HYBRID LEARNING AS AN ALTERNATIVE TO MODERN LEARNING MODELS

Insan Kamil[1], Riantino Yudistira[2], M. Yusuf[3], Muta'allim[4], Hasan Sayfullah[5]
[1]Universitas Ibrahimy Situbondo, Indonesia
[2]Sekolah Tinggi Agama Islam Al-Utsmani Bondowoso, Indonesia
[3]Sekolah Tinggi Agama Islam Darussalam Krempyang Nganjuk, Indonesia
[4,5]Sekolah Tinggi Ilmu Tarbiyah Togo Ambarsari Bondowoso, Indonesia
e-mail : insankangean97@gmail.com

Abstract

The implementation of conventional learning models is admittedly still inseparable from the implementation of learning, because this learning model is the easiest learning model for teachers to do. However, currently teachers are required to be more creative and innovative in collaborating conventional learning models with other learning models, for example collaborating with online-based learning models or electronic learning (e-learning). The presentation of this web-based e-learning can be more interactive in learning. This elearning system does not have access restrictions, teaching and learning activities can be carried out in more time. The potential of this time opportunity provides an opportunity for students to choose their own study time, so that students have sufficient time to develop their thinking and creativity in facing future global challenges. Hybrid Learning or Blended Learning refers to the combination of e-learning based learning methods (electronic learning) with face-to-face learning methods or conventional methods.

Keywords: *Conventional Learning, e-Learning Learning, Hybrid Learning*

Abstrak

Penerapan model pembelajaran konvensional memang diakui masih tidak terlepas dari pelaksanaan pembelajaran, karena model pembelajaran ini merupakan model pembelajaran yang paling mudah dilakukan guru. Namun saat ini guru dituntut untuk lebih kreatif dan inovatif dalam mengkolaborasikan model pembelajaran konvensional dengan model pembelajaran lainnya, misalnya mengkolaborasikan dengan model pembelajaran berbasis online atau pembelajaran elektronik (e-learning). Penyajian e-learning berbasis web ini dapat lebih interaktif dalam pembelajaran. Sistem e-learning ini tidak memiliki batasan akses, kegiatan belajar mengajar dapat dilakukan dalam waktu yang lebih lama. Potensi kesempatan waktu ini memberikan kesempatan kepada mahasiswa untuk memilih sendiri waktu belajarnya, sehingga mahasiswa memiliki waktu yang cukup untuk mengembangkan pemikiran dan kreativitasnya dalam menghadapi tantangan global di masa depan. Hybrid Learning atau Blended Learning mengacu pada perpaduan metode

pembelajaran berbasis e-learning (electronic learning) dengan metode pembelajaran tatap muka atau metode konvensional.

Kata Kunci: *Pembelajaran Konvensional, e-Learning, Hybrid*

A. Introduction

Education is one of the main sectors in advancing a nation state. This is relevant to the goals of national education as stated in law number 20 of 2003 article 3 concerning the national education system, namely: the purpose of National Education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a responsible democratic citizen.

The turn of time is very fast and the development of advances in information and communication technology is growing very rapidly, so that experts call it a revolution. The turn of time makes changes that continue to be significant, due to the potential and expertise of information and communication technology that has the potential for humans to communicate with each other and meet their needs. Access limitations that once occurred in human life related to the capacity of time, distance, fast motion and so on can now be overcome by the development of postmodern information and communication technology media.

The influence of information and communication technology that appears in the world of education is increasingly felt in line with the development of learning patterns from face to face or conventional systems towards a better and open direction and seeing technological developments. Bishop G. Has predicted in Mukhopadhyay & Compas, 1995, Mukhopadhyay & Compas, 1995, that future education will be flexible, open and accessible to anyone who needs it regardless of race, age or previous educational experience. Marson R. Also contributed to the idea that future education will not be determined by education only in the classroom, but rather on information networks that allow interaction and collaboration with others. However, technology will be an obstacle for those who are not able to take advantage of technology.

Tony Betes stated that technology can improve quality and reach a wider range if used wisely for education and training, also has a very urgent meaning for economic prosperity. The new teaching methods will be two-way, collaborative and interdisciplinary. Mason provides future coverage regarding the use of "Computerbased Multimedia Communication (CMC)" to be synchronous asynchronous. Learning that is no longer centered on teachers (Teacher Central Learning) requires teachers to be more creative in developing varied learning

models. Student-centred learning (Student Central Learning) requires educators to make students more daring in asking questions and discussing outside of class hours than in class.

B. Methods

The methods of this research method uses a literature study approach by studying and reviewing journals related to the Hybrid Learning learning model as an alternative learning model in the future. The researcher browse information about the hybrid learning such as book, article, thesis, dissertation, etc. The data that related with the research topic are collected, classified, verivicated and analized. Then, the reseacrher give the explanation about the hybrid learning in each sub-chapter.

C. Results and Discussion

The existence of technological facilities that are increasingly developing is expected by the teacher council to be able to take advantage of electronic-based learning programs. Elearning as a learning model in the teaching and learning process can be developed by teachers as a medium. This web-based e-learning education can become more interactive in future learning. This e-learning system does not have access restrictions, teaching and learning activities can be carried out in more time. This breadth of time provides a great opportunity for students to choose their own study time, so that students have ample time to improve their intellectual quality. This Elearning system has a significant influence on the implementation of the transformation process of face-to-face education models into digital formats seen from the aspect of the content and learning system.

Wahono revealed that similar to ordinary learning, e-learning is not completely done without a conventional system, but the face-to-face system also needs to be done. In the implementation of the face-to-face learning model, it cannot be separated from the implementation of learning, because this learning model is the easiest learning model for a teacher to do. Therefore, teachers must be more creative in collaborating face-to-face learning models with other learning models, such as conventional learning models in collaboration with the online-based Student central learning learning system. This learning model is known as hybrid learning, which combines face-to-face learning models with other learning models, such as online learning.

1. Learning Model Face

Face-to-face learning model is a model that is widely used by teachers in everyday learning with a general model, even without adjusting the right model

based on the nature and characteristics of the learning material being taught. Trianto expressed the opinion that in face- to-face learning the classroom atmosphere tends to be centered on the teacher as a source of learning so that students become passive, students are also not taught how to study well so they can think logically and can motivate themselves.

Wartom's opinion, quoted by Wardarita, suggests that face-to-face learning has certain characteristics, namely: (1) not contextual, (2) not challenging, (3) passive, and (4) learning materials are not adapted to the subject matter presented. Therefore, Fauzan concludes that conventional, traditional or partial learning is learning that divides teaching materials into small units and the presentation of teaching materials is separated from one material to another. Face-to-face learning can be combined with E-learning so that learning is more student- centered and students are more active and independent in learning, namely by comparing conventional with electronic learning (e-learning). Combining learning like this can be known as Hybrid Learning or Blenden learning.

2. E-Learning Learning Model

E-learning is divided into two elements, the word "e" stands for "electronic" and "learning" means learning. E-learning is learning to use electronic devices. There are so many definitions of terms from e-learning, before the word e-learning was famous, a lot of learning words have been used and are still being used. For example, distance learning (open distance learning), web-based teaching (web-based learning), computerbased learning (computer based learning) and technology-based learning (technology based learning), online learning (online learning).

Various definitions can be found in the literature on the definition of Electronic Learning, it can be seen from the perspective of the person who defines it. E-learning can also be termed as users of new multimedia technologies and the internet serves to improve the quality of online learning. This kind of technology can be called web-based learning (web- based instruction).

Cisco explains the philosophy of e-learning as follows: first, e-learning is the delivery of information, communication, education, training online. Second, e-learning provides a set of tools that can enrich the value of conventional learning so that it can answer the challenges of globalization. Third, e-learning does not mean replacing conventional learning models, but one of its functions and objectives is to strengthen the learning model through content enrichment and the development of educational technology. Fourth, students' abilities vary in understanding the lesson depending on the student and the method of delivery. The better the alignment between content and delivery tools with learning styles, the capacity of students will

be better and produce students who excel. Based on research conducted by Moesgaard and Rikke revealed that research on the effectiveness of e-learning has increased in recent years due to the increase in IT in learning, however e-learning learning cannot be separated from conventional learning methods.

3. Hybrid Learning Model

The term Hybrid Learning is known as referring to the combination of electronic learning methods with conventional learning models. The application of this method is relatively new in the world of education. In Lynn's opinion, the term Hybrid Learning refers to collaborating electronic learning-based learning models with conventional learning models. According to Ana Sustina, Hybrid Learning is a learning model that combines two or more methods and approaches in learning to achieve the objectives of the learning process. Meanwhile, according to Thorne in Sustina explained that what happens in conventional classrooms where educators and students meet face-to-face, online learning is here to provide time and place to access subject matter. In addition, another format of Hybrid Learning is a virtual meeting between educators and students where they are possible to be in different places, but can give each other feedback, ask questions, answer, interact between students and educators and fellow students.

Bersin suggests that, Hybrid Learning is the combination of different training media (technologies, activities, and type of events) to create an optimum training program for a specific audience. The term (hybrid) means that traditional intructuredled training is being supplemented with other electronic formats. In the context of the book blended learning program use many different from e-learning. Perhaps complement with instructor-led training in other live formats.

Based on the explanation above, it can be concluded that Hybrid Learning is a combination of various learning media (technology, types of events, activities) to create an optimal learning program for students specifically. The notion of combining is a learning model that combines the power of conventional learning with electronic learning formats. In the book, the blended learning program uses various kinds of elearning, which may be equipped with instructional instructors or direct formats.

Mas'ud argues that what is meant by Hybrid learning is in principle simple but still diverse. Hybrid learning is very easy to implement because it is a combination of face-toface learning combined with internet-based learning. Hybrid Learning is a

combination of various approaches in learning. So it can be concluded that the basic conclusion is that Hybrid Learning is a learning method that combines two or more learning methods to achieve the objectives of the learning process. For

example, webbased learning methods are collaborated with conventional methods simultaneously. According to Jusoff & Khodabandelou, the advantages of the Hybrid Learning learning model are not only reducing the distance that has been carried out between teachers and students but also increasing the interaction between the two.

Based on some of the explanations above, it can be concluded that Hybrid Learning is learning that combines one or two learning models. I direct this paper that Hybrid Learning will be combined with conventional learning methods with online learning in order to adapt to the conditions of an increasingly advanced era.

Garnham and Kaleta in Yapici & Akbayin said that Hybrid Learning has certain advantages such as flexibility and comfort in the learning environment, greatly influencing the improvement of learning, student interest in learning and social interaction. Therefore, I can conclude that the advantages of this hybrid learning model have its own advantages over other learning models, at least there are two advantages, including:

a. Make it easier for teachers to deliver learning materials and make it easier for students to access subject matter.
b. Not bound by time just to learn

a. Application of Hybrid Learning

Hybrid Learning is known as a learning approach that combines one or more learning models. This is supported by Hani & Budhi's opinion that the Hybrid method developed is a combination of one or more models, namely:

1. Face-to-face

   Learning Conventional learning is held in the form of learning activities in the classroom, practical activities in the laboratory, mentoring or training. Learning activities in the classroom include the delivery of material through face- to-face learning, presentation discussions, exercises and exams.

2. Synchronous Virtual Collaboration

   Synchronous Virtual Collaboration is a collaborative teaching model that involves interaction between teachers and students delivered at the same time. This collaboration activity is carried out by utilizing Instant Messaging which we know as chat. This facility will be used to communicate between teachers and students during class hours. Asynchronous Virtual Collaboration.

   Asynchronous Virtual Collaboration is a collaborative teaching format that involves interaction between teachers and students delivered at

different times. The facilities used in this learning activity are online discussion boards or discussion forums and e-mail.

3. Self-Pace Synchronous

Self-Pace Asynchronous is an independent learning model at different times where students can study the material provided by the teacher in the form of teaching material modules or do assignments and exercises online. In addition, the asynchronous self-paced students can learn the subject matter through the link.

Based on the results of literature research from various journals related to Hybrid Learning as an alternative learning model as follows: Based on research quoted from Tuapattinaya that Hybrid Learning learning media is tested during learning. The learning process is divided into two types, namely conventional learning (offline) and modern learning (online). At the offline stage, the researcher conducted an initial test to students which aimed to test how much the students' initial ability to understand the lesson was. After that, the researcher explained the material about infaq and alms delivered in general to all students by referring to the student worksheets/LKS. While the online stage is carried out using internet media. Learning media that is ready to be uploaded into the sowere quipper school. After the online-based learning process, an online test was carried out with strict supervision by the researcher. Based on the results of offline and online learning research, the percentage of students' KKM completeness with an initial test score of 46.88% has not been completed and when the second test is carried out after implementing Hybrid Learning, the final result is 0% of students who have not completed.

This gives a signal that the learning process of the Hybrid Learning model is very helpful in improving students' cognitive learning outcomes, so that students can remember and understand the subject matter of the Al-Qur'an Hadith which is difficult to understand. The implementation of Hybrid Learning helps students understand the lesson, because in addition to using a face-to-face model, it is continued with online learning. The research produced by Asyrofi & Junaedi showed that the average post-test score for the mathematical representation ability of experimental class students was 84.05 with the lowest score of 72 and standard deviation of 5.392. While the experiments conducted in the control class with conventional learning resulted in an average score of 67.42 with the highest score of 78, the lowest score of 54, and the standard deviation of 6.769. it can be concluded that the student's representation ability increases and there is a significant increase in student motivation when implementing Hybrid Learning.

D. Conclusion

Based on the research results from the literature review that has been carried out, it can be concluded that in general Hybrid Learning is very suitable and can be used as an alternative learning model for all institutions at the junior high and high school levels. This can be seen from the high final average value obtained from the experimental results regarding the application of Hybrid Learning.

References

Alonso, Fernando, López, Genoveva, Manrique, Daniel, & Viñes, José M. (2005). An instructional model for web-based e-learning education with a blended learning process approach. *British Journal of Educational Technology.*

Asyrofi, M. Asyrofi M., & Junaedi, Iwan. (2016). Kemampuan representasi matematis ditinjau dari multiple intellingence pada pembelajaran *hybrid learning* berbasis konstruktivisme. *Unnes Journal of Mathematics Education Research*

Bersin, Josh. (2004). *The blended learning book: Best practices, proven methodologies, and lessons learned. John Wiley & Sons.*

Fauzan, Fatkhul Arifin. (2017). Hybrid Learning sebagai Alternatif Model Pembelajaran.

Jusoff, Kamaruzaman, & Khodabandelou, Rouhollah. (2009). *Preliminary study on the role of social presence in blended learning environment in higher education. International Education Studies*

Mas'ud, Ali. (2014). *Implementasi Konsep Aqidah Islam Muhammad Bin Yusuf AsSanusi Dalam Kitab as-Sanusiyah Terhadap Pendidikan Islam*. Sekolah Tinggi Agama Islam Sunan Giri Bojonegoro.

Mukhopadhyay, Mahua, & Campos, Ana Regina. (1995). *The larval optic nerve is required for the development of an identified serotonergic arborization in Drosophila melanogaster. Developmental Biology.*

Puspitorini, Dyah Ayu, Indriyanti, Dyah Rini, Pribadi, Tyas Agung, & Hardiyanti, Lutfia Nur. (2020). *Peningkatan hasil belajar kognitif melalui pembelajaran tpsw berbasis hybrid-learning materi sistem sirkulasi*. Bioma: Jurnal Ilmiah

Yapici, I. Umit, & Akbayin, Hasan. (2012). *The Effect of Blended Learning Model on High School Students' Biology Achievement and on Their Attitudes towards the Internet. Turkish Online Journal of Educational Technology-TOJET.*

Yadiati, Winwin, & Sinaga, Baktiar Djafar. (n.d.*). Implementasi Hybrid-Based Learning Method Pada Mata Kuliah Pengantar Akuntansi. Jurnal ASET (Akuntansi Riset)*