A NEED ANALYSIS OF ENGLISH HYBRID LEARNING USING OPEN BROADCASTER SOFTWARE (OBS) THROUGH PROJECT-BASED LEARNING (PJBL) MODEL TO PRIMARY SCHOOL STUDENTS

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| **Abstract:** This study aimed to determine the need for English hybrid learning using the Open Broadcaster Studio (OBS) through Project Based Learning (PjBL) Model. This research applied research and development (R&D) approach. The development model used was ASSURE model. Preliminary study conducted on 37 respondents consisting of 12 teachers and 25 students of primary school at RSI Indonesia School. The results of the study show that the need for English hybrid learning is very necessary to overcome problems found during the learning process. Teachers need teaching model that can support the learning process and provide solutions if students experience obstacles during learning. The results of the research at the needs analysis show that there were obstacles in the implementation of online learning that need to be solved. A learning model that can solve problems occurred in online learning, and also has a systematic learning stages to make students participate actively in learning process and to produce a project that can improve students' creative thinking is crucially needed. This study expected to provide an overview and direction to teachers to continue developing effective hybrid learning and become a resource for further research in hybrid learning model development.  Keywords:  English, Hybrid Learning, Project based Learning, Open Broadcaster Software |

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| **Abstrak:** Penelitian ini bertujuan untuk mengetahui kebutuhan pembelajaran Bahasa Inggris hybrid menggunakan Open Broadcaster Studio (OBS) melalui Model Project Based Learning (PjBL). Penelitian ini dilakukan dengan pendekatan penelitian dan pengembangan (R&D). Model pengembangan yang digunakan adalah model ASSURE. Studi pendahuluan dilakukan terhadap 37 responden yang terdiri dari 12 guru dan 25 siswa sekolah dasar di sekolah RSI Indonesia. Hasil penelitian menunjukkan bahwa kebutuhan pembelajaran hybrid Bahasa Inggris sangat diperlukan untuk mengatasi permasalahan yang ditemukan selama proses pembelajaran. Guru membutuhkan model pembelajaran yang dapat mendukung proses pembelajaran dan dapat memberikan solusi jika siswa mengalami hambatan selama pembelajaran. Hasil dari analisis kebutuhan ini menunjukkan bahwa pada pengaplikasiannya, Pembelajaran daring *(online learning)* ditemukan berbagai kendala. Sebuah model pembelajaran yang dapat mengatasi kendala pada pembelajaran online dan memiliki fase atau tahapan pembelajaran yang sistematis untuk membuat siswa berpartisipasi aktif dalam pembelajaran dan dapat menghasilkan proyek untuk meningkatkan berfikir kreatif siswa sangat dibutuhkan untuk dikembangkan. Penelitian ini diharapkan dapat memberikan pandangan dan arahan kepada guru untuk terus membangun pembelajaran hybrid yang efektif dan menjadi sebuah *resources* untuk penelitian model pembelajaran selanjutnya.  English, Hybrid Learning, Project based Learning, Open Broadcaster Software |

# INTRODUCTION

The 21st century is an era of openness where there are many extraordinary changes caused by technological advances. It is known as the 4.0 century as the century of industrial openness, (Yunus & Mitrohardjono, 2020). The development of technology is increasing rapidly at this time, requiring educational institutions to improve the quality of their instruction through technology in order to better motivate students. According to Dávideková et al., (2017), digital technology will continue to rapidly develop in the years to come. The number of people who implement digital technology is ever-increasing. Not only is digital technology increasing in society, it can additionally be used in dynamic learning environments and can facilitate student learning interactions and activities. In particular, due to the COVID-19 pandemic, in order to reduce the risk of spreading the virus, educational institutions have needed to reconsider meeting completely face-to-face at schools. Because of this, educational institutions today must choose the best implementation of learning, in particular, the use of digital technology.

One of the solutions that had been implemented is online learning. However, even though online learning has provided opportunities for students and teachers to carry out learning activities, problems are still found in the online learning process. Dewantara & Nurgiansah (2020) explained the implementation of online learning during The Covid-19 pandemic has also triggered many problems. Functionally, online learning is considered beneficial for technological modernity and the accessibility to free applications is advantageous, there are still crises or obstacles in carrying out this learning environment. According to Indrawan et al (2020), the crisis in online learning includes students having difficulty mastering knowledge and abilities according to their level, facilities and infrastructure in conducting online learning are still not supportive such as access to electricity, internet, mobile phones or computers, as well as the accumulation of tasks. What is distributed to students is sometimes not equal to the study time. According to the explanations of these experts, it can be concluded that online learning has not been felt optimally and has found many obstacles in its implementation such as a lack of student understanding of the material presented and also internet connectivity problems.

Observing the above situation, educational institutions are currently in this scenario; students must choose the best implementation for their preferred learning style. Ultimately, students can continue to learn effectively and efficiently. Hybrid Learning, a combined learning model between online and offline learning, is one of the choices that schools are implementing because it reduces the risk of virus exposure. According to Hendrayati (2013), Hybrid Learning is a model that combines innovation and technological advances in online learning with interaction and participation from conventional or face-to-face learning models. This model combines classroom and online learning by utilizing available technologies. Of course, to make learning more fun and effective, media is a tool that engages students in the classroom. This is also in line with the opinion explained by Sjukur (2013) the term 'Hybrid Learning' is generally used to describe the combination of both face-to-face and online learning methods. When implementing hybrid learning, it is not carried out entirely online, but face-to-face learning is also available for students as a means of offering supplementary materials that may or may not have been discussed through online lessons.

The use of media in learning will assist educators in carrying out the learning process more effectively and efficiently. The development of technology itself plays a vital role as the teacher conveys information through media in order to increase students' learning motivation. Therefore, the teaching and the learning process can take place effectively and the expected learning objectives will be achieved Widodo & Wahyudin (2018) explains that learning media is a tool that can be used by educators to convey messages to students. This is in line with the opinion of Puspitarini & Hanif (2019) which explains that learning media can be interpreted as hardware or software used in the delivery of materials presented by teachers to students in the learning process. In learning, the media is expected to make the learning process more effective and efficient in accordance with the learning objectives. One example of media that can be used is the OBS (Open Broadcast Software) application. According to Basilaia (2020) Open Broadcaster Software is a recording and support software for live streaming. In line with this opinion, Qorib & Zaniyati (2021) explained that the OBS (Open Broadcast Software) application is very helpful for educators to be able to design learning while recording the lesson and can directly upload the lesson to social media channels and internet-based learning media. This application can be extremely helpful in the hybrid learning process because it can help students when they experience connection problems that may occur during the learning process.

To function such a tool to stimulate creative thinking amongst students, an appropriate learning approach is certainly needed. Therefore, educators should choose an appropriate method to teaching through the different learning styles. Rusman (2018) defines the learning approach as the initial stage of forming an idea in viewing and determining the object of study. Furthermore Kurniawan (2020)) explains that the learning model can be a guide for educators in planning and applying the learning process. One learning model that will allow educators to effectively reach the objectives of the Merdeka curriculum is Project Based Learning (PjBL). PjBL is a model that is rooted in the concept of sustainable elements.

Along with the current era of technological developments, foreign language skills are urgently needed. English is a universal language and is used as the main language by most countries in the world. Therefore, English is one of the most important international languages ​​to learn. Tomlinson (2005) explains that the communication carried out by students is a process, and knowledge of the linguistic order is still very lacking. The basic principle of learning English as a foreign language is the application of English in social contexts. That is, language is used in interactions carried out in everyday life. The main goal of language learning is to prepare students to successfully communicate in society the language they have studied.

Due to the continuously of the pandemic situation, the school really need an innovative learning model and media to support the hybrid learning. The hybrid learning process can take place optimally and increase student motivation. The previous study conducted by Fauzan & Arifin (2017) with the title “Hybrid Learning as an Alternative Learning Model” with the result that Hybrid Learning is a learning method Through combining two or more learning methods and this learning model can be used as an alternative learning. Next is the research entitled "Improving English Speaking Skills by Applying the Hybrid Learning Learning Model during the Covid -19 Pandemic", by Adnyana (2022) with the results of the study an increase in student learning achievement by using a hybrid learning model. Furthermore, research conducted by Hediansah & Surjono (2020), with the title Hybrid Learning Development to Improve Teacher Learning Management with results showing that the effect of hybrid learning has an interactive impact on the environment and can foster independent learning (to improve skills) including interaction with teacher or peers.

In general, from the research studies above, hybrid learning has the potential to increase student motivation and develop creative thinking skills and involve students to be more motivated and is the right alternative in this pandemic situation. This study develops hybrid English learning by using Open Broadcast Software (OBS) media to equip teachers in streaming and recording learning videos and using a Project-Based Learning (PjBL) model where students will be actively involved in the learning process and will produce a product from the material provided. This learning model will be developed based on the needs analysis in English learning for primary school students.

The objective of this study is to find out the primary school teachers and students’ need for English Hybrid Learning using the Open Broadcaster Software (OBS) application through Project based Learning Model. This research is development research with using ASSURE development model that has six stages on its application.

1. **Literature Review**
   1. **English Learning**

Learning is an important process because it can bring changes to the behavior of students. Pane & Darwis Dasopang (2017) explain that the learning process is a system that involves a unified component that is interrelated and interacts with each other to achieve an optimally expected result in accordance with the goals that have been set. Suyono & Hariyanto (2015) define learning as a process that can provide benefits, namely the attainment of knowledge that is further developed through experiences and developed through sharing. Based on the explanations of the experts above, it can be concluded that learning is a process that involves the unity of components and interactions between both students and teachers in order to achieve a predetermined goal.

In the current era of development, foreign language skills are urgently needed because English is used as the primary language by most countries around the world. Therefore, English is one of the most imperative international languages to learn.

The learning process is the acquisition of sentences that have been carried out by students, however, the application of language that has been obtained is sometimes only limited to acquisition in linguistic form without the application of communicating itself after the learning process in class, Widdowson (2000). Based on the opinions of these experts, it can be concluded that in order to learn English, one needs to be trained and taught from an early age or even at the start of elementary school.

**2.2 Hybrid Learning**

With the rapid development of technology, there is now an advanced learning model that uses technology where students who can participate in face-to-face classes can engage in direct learning with students who take online classes at the same time. This learning is called Hybrid Learning. Hybrid Learning has become an important option and must be implemented by schools because it provides opportunities for all students, as it is a combined learning model between online learning and offline learning. Hybrid learning is defined as a learning method that combines two or more approaches in learning to achieve the objectives of the learning process, Hediansah & Surjono (2020). Juwita & Purwoko (2022) explain that hybrid learning is a combination of face-to-face learning and online learning. According to Gultom et al., (2022) Hybrid learning is a model that combines innovation and technological advances in online learning with the interaction and participation of conventional or face-to-face learning models. This model combines classroom and online learning by utilizing available technology. Based on the explanations from these experts, it can be concluded that hybrid learning is a learning model that integrates innovation and technological progress through an online learning system by using the interaction and participation of traditional learning models. It can be presented in combination at the same time, between students who are in face-to-face classes, and students who are in their respective homes.

**2.3 Open Broadcaster Studio (OBS)**

In supporting Hybrid learning, media assistance is needed to increase student motivation. One of the tools that users should acquire and develop their skills in is OBS. OBS stands for Open Broadcaster Software and is a software that can be used to record video and broadcast live which is then connected to a website. According to Hoxley & Rowsell (2006), the use of video in learning can help improve on learning. The use of video in learning can also foster motivation and energize students (Backaberg et al., 2019; Sherer & Shea, 2011). The Open Broadcaster Software (OBS) is a free application in the form of video recording and live streaming that is easily accessible. Educators can use this application to facilitate the distance learning system that is applied to students. According to Basilaia et al. (2020), Open Broadcaster Software is a recording and support software for live streaming.

Based on some of the opinions above, it can be concluded that Open Broadcaster Software (OBS) is a free and open-source software whose main function is to manage various available input sources. It is a free and open-source cross-platform streaming and recording program built with Qt and managed by a free and open-source software suite project for real-time sourced recording and live streaming and device capture, scene composition, coding, recording, and broadcasting. This learning application media is certainly expected to assist teachers in providing interesting and innovative learning materials and can be used by students to receive live or real time learning from educators.

**2.4 Project Based Learning (PjBL)**

Sutirman, (2013) explains that Project Based Learning (PjBL) is a systematic teaching method that involves the role of students in exploring knowledge and skills in a systematic and structured process, real and detailed experiences that are planned in such a way as to get a product. Wusqo (2014:78) explains that creative thinking in Project Based Learning (PjBL) not only requires a change in teaching methods and learning atmosphere, but must adopt new assessment methods such as portfolios that are suitable for student activities. In line with the opinion Kusumaningrum & Djukri (2016) that states that Project based Learning (PjBL) model is very effective and can improve the students process skills and foster creativity students in particular can think creatively. According to Saenab et al., (2017) Project Based Learning (PjBL) or Learning, Project-Based is one of the learning models, developed based on the understanding of learning, constructivists who require students to compose their own knowledge. Based on the opinion above, it can be concluded that Project Based Learning (PjBL) is an innovative learning model that involves the active role of students so that they can take the initiative in producing real projects and provide motivation in learning activities.

1. **METHOD**

This study applied research and development approach, adopting the ASSURE Model. The procedures of this model were arranged with sequences of activities at each stage of systematic development. There are six stages, namely (1 Analysis, (2) State Objective, (3) Choose method, media, and materials, (4) Utilize Media and Materials (5) Require learners participation. (6) Implementation. The research product developed in this study was the English Hybrid Learning model using Open Broadcaster Software (OBS) through Project based model.

The analysis stage was carried out to find out the understanding and needs of teachers and students for the development of English Hybrid Learning using Open Broadcaster Software (OBS) application and Project based Learning(PjBL). In the analysis stage, an analysis of the scope of educators and students, analysis of the learning environment, and student characteristics was conducted. In the development of learning methods, the feasibility (validity and practicality) of the method was developed, validated by media experts, design instructional expert, language expert and material experts. Meanwhile, the potential effects of using this model were evaluated through the assessment of the project outcomes at the time of field tests to see an increase in learning outcomes.

There were 37 respondents participating in this study, consisting of 12 primary teachers and 25 students from the fifth grade at RSI INDONESIA school in Palembang.

Data collection was carried out using questionnaire. The data collected from the teachers includes (1). Educators' Perceptions of the Need for Innovative Learning Models, (2). Difficulties of educators in applying project-based learning during online learning. (3) Media needs to facilitate hybrid learning. (4) Learning Models Used During the Pandemic (3). Platforms Used During the Pandemic, (4) Educators' Knowledge of Open Broadcaster Software (OBS) Applications and (5). Features are expected to be present in applications used in hybrid learning. The data collected from the students include (6) Students’ Perceptions of the Need for Learning Syntax (7) Students’ Perceptions of the Need for Social System in Learning Model (8) Students’ Perceptions of the Need for Reaction Principle in Learning Model (9) Students’ Perceptions of the Need for Support System in Learning Model. Data analysis was carried out using descriptive statistics and analysis techniques to reveal the meaning of the data.

1. **RESULT AND DISCUSSION**

**4.1 Result**

A needs analysis was carried out by distributing a needs analysis questionnaire to the respondents of this study. The results of the needs analysis are as follows;

**a. Needs analysis based on the Educators' perspectives on hybrid learning.**

Based on the questionnaire regarding the teacher's experience during online learning carried out, the results of the needs of teachers were found as follows;

* 1. **The Need for Innovative Learning Models**

|  |  |
| --- | --- |
|  | Really Need |
|  | Need |
|  | Moderate |
|  | Do not need |

**Figure 1. The Need for Learning Models**

From the needs analysis, it was found that 75% of teachers really needed innovative learning, 25% of teachers needed innovative learning. So, it can be concluded from that school that teachers really needed an innovative learning model.

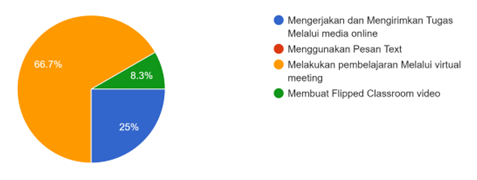
* 1. **Media needs to facilitate hybrid learning**

|  |  |
| --- | --- |
|  | Really Need |
|  | Need |
|  | Moderate |
|  | Do not need |

**Figure 2. The Need for Learning Media**

From the needs analysis, it was found that 58.3% of teachers really needed media and 41.7% needed media to facilitate hybrid learning. So, it can be concluded from that school that teachers really needed media to facilitate the hybrid learning. So, when the students had difficulties in following the lesson during class, they were still able to see the learning process.

* 1. **Platforms Used During the Pandemic**

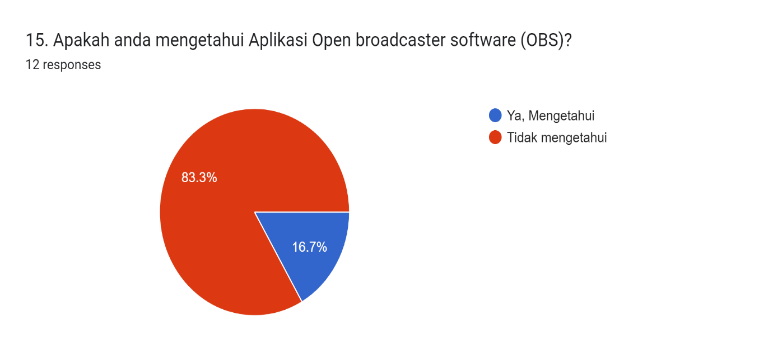


**Figure 3. Platforms Used During the Pandemic in RSI Indonesia**

From the figure, it can be seen the teachers had been using some platforms during the pandemic. It was found that 66,7 % of educators carried out learning through virtual meetings, 8,3% of made flipped classroom videos, and 25 % educators only did and sent assignments through online media. It can be concluded that teachers dominantly used virtual meetings in learning, but were supported by assignment assistance through online media and others.

* 1. **Educators' Knowledge about Open Broadcaster Software (OBS)**

The following is the result of a survey on the extent of the knowledge of educators regarding the Open Broadcaster Software (OBS) application



**Figure 4. Educators’ Knowledge about Open Broadcaster Software (OBS) Applications**

From the results of the Figure 4 above, it is known that there were only about 16.7 % teachers knew the existence of OBS application and 83.3% of teachers did not know about this application.

**3.2 Needs analysis based on the students' perspectives for learning model**

Based on the questionnaire regarding the students’ needs about the learning model, the results of the needs of students were found as follows;

**a. Students’ Perceptions of the Need for Learning Syntax**

Table 1. RSI Indonesia Students’ Perceptions about the Learning Syntax

|  |  |  |
| --- | --- | --- |
| **Questions** | **The Percentage of students who answered Yes** | **The Percentage of students who answered No** |
| 1. Is there a need for a systematic explanation when working on a writing project? | **92 %** | **18%** |
| 1. Do you need examples that are relevant in English language learning? | **84 %** | **16 %** |
| 1. Do you have difficulty in understanding English material during online learning? | **80 %** | **20%** |
| 1. Are you used to using a laptop? | **100%** | **0%** |
| 1. Do you need help from teachers when you are unable to attend online learning? | **76 %** | **24%** |
| 1. Do you have difficulty in working on writing projects given by teachers in online learning? | **84 %** | **16%** |

From the needs analysis, it is stated that 92% of students really needed for a systematic explanation when working on a writing project and 84% of students needed examples that are relevant in English language learning. 80% of students had difficulty in understanding the English materials during online learning, 76 % students needed help from teachers when they were unable to attend the online learning ,84 % students struggled in working on writing project, and all the students used laptop during the online learning process. So, it can be concluded from that school the students really needed a learning model that has systematic stages to understand the lesson well.

**b. Students’ Perceptions of the Need for Social System in Learning Model**

Table 2. RSI Indonesia Students’Perceptions about the Social System in Learning Model

|  |  |  |
| --- | --- | --- |
| **Questions** | **The Percentage of students who answered Yes** | **The Percentage of students who answered No** |
| 1. Do you need group interaction to work on a writing project? | **88 %** | **12%** |
| 1. Do you need teacher interaction during the online learning process? | **96 %** | **4 %** |
| 1. Do you need interaction between groups at the time of learning? | **88%** | **12%** |

From the needs analysis table above, it is concluded that 88% of students really needed group interaction on a writing project and 96% of students needed teachers’ instructions during the online learning and 88% of students needed interactions between group at the time of learning. So, it can be concluded from that school the students really needed a learning model that has social system to support them during the learning process.

**c. Students’ Perceptions of the Need for Reaction Principle in Learning Model**

Table 3. RSI Indonesia Students’ Perceptions about the Reaction Principle in Learning Model

|  |  |  |
| --- | --- | --- |
| **Questions** | **The Percentage of students who answered Yes** | **The Percentage of students who answered No** |
| 1. Do you need an explanation from the teacher about the English subject matter? | **88 %** | **12%** |
| 1. Do you need interaction between students during the learning process? | **96 %** | **4 %** |
| 1. Is there any group interaction during online learning? | **48%** | **52%** |
| 1. Do you need interaction between groups during the learning process? | **92%** | **8%** |

From the needs analysis table above, it is concluded that 88% of students really needed teacher’s explanation about the English subject matter and 96% of students needed instructions between students and 92 % students needed interaction between group during the online learning and it’s only 48 % of students answered that there was the group interaction during the online learning. So, it can be concluded from that school that students really needed a learning model that had reaction principle to support them during the learning process.

**d. Students’ Perceptions of the Need for Support System in Learning Model**

Table 4. RSI Indonesia Students’ Perceptions about the Support System in Learning Model

|  |  |  |
| --- | --- | --- |
| **Questions** | **The Percentage of students who answered Yes** | **The Percentage of students who answered No** |
| 1. Do you need a video about the explanation from the teacher during the lesson so that the previous learning material can be repeated? | **96 %** | **4%** |
| 1. Based on your experience, have you found many obstacles in participating in online learning? | **100%** | **0 %** |
| 1. Do you need visual media during online learning? | **92%** | **8%** |
| 1. Do you need audio media during online learning? | **88%** | **12%** |
| 1. Do you need audio-visual media during online learning? | **92%** | **8%** |
| 1. Do you need a reference of the materials in full as a resource for the material of writing your project? | **96%** | **4%** |

From the needs analysis table above, it is concluded that 96% of students really needed a video about the explanation from the teacher during the lesson so that the previous learning material can be repeated, 88 % of students needed audio media, 92 % of students needed visual and audio-visual media, 96 % of students needed a reference of the materials in full as a resource for the material of writing their project, and 100 % of students found many obstacles in participating in online learning.

**4.2 Discussion**

Based on the results of the need analysis from the teachers and students, it can be stated the teacher needed the innovative learning model to facilitate the online learning and also, they needed a media that can facilitate the online learning becoming more efficient, and also helpful to the student if they have problem to follow the online learning. The online learning has been carried out online using various digital-based platforms such as zoom meetings and google classrooms. There were found that most of the students experienced the problems during the online learning. One of the solutions that overcome this problem is provide the Hybrid learning for the learning process. In line with the previous studied conducted by Lestari et al., (2021) entitled "Hybrid learning on problem-solving abilities in physics learning: A literature review". With the results of the analysis that hybrid learning is a learning model that can be used as an alternative to assist students in solving problems in learning physics. Furthermore Sutisna & Vonti (2020) in their research entitled "Innovation Development Strategy for Hybrid Learning Based English Teaching And Learning" and the results obtained by the hybrid learning model can improve student literacy. Next is the research produced by Mahendra (2020) entitled The Implementation of Hybrid Learning Method for English Language Learning at AMA Yogyakarta with the results of implementing hybrid learning for English classes encouraging students to be more disciplined, learning is not hindered by space and time, and more centered. students although they still face some obstacles in its application.

Based on the result of students’ perspectives for the learning model, it can be concluded that students had obstacles in following the online learning. They were also need the media that has audio and visual to support them understand the materials well and have difficulty in working on writing projects given by teachers in online learning. The use of media in learning will assist teachers in carrying out the learning process more effectively and efficiently. The development of technology itself plays a vital role as the teacher conveys information through media in order to increase students' learning motivation. Therefore, the teaching and the learning process can take place effectively and the expected learning objectives will be achieved. Widodo & Wahyudin (2018) explains that Learning media is a tool that can be used by educators to convey messages to students. This is in line with the opinion of Puspitarini & Hanif (2019) which explains that learning media can be interpreted as hardware or software used in the delivery of materials presented by teachers to students in the learning process. In learning, the media is expected to make the learning process more effective and efficient in accordance with the learning objectives.

For this reason, it is necessary to have media that can be developed so the process of hybrid learning will be more optimal. One of the media that can be an alternative to support the hybrid learning is Open Broadcaster Software (OBS). Based on the previous studies about OBS by Qorib & Zaniyati (2021) explained that the OBS (Open Broadcast Software) application is very helpful for educators to be able to design learning while recording the lesson and can directly upload the lesson to social media channels and internet-based learning media. This application can be extremely helpful in the hybrid learning process because it can help students when they experience connection problems that may occur during the learning process.

Overall, from the results of the questionnaire, it can also be seen that the knowledge of educators about open broadcaster software applications to support the hybrid learning process is still very limited.

According to the results of the preliminary study, The English hybrid learning using OBS through project-based learning (PjBL) is necessary to be developed. So, that it is hoped that learning can be more motivate students in learning where students will be actively involved in the learning process and will produce a product from the material provided. For this reason, hybrid learning needs to be given serious support so that the current learning process can be carried out well even in difficult situations like today.

1. **CONCLUSION**

The results of the study at the needs analysis stage show that in the implementation of the online learning so far, there were obstacles that need to be solved. The teachers needed an innovative learning model and instructional media that can support the online learning becoming more effective and have a systematic syntax in the learning process to help the students understand the materials given, especially in doing the English project. The students also needed a learning model also to support them in the learning process. They needed a learning model that has a systematic syntax, social system, reaction principles, and support system to participate actively and produce a project that can improve students' creative thinking in the learning process. Based on those results, it is important to develop a learning model to support the online learning process. Hybrid Learning has the potential to increase student motivation and develop creative thinking skills and involve students to be more motivated and is the right alternative in this pandemic situation. This study develops English hybrid learning by using Open Broadcast Software (OBS) media to equip teachers in recording learning videos and through a Project-Based Learning (PjBL) model where students will be actively involved in the learning process and will produce a product from the material provided. This study is expected to provide an overview and guidance for teachers to continue developing the effective hybrid learning and become a resource for further hybrid learning development research.

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