



Implementation of Hybrid Learning and Its Impacts at A Public Junior School in Indonesia

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ABSTRACT

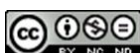
The pandemic of COVID-19 has made several change to the learning process in Indonesia. Because of the less effective online learning, the Indonesian Ministry of Education and Culture creates new policies by allowing offline learning, but with a limited system or hybrid learning. The purpose of this study was to find out how the implementation of hybrid learning in schools, where placed at a Public Junior School in Indonesia. The type of this research is a qualitative research using interview and observation techniques involving the Principal, Deputy Principal for Curriculum, English Teachers, Social Sciences Teachers, and Science Teachers. The data obtained will be analyzed with Miles and Huberman technique. This implementation has several stages, namely the preparation/planning, the implementation, and the evaluation. During this pandemic, online and hybrid learning process has had a big impact. The positive impact is to make teachers more literate towards digital technology which makes them more creative and innovative in choosing learning media platforms, and student's skills were improve in using technology.



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INTRODUCTION

COVID-19 in Indonesia is like a disaster that doesn't know when it will be end. Even though in 2022, this pandemic has begun to subside, there are still have impacts on every sector, such as people health, economic, social sectors, even the education sector. This impact is certainly very detrimental to all people, none other than the education sector. Various efforts also have been made to overcome or minimize the spread of the COVID-19 outbreak, starting from the implementation of online learning and finally the government through the Ministry of Education and Culture began to venture to conduct limited offline learning activities with some limitations.

The journey of various learning models that have been implemented in Indonesia is certainly very interesting to review. Beginning in mid-2020, marked by the increasing spread of the COVID-19, educational institutions make a shift from offline learning to online learning activities (Bhamani *et.al*, 2020; Dhawan, 2020; Sukiman, 2021). After so long Indonesia has implement online learning activities, Fauzi and Khusuma (2020) revealed that 73.9% of teachers in East Java explained that online learning that had been implemented in Indonesia was not effective. It was caused by several factors, including inadequate school facilities, internet connection, inadequate plans, and what the implementation and evaluation of learning activities. And the impact of online learning is motivation-less in student because they were stress with many tasks, difficult to access other learning resource and difficult to interact with their teacher (Kohli, *et.al*, 2021). Serious impact because of online learning, the government through the Indonesian Ministry of Education and Culture make a new policy regarding to use offline learning activities. It is trying to make a revolution to overcome the boredom of students and teachers when learning online, namely by implementing limited offline learning, it called with hybrid learning model. It is a



learning model that integrates offline and online learning models which are carried out at the same time (Hendrayati and Pamungkas, 2013; Prahani, *et.al*, 2020).

The implementation of hybrid learning model have been carried out at one of elementary school in Sidoarjo Regency, Makhin (2021) explained that hybrid learning model in that school still have some problems, there are in teacher's competence to operate technology, student's attention of study in online learning, parent's awareness to supervising their children when study at home, and application that used by teacher and student suddenly disconnect because of the internet connection unstable. Until 2022, the implementation of hybrid learning is still being implemented in several areas in East Java Province, for example in Gresik Regency. Almost every school has implemented hybrid learning, such as at Junior High School 8 Gresik. Based on the results of an interview with the Principal, he was explained that during this pandemic, Gresik Regency had allowed offline learning, students and teachers were able to interact as before. However, when the spread of COVID began to increase, schools make the new policy to implement online learning again. Until February 2022, the school issued a policy to implement hybrid learning. The change of learning models that has been implemented at this school on pandemic era is certainly worth to discuss. So, how is the implementation of hybrid learning in there? And what are the impacts on learning activities? Based on the above review, the purpose of this research is to discuss how the implementation of hybrid learning and its impacts at Junior High School 8 Gresik.

RESEARCH METHOD

In this research, it is used qualitative research type. This research aims to explore how things are happening to the object of research holistically and in depth (Makhin, 2020). The researchers are a key instrument, they are expected to be able to make a clear explanation, and be able to understand the respondent's answers or views according to real conditions (Iskandar, 2009). They are also required to be able to dig up information by observing, studying and understanding language, interacting with respondents with a research focus in order to explore the information or data needed based on the views and experiences they have (Krathwohl, 1997).

In qualitative research, data collections are through an observation, documentation and interviews. Interviews are often used as a data collection tool (Krathwohl, 1997), therefore face-to-face interviews are needed to explore the teacher's views and experiences during the implementation of hybrid learning.

This research used a questions sheet that has been prepared by the researchers. It contains thirteen questions that have been designed and developed. The contents of these questions are about the preparation of the school in implementing hybrid learning, classroom learning activities, learning media that used in online learning, teacher innovation in learning process, the role of parents in hybrid learning, evaluation systems, and the impacts that arise during hybrid learning.

The collection of research data was conducted on April 6th, 2021, involving the principal, deputy head of the curriculum, social studies teacher, 4 science teachers and an English teacher as sources of information. The interview process took approximately 30 minutes for each person interviewed. During the interview process, it was recorded using a gadget recording device and also recorded on the question sheet. The following are the code of the participants involved in this study:



Table 1. A list of participant interviews

Code	Position
T1:	Headmaster
T2:	Deputy Principal for Curriculum and English Teacher
T3:	Deputy Principal for Curriculum and Social Sciences Teacher
T4:	Science Teacher
T5:	Science Teacher
T6:	Science Teacher
T7:	Science Teacher

The research data that has been collected then analyzed using the Miles and Huberman technique. Based on Rosidi (1992) there are several stages, namely data reduction, data presentation, and conclusion stage. Data reduction is an analytical technique by narrowing an opinion, classifying some data, sorting out important things, discarding what is not needed and organizing data so that it is systematic so that meaningful conclusions are obtained. The process of presenting data is narrative in order to present a group of data, so that it is easy to read and understand in accordance with the purposed that want to know. The data that has been compiled is then concluded. The validity of the data obtained in qualitative research is determined using the triangulation technique, namely by comparing some information from other sources. For example from the second, third, and another respondent that showing same argue, by using the same instrument. If the answers or information obtained are mutually reinforcing, it means that the description of a condition that occurs is declared true or valid (Creswell, 2007).

RESULTS AND DISCUSSION

The result in this research was obtained through an interview process with several teachers, and through an observation process about the implementation of hybrid learning at Junior High School 8 Gresik, following data exposure and discussion are presented below:

1. Implementation of Hybrid Learning at Junior High School 8 Gresik

Due to the ongoing COVID-19 pandemic, schools make several policies in carrying out learning activities. Starting with the implementation of online learning, 100% offline learning, until hybrid learning that implemented with collaborates between 50% offline learning and 50% online learning. The implementation of hybrid learning is carried out at every grades level, grade 7 to grade 9. In the process of implementation, hybrid learning in schools needs to be well designed so that learning activities run optimally. The stages carried out will be presented in the form of a scheme as follows:

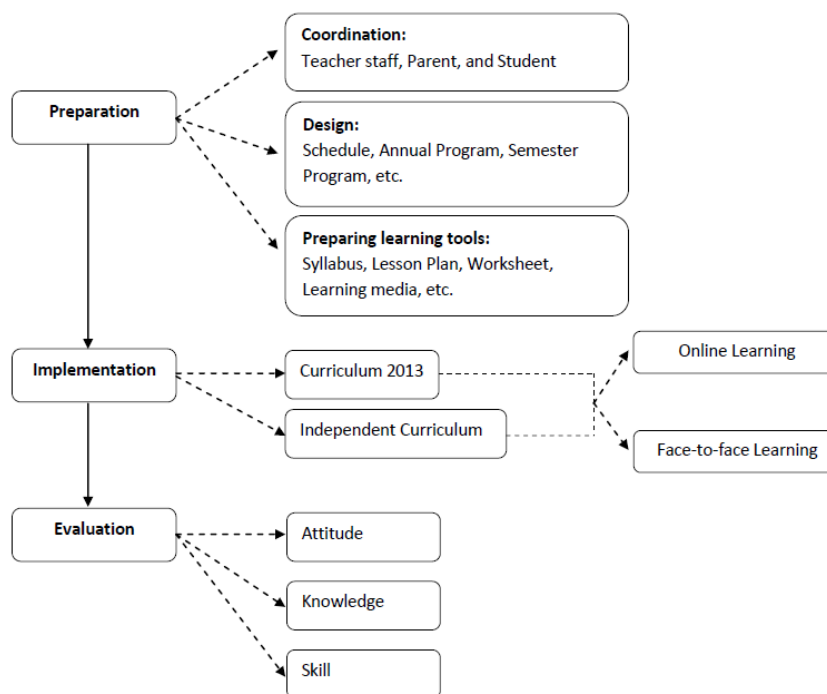


Figure 1. Hybrid learning implementation scheme at junior high school 8 Gresik

a. Preparation / Planning Stage

As soon as a circular from the Indonesian Ministry of Education and Culture is issued to carry out limited offline learning activities, the school immediately formulates how the learning activity program will be carried out in the future. Principals, teacher staff and related parties coordinate by conducting deliberation to formulate learning activities during hybrid learning. The school prepares facilities and formulates a schedule for students who enter in offline and online sessions. In one class, students will be grouped into 2 large groups, group A and B. Group A will follow an offline schedule and group B will take online classes, and shift in the next day. And then, teachers compile various kinds of documents such as the Annual Program, Semester Program, and others as a reference for how it will be implemented later. The next step is for subject teachers to design and prepare the learning materials such as syllabus, media, worksheet and lesson plan. Lesson plan must be reflected with character outcome, literacy, high order thinking skills (HOTS) and 4C. Then the teacher conducts socialization to the parent of students through whatsapp group application.

b. Implementation or Implementation Stage

After all the learning materials are ready, the teacher carries out learning activities according to a predetermined schedule and amount of time. In online learning, usually teacher used various applications.

T2 : *In online learning, usually I use platform like a ProProfs, Google form, Live Worksheet, Quiziz, Mentimeter, Youtube, Google meet, Zoom, Google classroom, etc. It used according to the objectives to be measured, such as ProProfs, Google Form, Mentimeter, and Quiziz are used to determine the abilities, talents, and interests of a student. Teachers can find out and analyze the abilities and potential of each student by using its platforms. Then to interact between teachers and students, usually teachers use the Whatsapp group, Google meet, Zoom, etc.*

T3 : *I give instructions to student for access materials with Google, Zenius, Ruang Guru, Google Classroom, Live Worksheet, Youtube, etc. It can help them in understanding the materials.*

As for offline learning, the teacher will explain the material to student have not yet understood and give strengthening material that they have learned during online learning. In terms of skills, students are guided to make a presentation in the class, carry out experiments, or make project-based assignments.



Figure 2. Students carry out experiment and working in scientific project

In this hybrid learning model, T2 and T3 explained that students are scheduled to enter offline learning for 3 times a week, where in one day students have 5 sessions, and one session is about 40 minutes. On the next day, students do an online learning for the same duration. The lesson starts at 06.45 AM and is filled with literacy habits and reading the Qur'an or the holy book. At 07.00 AM it is filled with lessons according to a predetermined schedule, until the end of the lesson at 10.20 AM.

c. Evaluation stage or learning assessment

Junior High School 8 Gresik is one of 9 junior high schools in Gresik Regency which is used as a "Sekolah Penggerak". It is a school that aims at developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competencies and characters starting with superior human resources, like school principals and teachers (Kemendikbudristek, 2022). The implementation "Sekolah Penggerak", apply an Independent Curriculum which was initiated by the Ministry of Education, Culture, Research and Technology. The implementation of this Independent Curriculum has begun to be implemented in grade VII, but grades VIII and IX are still using Curriculum 13. The implementation of this Independent Curriculum has had a very good impact in dealing with a pandemic like today (T4, T5, T6, and T7).

T4, T5, T6, T7 : *We think that the implementation of Independent Curriculum had a positive impact on both teachers and students during pandemic COVID-19. We can find it easier to convey learning because students have studied the material when they study online, so when in offline schedule the teacher only provides clarifications and re-explanations in related material, if they don't understand. Then the positive impact for student is they are more enthusiastic in learning because they can choose the material they want to learn, and its focus is not only limited to the field of knowledge, but gives more freedom to students to learn and be creative.*

The assessment in Independent Curriculum and Curriculum 13 are generally almost the same, namely (1) Authentic Assessment, (2) Self-assessment, (3) Project Assessment, (4) Daily Test, (5) Mid-Semester Exam, and (6) Semester Exam. In the implementation of hybrid learning, the instruments used in assessing the competence of attitudes, knowledge and skills are through (1) Attitude competency assessment is carried out through participation, activeness in the implementation of learning, and the craftsmanship of students in collecting assignments; (2) Knowledge competency

- assessment is carried out through written tests and assignments; (3) Skill competency assessment is obtained from practical tests, projects, and portfolios.
2. The Impacts of Implementing Hybrid Learning at Junior High School 8 Gresik.

It has some obstacles and also good potential that can be developed. The positive impacts and obstacles experienced during implementing hybrid learning are as follows:

a. Positive impact during hybrid learning

The supporting factors and positive impacts of implementing hybrid learning are as follows:

1) For Teachers

According to all respondents, they are explained that the implementation of hybrid learning has a positive impact to teachers.

T2 and T3 : *Previously, the teachers were unable to use technology, now they are proficient in operating in various learning application.*

The same argue also explained by Sumiyati (2021), in the existence of this pandemic made the ability of teachers in ICT field improve rapidly. But, Bestiantono *et.al* (2020) explained that not all educators understand how to use technology to operate various virtual learning, only young educators can be more pro-active to use technology. This improvement has a positive impact, so in the future learning activities can be carried out in an innovative and make learning motivation of student increased (Chaiprasurt, 2019). In the other word, creating an innovative learning can make students able to understand what the teacher explain and make them not frustrated in online learning (Jasiah *et.al.*, 2020).

2) For Parents

The fact is that parents are the first institutions in children's education. Parents can easier to monitoring and supervising their child's skill level in online learning activities at home (Mashburn, 2008). The involvement and awareness of parents in online learning is the key of success and a good thing to enhances educational performance of children (Kwatubana and Thabo, 2015; Novianti and Garzia, 2020). Parent factor actually can be used as a supporting factor, but it can obstacle if they are less concerned about learning activities of their children while studying at home (Makhin, 2021). The results of research conducted by Sholikah and Hanifah (2021) explained about five roles that must be carried out by parent, that are parents must be like a facilitator, as companion, as teacher, as motivator and as director. These five roles must be carried out by parents, so that learning from home has the same effectiveness as learning at school.

3) For student

T2, T3, T4, T5, T6, and T7 : *The condition of students after so long online learning activities makes students more creative and more advanced in using ICT. The student's abilities on using technology showed in their working project assignments, skills in making learning videos, and creativity in finding subject matter were improved. Then by applying hybrid learning, they are more enthusiastic in participating in classroom learning and they were more confident and independent in learning activities.*

According of those argue, Qotrun (2021) stated that the development of children's creativity and knowledge is further increased with help by gadgets during pandemic. Using gadgets can help the students more easy to find video learning or material content on various media platform (Simamora, 2020). And then, the impact of hybrid learning in Senior High School 2 Singaraja, also stated by Ramdhani (2020), he said that

students were more confident in expressing their opinions, and more active in solving problems.

b. Obstacles in hybrid learning

1) For Teachers

All respondents say, that *“The teacher's teaching burden becomes double. Online learning is not fully effective, because the link between learning in the classroom and at home is inadequate. The limited ability of teachers to operate learning media platforms also affects to online learning, so teachers must re-explain the material when students learn on face-to-face schedule”*.

Same case was explained by Renny (2020), in her study showed that the teacher's burden becomes heavier, because in online learning still focused on completing the curriculum, teaching time is reduced, and teacher's competence was limited to make various modules.

2) For Parent

T2, T3, and T4 : *Online learning was made a heavy burden for parents too. The diverse backgrounds and professions of parents have a significant impact on students. The parents who are aware with technology and education will be cooperative to supervising their children when they have online learning's schedule.*

However, for parents who are part-time workers, they will find it difficult to monitor their children when online learning's schedule, so that sometimes students don't study and don't submit assignments (Hadi, *et.al.*, 2021). It also supported by Pek and Mee (2020) in their research, that parents are busy with their work and didn't have time to monitoring or supervising their child's education, so it can be affected to their child's learning motivation.

3) For student

The development of technology actually creates several obstacles in education (O'Malley et al., 2005). In this research, T4, T5, T6, and T7 explained that *“Most of students in Junior High School 8 Gresik abuse the gadget to play online games or to access social media, they are easily influenced by the notification, it can interfered the concentration of students during learning process”*.

This case is also found in Hasanah, *et.al* (2022), which explains that some students were busy to scrolling social media and playing games when teacher was explain the material. The misuse of gadgets was also conveyed by Mauladina and Giantara (2020), in their research students more often use gadgets to access social media and game online during COVID-19 pandemic. Using gadgets for intensely will cause a dependence effects, and also can affected on student's psychology (Fitriana, 2020). The effect of using social media and technologies must be balanced with maturity and wisdom, so they can place themselves, when they have to study or play (Qotrun, 2021).

CONCLUSION

This research was limited to the observation of hybrid learning activities in Junior High School 8 Gresik. In the implementation process, there are several stages, namely the preparation, implementation, and evaluation stages. In the preparation stage, Junior High School 8 Gresik coordinated with various parties such as teachers, parents and students. After everything has been coordinated, then the teacher prepares learning tools in the form of lesson plans, worksheets and others. The second stage is the implementation of hybrid learning, students are classified into 2 groups in one class, Group A will take offline learning and Group B will participate in online learning activities, then a rolling schedule is carried out. The length of online and offline learning activities in one lesson is 40 minutes. During online learning, the teacher usually use various applications, such as Google Classroom, Whatsapp Group, ProProfs, Google form, Google meet,

Live Worksheet, Mentimeter, Quiziz, Youtube, and so on. The third stage is evaluation and the aspects which assessed are attitudes, knowledge, and skills.

The implementation of hybrid learning brings advantages and obstacles. For teacher, they were more able to operate various kind of learning media platforms during pandemic, but the burden of teacher become double because they should re-explain same material when student entering in offline learning. For parent, their burden is a little bit diminishing, so parent can focus at their work but they must still aware on their child study progress. And for students, their skill were more developed, their soft skills are honed and their talent was visible, but the negative impact is most of student abuse their gadget for play game or access social media while online or offline learning, so it can disturb their focus in study.

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