack of facilities, student self-regulated learning, and unstable internet connections. In our interview sessions with S1, S2, S3, S4 we told that obstacles arise in online and offline learning, including erratic schedule arrangements and shortened time allocations in face-to-face learning. In addition, student motivation and an unstable internet

network can be an obstacle for students in online learning in the implementation of blended learning.

Regarding future aspirations, Lecturers revealed that they are working to find preferable strategies for applying hybrid learning. In other words, teachers are trying to figure out the best way to teach English using hybrid learning. L1 and L2 sees hybrid learning as a great fit for the future; L1 is attracted in applying hybrid learning even after the pandemic is over. The skill of ICT must be applied to the educational activities process and it can provide teachers and students with a fun learning experience. Therefore, hybrid learning can improve the efficiency and effectiveness of the learning experience. At the same time, L2 indicated that students' motivation also supports hybrid learning, so that it will motivate students more about the importance of ICT in learning. According to (Kintu, M.J, Zhu,C., & Kagambe, 2017), they argue that the factors for hybrid learning success are personal-motivation, demeanor towards hybrid learning, social and family support, management of workload, ability, age and gender.

## **CONCLUSION AND SUGGESTION**

This research attempt to record the story of three English lecturers and four students about their professional experiences in applying hybrid learning system from a narrative inquiry perspective. This finding explains that any learning process that are carried out only from home in a full virtual manner are ineffective and inefficient. Therefore, hybrid learning can be the right solution for learning process in the current new normal. In applying this hybrid learning, lecturer's expertise is required. Therefore, lecturers must attend training on how to apply hybrid learning effectively. Likewise, for students, student' professionalism experience is needed so that the learning process can be meaningful and quality. With regard to online platforms, the lecturers used various online platforms to lesson in virtual classes such as google meet, Google classroom, zoom meeting and WhatsApp. Virtual classrooms and WhatsApp as the main platform in the campus because it is programmed to be able to connect with the campus. Furthermore, based on the direct experience of the teacher. It can be concluded that the factors that can influence the success of implementing hybrid learning during this pandemic are the motivation of student learning, internet connectivity and student school schedule arrangements. In this research, students' obstacles in participating in virtual learning are internet connection; unstable internet

connection resulted in students being forced to not attend class. And another obstacle, students objected if the lecturer gave a face-to-face learning schedule suddenly and students did not have the cost of gasoline to go to campus in offline learning. Finally, this study concludes that lecturers are fascinated in keeping on to apply hybrid learning in the learning process. They try to discover corresponding ways, tools, and strategies for implementing hybrid learning. According to the results of this study, future researchers are suggested to conduct similar research at different extends of schools and lecturers. This distinction will explain the various perspectives, values and beliefs presented between teachers and students in different locations.

## REFERENCES

- Adedoyin, O. B. (2020). COVID-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, *Interactive Learning Environments*,. doi.org/10.1080/10494820.2020.1813180%0D
- Arifani, Y., Khaja, F., Suryanti, S., & Wardhono, A. (2019). (2019). The influence of blended in-service teacher professional training on efl teacher creativity and teaching effectiveness. *The Southeast Asian Journal of English Language Studies*, *25(3)*, 126–136. doi.org/10.17576/3L2019-2503-10
- Clandinin, D. J. (2006). (2006). Narrative inquiry: A methodology for studying lived experience. *Research Studies in Music Education*, *27(1)*, 44-54. doi.org/10.1177/1321103X060270010301
- Connelly, F.M., & Clandinin, D.J. (2006). Narrative inquiry. In J.L. Green, G. Camilli & P.B. Elmore (eds). *Handbook of Complementary Methods in Education Research* ( Pp.477-488).
- Creswell, J. W. (. (2012). Educational research: planning, conducting and evaluating quantitative and qualitative research. *Bostom, M.A : Pearson*.
- Dziuban, C., Graham, C., Moscal, P.D., Norberg, A., & Sicilia, N. (2018). Blended learning: the new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, *15 (3)*, 1-16. doi.org/10.1186/s41239-017-0087-5
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: uncovering its transformative potential in higher education. *Internet and Higher Education*. %0Adoi.org/10.1016/j.iheduc.2004.02.001%0D
- Garrison, D. R., & Vaughan, N. D. (2008). (2008). Blended learning in higher education. *San Francisco: Jossey-Bass*.
- Kintu, M.J, Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education*,.

doi.org/10.1186/s41239-017-0043-0A

Kurucova, Z., Medová, J., & Tirpakova, A. (2018). (2018). The effect of different online education modes on the English language learning of media studies students. *Cogent Education*, 5(1), 1–13. doi.org/10.1080/2331186X.2018.1523514

Lalima & Dangwal, K. . (2017). (2017). Blended learning: an innovative approach. *Universal Journal of Educational Research* 5(1): 129-136. doi.org/10.13189/ujer.2017.050116

Wang, Y., Han, X., & Yang, J. (2015). (2015). Revisiting the blended learning literature: using a complex adaptive systems framework. *Journal of Educational Technology & Society*, 18(2):380-393.

Watson, E. (2020). (2020). Education: The potential impact of social media and hashtag ideology on the classroom. *Research in Social Sciences and Technology*. doi.org/10.46303/ressat.05.02.3