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HYBRID LEARNING: AN ALTERNATIVE LEARNING APPROACH IN THE PANDEMIC COVID-19

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Abstract

Keywords:
Covid-19;
hybrid learning;
implementation

This study aims to describe the implementation of hybrid learning at UNISNU Jepara based on student perceptions. The survey method was used in this quantitative descriptive study. Data was taken through an online questionnaire in the form of 10 closed statements, which were distributed to the sample, namely 40 semester 5 students of the PAI Study Program at UNISNU Jepara. The test results show that the implementation of hybrid learning is well scheduled and effective so that learning objectives can be achieved, as evidenced by the average of 13% of students answering "strongly agree," 47% agree, 35% are unsure, 4% disagree, and 1% strongly disagree. Based on this, it can be concluded that hybrid learning is the right lecture model solution for the COVID-19 pandemic.

Abstrak

Kata kunci:
Covid-19; hybrid
learning; implementasi

Penelitian ini bertujuan untuk mendeskripsikan penerapan hybrid learning di UNISNU Jepara berdasarkan persepsi mahasiswa. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan pendekatan metode survei. Data diambil melalui kuisioner online, berupa 10 pernyataan tertutup yang disebarkan kepada sampel yakni 40 orang mahasiswa semester 5 Prodi PAI UNISNU Jepara. Hasil pengujiannya menunjukkan bahwa implementasi hybrid learning sudah terjadwal dengan baik dan efektif sehingga tujuan pembelajaran dapat tercapai, dibuktikan dengan rata-rata 13% mahasiswa menjawab sangat setuju, 47% setuju, 35% ragu-ragu, 4% tidak setuju dan 1% sangat tidak setuju. Berdasarkan hal tersebut, dapat disimpulkan bahwa hybrid learning merupakan solusi model perkuliahan yang tepat untuk masa pandemic Covid-19.

INTRODUCTION

At the beginning of 2020, the pandemic Covid-19 caused changes in all aspects of life, especially in the field of education (Ikhsan, 2020). The learning model, which was originally face-to-face, was changed to online system in order to minimize physical contact and reduce the number of cases of positive of Covid-19 (Widiyono, 2020). Along with the expansion of the vaccination program and the emergence of herd immunity, the Indonesian Government issued a policy through the Ministry of Education and Culture and the Ministry of Religious affairs regarding the implementation of lectures using the hybrid learning model as a solution to the obstacles that arise in the online lecture model during the pandemic Covid-19 (Kemendibud, 2020). The hybrid learning model is a lecture model which the implementation process is carried out in a mixed manner, both in online and offline lecture (Triyono & Dermawan, 2021).

UNISNU Jepara sebagai salah satu PTKIS yang berada di bawah naungan Kemenag memberikan respon terhadap kebijakan tersebut dengan mengeluarkan surat edaran yang ditetapkan oleh rektor terkait penyelenggaraan perkuliahan menggunakan model *hybrid learning* dan telah berlaku pada perkuliahan semester genap TA. 2020/2021 University of Nahdlatul Ulama (UNISNU) Jepara as one of the Islamic Higher Institutions under the Ministry of Religious Affairs responded to this policy by issuing a decree determined by the rector regarding the holding of lectures using the hybrid learning model and this has been running in the even semester lectures of the academic year 2020/2021(Unisnu, 2021) - 2021/2022 (FTIK Unisnu, 2021).

The students of UNISNU Jepara, especially at the Faculty of Tarbiyah and Teacher Training in the Islamic Religious Education department, welcomed this policy because this model brought an alternative ways and solutions to the obstacles to lectures surrounding online and offline learning system during the pandemic Covid-19. The combination of online and offline lectures make easier for students to understand lessons weather it is theoretically, practically or by projects so that lecture objectives can be fulfilled (Saputra et al., 2021). The implementation of the hybrid learning model aimed to minimize the transmission of the virus of Covid-19 and also to make time efficient, (Zainudin et al., 2021), optimization of lectures on subjects that are quantitative and qualitative (Hendrayati & Pamungkas, 2016) as well as to increase student participation in the lecture process (Ahmadillah, 2021).

several researchers have discussed hybrid learning during the Covid-19 pandemic.

some of them are: Triyono & Dermawan (2021), in this study, they revealed that the implementation of the hybrid learning model had not been carried out properly, resulting in less effective learning. The reason is that the learning curriculum with the hybrid learning model does not yet have a good formulation. Besides that, communication between lecturers and students cannot be intense due to reduced time to communicate directly between them. Although this learning model can help lecturers and students during the Covid-19 pandemic, because this learning model is divided in two main activities namely 75% online and 25% offline, however this learning model needs improvement (Triyono & Dermawan, 2021);

Zainudin, at. al (2021), stated that the hybrid learning strategy is the most practical model to use because it combines the advantages of synchronous and asynchronous system so that it can optimize lectures during the pandemic Covid-19 (Zainudin et al., 2021); while Rohana & Syahputra (2021), stated that the hybrid learning model brings effective lectures in the new normal era (Rohana & Syahputra, 2021)*the model should make the students understand the material being taught easier. In addition, teachers must also be able to apply face-to-face (traditional*.

Based on the previous research that has been mentioned, the author wants to provide a global overview regarding the implementation of hybrid learning lectures for students in UNISNU Jepara especially during the Covid-19 pandemic by following existing previous research. This research tries to provide information and solutions for Islamic educational institutions in the process of hybrid learning lectures for one semester. This research hopefully can be used as consideration for evaluating the preparation of appropriate regulations for the effectiveness of the lecture process during the Covid-19 pandemic.

RESEARCH METHODS

This research is a descriptive quantitative research using online survey methods (Sugiyono, 2013). The survey method is a research method that seeks to explain conditions or attitudes as they are to what is happening at this time by selecting a number of respondents to be sampled as the main source of data and information as well as the data collection instrument using a standardized questionnaire. (Morissan, 2017).

Primary data collection in this study was by distributing online questionnaires to 40 respondents who came from fifth semester of students of Islamic Education Department

UNISNU Jepara in the form of a google form link. (https://forms.gle/E4VyTNPRjoQZcYu69) conducted at the end of the semester. The data collection technique used was an online questionnaire consisting of 10 closed statements using a 1-5 Linkert scale with the aim of measuring the perceptions of 5th semester students of PAI towards hybrid learning at UNISNU Jepara. The analysis technique carried out in this study was data reduction, presenting the data in the form of a diagram to draw conclusions from the questionnaire that was given to the respondents.

RESULTS AND DISCUSSION

This research was conducted on active students who carry out lectures in odd semesters of the 2021/2022 academic year at the Faculty of Tarbiyah and Teacher Training in the 5th semester of the Islamic Religious Education Study Program with a total of 4 classes. The number of respondents who filled out the online questionnaire through the Google form was 40 people. The distribution of respondents is as follows:
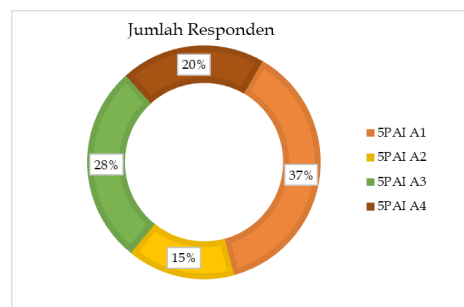
Picture 1. Distribution of Respondents

Based on Figure 1, it is known that the number of active students who participated in filling out the online questionnaire by giving their responses was 37% of students in class 5 PAI A1. All students who filled out the questionnaire stated that 100% had implemented hybrid learning in the odd semester of the 2021/2022 academic year.
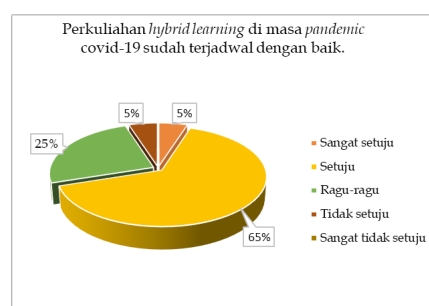

Figure 2. Hybrid Learning Lecture Scheduling

Picture 2 shows that 5% of students stated that they strongly agreed and 65% agreed that hybrid learning lectures during the pandemic Covid-19 had been properly scheduled. The reason is because UNISNU Jepara, especially the Faculty of Tarbiyah and Teaching Science has issued a decree regarding the schedule for implementing hybrid learning lectures in odd semesters of the 2021/2022 academic year (FTIK Unisnu, 2021) as an evaluation the implementation of hybrid learning lectures in the even semester of the 2020/2021 academic year.
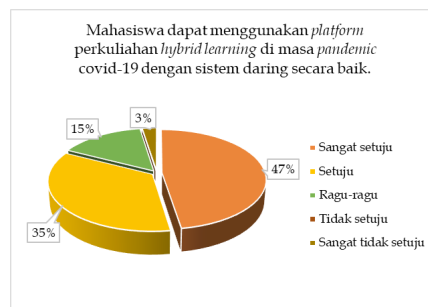
*Picture 3.* Student Ability to Use the Hybrid Learning Lecture Platform

The ability of students to use the hybrid learning lecture platform during the Covid-19 pandemic with an online system is quite good and very good, as evidenced by 47% of students answering strongly agree and 37% answering agree. This is due to the increased intensity of using the platform in full online model lectures at the beginning of the pandemic Covid-19 as well as hybrid learning in the odd semester of the 2020/2021 academic year, resulting in optimization and improvement in the implementation and abilities of students in their lectures.
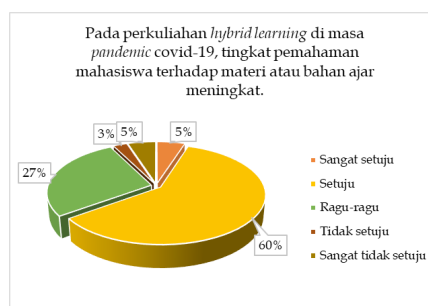
Picture 4. Level of Student Understanding of the Material

Picture 4 shows that 5% of students strongly agree and 60% agree that the level of student understanding of teaching materials has increased. This is because theoretical subjects usually use online lectures and material hard skills are scheduled offline, making it

more effective and efficient in understanding the subject material. However, there are still students who have the perception that the implementation of the hybrid learning model lectures makes the level of student understanding of teaching materials decrease. As many as 5% of students answered strongly disagree and 2.5% said they did not agree to this hybrid learning.
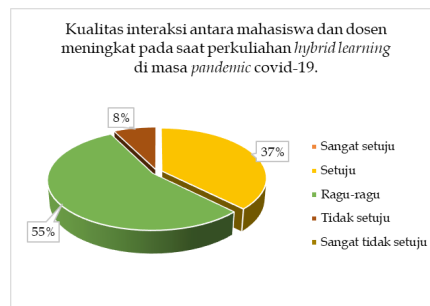
Picture 5. Quality of Interaction between Students and Lecturers

Hybrid learning lectures during the pandemic Covid-19 had an impact on the quality of student and lecturer interactions which tended to increase. this can be seen in 37% of students answering agree and 55% answering doubtfully. The consideration is that the quantity of interaction and communication using digital platforms has increased because with digital platforms, students feel more confident and courageous in expressing their opinions.
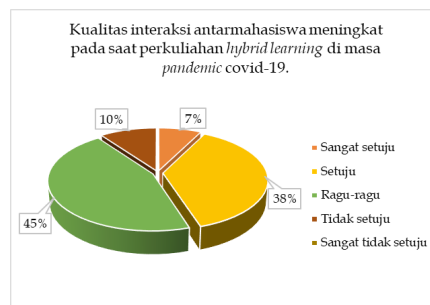
Picture 6. Quality of Interaction between Students

Picture 6 explains that the reduced quantity of physical interactions between students does not decrease the quality of their interactions. This is evidenced by 7% of students answering strongly agree, 38% answering agree and 45% answering doubtful, due to optimizing the use of social media such as whatsapp, telegram, Instagram and so on which provides more flexible space for them to interact each others so that the quality of their interaction is increasing.
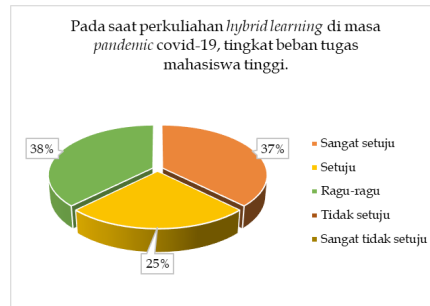
Figure 7. Level of Student Assignments

37% of students stated that they strongly agreed, 25% agreed, and 38% doubted that the level of student assignments was getting higher during hybrid learning lectures during the Covid-19 pandemic. There is a consideration that the level of student workload is higher, such as demands for independent learning and so that students do not only know the learning theory but also understand in the learning practice and learning projects.
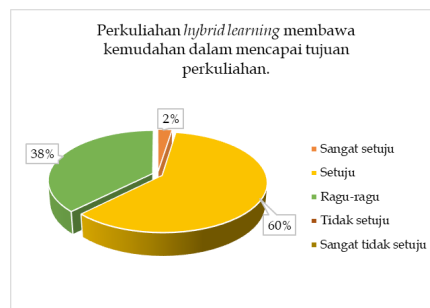

Figure 8. Ease of Achieving Lecture Goals

Figure 8 shows that hybrid learning lectures bring convenience in achieving lecture goals as evidenced by 2% of students answering strongly agree and 60% answering agree. The reason is that the combination of technology and lecture activities in hybrid learning can optimize lectures. In addition, students become more creative in finding sources of data and information related to learning materials (Zainudin et al., 2021) so that the learning objectives can be achieved easily.
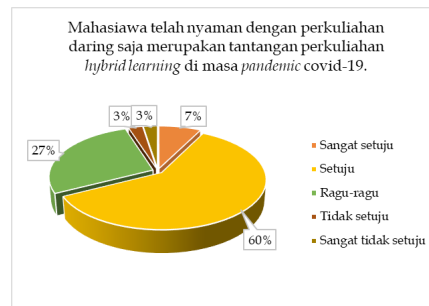
Picture 9. Hybrid Learning Lecture Challenges

Based on the picture above, 7% of students stated that they strongly agreed and 60% answered agreed that feeling comfortable in online lectures alone is a challenge for hybrid learning lectures during the pandemic Covid-19. This challenge arose because they had almost 4 semesters of carrying out online lectures with all the constraints and obstacles.
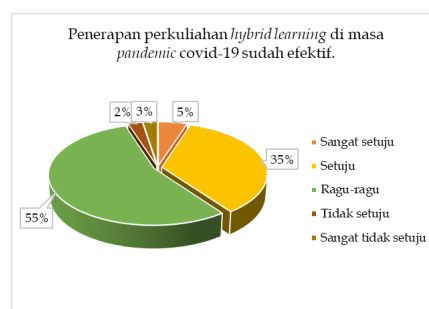
Picture 10. The Effectiveness of Implementing Hybrid Learning Lectures

5% of students stated that they strongly agreed, 35% agreed and 55% were unsure about the effectiveness of implementing hybrid learning lectures. Tthis is a positive response because in this odd semester hybrid learning lectures for the 2021/2022 academic year are much more effective than last semester which only used an online system. Good lecture scheduling, appropriate curriculum and adequate digital platforms are a consideration for their answer that hybrid learning is the right solution for lectures during the *new normal* era.

Hybrid learning merupakan solusi terbaik untuk sistem perkuliahan di masa *pandemic* covid-19.
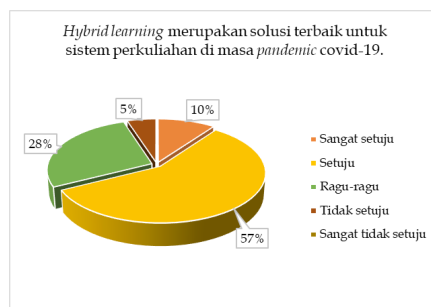
Picture 11. Lecture Model Solutions during the Covid-19 Pandemic

The hybrid learning model is considered as the best and most appropriate solution for lecture models during the pandemic Covid-19, as evidenced by 10% of students answering strongly agree and 57% answering agree. The consideration is that the online lecture model during the pandemic Covid-19 has quite a lot of obstacles, such as students who do not understand lecture material so that learning objectives are not easily achieved.

CONCLUSION

Based on what has been said so far, this study came to the following conclusion about the hybrid learning model for students in the fifth semester of Islamic Education at UNISNU Jepara: *First*, most of the people who answered the survey agreed that hybrid learning lectures during the Covid-19 pandemic were well-timed and used well so that the lecture goals could be met. *Second*, there is more understanding of the material and more interaction between students and teachers as well as between students. *Third*, students have a lot of work to do during hybrid learning lectures, which makes it hard to use hybrid learning lectures during the Covid-19 pandemic. *Fourth*, most students agree that the hybrid learning lecture model is a good way to learn during the Covid-19 pandemic, as long as strict Covid-19 prevention protocol rules are followed. Analysis of how hybrid learning lectures were used during the pandemic of Covid-19 and the new normal era is one of the suggestions for future researchers.

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