


Adopting Hybrid Learning: A Case Study of SMP Negeri 1 Pameungpeuk West Java-Indonesia Response to Distance Learning Challenges

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Article Info	Abstract
<p>Article history: Received: 05/27/2023 Revised: 06/15/2023 Accepted: 07/30/2023</p> <p>Keywords: <i>Distance Learning, Hybrid Learning, Learning Methods, SMP N 1 Pameungpeuk</i></p>	<p>Purpose – This research is motivated by the challenges faced by students and teachers at SMP Negeri 1 Pameungpeuk, Garut, West Java, in conducting effective distance learning during the COVID-19 pandemic. Recognizing the limitations impacting students' understanding and the subsequent learning effectiveness, the government authorized face-to-face learning under specific conditions. This study explores the implementation of hybrid learning at SMP N 1 Pameungpeuk as an alternative to address the constraints faced by students in distance learning.</p> <p>Design/methods/approach – Conducted as a qualitative descriptive study, this research utilizes purposive sampling to select informants. Data collection methods include observation, interviews, and documentation. Analysis techniques involve transcript analysis, coding, grouping, and comparing and contrasting. Validity is ensured through source triangulation.</p> <p>Findings – The study reveals that hybrid learning, as implemented by SMP N 1 Pameungpeuk, is an effective solution for students facing constraints in distance learning. The hybrid approach allows teachers to understand students' states, characters, and academic development. Adjustments to the learning plan involve a single-sheet lesson plan, thirty-minute subject sessions using various applications, and evaluation through assigned student tasks.</p> <p>Research implications/limitations – The research implies the potential of hybrid learning as a viable alternative in challenging circumstances. Rules include the specific context of SMP Negeri 1 Pameungpeuk and the dynamic nature of distance learning constraints during the pandemic.</p> <p>Practical implications – The findings offer valuable insights for educational institutions considering hybrid learning as an alternative to address challenges in distance learning. Adjusting learning plans and utilizing various applications highlights practical strategies for effective implementation.</p> <p>Originality/value – This research contributes to the literature by showcasing the implementation of hybrid learning as a response to the limitations of distance learning, particularly during the COVID-19 pandemic. The study's originality lies in its detailed exploration of the practical aspects of hybrid learning, offering valuable insights for educational institutions navigating similar challenges.</p> <p> © 2023 by the authors. It was submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (http://creativecommons.org/licenses/by/4.0/).</p>

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Introduction

The COVID-19 outbreak that has spread throughout the world, including in Indonesia, has resulted in changes in the order of people's lives. The outbreak of this virus has affected almost all fields, one of which is education. The Minister of Education and Culture (Mendikbud) has issued Circular Letter No. 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of Covid-19, followed by Circular Letter No. 15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period of the Spread of Covid-19. Through several circulars issued by the Minister of Education and Culture, teaching and learning activities (KBM) during the pandemic were carried out by adhering to the principles of health protocols. Adhering to this health protocol is realized through online and offline learning according to what is attached to the circular letter. Distance learning (PJJ) is a learning activity without direct face-to-face contact between teachers and students. Communication between the two can be done through media, for example, TV, computer, radio, internet, etc. (Munir, 2012)

Distance learning is at least difficult for some teachers and students. This was expressed by one of the teachers at SMPN 1 Pameungpeuk Garut, West Java (*NA et al.*, 15 February 2021, n.d.). The ability of teachers and students to operate the technology used as learning media is limited. There are still students at SMPN 1 Pameungpeuk who do not have devices as communication tools and several other reasons related to students' understanding of the learning process. This is an obstacle in itself for the smooth running of distance learning. From the results of evaluations carried out by the government, it was found that students need face-to-face learning everywhere. PJJ activities are considered less than optimal. Due to this, the government issued a Joint Decree (SKB) 4 Ministers Number 4/KB/2020, which states that face-to-face learning is permitted by fulfilling the requirements and health protocols that have been determined or by the authority of the regional government (*SKB Nomor 04/KB/2020*, n.d.). It was found that an alternative option that can be used in implementing face-to-face learning in the current situation is the hybrid learning learning learning model.

Hybrid learning combines learning *online* with learning carried out in the classroom without eliminating face-to-face learning (Asyrofi & Junaedi, 2016). This research aims to describe the implementation of hybrid learning at SMP N 1 Pameungpeuk as a solution for students who have problems implementing distance learning. This research focuses on implementing *hybrid learning* at SMPN 1 Pamengpeuk, consisting of planning, media, and teaching materials, hybrid learning implementation, and learning assessment and evaluation. In addition, researchers include supporting and inhibiting factors for distance learning as part of *hybrid learning*.

Methods

The type of research used is descriptive qualitative. They are determining informants using the purposive sampling technique, namely the technique of deciding informants using specific criteria (Sugiyono, 2016). The requirements in question are informants who know, understand, and experience problems regarding implementing *hybrid learning*. The informants found were the principal as the key informant, the teacher as the primary informant, and students as additional informants. Data collection techniques are observation, interviews, and documentation. Data validation or validity techniques use data credibility validity techniques, namely by triangulation. Triangulation is a data validity checking technique that combines data collection techniques with existing data sources (Rokhmaniyah, 2017). The triangulation applied is source triangulation.

Results

1. Hybrid Learning Planning

Learning planning is a process of preparing learning materials, using teaching materials, selecting learning approaches and methods, and testing and evaluating within a

specific time, which will be carried out within a certain period to achieve a predetermined goal (Putra, 2018).

The planning and preparation carried out by SMP N 1 Pameungpeuk before implementing distance learning was done by providing guidance and direction to teachers and the school principal, mapping cellphone ownership and quotas, and grouping students according to their environment. This cellphone ownership mapping aims to determine how many students have cell phones, quotas, and a stable network so that schools can determine the percentage of students who can participate in learning. Apart from that, the purpose of grouping students according to their environment is to anticipate students who still need cell phones and quotas so that students can study in groups. Grouping is done by gathering students who do not have cell phones according to the area so students can learn in groups using one cell phone to receive learning materials.

In its implementation, before carrying out learning, the teacher creates learning materials that are by the learning implementation plan (RPP). The lesson plans used in distance learning are made more concise using one-sheet lesson plans following government recommendations. This reduction in learning material is due to the limited distance learning time. The creation of this one-sheet RPP is in line with Minister of Education and Culture Decree Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Educational Units in Special Conditions, which states that educational units in special conditions are not required to complete all curriculum achievements for grade promotion or graduation, and teachers can simplify curriculum independently while still referring to the national curriculum.

2. Hybrid Learning Media and Teaching Materials

Learning media is essential to the continuity of learning and can support distance learning. Learning media can be defined as a tool or means to be utilized in the learning process. Several media that can be used in online distance learning are Zoom meetings, Google Meet, WhatsApp, e-book, Google Classroom, etc. (Arini, 2021).

The media used by SMP N 1 Pameungpeuk Garut in implementing *hybrid learning* is utilizing several applications. Applications used in distance learning as part of *hybrid learning* are different for each teacher. This difference is adjusted to the needs and abilities of teachers and students. Several applications are used as distance learning media at SMP N 1 Pameungpeuk, including Whatsapp, Telegram, Google Classroom, Youtube, Google Form, Quizizz, and WorldWall for English subjects. However, the application that is commonly used is WhatsApp because this application is the easiest to understand and can be used by parents and students. Besides that, using internet quotas for WhatsApp is relatively economical compared to other learning media applications.

Teaching materials are materials, tools, or learning materials that can help teachers carry out learning (Laksana et al., 2016). The material teachers provide uses various media, such as textbooks, PowerPoint presentations, and learning videos. The learning videos used are sourced from YouTube and videos made by the teacher. They use video as a learning medium to help students understand, especially in science and mathematics. Using videos in distance learning can help students understand the learning process. This is in line with what A said. Kurniawati et al. that learning videos can attract students' attention, increase imagination, improve critical thinking skills, and encourage students to be involved, participate, and be enthusiastic about being more active in learning (Kurniawati et al.)

3. Application of Hybrid Learning

The learning time used in *hybrid learning* is thirty minutes for each subject. Face-to-face meetings are held twice a week by creating two study groups in one class and taking turns attending face-to-face meetings according to a predetermined schedule. Implementation of *hybrid learning* at SMPN 1 Pameungpeuk is done by providing materials online or *online* through learning applications used by teachers and students. Students who do not have cell phones are given a textbook and notes for the fabric that will be discussed at the next meeting.

During face-to-face meetings, the teacher only explains material that students need help understanding when receiving the material online.

Hybrid learning can solve less effective distance learning, especially for students who need devices for distance learning. Face-to-face meetings on hybrid learning provide teachers with opportunities to discover the situation and developments of student academics. Hybrid learning is effective during a pandemic. Online learning alone is ineffective because not all teachers can use technology. Research also shows that communication, engagement, activeness, performance, and student achievement increase when implemented hybrid learning (Nurhasanah et al., 2021).

Implementation of *hybrid learning* at SMP Negeri 1 Pameungpeuk also meets the dimensions of hybrid learning, namely (1) Learning *face-to-face*, in the form of face-to-face learning in class. Learning activities include providing face-to-face material, presentations, discussions, exercises, and exams; (2) Synchronous virtual collaboration, where teachers and students simultaneously engage in the same interactions. Moreover, (3) *Asynchronous self-pacing*, where students can independently carry out learning activities at different times, whether studying teaching materials provided by the teacher or completing exercises and assignments online (Hendrayati & Pamungkas, 2016).

4. Learning Assessment and Evaluation

Assessment is one of the most essential things in the learning process because it can be used as evaluation material during learning. For evaluation in the implementation of distance learning at SMPN 1 Pameungpeuk, especially in learning materials, the school gives teachers the authority to evaluate programs that teachers have created. The evaluation technique applied depends on the teacher and adapts to the program. Evaluations are conducted to see the extent of students' understanding during distance learning.

Evaluation collects data to determine the achievement of educational goals (Izza et al., 2020). Evaluation includes two things, namely measurement and assessment (Hidayat & Asyafah, 2019). The evaluation carried out in the distance learning process at SMP N 1 Pameungpeuk is by giving assignments to students in the form of quizzes, student worksheets (LKS), written exercises, and videos. Apart from that, attendance, student discipline in submitting assignments, and student activity are included in the teacher's assessment. Some teachers use media such as Google Forms to input grades from exercises. For students who do not submit assignments at all, teachers still give rates according to the directions given by the Minister of Education and Culture. In distance learning, there should be no students who do not advance to the stage because the assessment is subjective. However, as evaluation material, students are still required to do assignments. The teacher carries out the work by doing *home visits*.

5. Supporting Factors and Inhibiting Factors for Distance Learning

Every learning has inhibiting and supporting factors, including implementing distance learning as part of hybrid learning. This inhibiting factor for distance learning is used as a consideration that face-to-face learning is necessary because not all students can access online learning so that that hybrid learning can be used as a solution for students with distance learning problems. The following are inhibiting and supporting factors for distance learning: First, factors inhibiting distance learning. Since the beginning of the implementation of distance learning, SMP N 1 Pameungpeuk has had several obstacles. One of the obstacles to distance learning is mapping device ownership and grouping students according to their environment. This is because the number of students is large, so the mapping coverage is comprehensive, while teachers have limited access, so the mapping runs differently than expected.

The main inhibiting factors for distance learning are device ownership, network or signal constraints, and internet quota. On average, students at SMP N 1 Pameungpeuk have lower middle social status, so some still need communication tools to learn. To overcome this, teachers have an alternative for students who do not have devices as a means of education, namely by coming directly to school to receive learning materials and assignments given by the teacher. Another inhibiting factor is the need for more effectiveness and time efficiency

due to students needing personal cell phones. In addition, network availability or signals and quotas affect study time so that not all students can do assignments according to their schedule. Therefore, teachers allow more time for students to receive material and assignments.

Students need more enthusiasm when carrying out teaching and learning activities, which is also one of the inhibiting factors for distance learning. As distance learning progresses, student enthusiasm decreases because students feel bored. Learning that should be done interactively needs to be revised. Teachers' lack of creativity in presenting and delivering material is also one of the inhibiting factors for distance learning, so students feel bored, which results in reduced student enthusiasm. Student enthusiasm can increase when teachers can deliver learning material more interestingly. Using applications as learning media is an alternative used by several teachers and has proven successful in improving students' enthusiasm for learning.

They were the second Supporting Factors for Distance Learning. The supporting factor for distance learning is that the school facilitates *wifi* for teachers as support for distance learning for teachers while they are at school. Teachers can use facilities with Wi-Fi provided by schools to create learning media, such as learning videos, and for other purposes related to learning. For teachers, creating a learning implementation plan (RPP), syllabus, and applications such as YouTube can be supporting factors because they can make it easier to create learning materials.

The main supporting factor in distance learning is devices as tools used in distance learning. However, not all students have devices, so teachers do home visits to support distance learning for students who do not have instruments. A supporting factor for students during distance learning is the provision of free quotas provided by the Ministry of Education and Culture. Apart from that, some teachers also provide quota assistance to specific students. Moreover, it helps facilitate students in practice. Several teachers participated in seminars and training organized by MGMP regarding implementing distance learning. The existence of workshops and training is a supporting factor in implementing distance learning because, with this training, teachers can find out how distance learning is implemented. Apart from that, teachers are also guided in using applications that can be used as learning media.

Discussion

This research focuses on implementing hybrid learning at SMP Negeri 1 Pameungpeuk, Garut, West Java, as a response to the challenges of distance learning during the COVID-19 pandemic. This context is relevant to the global situation, where education is experiencing significant changes in teaching methods. This study proposes a hybrid learning alternative to overcome the limitations faced by students in distance learning. Previous research has demonstrated a variety of hybrid learning models in a variety of educational contexts, underscoring the importance of adaptation and flexibility in education (Wang, 2023; Zanin et al., 2023). Therefore, this research adds essential insights to existing literature, especially in the context of Indonesian education.

This research shows that the planning and implementation of hybrid learning at SMP Negeri 1 Pameungpeuk involves several specific strategies, such as using simplified lesson plans and diverse learning applications. This aligns with the Minister of Education and Culture's policy regarding implementing the curriculum in particular conditions. Using media such as WhatsApp and learning videos is an interesting adaptive effort to maximize learning effectiveness. These findings are significant because they illustrate how schools are overcoming the limitations of distance learning with creative solutions that suit local conditions.

SMP Negeri 1 Pameungpeuk's findings show similarities and differences with previous studies. As in the research of Zanin et al. (Zanin et al., 2023) and Wang (Wang, 2023), the implementation of hybrid learning at SMP N 1 Pameungpeuk also focuses on adaptation and flexibility. However, in contrast to the study of Daneshvar et al. (Daneshvar et al., 2023), which emphasizes unsupervised methods in learning, this research focuses more on collaboration and interaction in the learning context. In addition, the use of diverse technology at SMP N 1

Pameungpeuk provides a new perspective on how hybrid learning can be adapted to the specific needs of an educational community.

This research shows that implementing hybrid learning at SMP Negeri 1 Pameungpeuk has overcome several distance learning challenges. Using diverse and adaptive learning media supports a more effective and inclusive teaching and learning process, as evidenced by increased student engagement and achievement (Nurhasanah et al., 2021). However, it is essential to be careful in interpreting these results, considering the existence of inhibiting factors such as limited access to technology and varying student motivation. This study contributes to understanding how education can adapt to crises while considering local limitations and individual needs.

From the results of this research, it can be concluded that hybrid learning has significant implications for the future of education, especially in the Indonesian context. This learning model offers a solution to the challenges of distance learning, especially in emergencies such as a pandemic. This research emphasizes the importance of curriculum adaptation, flexible use of technology, and inclusive approaches to meet the needs of diverse students. These implications are important for policymakers and educational practitioners in planning future learning strategies that are crisis-responsive and inclusive for all students.

Conclusion

Hybrid learning at SMP N 1 Pameungpeuk can be a solution for students who have problems implementing distance learning. The implementation of hybrid learning begins with mapping device ownership and grouping students according to their environment, and the teacher uses one sheet of online lesson plans. Teachers use the applications WhatsApp, Telegram, Google Classroom, YouTube, Google Form, Quizizz, and WorldWall to implement learning. Learning is carried out for thirty minutes in each subject. Students study learning material before face-to-face learning begins. Assessment is an evaluation carried out by giving assignments in the form of quizzes, worksheets, projects in videos, and Google Forms. Apart from that, attendance, student discipline in submitting assignments, and student activity are also included in the assessment. Factors inhibiting distance learning as part of hybrid learning At SMP N 1 Pameungpeuk, the most important thing is the supporting capacity or facilities and infrastructure that students do not have, such as cellphone ownership, network or signal constraints, as well as internet quota, efficiency and effectiveness of learning time, as well as teachers' limited ability to use technology and provide materials and making students less enthusiastic about carrying out distance learning. Supporting factors for distance learning are wifi facilities offered by the school, lesson plans, syllabus, learning support applications, home visits carried out by teachers, free quotas provided by the Ministry of Education and Culture, and seminars and training attended by teachers organized by MGMP.

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