**CHAPTER I**

**INTRODUCTION**

This chapter consists of seven topics, they are the background of the study, the scope of the study, the research question, the objective of the study, the significance of the study, and the definition of terms.

1. **Background Of The Study**

Non-formal education is an excellent instrument for enhancing lifelong learning since it provides a multitude of advantages that complement conventional education. According to the definition, hybrid learning combines the most beneficial components of online learning with scheduled face-to-face activities and real-world practice. The more sophisticated information technology develops, the greater the necessity for hybrid learning (Brook & Oliver, 2014). Hybrid learning is excellent for fostering more meaningful learning for individuals and groups (Yulia, 2017). Hybrid learning is a viable option because it mixes online theory with hands-on experience.

Hybrid learning combines the advantages of collaborative, autonomous, and problem-based learning to accomplish broad-type learning through the creation of physical and virtual environments and other forms of media (Hawi & Sudira, 2019). Numerous studies on hybrid learning have demonstrated that the hybrid learning strategy that has been established has received positive responses in terms of its deployment and development (Dwiyogo, 2018). Hybrid learning can be utilized in Indonesia due to its relevant qualities.

Hybrid learning is necessary in Indonesia due to the country's current motto, "Indonesia Maju" (Indonesia Moving Forward). According to Kurniawan et al. (2021), the Indonesian government encourages all citizens to be technologically literate in the government, health, agriculture, and education sectors as the primary means of shaping the nation's future. Manners and instruction imparted by educators in formal and non-formal education units should shape the current generation. Many educational institutions are still hesitant to use hybrid learning as a learning approach. Unfortunately, there are still many educational institutions

that are still in doubt about using hybrid learning due to so many problems in the learning process. Hybrid learning could be the best solution because it combines the advantages of the current face-to-face class environment with the use of electronic media for learning. It is supposed to be a progression from traditional face-to-face classes to a pure electronic learning environment (Kurniawan, Pramana, & Budianto, 2021).

Lack of sufficient infrastructure and availability of technology can pose obstacles to the successful integration of hybrid learning. Tshabalala, Ndeya-Ndereya, and Merwe (2014) compiled the following list of obstacles that impede the implementation of hybrid learning: "lack of policy; lack of faculty support; lack of technology and computer skills; large class sizes; and inadequate technological resources" (p. 108). In a similar vein, Smith and Hill (2019) cited a number of limitations, such as the need for hybrid learning to have defined goals and objectives (p. 389). In addition, Mirriahi, Alonzo, and Fox (2015) found that the absence of an institutional definition of hybrid learning, as well as the lack of staff capability to interact with hybrid learning, increases the likelihood of misinterpretation of hybrid learning concepts and practices. As an illustration, the case study conducted by Tshabalaha et al. (2014) in South Africa evaluated the academic staff's opinion of hybrid learning in order to identify obstacles. It was discovered that "the absence of a policy on hybrid learning, inadequate staff training, and limited student access to the computer lab" were obstacles to the effectiveness of hybrid learning (Tshabalaha et al., 2014, p. 107). In addition, based on the findings of their research, Smith and Hill (2019) propose that additional teacher training should be provided to the staff prior to the adoption of hybrid instruction. This might be accomplished by an institution with the necessary governance and strategic leadership.

To this day, research on the difficulties that practitioners encounter while implementing hybrid learning in non-formal English learning activities is very limited. This paper acknowledges the diversity of the field, both in terms of activities and participants, and addresses the practitioners, their perspectives, and their concerns by examining the obstacles and challenges they faced when designing and implementing hybrid learning activities. Although the terms "non-formal" and "informal" have been used interchangeably in the literature (Colardyn, 2002), we use the term "non-formal" to refer to learning in the context of planned and structured activities outside of school settings (Eshach, 2007), in which learners' participation is intrinsic and mediated by an educator or facilitator, whom we refer to as "practitioners.".

1. **The Scope of the Study**

This study focuses to find the problem of hybrid learning process in non-formal education setting of one non-formal academy institution in Garut Academic Year 2022/2023.

1. **The Research Question**

Based on the research background above, this research will be formulated based on research questions as follows.

What are the major problems faced by teachers in hybrid learning at one of non-formal English education setting in Garut?

1. **The Objective of the Study**

Concerning the research questions above, the objective of this research is to find out the problems of hybrid learning process in non-formal English education setting.

1. **Significant of the Study**
2. For Students

The results of this study will provide students, particularly students in one of non-formal academy institution in Garut reflection and information terms of hybrid learning.

1. For Teacher

This study is expected to raise teachers’ awareness so that they can improve the quality of teaching with hybrid learning method.

1. **The Definition of Terms**

Concerning of the title, this research will have three terms as follows.

1. **Non-Formal Education**

The term "non-formal education" refers to a variety of organized, structured programs and processes of personal and social education for young people that are conducted outside of the conventional educational curriculum and are meant to increase a wide range of skills and competencies (Shlomo & Mirjam, 2009). Non-formal education is what takes place in settings such as youth organizations, sports clubs, drama, and community groups where young people join together to engage in activities such as working on projects together, playing games, having discussions, going camping, or creating music and drama (Beckerman, Burbules, & Silberman, 2006). Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing (Picciano, 2009).

1. **Hybrid Learning**

Hybrid learning is a form of education that integrates traditional classroom instruction with online instruction in a way that permits its use by anyone (everyone), anywhere (anywhere), and at any time (anytime) (Sudarman, 2018)

Face-to-face activities in learning should not be abandoned since learning that blends face-to-face instruction with online learning is more effective and meaningful than traditional face-to-face instruction alone. Learning is not only dependent on advanced technological capabilities, but it is also, at its core, a process that involves contact between teachers and pupils. (Garrison & Vaughan, 2008)

1. **English Learning**

According to Kurniasih (2016), some nations, such as Indonesia, Vietnam, and China, consider English to be a foreign language. As a result, it is usual practice to refer to the context in which English is learned in these locations as an EFL (English as a Foreign Language) context. People do not use it as a lingua franca or a means of communication in a variety of formal contexts, such as educational activity, governmental activity and law (Kurniasih, 2016).

The teaching of English as a second language can take place in any country, regardless of whether or not the native language is English. Students of English as a Foreign Language learn the language for a variety of reasons, including improving their careers, continuing their education, and passing exams. In most countries, English as a Foreign Language is part of the educational curriculum, particularly in state schools (Kholifah, 2019). In both the junior and senior high levels of education in Indonesia, students are required to study the English language. At the lower levels, such as in elementary schools and in kindergarten, pupils do not have to take English; rather, teachers have the option of teaching it to them as the local content subject, which is also known as (muatan lokal) (Kurniasih, 2016)