

Hybrid Learning: Learning Model During The Pandemic Period at State Elementary School 200301 Padangsidimpuan

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ABSTRACT

The impact of Covid-19 has had a tremendous impact on all sectors of life, so learning activities are carried out online and face-to-face. The innovation made by the teacher is implementing Hybrid Learning to maximize learning carried out during the Covid-19 pandemic. This qualitative descriptive study aims to describe Hybrid Learning which was carried out in SD Negeri 200301 and the problems experienced and their solutions. The stages carried out in this research are (1) the planning stage, where at this stage distance learning is socialized to parents, group formation for each parallel class, division of small groups of students, making learning tools; (2) the implementation stage, where at this stage it is done by combining online learning and face-to-face learning which is carried out in groups at students' homes; (3) the evaluation stage where what is done is the provision of test and non-test questions. The problems found include technological literacy skills that have not been maximized, time constraints, lack of awareness from students and some parents to maximize their learning assistance. The solution given is to provide maximum assistance related to digital literacy so that future learning can be maximized.

Keywords: Hybrid learning, educational innovation, Covid-19

1. INTRODUCTION

Since the World Health Organization (WHO) announced the status of the COVID-19 pandemic, which was around the beginning of 2020, to respond to this, all ministries have limited their activities, including teaching and learning activities in schools. The Ministry of Education and Culture in order to limit the spread of the Covid-19 virus issued an online learning from home (BDR) policy and abolished the face-to-face teaching and learning process which is usually carried out in formal educational institutions. However, along with the development of the spread of Covid 19 which began to decline, in 2021 the government issued a new policy on face-to-face learning procedures (Noval et al., n.d.) and the Government through the Ministry of Education and Culture opened the possibility of maximum face-to-face learning to be carried out at the beginning of the new academic year 2021- 2022, keeping in view the development of the situation and conditions of transmission of the Covid 19 virus and by implementing very strict health protocols. This policy is a follow-up to the results of the evaluation during the implementation of the Distance Learning (PJJ) policy during the Covid 19 pandemic (Limbong et al., n.d.).

The transition of teaching and learning activities which are usually carried out face-to-face to online or online learning forces various parties to follow the existing flow as government policy, so that learning in educational institutions can continue to run well, and can be done anytime and anywhere of course with by utilizing advances in information and communication technology, in this case using various existing platforms, for example by utilizing social media (Sosmed) and platforms that have been provided by the Ministry of Education and Culture and the Ministry of Religion to support online learning or e-learning (Misesani, 2021).

The implementation of distance learning (PJJ) which has been carried out online from the beginning of the pandemic to the present, is feared to have a negative effect on the psychosocial aspects of students (Yazid et al., 2021), so there is a need for changes related to online learning techniques which were previously purely online. so that a combination of offline (outside the network) or offline (face-to-face) learning is carried out or

better known as Hybrid Learning, namely a learning model that integrates innovation and technological advances through an online learning system with interaction and participation from traditional learning models (Baedhowi). This learning system also combines two kinds of choices of who will play the main role, namely whether students or teachers. So that in general, in the early stages of implementing a more dominant teacher role and when it has gone well, it is changed to a more dominant student role (student center).

Several Hybrid Learning models that have developed in the current period are a combination of one or more of the following dimensions: first, Face to Face learning, namely learning that is carried out face-to-face in class, practice carried out in the laboratory, learning activities include material delivery, discussion and discussion. presentation, practice and evaluation of learning or exams; second, Synchronous Virtual Collaboration, which is a collaborative learning design in which the interaction between educators and education staff is carried out at the same time. Learning activities utilize applications, such as Instant Messaging (IM) or chat (evaluation) applications; Third, learning with Asynchronous Virtual Collaboration, which is a learning design that involves interaction between teachers and students. The implementation is delivered at different times. The facilities used in the learning activities are online discussion boards or discussion forums and e-mails; fourth, the Asynchronous Self Pace learning model, is a learning model that is carried out by students in different and independent times, the material is given in the form of books or modules, practice questions or learning evaluations are carried out online ((Hendrayati&Pamungkas, n.d.)

One of the schools that implements Hybrid Learning is SDN 200301 Padangsidimpuan. This implementation is intended as a preventive measure to overcome student boredom in online learning, which has been carried out in full since the start of the implementation of distance learning by the Ministry of Education and Culture until early 2021. Innovations are carried out by class VA, VB and V teachers by utilizing a platform that have been provided, for example through the Kemendikbud learning teacher platform, WhatsApp application, Classroom Goggle and other E-Learning Applications. Therefore, in this article, we try to explore and describe how the implementation of Hybrid Learning at SDN 200301 Padangsidimpuan City.

2. METHODS

Qualitative research methods and descriptive analysis used in this study. This is done to explore how the phenomena that exist in the object of research are holistic and in-depth, so that the data obtained is more meaningful from informants in the field. Researchers collect data by interview, observation and documentation by following the research procedures that have been determined. This research was conducted at SD Negeri 200301 Padangsidimpuan with a span of 6 months from January to June 2021, with principals, fifth grade teachers, and representatives of students' guardians as participants. The data obtained from the field were analyzed using the Miles Huberman model, namely data reduction, data presentation, and conclusion drawing/verification. From the analysis of the data related to each other, the validity of the data was carried out by data triangulation (Setyaningsih et al., 2021).

3. RESULTS AND DISCUSSION

The results of this study were obtained through the process of interviewing, observing and documenting data in the field regarding the Implementation of Hybrid Learning in learning in class V at SDN 200301 Padangsidimpuan, the following is the presentation of the data and the discussion:

Implementation of Hybrid Learning in Class V SDN 200301 Padangsidimpuan

The existence of a pandemic that is still not over, requires a change in learning methods that were previously carried out classically face-to-face in class, switching to online learning while still following government policies, in this case the Ministry of Education and Culture. As a public school located on the border of Surabaya and Sidoarjo which is geographically located in the city and of course it is always properly monitored by the supervisor of the Regional Coordinator (Korwil) of the Waru District Education Office so that all implementation of teaching and learning activities at Bungurasih Elementary School, Waru District, Sidoarjo Regency is monitored. learning process during this Covid-19 pandemic. Implementation is defined as an implementation or application of something that has been well planned (KibtiyahZaini et al., n.d.). This

implementation consists of three stages, namely, planning, implementation and evaluation. Here is the description.

1. *Stages of Learning Planning with Hybrid Learning at SD SDN 200301 Padangsidempuan*

As the competencies that must be mastered by teachers, namely teacher pedagogic competencies, teachers are able to plan and implement and evaluate the learning they teach (Lestari and Purwanti, 2018). planning, namely offline learning planning and online learning planning. The offline and online planning documents were compiled by the teacher in stages and parallel from the VA, VB and VC classes which were guided by Mr. M. Makhin, Mrs., Emy and Mrs. Rosy and before starting the learning activities the teacher prepared one sheet of lesson plans together, with still guided by the guidebook from the Ministry of Education and Culture, in which the RPP must integrate character education, literacy, HOTS, and 4C content (UIN SunanAmpel Surabaya et al., 2020). Likewise, as directed by the principal, namely Sri Indarti, which is often conveyed in official meetings, whether it is done offline at school, or done online via the Zoom Meeting application.

During this pandemic, specifically on the implementation of offline learning, in addition to preparing learning device documents as described above, at the level of implementing offline learning, this is done by dividing students into several small groups consisting of 5-7 students and carrying out their learning through visits to students' homes; technically; students are divided into several small groups then during the implementation, the students gather in one of the houses of the student guardian association that has been agreed upon in advance.

The learning implementation is divided into two sessions, the first session starts from 7-9 hours and the second session starts at 10-12 hours while still adhering to strict health protocols. The media used in communicating the learning plan is done with the WhatsApp application. Regarding online learning planning, namely by using various platforms, including WhatsApp, Google Classroom, Google Meet, Zoom Meeting, Ministry of Education and Culture Learning Teachers, Teacher Room Applications and Genius. This planning stage is carried out by the teacher by providing technical-related directions that will be carried out in the online learning process or known by another term, namely Blended Learning (Nursita, n.d.), in which learning with this model can be an alternative solution during the post-pandemic period. As explained in a journal written by SeriwatiGinting, Miki Tjandra and Elizabeth Wianto(Ginting et al., 2021).

2. *Stages of Implementation / Implementation of the Hybrid Learning Learning Model at SDN 200301 Padangsidempuan*

This stage is part of the follow-up to the previously described stages of implementation. The author divides this stage into several scopes, including: the duration of the teaching and learning process, the platform used, strategies, methods, media and teaching materials chosen by the teacher in the learning process. Both offline and online. The implementation of online learning is carried out every day from Monday to Saturday, but it is possible that even on Sundays sometimes there is still communication with students and their guardians through the WhatsApp application related to learning instructions carried out at the next meeting. Various application platforms are used in this online learning, for example Google Classroom, Google Meet, Zenius Application, Teacher Room and other applications that have been provided by the Ministry of Education and Culture. The selection of applications greatly affects learning activities in the network, all of which are carried out for the realization of better interactions with students in the hope that the learning carried out can be of quality and fun.

The offline learning is carried out with a group system or small discussions which are carried out in turns, with different locations, namely at the students' homes, which at the planning stage have been divided into several groups. Of course, offline learning still applies strict health protocols. The duration of each offline learning group is 120 minutes, conducted 3 times a week as a continuation or follow-up to the online learning that has been done. teaching materials used in online learning use modules, materials that are inserted in the Google Form given by the teacher to students or provide video links to materials for students to study at home. while the teaching materials used in offline learning use package books and student worksheets (LKS) that have

been provided by the school. Furthermore, fourth, the learning methods used by teachers in teaching and learning activities are using the lecture method, assignments, and exercises, drills, and questions and answers.

3. *Stages of evaluation or assessment of learning.*

The learning evaluation stage implemented by grade 5 teachers in the evaluation or assessment process of hybrid Learning at SDN 200301 Padangsidimpuan as recommended in the 2013 curriculum, includes: (1) Authentic Assessment, (2) Self-Assessment, (3) Project Assessment, (4) Daily Test, (5) Mid-Semester Test and End Semester Exam. The instruments used in the assessment of attitude, knowledge, and skill competencies are: (1) Attitude competency assessment, conducted through observation, self-assessment, peer assessment, journals; (2) Knowledge competency assessment, carried out through written tests, oral tests, assignments; (3) Skill competency assessment, obtained through practical, project and portfolio tests.

Inhibiting and Supporting Factors in the Implementation of Hybrid Learning in Class V SDN 200301 Padangsidimpuan

It is undeniable that in the learning process at educational institutions of course the process of teaching and learning activities that are held cannot be separated from shortcomings, as well as the implementation of learning with hybrid learning by class V teachers at SDN 200301 Padangsidimpuan, for that from the results of observations and interviews the author mapped out the inhibiting factors and supporters in hybrid learning, the following is a description:

1. *Inhibiting Factors for Implementing Hybrid Learning in Class V Learning during the Pandemic Period at SDN 200301 Padangsidimpuan*

Teacher competence

The implementation of hybrid learning in learning in class V at SDN 200301 Padangsidimpuan, is less than optimal due to the teacher's ability to operate applications that will be used in learning to students. In addition, the ability of teachers to evaluate or measure the achievement of students' abilities in hybrid learning is still not optimal. As stated by Cahyanto in his journal, that the obstacle that will certainly be experienced by teachers in online learning is the difficulty in monitoring and evaluating the learning outcomes of students (KibtiyahZaini et al., n.d.).

Parents

Long-distance learning (PJJ) which was carried out in early 2019 as a result of the spread of the Covid virus to Indonesia, had a tremendous impact. Because about 2 years of online learning that has been carried out gives its own effect, namely the feeling of boredom experienced by parents of students in the learning process carried out by their sons and daughters. It takes special attention to children when carrying out the online learning process, on the other hand, parents, especially mothers, must also allocate time to accompany learning and also to work. So it is unavoidable if there are parents who are less than optimal in online learning and seem indifferent because of busy work. Many parents hope that face-to-face learning to schools and the government will soon be carried out, there are also concerns that students will be dependent on gadgets in addition to the lack of internet data packages for connecting gadgets to the internet.

Student

Distance learning has had its own psychological impact on students, namely gadget dependence, so that it is sometimes misused, for example online learning time, but is used for online games, so that the online process is not optimal, if it is not supervised by parents. On the other hand, the limited access of students to technology and communication tools has a separate effect on the continuity of the online learning process carried out by teachers.

Application

Another factor that becomes an obstacle in learning Hybrid Learning at SDN 200301 Padangsidimpuan is that applications that function as distance learning media sometimes experience errors, when errors occur in the application, for example: zoom meeting, meet google, roar the teacher and others make the learning process difficult. takes place, so it is necessary to be on guard and prepare other alternatives so that learning continues to run well and efficiently.

2. *Supporting Factors for the Implementation of Hybrid Learning in Class V Learning during the Pandemic Period at SDN 200301 Padangsidempuan:*

Teacher

The implementation of Hybrid Learning in learning by fifth grade teachers at SDN 200301 has had a positive effect on the teachers. The policy that has been taken by the principal for the implementation of learning in this pandemic era provides awareness of changing mindsets to always learn, especially regarding the use of meeting applications, be it zoom meetings, google meet, zenius, and so on. From this, it can be concluded that to change the mindset of educators and education staff, new rules or policies need to be implemented, so that even though they are somewhat forced, teachers will naturally learn or increase their competence about new systems that must be implemented in learning.

Parents

The context of the task of parents in educating their children is not only limited to a certain time, but the task of educating parents is for 24 hours and holistically covers spiritual, social, knowledge and skill aspects. Parental support is very important and greatly influences the pattern of development of children's lives. Regarding parents here, it can be an inhibiting component and this parent component can also be included in the supporting factor, because between parents and students are an interrelated unit. In this context, extraordinary parental support is a separate factor in facilitating the hybrid learning learning process in class V at SDN 200301 Padangsidempuan. Without the support of parents a child will not be successful. The support or support shown by parents to children is very helpful in their learning process, especially during a pandemic like this. They study more at home so that parents know how the learning process is going and parents can control it well.

Student

In addition to supporting factors that arise from teachers and parents, students also have supporting factors to support the learning process to run well and smoothly. The supporting factor possessed by students is the form of discipline when studying either online or offline. The attitude of cooperation with other friends is also very influential for the learning process activities. Students' learning interest in learning process activities is mainly in learning at this time that uses a hybrid learning system or online and offline learning, namely each learning is not limited in any way because it can learn anytime and anywhere because the material explained by the teacher can be learned anytime.

Application

The existence of an application, a media review will greatly assist the process of implementing a policy, especially in learning. Although on the one hand technically it could be an obstacle. The existence of applications such as google meet and zoom and other supporting applications is very helpful in facilitating the learning process which is carried out through the network (online). Without it, it is certain that the distance learning process implemented by the school will be very hampering. The learning process that uses applications such as applications used by schools in the form of E-Learning not only contains task orders or daily tests for students, but its function is also very practical, especially in learning in the 21st century era as it is today.

4. CONCLUSION

The implementation of hybrid learning in class V learning at SDN 200301 Padangsidempuan has several stages carried out by the teacher, including; planning, implementation and evaluation of learning assessment. In offline learning planning carried out by educators is to prepare learning tools, for example one sheet of lesson plans and others. While online learning planning is by providing direction to students through applications or e-learning. The implementation of learning is carried out in several steps: dividing students into small groups and dividing the schedule for the implementation of offline learning in each teaching group. The specified duration for both online and offline learning is 60 minutes, the applications used are E-Learning, Zoom, Google Meet, Google Classroom, Whatsapp Group and so on. Meanwhile, at the assessment stage, it is seen through the activeness and response of students in participating in learning as well as through task assessments and daily tests.

There are four inhibiting and supporting factors for the implementation of hybrid learning including from teachers, parents, students, and applications. With the unpreparedness of a teacher in starting learning, the teacher is required to master technology well, provide sufficient data packages, have a stable signal, parents provide encouragement and support to children so that the child is always active in learning. Students are also expected to always understand the material given by the teacher.

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