

HYBRID LEARNING IMPLEMENTATION IN STIE BINA KARYA DURING PANDEMIC

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DOI: <https://doi.org/10.36841/pioneer.v14i1.1376>

Received : December 19, 2021

Revised : April 20, 2022

Accepted : April 26, 2022

Published : June 30, 2022

Abstract: Hybrid learning was expected to overcome the online learning restriction during the pandemic. The purpose of this research was to find out students' opinions on hybrid learning implementation. This research took forty students who represented all semester of STIE Bina Karya as the respondent. The respondents' answers in form of words, phrases, and sentences were the data in this study. The data were collected through open-ended questionnaires which were analyzed through thematic analysis. The results showed that hybrid learning implementation in STIE Bina Karya needs to be reconsidered. Both lecture and learners need more adaptation related to the problem which influences the online students. Online class students face more obstacles from inside and outside.

Keywords: *hybrid learning, offline learning, online learning*

INTRODUCTION

This pandemic situation makes the technology utilization in the education system become maximalized. Not only for online learning but also in hybrid learning or blended learning, the use of technology can not be denied (Supriyanto et al., 2020). The hybrid learning implementation is suggested to continue the learning system safely and also to minimize the possibility of virus transmission which implemented in the academic year 2021/2022. Moreover, the hybrid learning implementation in Indonesia is allowed when the Covid-19 case has been decreased (Zheng et al., 2020). Hybrid learning has similarities with blended learning which is the development of an e-learning system (Fauzan & Arifin, 2017). Hybrid learning is

the combination between an e-learning system and offline learning or a conventional method. So, for the implementation sometimes the students will come to class and at the next meeting, they should study from home in turn online. The schedule was arranged so students can come to class in turn. When half of them were scheduled to come to class, the rest would study from home by following the class through online learning through Zoom Meeting. As the result, all students get a similar learning process online and also offline. In another word, there is learning integration between technology and innovation through an online learning system which is possible to take classroom interaction and participation (Hendrayati & Pamungkas, 2016).

Along with the vaccination program, it affects the number of Covid 19 victims become reduced, recently, because it provides good immunity protection, however people need to have double safety masks to reduce the virus transmission (Kerr et al., 2021). As the result, the situation is getting better. Therefore, the online learning implementation can be minimalized or even be deleted and turned into offline learning. However, it can not be deleted completely, since the pandemic has not been over yet (Profesional, 2021). It is hoped that through hybrid learning, learners and lecturers can overcome the limit when they run online learning. Because sometimes it will create social interaction between students and lecturers when they have face-to-face class (Hediansah & Surjono, 2020).

Online learning has been implemented at every education level since the Covid 19 virus spread out in Indonesia and thus it creates pros and cons. The lack of social interactions between learners and lecturers, and also among students has created problems physically. According to Fauziyyah et al., (2021), online learning is so stressful for both students and teachers. Alike with the research result done by Haratikka (2020), online learning affects both learners' and teachers' health since they spend more time sitting on fronts of their devices like laptops, handphones, or computers. Regarding this issue, many parties like students, lectures even parents wish the online learning will be ended. Moreover, learners and lectures can not avoid the dependency on devices to go online using the internet network connection. This situation definitely creates new problems easily rather than in offline classroom (Handayani, 2020).

Until now, our Education Ministry allows the schools to choose between conducting a restricted offline meeting or hybrid learning in their classes (Indahri & Kegiat-, 2021). Hybrid learning is the combination of an online learning classroom and an offline learning classroom. The area that is categorized as emergency public activity restriction (PPKM) level 1-3 is one of the requirements in implementing the offline classroom during the pandemic (Covid-, 2021).

STIE Bina Karya, located in North Sumatera in Tebing Tinggi city is one of the universities which has implemented hybrid learning for several subjects such as the countings subjects, those are Statistic, Managerial Economy, Introduction to Accounting, Financial Accounting, Financial Management, Business Projection Technique, and Macro Economy since it belongs to PPKM level 1. Previously, STIE Bina Karya applied online classroom for all subjects through Google Classroom, What's App Group, and Zoom Meeting; no offline classroom at all. It was realized that the number of active students was getting lower because they were confused about the materials posted by the lecturer through Google Classroom since there was no clear explanation at all from the lecturers. Meanwhile, in the virtual meeting using Zoom Meeting, the students faced the problem with the internet connection due to their location (Wahyuningsih, 2021) and also the limitation of the internet data (Fauziyyah et al., 2021).

From the aforementioned background, this research aimed at investigating the implementation of hybrid learning in STIE Bina Karya and whether it has run smoothly or not after implementing full online learning during the pandemic. Following that, the researchers formulated a research problem as follow: "What are students' perception of hybrid learning implementation in STIE Bina Karya?"

REVIEW OF LITERATURE

Hybrid Learning

Hybrid learning is the combination of the ways teachers deliver the material both by applying the internet and also face-to-face class. Hybrid learning is an approach that prioritizes the learners' ability to access the material using sophisticated devices (Purwahida & Jakarta, 2019) and optimizes learners' learning outcomes through technology (Hariadi et al., n.d.), even at the different times and

locations. According to Makhdoom et al (2013), hybrid learning is called blended learning which combines both offline learnings with asynchronous or synchronous learning. In this condition, students have the possibilities to study independently (Hediansah & Surjono, 2020) because their learning time is not all face-to-face, therefore hybrid learning is a trigger to build learners' critical thinking (Sulistyanto et al., 2021). Hybrid learning gives an opportunity in creating social interaction, discussions, and debate among students and teachers, it offers time efficiency, not only that, learners and teachers can access or post the material whenever and wherever since this method takes place online and offline (Hidayatullah & Anwar, 2020). Unfortunately, the presence of hybrid learning needs to consider schools' conditions and learners' location (Rahayu et al., n.d.)

Online Learning

Online learning or e-learning is learning activities that involve web-based technology, online learning platforms (Zoom Meeting, Google Meet, Google Classroom, Kahoot, Schoology), and devices like computers, handphones, and laptops that can be held with the learners' time and place flexibility (Arkorful & Abaidoo, 2015). Learners can access the learning material from the teacher by utilizing the internet. Teachers are expected to create various learning materials creatively, attractively, and comprehensively (Kediri, 2021).

Offline Learning

Offline learning is a method of teaching and learning process which took the classroom, whiteboard/blackboard as the learning environment. This method enables learners to do social interaction among students and between teachers where inviting discussion and feedback directly from the teacher. Offline learning does not require the use of the internet. But teachers need to prepare plan A, plan B or even plan C to prepare to run in case of the learners' condition and situation (Rachmah, 2020).

METHOD

This research was conducted qualitatively in December 2021. It described the actual experiences which occurred in natural settings. So, the researchers can explore the insight and also meaning through the given situation (Personal & Archive, 2018). 40 participants in this research were students from the 1st, 3rd, 5th, and 7th

semesters. The participants had to answer the open-ended questions from the Google Form link given by the researchers. The data in form of phrases, sentences, and paragraphs were analyzed through thematic analysis. Thematic analysis was conducted through several steps: 1) be familiar with the data, 2) generate initial codes, 3) discover the theme, 4) review and check the theme, 5) define and give a name to the theme, and 6) start reporting (Nowell et al., 2017).

FINDINGS AND DISCUSSION

Findings

The findings of this research are based on the data obtained from the questionnaire and some related research previously about hybrid learning or blended learning. The hybrid learning method is one of the solutions for students to learn during the pandemic. Alike with the research result by Malasari and Alvita (2020), hybrid learning give a chance for learners to have face-to-face class meetings, and also in some sessions was replaced by web-based learning. STIE Bina Karya has implemented hybrid learning since the beginning of the academic year 2021/2022. It is an effort to attract students' learning motivation during the pandemic. As the result, students were interested in attending the class because they have the opportunity to do interaction with students or between lectures. The percentage of motivated students in hybrid learning can be seen in Table 1.

Table 1. The Data of Motivated Students in Hybrid Learning

Motivated	Less Motivated	Not Motivated
80,5 %	14,6%	4,9 %

Table 1 shows that the presence of hybrid learning can improve students' learning motivation. This can be seen through the percentage of the motivated students that reaches 80,5%; meanwhile, 14,6 % of them were less motivated, and 4,9 % were not motivated. The motivated and unmotivated students were arisen from learners themselves (intrinsically) and are influenced by learners' environment (extrinsically). According to Sucaromana (2013), intrinsically, learners were motivated in hybrid learning because learners can express themselves to do challenges and enjoy things to show their ability, self-confidence, and intention. While, extrinsically learners were motivated because there is the command from their

parents, classmates, and society (Syarif & Sofyan, 2012). Having discussions among learners and sharing with the teachers, they do not need to come to class intensively, these become enjoyment for learners to run their studies. These activities obviously will motivate students to come to class and have discussions online. Moreover, students can improve their physical health since they do not need to go to campus everyday. Based on the data, there were 97,6% students agreed if hybrid learning can minimize the possibility of the virus transmission. The data of students' statements if hybrid learning can improve learners' physical and mental health is seen in Table 2.

Table 2. Hybrid Learning Improves Learners' Physic and Mental Health

Yes	No
97,6 %	2,4%

Table 2 shows that hybrid learning implementation which takes a half learner than usual can improve learners' physical and mental health. Learners still attend the class in turn, the rest will follow the real-time online class through Zoom meeting. They do not need to depart and surely it will save cost (Alsalmi et al., 2021). It is because when they are going out, they will spend money.

Hybrid learning implementation in STIE Bina Karya also utilizes some devices that support the teaching process. Those are laptops with a writing pad, overhead projector, microphone, and stable internet connection. The lecturers connect to their Youtube accounts so learners can access the teaching video about the lectures' explanation anytime they want. Table 3 below explains students' opinions on optimizing the use of technology.

Table 3. Technology Utilization

Optimal	Not Optimal
95,1%	4,9%

As can be seen in Table 3, hybrid learning implementation in STIE Bina Karya has been supported by several devices to maximize students' understanding of the lecturer's explanation. As the result, 95,1% of participants said that technology utilization is optimally used during the hybrid learning implementation.

In line with the purpose of the research which is to investigate the students' perceptions towards the implementation of hybrid learning in STIE Bina Karya,

Table 4 below displays learners' opinions on the advantages of hybrid learning implementation.

Table 4. The Advantages of Hybrid Learning Implementation

No	Advantages
1	more motivated
2	Learners can have face-to-face discussions with the lecturer
3	Give opportunity to have social interaction among learners and lecturer
4	Learners become easier to understand the material
5	Minimize the virus transmission possibility
6	Learners can save the learning material in digital
7	The lecture's direct explanation can be accepted by the learners through the feedback
8	New learning method implementation
9	Learners can take a nap at home although running the online class
10	Increase learners' self-confidence and be able to come forth
11	Learners' have the opportunity to discuss with the lecturer at the next meeting

Table 4 shows the advantages of hybrid learning implementation in STIE Bina Karya. The hybrid learning method was still new in STIE Bina Karya although it was not new in the field of education. Previously, before the pandemic, STIE Bina Karya utilized offline classrooms, then, at the beginning of the pandemic, it utilized full online classes. After almost two years, the campus started to hybrid learning method. After analyzing the responses from the students, the researchers summarize the answers into eleven categories. Most importantly, in terms of motivation, the students were motivated in hybrid learning implementation rather than in fully online classes. This answer is in line with the research result from Syarif and Sofyan (2012). They said that students' motivation increased through hybrid learning implementation. Through hybrid learning, they have chances to have a face-to-face discussion with the lecturer so that they can get direct feedback from the lecturer and do some corrections to the students' learning results on that day. As cited in Wihartini (2019), there is a difference between online and offline students' achievements in the hybrid learning method. The research result shows that the offline students comprehend more the lecture's explanation than the online one. This is because, through offline classes, the students can improve their communication skills (Tanjung & Fitri, 2020).

Hybrid learning can also help minimize the virus transmission because it is not fully offline (Dewi, 2020). Furthermore, students in an online class will have time to discuss or ask questions in the next meeting when they turn to an offline

class. In the classroom, hybrid learning only has half of the total students in that class. The rest of them follow the class at home online.

On the contrary, Table 5 below shows the disadvantages of hybrid learning implementation in STIE Bina Karya based on the data from the online questionnaire.

Table 5. The Disadvantages of Hybrid Learning Implementation

No	Disadvantages
1	Some students who got online classes are possible not understand the material.
2	The learning duration is limited
3	Complicate to operate the device and program
4	The unstable network connection
5	Online students were lack of lecture attention
6	Online students were limited to asking a question through Zoom
7	The lecture's online explanation was not well understood
8	Learners' were difficult to arrange a time between studying and working
9	The lecture was not able to focus on both online and offline students

Data of disadvantages in Table 5 are derived from the forty responses from students excerpted into 9 categories. The duration of hybrid learning was restricted and also the number of students who followed the offline classroom was limited (in the conventional method it took two and a half hours for one subject), the rest should follow the class through Zoom Meeting (the hybrid learning method took one and a half hour). The presence of hybrid learning more or less can switch the learning atmosphere. When the students got a turn in Zoom Meeting, there were several obstacles. Students in the online class were not able to catch the material explained by the lecture in real-time because of the bad weather or even the unstable internet connection. This situation affects students' understanding of the material delivered by the lecture. Then, not all students were able to operate the device and online program correctly. Furthermore, the online students were lack of lecturer's attention and somehow the lecturer was not able to focus on both online and offline students. The next finding reveals if online learners were difficult to set their time for learning or working since they are not in the classroom. This result was in line with the research result by Shand and Farrelly (2018). They state that the challenge for online students arises from the students themselves, regarding time management and also self-discipline.

Discussion

The research problem has been revealed. The presence of a hybrid learning method can refresh learners learning motivation intrinsically and extrinsically. There were several advantages that they did not receive when doing the online class. They can build social interaction through class discussion, debate, sharing, and getting direct feedback from the lecture which improves their self-confidence. On the contrary, the learners who got online classes got more problems with hybrid learning implementation in STIE Bina Karya, especially in time management, self-discipline, and devices and network connection. Moreover, the lecturer who was responsible to handle both online and offline classes was not able to focus on both at the same time.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Hybrid learning in STIE Bina Karya still needs correction and refinement. Hybrid learning implementation in STIE Bina Karya also recommends lectures' skills, knowledge, and experience in this method. The bad lectures' skills, knowledge, and experience will influence students' achievements. The hybrid learning in STIE Bina Karya made unbalance learning atmosphere between online students and offline students. The problems mostly affect online students. The major problems came from inside and also outside learners'.

Suggestions

It is suggested to STIE Bina Karya revise the hybrid learning implementation because students still face the same problem when they have a fully online class. For the next researcher, it is better to see based on the teacher's point of view on hybrid learning implementation.

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