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**The Effect of the Hybrid Learning Model on Produktive Fertigkeit Subject Learning Outcomes, Students of the German Language Study Program FKIP Unpatti Ambon**

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**Abstract.** This research was stimulated by the low learning outcomes of Produktive Fertigkeit subject due to students' lacked of understanding of Produktive Fertigkeit subject, and learning resources that have not utilized technology in teaching and learning activities. The purpose of this study was to determine the effect of the Hybrid Learning Model on the learning outcomes of Produktive Fertigkeit Subject, Students of the German Language Education Study Program. This research was an experimental research with one group pre-test and post-test design. The population was students of the FKIP German Language Education Study Program with a sample of 18 students. The data obtained in the form of test scores, that is the pre-test before applying the Hybrid Learning Model and the post-test after the application of the Hybrid Learning Model. The instrument used was a written test. Data was processed using paired t test. The results showed that t-count = 12.505 at a significance level  $\alpha = 0.05$  which was higher than t-tab = 2.110. Thus, the results of the calculations showed that there was an influence of the Hybrid Learning Model on the learning outcomes of Produktive Fertigkeit subject. Therefore, it is recommended to apply the Hybrid Learning Model in order to improve Student Learning Outcomes.

Keywords: Hybrid Learning Model, Learning Outcomes

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**INTRODUCTION**

In recent development, writing is an important skill to master, both in the world of education and work. Therefore, in the German Language Education Study Program, writing ability is one of the subjects taught at different levels. These levels follow linguistic competence (*Sprachkompetenz*) according to *Gemeinsamen europäischen Referenzrahmen für Sprachen/GER* in Ince (2012) which consists of A1, A2, B1, B2, C1 and C2.

Based on the results of the writing skills of A2-level students in the third semester, it was found that the results were still low. Thus, this research is focused on the writing skills of A2 level, where students are expected to be able to write simple sentences in the form of personal letters. The low writing results are caused by various factors, such as students' lack of

confidence and motivation in writing. To overcome the gaps above, the hybrid learning model is applied in this research.

The Hybrid Learning Model is a learning model that combines face-to-face (offline) learning activities with virtual face-to-face (online) learning. (Galus in Wahyuni 2021). Hybrid learning facilitates students to obtain learning materials via the internet. In addition, with the Hybrid Learning Model, educators will find it easier to monitor students' learning activities.

In the application of the Hybrid Learning Model, the readiness of educators is certainly necessary, especially in providing/managing and developing, as well as applying the Hybrid Learning Model so that students can perform well in the learning process. Regarding the *Produktive Fertigkeit* subject, the use of the Hybrid Learning Model can motivate students and improve learning outcomes. Based on the results of interviews with several students, it is known that they prefer learning from home due to the comfortability and free in expressing their opinions, for example in writing German. In addition, with this model students have the opportunity to be more creative in developing their writing, for example on theme daily (*Alltagsleben*), students can tell their daily activities in writing such as through short messages or E-Mail to classmates.

## **RESEARCH PURPOSES**

This study aims to determine whether there is an effect of applying the Hybrid Learning Model to increasing learning outcomes in the *Produktive Fertigkeit* subject of German Language Study Program students, FKIP Unpatti.

## **THEORITICAL REVIEW**

### **Productive Fertigkeiten Learning Outcomes**

Learning outcomes can be assumed from two words, namely "outcome" and learning. The meaning of the word "outcome" refers to something obtained from a learning activity that is carried out, which produces functional input (Purwanto, 2014: 44). Furthermore, Hamalik (2014: 30) emphasized that learning outcomes are evidence that a learner (student) has learned, which can be seen and observed from changes in behaviour, for example: from "don't know" to "know", from "don't understand" to "understand. Since a person hardly studies, he produces knowledge and understands the subject he has studied.

In relation to the *Produktive Fertigkeit* subject (productive skills) for students of German Language Study Program, the learning outcomes are how students are able to express themselves by speaking German fluently with proper mastery of German structure and high amount of vocabulary.

Speaking skills (*Sprechfertigkeit*) are one of the skills that play a major role in communication, as stated by Krumm et.al. (2010: 983) quoted by Yasmina (2023) that "*das Sprechen gehört neben dem Hören, Lesen und Schreiben zu den klassischen, vier Fertigkeiten, die im Sprachunterricht ausgebildet werden sollen*", jedoch gilt das Sprechen heutzutage als eine der wichtigsten Zieltätigkeiten. Which mean: speaking is included in the four language skills, and is a very important activity. Abidin (2012: 125) says that in language learning one of the skills that students must master is speaking skills. This speaking skill occupies an important position as it is a characteristic of students' communicative abilities. Speaking skills are basically a person's ability to express ideas, thoughts, or opinions to others through oral language, as speaking is not just about delivering a message but also the process of generating

that message itself. It is further stated that speaking is closely related to the activity of producing ideas.

### **HYBRID LEARNING MODELS**

Hybrid Learning comes from two English words, "Hybrid" and "Learning". The term Hybrid Learning originates from blended learning and was first introduced by Friesen in 1999. Some experts say that the terms Hybrid Learning and Blended Learning have the same meaning, but the two learning models are certainly different. The similarity between the two learning models is that they both utilize technology in learning. Blended learning designates the range of possibilities presented by combining the internet and digital media with established classroom forms that require the physical co-presence of teachers and students. This means that blended learning refers to the various possibilities that exist by combining the internet and digital media with classroom spaces that require the physical presence of teachers and students (Friesen in Rao: 2019).

Further elaborating on the topic, Hendrayati & Pamungkas in Gultom (2022) stated that Hybrid Learning is a learning model that integrates innovation and technological advancements through online learning systems with the interaction and participation of traditional learning models. Hybrid Learning enables learning to become more professional in addressing learning needs in the most effective, efficient, and appealing way. The advantages and benefits of learning with the hybrid method are: 1) Expanding the reach of learning/training; 2) Ease of implementation; 3) Cost efficiency; 4) Optimal results; 5) Adapting to various learning needs, and 6) Enhancing the appeal of learning.

### **RESEARCH METHODS**

This study used a quantitative method to determine whether there is an influence of the hybrid learning model on the learning outcomes of the productive *Fertigkeit* course. The study was conducted in November 2022 at the German Language Education Study Program, Pattimura University. The population of this study was students of the German Language Education Study Program, Faculty of Education, Pattimura University. The sample used in this study was 18 people, using purposive sampling technique. The instrument used in this study was a writing test (pre-test and post-test). The writing test in this study adopted the form of a test from the Goethe Institute at the A2 level.

### **RESEARCH RESULTS AND DISCUSSION**

#### **RESEARCH RESULT**

The purpose of this research is to determine whether there is an influence of the implementation of the Hybrid Learning model on the improvement of learning outcomes in the *produktive Fertigkeit* subject. Therefore, the data described in this chapter are data on the writing results of students in the *produktive Fertigkeit* subject. The data was obtained from the results of pre-test, treatment, and post-test (Table 4.1).

**Table 4.1. Pretest Posttest Research Design**

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
O <sub>1</sub>	X	O <sub>2</sub>

Before conducting a paired t-test, normality testing needs to be carried out to fulfil the assumption that the data is normally distributed. Normality testing on the sample was conducted using the Shapiro-Wilk test with the following hypotheses:

**Table 4.2 Normality Testing of Sample Data**

	Shapiro-Wilk		
	Statistic	db	Significance
<b>Pre-tes</b>	0,948	18	0,392
<b>Post-tes</b>	0,929	18	0,185

The results of the test shown in Table 4.2 indicate that the Shapiro-Wilk test for the pre-test and post-test data samples are 0.948 and 0.929, respectively, with significance values of 0.392 and 0.185. The significance values for both pre-test and post-test data samples are greater than the alpha value of 0.05, which means that the null hypothesis (H0) is accepted, indicating that the data is normally distributed. In addition to the Shapiro-Wilk test, normality testing of the sample data was also conducted using the Normal QQ-plot, as shown in Figure 4.1. It can be seen that the points are closely scattered around the diagonal line, which leads to the conclusion that the normality assumption of the sample data is satisfied.

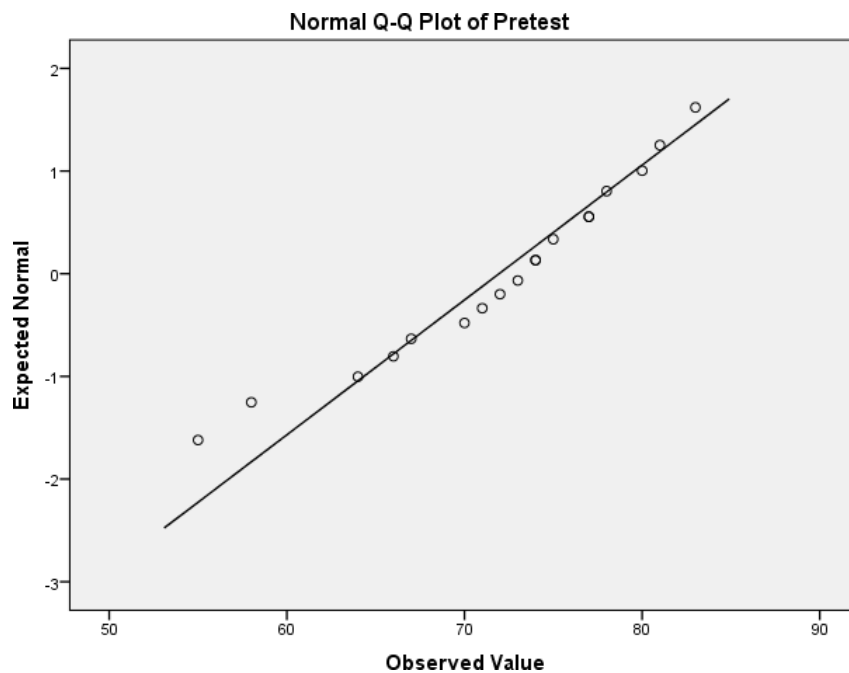


Figure 4.1 Normal QQ-Plot of Sample Data

Afterward, paired t-test was conducted to determine if there is a significant difference between pre-test and post-test data.

Table 4.3 Descriptive Statistics.

	Average	N	Deviation Standard
<b>Pre-test</b>	71,94	18	7,612

<b>Post-est</b>	79,39	18	9,160
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Table 4.3 shows the descriptive statistical results of the two samples, namely the Pre-test and Post-test scores. The Pre-test score has an average of 71.94, which is smaller than the Post-test score of 79.39, with both having 18 data points, representing 18 tested students for Pre-test and Post-test scores. It is also known that the Post-test score has a larger variation or spread of data, which is 9.160 compared to the Pre-test score.

**Table 4.4 Correlation test**

	<b>N</b>	<b>Correlation</b>	<b>Significance</b>
<b>Pre-test &amp; Post-test</b>	19	0,971	0,000

Furthermore, Table 4.4 shows the results of the correlation test between the two data samples. The correlation value of 0.971 indicates a very strong and positive connection between the Pre-test and Post-test scores, where the significance value of 0.000 is smaller than  $\alpha$ , which is 0.05.

**Table 4.5 Paired t-Test**

	<b>Average</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>db</b>	<b>Significance</b>
<b>Pre-test &amp; Post-test</b>	-7,444	2,526	-12,505	17	0,000

The paired t-test results in Table 4.5 show the mean value, standard deviation, t-value, and significance level. The difference between the mean values of the Pre-test and Post-test is -7.444 with a variation or data spread of 2.526. In Table 4.5, the value of |t-value| is 12.505 which is greater than the t-table value ( $df = 17$  and  $\alpha/2 = 0.025$ ) of 2.110. Additionally, the significance value of 0.000 obtained is smaller than  $\alpha$ , which is 0.05. Based on the comparison of the |t-value| with the t-table value and the comparison of the significance value with  $\alpha$ , the decision of  $H_0$  is rejected, meaning that there is a difference in the mean value between the Pre-test and Post-test. Therefore, based on these results, it can be concluded that there is an influence of the Hybrid method on students' writing skills.

## CONCLUSION

Based on the above analysis, it can be concluded that the implementation of the Hybrid Learning model has a significant effect on improving students' writing skills in the *Produktive Fertigkeit* subject, meaning that there is a difference in students' writing skills in the *produktive Fertigkeit* subject after the implementation of the Hybrid Learning model.

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