

Hybrid Learning: Strategies to Attract Student Learning Interests and Outcomes on Post Pandemic

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ABSTRACT

The hybrid learning model, also called "mixed learning," is a way to move towards an efficient new normal. Hybrid learning includes both in-person and online meetings that are planned ahead of time so that learning goals can be communicated directly during face-to-face learning. So, the goal of this study was to look at how the hybrid learning model could be used as a way to get post-pandemic students interested in learning and improve their understanding when using full-distance learning mode. This study employed a quantitative survey method with a Google Form questionnaire that was sent out online through a WhatsApp social media group. There were 126 students from the 11th grade at a state senior high school in Denpasar who took part. The results showed that when the mixed learning method was used to get students interested in learning Indonesian, math, and religion, and when it was used in the learning process in class, the average learning outcomes changed for the better. This is because of a new way of learning called hybrid learning, which makes it easier for students to catch up if they miss class for some reason. The distance to school saves a lot of time because they do not have to go every day. This can make students more interested in learning.

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1. INTRODUCTION

Indonesia has been affected by the Covid-19 in the last two years. This impact makes the education system run differently than usual. Circular letter number 4 of 2020 was one that communicated the policy about online-based learning, which is more widely known as studying from home (Handarini & Wulandari, 2020). The lack of training received by instructors makes it difficult for them to deal with online learning, and many educators are under the impression that learning exclusively takes place in classrooms. This is consistent with the findings of research carried out by Nafrin & Hudaidah (2021), which revealed that during the Covid-19 pandemic, educators encountered a variety of technical issues

with online learning. The findings of Hamdani & Priatna (2020) discuss that only a minority of educators are competent in digital literacy and possess only a limited set of technologies that may be utilized for online instruction.

Online learning is one of the 14 learning principles regulated by the Ministry of Education and Culture, namely; learning can take place anywhere by utilizing technology and communication. The future of technology will proliferate (Basar, 2021). Individuals dealing with this situation need to be given an understanding of the proper use of technology and the processing of the correct information. To face the present and the future, teacher innovation is needed in learning that integrates technology (Hanik, 2020). Increasingly developing technology needs to be used as teacher innovation in learning so that students are motivated to learn. Yunitasari & Hanifah (2020) stated that in the Covid-19 pandemic situation, teachers must be able to innovate so that students are interested in learning, not quickly bored, and successful in learning.

In line with the development of time and technology, distance learning experiences a paradigm transition. Initially, the paradigm was only based on learning in regions with the delivery of the same material based on one source through IT (Setiawan et al., 2019). There is a change in the learning paradigm that overrides space and time between teachers and students. The use of the Learning Management System (LMS) and integrated modules through the role of tutors in active learning-based learning is now being encouraged in the new distance learning paradigm (Firman et al., 2021). In addition, monitoring and evaluation can be carried out from the centre without visiting the regions through the LMS and the distance education quality assurance system tools owned by the relevant educational institutions.

At the beginning of March 2021, the Covid-19 case started to decline. This has an impact on changes in action in learning. One of the impacts is the change from online learning to hybrid learning (Ganovia et al., 2022). Hybrid learning combines several learning methods: learning that is done expository, learning that is done with computers as a tool, and learning with the internet (Asyrofi & Junaedi, 2016). Hybrid can also be said to be a combination of methods in learning (Turgut & Coban, 2016). Thus, one of the effects of reduced cases of Covid-19 in Indonesia has an impact on learning changes, namely changing online learning to hybrid learning.

Hybrid Learning is a combination of traditional face-to-face classroom learning environments and online platforms that allow for self-directed learning and the cost-effectiveness of learning in an unlimited place and time (Zhao & Breslow, 2013). Students are required to attend class and study during set instructional hours. Internet education is more adaptable since students can access independent learning materials through various online platforms at their convenience (Dwigustini et al., 2021). In addition, these learning activities may be conducted as synchronous or asynchronous online learning (Pandey & Pande, 2014).

Hybrid Learning is a style of education that combines face-to-face meetings with online or offline media and learning methods and modalities that must focus on three essential components: explaining, exploring, and designing with six aspects, specifically sync. Face-to-face, self-learning, apps, tutorials, collaborations, as well as process-based assessment and outcomes (Graham, 2018). Under contemporary conditions, hybridization formats have no limits. Multiple spontaneous combinations emerged: typical full-time and remote, structured and unstructured, independent and collaborative, and work and training (Lin, 2008).

Hybrid learning positively impacts students' academic progress, satisfaction, and communication skills. Hybrid Learning activities online improve student achievement, skills, and attitudes. Hybrid Learning is significant for student achievement because it offers independent learning (Fitriyana et al., 2018). Hybrid Learning has high flexibility by using a Learning Management System (LMS) that can reach student areas. Even though each student is separated, they can still communicate virtually. Hybrid learning also enables a greater variety of learning experiences since the interaction between students in collaborative scenarios generates a positive learning experience (Raes et al., 2020). In addition, online activities facilitate a higher level of student self-efficacy in hybrid learning. Hybrid

Learning also minimizes paper and photocopy costs because all documents are accessible on the course website, hence removing the need for handouts (Martinucci et al., 2015).

The hybrid learning model is the finest option for enhancing the efficacy, efficiency, interest, and allure of human interactions in diverse learning situations (Hikmah & Chudzaifah, 2020). Hybrid learning allows students and teachers to communicate at any time and place by utilizing the learning capabilities of computers and other devices namely mobile phones (Idris, 2018). This learning also encourages students to learn independently by utilizing various sources to add insight. Students can build knowledge within themselves naturally and then apply it in everyday life (Simarmata et al., 2019).

The different advantages of the hybrid learning mode should be utilized as a technique to pique the interest of students in learning. Students' success in learning is significantly influenced by their interest in studying; this desire originates from inside the students themselves (Maesaroh, 2013). Factors external to the desire in learning, notably the teaching style of the instructor. The teacher's role is crucial in fostering students' interest in learning through entertaining instruction and positive motivation. In the meanwhile, parents can improve their children's enthusiasm for learning by encouraging them to complete assignments assigned by their teachers during online learning by rewarding them for their accomplishments, thereby making their children more excited about online learning (Febrianti et al., 2021).

The application of education during the Covid-19 pandemic disaster added colour to the realm of education. During the Covid-19 pandemic emergency, several educational institutions adopted learning models or approaches to ensure the proper execution of the teaching and learning process. Based on the results of direct observations at the school, hybrid learning was initially deployed following remote learning. Based on the observed occurrences, the researcher intends to investigate Hybrid Learning Innovations to boost student motivation in learning after total distant learning. In conclusion, it is crucial to explore the effectiveness of hybrid learning strategies in attracting student interest and improving learning outcomes. By employing a quantitative survey methodology, this study aims to investigate the perceptions of 126 students from class IX at a vocational high school in Denpasar regarding hybrid learning strategies. The research question is, "What are the perceptions of students from class IX at a high school in Denpasar regarding the effectiveness of hybrid learning strategies in attracting their learning interests and improving their learning outcomes in the post-pandemic era?" The findings from this study will provide valuable insights into the effectiveness of different strategies employed in hybrid learning, the level of student interest generated, and the impact on learning outcomes. This research will contribute to the existing body of knowledge on hybrid learning and inform educators and policymakers on best practices for implementing hybrid learning strategies to optimize student engagement and achievement in the post-pandemic education landscape.

2. METHOD

This study employed a quantitative survey as the research design. A quantitative survey questionnaire was developed to collect data on student perceptions of hybrid learning strategies, their level of interest, and the outcomes of their learning experiences. The questionnaire consisted of structured items with closed-ended questions. The items were designed to measure various aspects related to hybrid learning, including teaching methods, technology integration, student engagement, and learning outcomes. The questionnaire was pilot-tested to ensure clarity and reliability before the actual data collection. The participants in this study were 126 students from class IX at a vocational high school in Denpasar. The participants were selected using convenience sampling, based on their availability and willingness to participate in the study. The sample included students from diverse backgrounds and academic abilities. Ethical approval was obtained from the relevant institutional review board. Informed consent was obtained from the participants, ensuring their voluntary participation and confidentiality of their responses.

The survey was administered during regular school hours using Google Forms via WhatsApp Group. The participants were provided with clear instructions regarding the purpose of the study, the

importance of their honest responses, and the confidentiality of their answers. They were given sufficient time to complete the survey.

To analyze the data, descriptive statistics, such as frequencies and percentages, were used to summarize the participants' responses to each item in the survey questionnaire. This analysis provided an overview of the students' perceptions of hybrid learning strategies, their level of interest, and the outcomes of their learning experiences. Cronbach's alpha coefficient was computed to assess the internal consistency and reliability of the survey questionnaire items. Inferential statistical analysis was conducted to explore relationships and determine the significance of the findings. This involved using techniques such as correlation analysis, regression analysis, and t-tests to examine associations between variables and identify predictors of student interest and learning outcomes in hybrid learning. The survey responses were coded and entered into a statistical software package (e.g., SPSS). Data were stored securely and analyzed using appropriate statistical techniques.

3. FINDINGS AND DISCUSSION

After the COVID-19 epidemic began to lessen the severity, the teaching and learning procedure went back to its usual routine. From kindergarten on up through the college level, students are now required to participate in classroom instruction in person. In spite of the fact that the COVID-19 pandemic will one day be eradicated, it will continue to have a significant imprint and influence on many facets of life. Education is one of these things. Even when the pandemic is over, learning online and through other forms of distance education will be feasible. As a result, a hybrid learning mode was established to continue conducting both remote and face-to-face learning.

To develop an integrated learning approach, face-to-face teaching methods, offline computer-assisted teaching methods, and online computer-assisted teaching methods are combined in the hybrid learning model, which is a type of learning model. In the past, the use of digital-based materials was common, but it was restricted to playing a supplementary function in conjunction with traditional in-person instruction. The goal of hybrid learning is to deliver an educational experience that is both the most effective and the most efficient possible. Blended learning frequently blends traditional classroom instruction with that which is mediated by technology (Bonk & Graham, 2012).

The results of research conducted by Dziuban et al. (2004) found that the hybrid learning program has the potential to increase student interest in learning and also reduce dropout rates compared to learning that is entirely online learning. Likewise, it was also found that the hybrid-based learning model was better than face-to-face learning. Hybrid learning-based learning, in addition to improving learning outcomes, is also helpful in improving communication relationships in three learning modes: traditional classroom-based learning environments, hybrid ones, and fully online ones. Researchers provide evidence to suggest that hybrid learning results in stronger feelings of community.

Based on the results of the questionnaires distributed to class XI students at the research site, the following results are presented (best practice). The average score of learning motivation measured before learning hybrid learning was 56.23. Then after teaching and learning through hybrid learning, learning motivation was measured again and obtained an average learning motivation of 69.75, which means there was an average increase of 13.52. An overview of the average increase in learning motivation is presented in Figure 1.

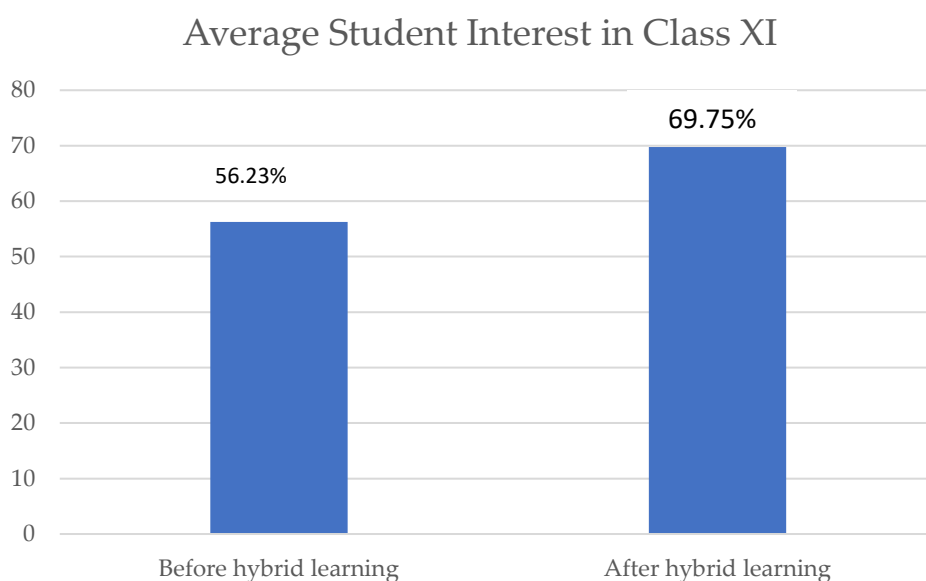


Figure 1. Changes in Student Learning Interest Scores Before and After Hybrid Learning

An overview of the increase in the average score of learning outcomes for four subjects (Indonesian, Mathematics, Religion, and English) is presented in Figure 2 as follows:

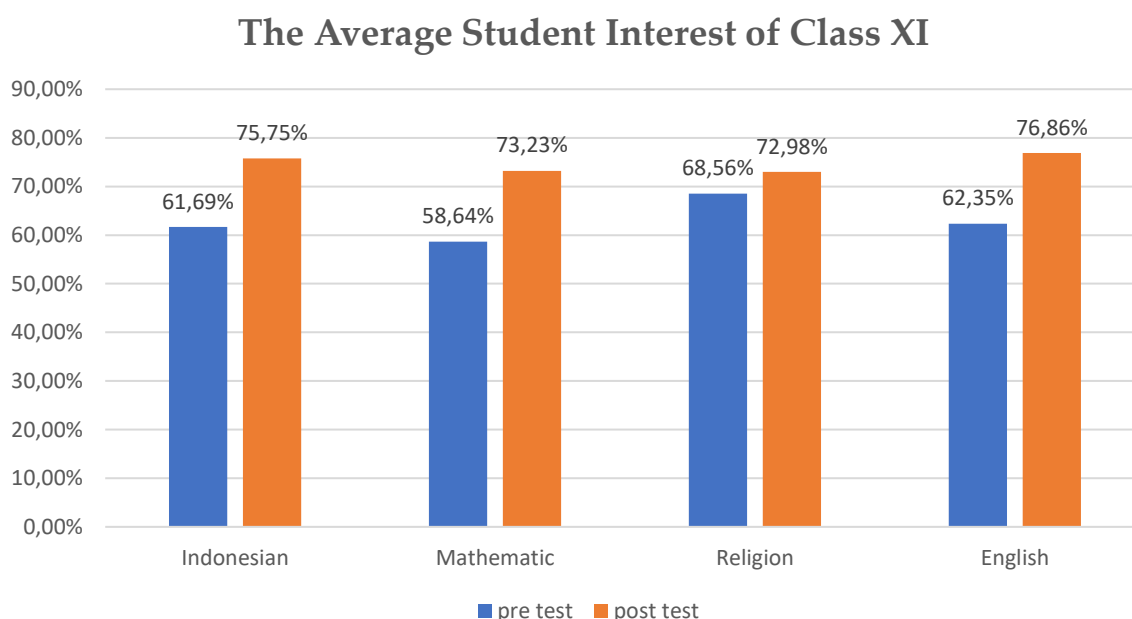


Figure 2 Average Grade XI Students in 4 Subjects

The graph shows four subjects' pre-test scores (daily test 1) and post-test scores (midterm assessment). The average value of students has increased significantly and is already above the minimum accomplishment criteria or KKM (*Kriteria Ketuntasan Minimal*). Even though the Covid-19 pandemic has generated great anxiety for students and teachers to survive the learning process, this demonstrates that the use of media and hybrid learning can be a way to preserve and improve student motivation and learning outcomes. This is in line with the findings of (Sudiarta & Widana, 2019) the research, which indicates that applying blended learning might boost student motivation and interest in learning because students consider the learning to be more relevant.

The information showing the Increasing student learning outcomes informed that the media has an influence on increasing student information. In line with the opinion (Muhajarah & Rachmawati, 2019) that the presence of media in the cone of Dale's experience can help the level of information content being remembered by 70% compared to learning by the lecture method, which is 20%. They explained that Dale was interested in Brunner's learning mode, which is a level of learning that is easier for students to remember by direct experience (enactive), followed by visual senses through pictorial/image (iconic), and then by reading or hearing (symbolic). If it is withdrawn from this statement that by using media, students not only hear but also exert their sense of sight. Moreover, if the teacher invites students to participate (activity) in learning, students will simultaneously learn through direct experience. In addition, using media as learning games can have a positive impact on students and can make students more concentrated on learning (Mulyati & Evendi, 2020). Students' learning concentration is essential in the learning process. High student concentration can make it easier for students to pursue the lessons the teacher has explained. As a result, learning outcomes will be optimal and as expected.

Students will be more motivated to study when the learning process is centered on their interests, as opposed to when they are taught in a manner that is devoid of interest. Students develop an interest in a topic when they recognize that it addresses a need or when they sense that there is something valuable for them to learn about the topic. However, success will be far more difficult to achieve if interest is absent from active effort in learning. Attention and active participation in the pursuit are two ways to demonstrate an interest in something. Students who have a strong interest in the topic are more likely to pay close attention to it and to be engaged in the process of learning something that is relevant to their interests (Siagian, 2015).

In implementing strategies to increase student interest in learning after a long time of carrying out distance learning, several teacher efforts were needed. One of them was using various teaching styles in delivery methods and other skills so that students were enthusiastic and interested in learning, especially Indonesian, Mathematics, Religion, and English subjects.

The success of the hybrid learning process in increasing student interest and learning outcomes is also due to the several advantages possessed by this model. The advantages of the hybrid learning model are as follows:

1. Increasing flexibility that we do not only see from how the time we use but also how the material we deliver, student involvement with the material, and interaction between students or with the teacher.
2. Providing meaningful alternative learning for students to participate actively.
3. The use of video conferencing features such as quizzes, polls, and interactive games increases students' interest in learning.
4. Because the learning process takes place simultaneously, all activities lead to equal learning outcomes.
5. Support the development of digital skills of teachers, students, and parents.

Behind the advantages described above, there were also the disadvantages of hybrid learning. The disadvantages of hybrid learning which become obstacles in its application, as follows:

1. Effective teacher professional development in building digital skills, pedagogical effectiveness, and appropriate learning identification abilities.
2. The uneven development of technology throughout Indonesia has made it difficult for some regions to access the Internet.
3. Knowledge of technology still needs to improve, especially in areas where facilities and infrastructure are still tricky.

To overcome these obstacles, several efforts have been made by schools, such as:

1. Teachers and students mutually evaluate themselves to continue to make adjustments in the application of the hybrid learning model in schools,

2. Teachers learn independently in designing better learning and integrating learning media used to improve the quality of the learning process so that existing obstacles can be minimized, and
3. schools and parents improve coordination and commitment to accompany their children during limited face-to-face meetings, for example, by taking their children on time to reduce the occurrence of crowds after school.

In this regard, Kekang (2013) contends that hybrid learning incorporates traditional learning and e-learning; if learning is conducted solely through e-learning, then it is not humanizing learning. Blended learning is another name for hybrid learning. In addition, the blended learning course teaches the skill efficiently and supports an evidence-based approach to practice in this field. Consequently, during the process and at the conclusion of learning, it is demonstrated that the hybrid learning model can enhance students' cognitive abilities and that the learning settings encountered by students differ from the norm. In this digital era, hybrid learning is a way to make learning creative. Because students are used to using communication tools that have sophisticated software, when students are conditioned during hybrid learning, students are used to it. They do not feel awkward so they can improve student learning.

This is supported by research conducted by Sjukur (2012) with the research title "The effect of blended learning or hybrid learning on motivation and learning outcomes of students at the vocational high school level", concluded that using hybrid learning or blended learning models can improve learning outcomes of learners and education with technology require not only interactivity, but also participation, collaboration with others, and interaction with digital tools. All this must be addressed, and the main goal is human education and the development of various fields of human functioning.

(Precelet al., 2009) conducted research on the contribution of blended learning/Hybrid learning components that significantly contribute to learning. These components are assignments (mean = 4.72), printed books (mean = 4.54), meeting presentations (mean = 4.42), and face-to-face meetings guided by an instructor (mean = 4.14). While the outcomes of online learning contributed to learning (3.83), online books contributed to learning (3.32); despite this modest contribution, nearly half of the participants (46.5%) reported that they frequently utilize them.

Hybrid learning can also reduce students' boredom during the learning process. One-way learning that always focuses on the teacher will lead to boredom and decreased student concentration levels. Learning activities by using game media will certainly divert students' attention to concentrate more. Hybrid learning shows the existence of an increase in student learning outcomes. In addition, using hybrid learning media makes students more active and participate in learning. Another impact felt by students is that it can entertain and reduce stress. The existence of the media also influences student psychology (Muhajarah & Rachmawati, 2019). Therefore, by incorporating game-based media and interactive elements, hybrid learning offers a promising approach to overcoming student boredom, enhancing concentration, and creating a positive and effective learning environment.

4. CONCLUSION

Based on the discussion of the problems previously described, the virtue of the hybrid learning model is that there is individual freedom in interacting with broad learning content, and students are more aware of their abilities. Teachers must be more creative in integrating learning in offline and online spaces so that subject matter can be mastered and integrated into everyday life. This learning process allows teachers to improve communication and connection with students so that it is expected to minimize academic stress. This hybrid learning innovation facilitates the condition of class XI students at the vocational high school in Denpasar if there are students who miss lessons because of certain situations, and the distance to school is much more time efficient because they do not have to go to school every day so that it can increase student learning interest. From the results of the research above, it can be seen that the application of the hybrid learning model to can increase student learning interest, especially in Indonesian, Mathematics, Religion, and English subjects with an average change

in student learning motivation, and can increase student learning outcomes shown in the increase in the average value of student learning outcomes for the four subjects sampled before and after the application of the hybrid learning model. Some potential limitations of this study include the use of convenience sampling, which may limit the generalizability of the findings to other populations. The study was also limited to a single high school in Denpasar, which may restrict the generalizability of the findings to other educational contexts. Additionally, the reliance on self-reported data may introduce response bias. However, future efforts should be made to mitigate these limitations by ensuring participant anonymity, providing clear instructions, and conducting pilot testing of the survey instrument.

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