

Enhancing Classroom Learning through Hybrid Teaching and Learning: Insights from a Four-Session Training Program

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Received 5 January 2023 • Revised 15 February 2023 • Accepted 12 Maret 2023

ABSTRACT

Hybrid learning, with a focus on facilitating students' problem-solving skills, is a new and innovative approach which teachers can employ to inculcate higher-level thinking among their students. Accordingly, the purpose of this hybrid training program is to equip teachers with the skills to create hybrid learning instruments that facilitate problem-solving in their classrooms. The training methods include presentations, Q&A sessions, discussions and performances in the form of direct exercises guided by a facilitator (or resource person). Offline teachers from Madrasah Ibtidaiyah (MI) Muhammadiyah Kramat and online teachers from a primary school, or *Sekolah Dasar* (SD) MI Muhammadiyah Se-Banyumas attended the training. In general, training activities are structured into 4 stages, namely (1) training on creating instruments and implementing hybrid learning to support problem-solving; (2) assisting in the creation of hybrid learning instruments; 3) monitoring, testing, and implementing hybrid learning in the classroom; and 4) reflecting on the outcomes of implementing hybrid learning. Insights gained from the training program that aims to create hybrid learning instruments, are presented and discussed.

Keywords: Hybrid Learning, Instruments, Problem Solving

INTRODUCTION

The government is adjusting its policies to give more power to government or regional offices, as well as the Ministry of Religion, who understand the conditions, requirements, and capacities of their respective catchment areas. This will enable them to have full authority in determining when to start learning activities and advance applications, such as the even semester year of the academic year 2020/2021 in January 2021 [1].

This policy is based on the evaluation of the Distance Learning Policy (PJJ) during the COVID-19 pandemic. PJJ has been successful, even during the days before the pandemic. However, during the pandemic which disrupted learning, it was noted that the longer learning is delayed, the greater the negative impact on children. The Indonesian government is concerned about the extended loss of learning, which can lead to cognitive and character development issues. There is also a risk of psychosocial pressure and potential violence within households. Without interaction with teachers, friends, and the environment outside, children may experience stress, and violence can go undetected [2].

According to the Joint Decree of the Four Ministers on November 20, 2020, learning activities can be advanced, but it is not mandatory. The priority is the health and safety of the participants, educators, educational workers, families, and society. The government also

needs to consider several factors, such as the level of Covid-19 spread in the region, the readiness of health facilities, and the readiness of educational institutions to implement learning activities based on a checklist. Access to learning resources from home and the psychosocial conditions of the participants also need to be considered [3].

These conditions naturally demand schools to do the scheduling of students' face-to-face or physical learning activities, allowing them to experience and learn both online and offline. This approach is known as blended learning or hybrid learning. Hybrid learning generally combines formal and non-formal education programs, merging or integrating face-to-face classroom methods with online learning technologies. To maximize learning in these conditions, a hybrid learning model was implemented.

Hybrid learning, also known as blended learning, refers to the combination of two or more learning methods, specifically e-learning (electronic learning) and face-to-face learning [4] [5]. It combines two or more learning methods and approaches to achieve the learning outcomes from the learning process [6].

According to Thorne [7], hybrid learning combines conventional classroom learning with online learning, where teachers and students can meet physically in class, or online at any time and place. In other words, hybrid learning is the virtual meeting between teachers and students. The application of hybrid learning starts with preparation, including analyzing the learners' competencies, learning context, and content. The results of the analysis should be controlled by the participants themselves through direct or independent online learning. The next step is to incorporate the results into the syllabus or learning plan. Based on the identified problems encountered at MI Muhammadiyah Kramat, the school needs new information and knowledge about online learning, blended models, and a combination of both. The school needs to plan a learning pattern that can facilitate students who come to school and those who stay at home. Therefore, teachers at MI Muhammadiyah Kramat were given training to create instruments and implement hybrid learning based on problem-solving. This training aimed to enhance teachers' pedagogical competency and develop the school's learning programs.

MATERIAL AND METHODS

The training program was implemented four stages, as follows:

1. Stage 1: Coordination and Needs Assessment. At this stage, the facilitator (resource person or presenter) coordinated with the head of the madrasah and teachers of MI Muhammadiyah Kramat to identify the primal needs and improvements required for professionalism. The focus is on preparing the necessary training and organizing it. This stage was held on two dates, January 21, 2022, and February 21, 2022.
2. Stage 2: Presentation Training. At this stage, the facilitator provides the theoretical foundation on how to create training instruments and develop problem-based learning for teachers at MI Muhammadiyah Kramat. The method used in this stage includes presentations, discussions, and question-answer sessions. The training was held on February 26, 2022.
3. Stage 3: Mentoring in Creating Hybrid Learning Instruments. During this stage, the facilitator mentors partner teachers (or training participants) in creating learning instruments. The method used in this stage includes assignments, discussions, and peer tutoring. This stage took place between March and April 2022.

4. Stage 4: Monitoring, Testing of Learning Instruments, and Practising Hybrid Learning. During this stage, the facilitator monitors the implementation of the learning process carried out by the teachers. The methods used at this stage include observation, discussions, question responsibilities, and assignments. This stage took place from May to June 2022.

RESULTS AND DISCUSSION

Insights gained from the four-stage training programme:

The training on creating learning instruments and hybrid-based problem-solving for teachers at MI Muhammadiyah Kramat has the potential to help solve internal teacher problems in discharging their professional duties, especially during limited study time and the COVID-19 pandemic. The approach used by the researcher who facilitated this training involves transferring knowledge on creating learning instruments and hybrid-based learning to teachers, providing mentoring in practice learning, and monitoring program continuity.

At the initial stage, the facilitator coordinated with the head of the madrasah and teachers of MI Muhammadiyah Kramat to identify the primal needs and improvements required for professionalism. The insights gained from Stage One revealed problems faced by the schools to increase the competency and professionalism of the teachers regarding the appropriate learning models that can facilitate students' learning. This is important because schools needed to reschedule the timetable for learning, some of which are offline and some online, due to the enforcement of Large-Scale Social Restrictions (or, *Pembatasan Sosial Berskala Besar*, PSBB) implemented by the Indonesian Government in response to the COVID-19 pandemic and it has an impact on school policies in carrying out the educational process.

The successful implementation of the training was largely determined by the participation of the teachers in doing activities that have been planned. The teacher's activity in this training entails listening to the material presented, asking questions, having discussions, creating hybrid learning instruments, running tests, and analysing them. During these activities, the facilitator monitors the teachers' work and provides guidance.

The training was held using a hybrid model, where offline participants included eight teachers from the targeted twelve. Presentations were made online through virtual zoom, and the number of teachers was not restricted. Teachers from MI Muhammadiyah Lumbir and SD/MI Muhammadiyah Rawalo were among the online attendees. The facilitator shared information about the training with the Whatsapp Group for Muhammadiyah SD/MI teachers throughout the Banyumas district. The training delivery consisted of four theory sessions on hybrid learning, along with an explanation and example of Hybrid Learning Implementation Plan. Figure 1 displays a screenshot taken from the training that was carried out in a hybrid manner.

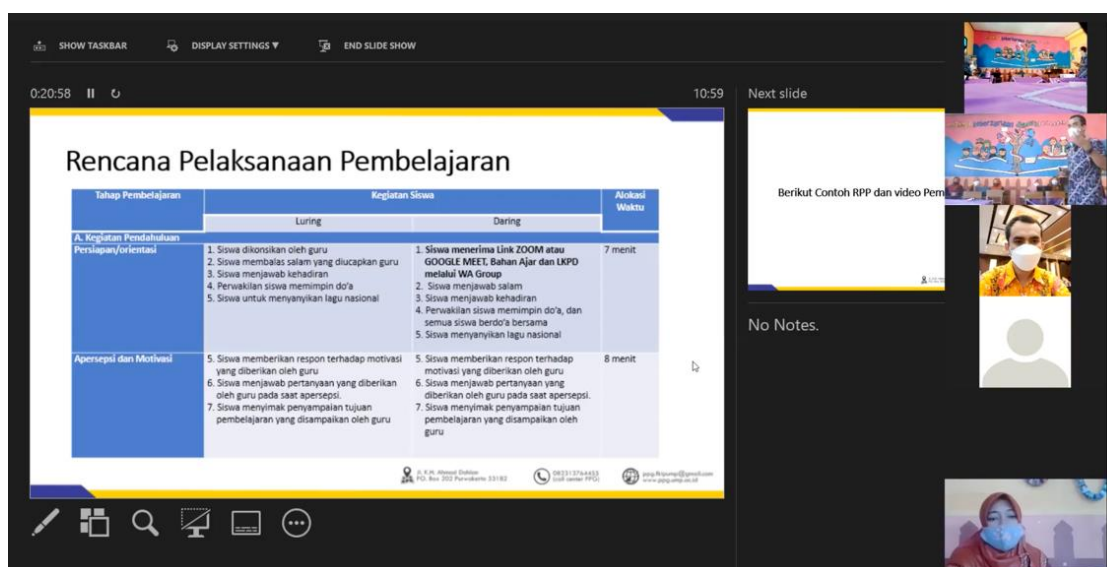


Figure 1. Screenshot of Hybrid Learning

All the four sessions had a high number of enthusiastic participants, particularly in the area of Think-Ask-Answer related applications for hybrid learning and practice. The facilitator (trainer or resource person) gave an example of an application in which the participant plays a role and interacts with other participants present in the classroom and those following remotely through the Zoom application. This first stage made all the participants more enthusiastic about quick classroom learning practice.

In the second session, the participants were taught the theory on creating hybrid teaching materials using different platforms and services. They were also taught how to use the Canva application for creating teaching materials. The participants expressed a desire to learn more and look forward to attending a more advanced training in creating online teaching materials, since they personally believe that this new and innovative approach could improve the quality of learning in schools.

The third session focused on creating hybrid learning media. The participants were taught how to utilise various application provider services that can be accessed for free to create learning media. The media created was not limited to three-dimensional or concrete media but included media that can be accessed through the internet. Participants were also trained on how to search for relevant information that can be used as media and how to link it to the learning objectives and competencies of the participants.

The fourth session focused on digital evaluation tools. Participants were trained on creating evaluation tools using Quizizz, in addition to using Google Forms. The training included direct practice in creating questions and answers using Quizizz. The training model had a significant impact on the participants, as evidenced by their positive feedback in which they expressed the joy of developing questions easily using Quizizz and also their desire for further continued training on this matter.

The next activity in the fourth session involved assisting internal teachers in creating hybrid learning instruments, conducting trials, and monitoring of the instrument sets. The findings from this stage indicated that the teachers' abilities and skills in designing and practicing hybrid learning instruments based on learning problems improved, resulting in increased quality of the participants' learning outcomes. The teacher's work was

documented with learning photos or videos of the participants using the instruments.

CONCLUSIONS

The insights gained from the implementation of the training on hybrid learning training lead to the conclusion that there were external positive impacts on enhancing teacher professionalism, specifically: 1) the training improved the teachers' knowledge of learning instruments and implementation of hybrid-based problem-solving, as evidenced by their active participation during the training process, and 2) the training improved the teachers' ability and skills in designing and practising hybrid learning instruments, resulting in increased quality of the participants' learning outcomes, as demonstrated by the instruments and documentation of learning photos/videos made by the teacher. On the basis of the insights gained, it is suggested that this training program be continued and scaled higher by adding an advanced stage that focuses on creating digital teaching materials and media that can facilitate and enhance the learning of our students.

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