

Hybrid Learning After the Covid-19 Pandemic at Universitas Quality

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ABSTRACT: *This study aims to determine the application of hybrid learning after the COVID-19 pandemic at Universitas Quality. Research is descriptive research. Data collection techniques are carried out by interview and questionnaire methods. The results of this study show that with the implementation of Hybrid Learning, students have succeeded in achieving learning objectives, the level of participation of students and lecturers in category learning is very high and the supporting facilities for the learning system with Hybrid Learning are adequate. Thus, the application of Hybrid Learning post COVID-19 in Universitas Quality is considered effective.*

KEYWORDS: hybrid, learning, post Covid-19

INTRODUCTION

The Covid-19 pandemic has had a major impact in all fields, including education. As an effort to reduce the growth rate of the COVID-19 virus, the government has established a Large-Scale Social Restrictions (PSBB) policy. This Large-Scale Social Restrictions Policy applies to restrictions on religious activities, restrictions on activities outside the home, workplace involvement, and also applies to the world of education, such as the involvement of direct learning activities at all levels

In practice, as long as this outbreak is still a pandemic, online learning (online) is a solution for educators to provide learning services to their students because. Online learning is defined as a knowledge transfer experience using text, image, audio, and video communication with the support of the internet network. Usually this online learning uses the Whatsapp application feature which contains the Whatsapp Group as an intermediary to send messages, pictures, videos and files to all group members. Applications that have a space for discussion and knowledge transfer face-to-face,

namely the Google Meet and Zoom applications, this application realizes teachers and students to meet and interact virtually with messaging facilities and presentation activities (Herliandry et al., 2020).

The implementation of online learning is considered the right step to prevent and suppress the transmission of the Covid-19 virus, even students will not miss lessons as planned in the curriculum for one school year (Santika, 2020, p. 9). There are many benefits that can be taken if online learning is applied to institutions, lecturers, and students. For institutions to overcome class limitations if the class is lacking, lecturers can take advantage of free time to research and do community service, while for students, especially students who study while working, it is very helpful because there is no need to come to campus to study enough via the internet (Isman, 2016).

This is one of the factors that accelerates for Universitas Quality as part of higher education services to accelerate the provision of online learning facilities through the fulfillment of an online learning application called Q-Learning. This application uses the moodel platform which is integrated on the university website and is accessed by all students, lecturers and administrators. This application is only a place for documentation of the distribution of learning materials, assignments, and attendance in lectures. Meanwhile, learning in the form of video conferencing usually uses zoom or googel meet.

Online learning is considered feasible because of several advantages such as the efficiency of the place and the learning time. But there are some values that are difficult to reach in learning during this time such as aspects of character building in students, ethics, sociability, as well as discipline in following learning. This kind of character can usually be given during face-to-face learning. Therefore, entering the new school year 2021/2022, the Ministry of Education and Culture issued a circular regarding the implementation of limited face-to-face learning, because the online learning process is considered ineffective. Limited face-to-face learning circulated by the Ministry of Education and Culture, has conditions that must be met by the school before implementing it, such as the zone of the area is included in the green zone (safe), teachers and students apply 3M (Wearing Masks, Keeping Distance, and diligently washing hands), bringing food and drinks from home, and so on (Rusyada & Nasir, 2022, p. 1776). Various universities respond to this provision with various policies, such as still implementing online learning methods, applying limited face-to-face learning methods, or implementing new learning methods, namely hybrid learning. In this case, Universitas Quality choose to use hybrid learning.

Hybrid learning is a combination of online and face-to-face learning in the classroom (Indra, 2010; Mucshini & Siswandari, 2020). In principle, traditional face-to-face learning is reduced but not eliminated altogether. The merger of the two methods is intended to take the best components of the combined method. Hybrid learning is designed to integrate online and face-to-face learning activities so that each other can strengthen, complement, and support each other and not treat online methods as duplications of classroom learning or as an addition. Many universities have sought to

develop their own hybrid learning courses as another option for students and instructors who prefer to replace some of the traditional face-to-face meeting time with online teaching (Olapiriyakul & Scher, 2006).

Learning success is one of the standards of educational quality and is often measured by the achievement of goals, or it can also be interpreted as accuracy in managing a situation (Miarso, 2004). In addition, the success of learning is seen from the availability of opportunities to study alone or carry out activities as widely as possible for students to learn (Hamalik, 2006). In addition to goals and activities, learning facilities and infrastructure provide meaningful benefits for the success of the learning process (Jannah & Sontani, 2018). It is hoped that the fulfillment of these three factors can help students in understanding the concept being studied.

Moving on from the decision on face-to-face learning, Universitas Quality was anticipating this policy by establishing a policy to implement learning with hybrid learning. Therefore, this policy is the basis for us to analyze the success of the hybrid learning method after the Covid-19 pandemic at Universitas Quality.

RESEARCH METHODS

This research was carried out at Universitas Quality which is located at NSurbakti stret Num 18 Medan North Sumatera Indonesia in the period March-July 2022. Purporsively selected samples involving lecturers and active students in the primary school teacher education study program. The description of the proportion of respondents is as shown in table 1 below.

Table 1. Distribution of respondent profiles

Work	Amount	Man	Woman
Lecturer	10	5	5
Level 2 Student (Semester 3)	10	5	5
Level 3 Student (Semester 5)	10	5	5

This research is a descriptive research. Data collection techniques were carried out by means of structured interviews and distributing questionnaires to students. The indicators for the success of the implementation of hybrid learning include: 1) The achievement of the instructional objectives that have been set 2) Students are active in learning and 3) Availability of supporting facilities for the teaching and learning process. Data collection techniques using interviews and filling out questionnaires, for filling out the questionnaires are done directly. The data analysis technique used statistical methods.

RESULTS AND DISCUSSION

This study used a sample of 30 people, after interviews with lecturers and students, all agreed to state that learning with hybrid learning has been applied with a proportion of

8 meetings (50%) of 16 meetings held face-to-face and 8 other meetings held online. And even though learning is carried out directly, the e-learning application remains a source of distribution of material delivery, attendance checks and assignment delivery as usual when learning is carried out online. It's just that if the online learning lecturers teach via zoom or googel meet, while direct learning students dicuss in class with the lecturer in the context of problem solving

To analyze the success of the Post-Covid-19 Pandemic Hybrid Learning Method at Universitas Quality, researchers interviewed the research subjects in this case lecturers and student representatives. In addition to interviews, researchers also distribute questionnaires to students whose questionnaires have been adjusted to indicators of learning success, namely 1) Achieving learning objectives that have been set by lecturers 2) Students are active in learning and 3) Availability of supporting facilities for the teaching and learning process. The results obtained are:

Achieving the learning objectives that have been set by the lecturer

There are several factors that become an important part in ensuring the achievement of instructional objectives. Teaching success can be achieved through collaboration between teachers and students (Zendrato, 2016) . There are 3 important aspects that determine the achievement of learning objectives, namely success in planning, success in implementation and success in learning evaluation. Learning planning is contained in the Semester Learning Plan (RPS) which describes the procedures and organization of learning to achieve a defined basic competency. The function of the lesson plan is as a reference for carrying out teaching and learning activities (learning activities) so that they are more focused and run effectively (Kunandar, 2011) . Therefore, the preparations made by the teacher before teaching include many things, namely written preparation, mental, emotional situations to be built, a productive learning environment, including convincing students to want to be fully involved.

To carry out learning in class, lecturers must consider many things which include various parties: (1) the lecturer himself, (2) the students, and (3) the institution. From the lecturer's point of view, lecturers must master professional competence which includes planning to implementing learning in class. Lecturers are required to be sensitive to student responses. In the implementation process, teachers need to be familiar with class conditions and control the learning process so that learning objectives are achieved.

This statement is proposed to see the level of success of students in achieving predetermined learning, namely hybrid learning that has been implemented post-covid 19. Through this statement the researcher wants to know whether students are successful in achieving the application of hybrid learning. The following results were found:

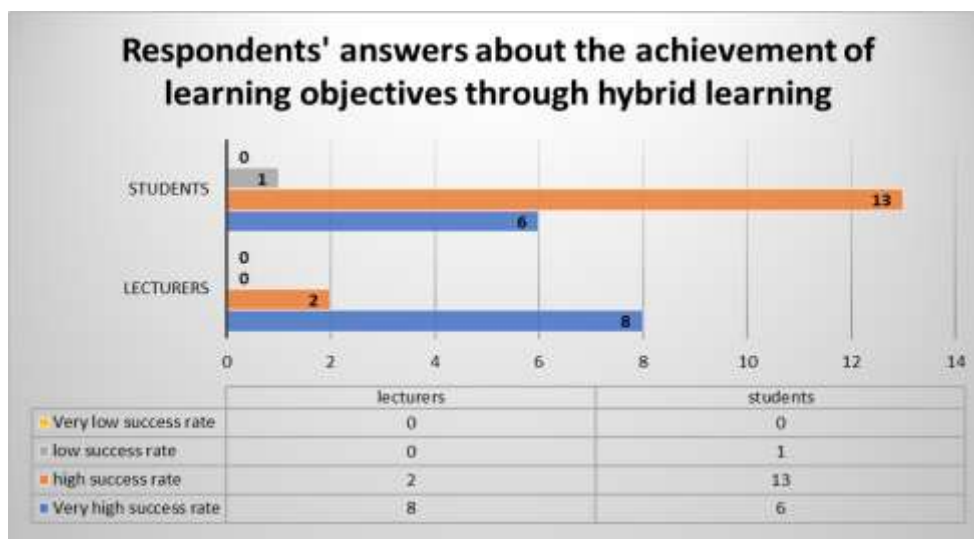


Figure 1. Distribution of response answers

Overall, the success rate of implementing hybrid learning to accommodate students in achieving respondent responses varies. As an illustration, based on the results of the questionnaire on success, 8 lecturers thought it was very successful and 2 lecturers thought it was successful. Student responses obtained data that 1 student said it was less successful, 13 students said it was successful and 6 people said it was very successful.

From the interview activities, it was found that all respondents agreed with the implementation of hybrid learning. Some of the reasons why hybrid learning needs to be implemented are due to technological and information developments that penetrate the limitations of space and time, very efficient time, more flexible learning, and open social opportunities. This is because students are still given the opportunity to meet directly in learning or lectures. We cannot deny that there is a different feeling when meeting in person compared to meeting online. At the beginning of the first implementation of hybrid learning or in odd semesters, all lecturers and students need adaptation to this learning method, but over time in even semesters, the trend of lecturer and student learning participation is getting higher.

Student activeness in learning

Learning activities carried out by students were netted based on the level of attendance, fulfillment of tasks both independently and in groups, activeness in discussions. This statement was proposed to see the level of activity in implementing hybrid learning. Through this statement, the researcher wants to know whether students are active in the application of hybrid learning.

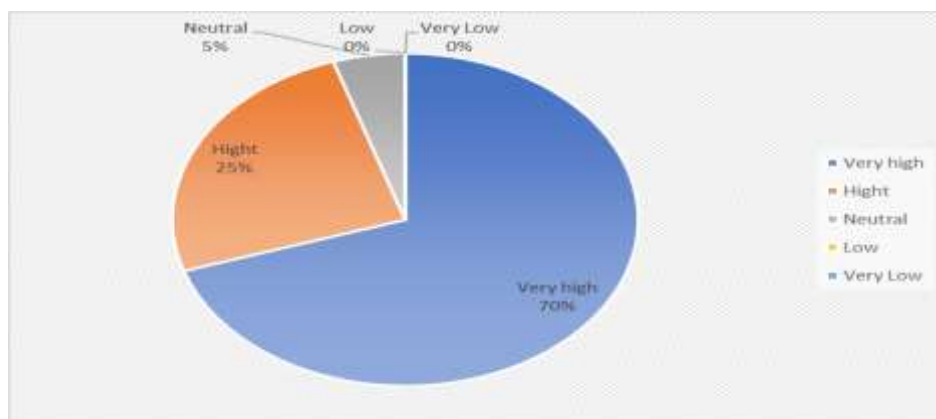


Figure 2. Student activity in lectures

From the picture above, it can be seen that with the implementation of hybrid learning, learning activities are categorized as very high. From interviews with respondents, there are there is a common opinion that the allocation of 50% face-to-face and 50% online complements the advantages and disadvantages of the two methods so that this system is considered very suitable.

Availability of supporting facilities

Without facilities, a learning process is considered not optimal, therefore every learning process must have facilities that can support the learning process. Some of the learning support facilities are, laboratories, libraries, e-learning applications, servers etc. This statement was proposed to see the level of completeness in preparing for hybrid learning. Through this statement the researchers obtained data:

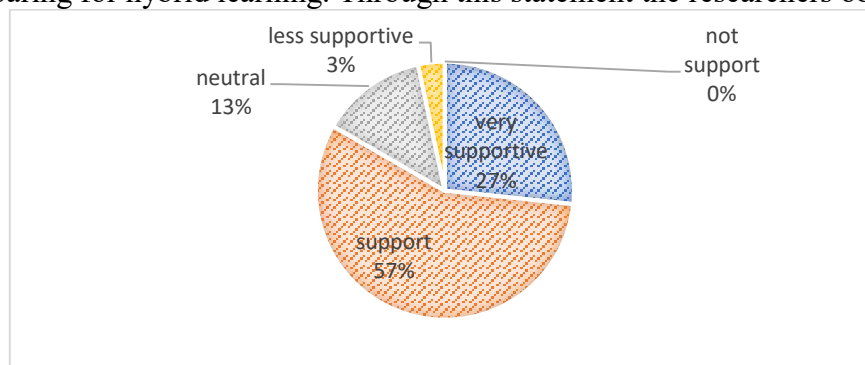


Figure 3. Respondents' responses to the support of learning facilities

Based on interviews and filling out questionnaires, it turns out that the respondents are complete in preparing for hybrid learning. However, some students said that they preferred the moment of explaining the material at face-to-face because access to the facilities was very supportive, while using the video conference application there were time and network limitations.

DISCUSSION

Hybrid learning is learning that is applied face-to-face and online learning. Hybrid learning proposes to carry out 50% face-to-face learning and 50% online class

(Febnesia et al, 2021:533). Hybrid learning is considered an important learning method after the COVID-19 pandemic (Handayani and Utami 2020:277). The benefits of implementing hybrid learning are to make the learning process effective, especially in the current situation, to have a good effect on students' learning abilities, to improve learning outcomes, and to keep up with the times (Dwijonagoro and Suparno, 2019: 158-166).

From the results of this study, the application of hybrid learning at Universitas Quality is in accordance with the notion of hybrid learning, in which the school implements 50% face-to-face and 50% online learning by dividing study groups. During online learning the lecturer said that the lecturer could not fully supervise the class situation because the conditions of the place did not allow it, and from student statements that they preferred face-to-face learning because they could understand the material more clearly. Institutional policy said that the implementation of hybrid learning was initially to minimize face-to-face meetings due to the unstable condition of Covid 19. The establishment of hybrid learning is because it is considered as the key to an effective solution in overcoming learning difficulties after the Covid-19 pandemic.

Based on the results of the analysis, it was found that hybrid learning was considered effective because the results of student studies were considered successful in achieving the interactional goals set by the lecturer and the student response was very positive for the implementation of hybrid learning. In addition, based on the results of research, active participation in learning is very high and also the facilities have been supported because it is no longer in the era of the network to be the reason for the obstacles to online learning. These findings are in line with research

CONCLUSION

Based on the results of the study, it was found that the implementation of learning with a hybrid learning system at quality universities had a very significant impact. This can be seen from:

1. The success rate of the learning process to achieve the learning objectives is categorized as successful
2. The level of student and lecturer participation in learning is in the very high category
3. Supporting facilities for learning systems with hybrid learning are sufficient

Thus, with the fulfillment of these three indicators, the application of a hybrid learning-based learning system at quality universities is considered feasible and needs to be improved.

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