

Hybrid Learning Management as a Strategy to Improve Learning Motivation in Higher Education

Mila Hasanah

Madrasah Ibtidaiyah Teacher Education Department, Universitas Islam Negeri Antasari,
Banjarmasin, South Kalimantan, Indonesia
Email: milahasanah@uin-antasari.ac.id

DOI: <http://doi.org/10.33650/al-tanzim.v6i2.3415>

Received: February 2022

Accepted: March 2022

Published: April 2022

Abstract:

Learning motivation for students in higher education has a vital role in making learning effective, especially during the covid 19 pandemic. This study aims to understand the implementation of hybrid learning management in improving student learning motivation in the Madrasah Ibtidaiyah Teacher Education Departement, at the Tarbiyah and Teacher Training Faculty, UIN Antasari Banjarmasin. The qualitative method of case study type was chosen in this study. Researchers conducted interviews, observations, and documentation to obtain valid and accurate data. The results of the study indicate that hybrid learning management in growing student motivation in higher education is carried out through; analysis of the readiness of human resources in universities; providing a hybrid learning platform to support learning programs; Learning design that combines online and offline (face-to-face) learning, and ongoing evaluation of hybrid learning.

Keywords: *Hybrid Learning Management, Learning Motivation, Online Learning*

Abstrak:

Motivasi belajar bagi mahasiswa di perguruan tinggi memiliki peran yang sangat penting guna mengefektifkan pembelajaran, khususnya di masa pandemic covid 19. Penelitian ini bertujuan untuk memahami tentang implementasi hybrid learning management dalam meningkatkan motivasi belajar mahasiswa pada program studi Pendidikan Guru Madrasah Ibtidaiyah di Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin. Metode kualitatif jenis studi kasus dipilih dalam penelitian ini. Guna mendapatkan data yang valid dan akurat, peneliti melakukan interview, observasi dan dokumentasi. Hasil dari penelitian menunjukkan bahwa hybrid learning management dalam meningkatkan belajar mahasiswa di perguruan tinggi dilakukan melalui; analisis kesiapan sumber daya manusia yang ada di perguruan tinggi; penyediaan platform *hybrid learning* dalam menunjang program pembelajaran; Desain pembelajaran yang mengkombinasikan pembelajaran daring dan luring (tatap muka); dan evaluasi berkelanjutan terhadap hybrid learning

Kata Kunci: *Hybrid Learning Management, Learning Motivation, Pembelajaran Daring*

INTRODUCTION

Currently, the dynamics of the development of information technology are experiencing an extraordinary acceleration, even in just a short time, not waiting for a year or two (Maskur et al., 2020). The movement of the development of information technology has become a swift current in the wave of globalization, thus making many people drift in a sea of information (Hasnida et al., 2019). Based on the fact that people who had more information in the previous era were referred to (Asio et al., 2021). However, it is not enough to have much information in the current era because everyone already has much information (Lok & Hamzah, 2021). Sharpness in analyzing much information will put a person in the center of information (Louis-Jean & Cenat, 2020).

The development of information technology has encouraged the emergence of various innovative learning models in education and learning (Samawi, 2021). Education has a vital role in human life (Howlett & Waemusa, 2019). The civilizations of the earlier nations, which later their handiwork was printed as wonders of the world. That, too, is caused by the quality of civilization education; even the good and bad of civilization are also determined by the quality of education (Chng, 2020). It can be understood that advanced nations in the digital era depend on the quality of the nation's education (Ulfa et al., 2020).

Education that synergizes with information and technology will give birth to new models and designs and learning in educational institutions, both primary, secondary, high school, and tertiary education. Many new learning models and designs were found aimed at effective learning as a development of the previous learning model, which was considered incomplete and imperfect. Innovative learning models themselves appear as alternative solutions to overcome various obstacles in learning methods (Raza et al., 2021). The Hybrid Learning learning model is a learning model in which face-to-face learning is combined in the classroom and offline and online computer learning (Sanpanich, 2021). The hybrid learning model can also be a combination of classroom learning with online learning by utilizing existing technology (Popa-Velea et al., 2021).

Thus, this combination learning aims to combine the characteristics of internet-based learning models, namely time efficiency, low costs, and students' convenience at any time in accessing learning materials (Mucundanyi & Woodley, 2021). Then the nature of the face-to-face learning model or conventional model is to help students learn the newly presented learning materials and interact between students and lecturers in higher education (Bastos et al., 2021).

The hybrid learning model implemented in the Madrasah Ibtidaiyah Teacher Education department, State Islamic University (UIN) Antasari Banjarmasin, refers to mixing and merging face-to-face learning environments in the study room and online or online (Heath & Shine, 2021). This is due to the Covid 19 pandemic, which requires physical distancing and restrictions on movement in learning. Lecturers and students learn through various activities,

where they are in different rooms, but meet and meet face-to-face through online media, which utilizes various learning application platforms, such as zoom meetings, moodle, etc. Combining face-to-face learning in the study room with online learning will undoubtedly reduce the full use of the internet network and make students meet directly with lecturers to get explicit directions and instructions (Marcum-Dietrich et al., 2021). Hybrid learning allows students to meet with teachers, discuss debates, ask questions, and receive direct instruction (McKendall et al., 2021).

Usually, face-to-face on-campus teaching and learning activities force various parties in the Madrasah Ibtidaiyah Teacher Education department, UIN Antasari Banjarmasin, to follow the current flow as government policy on campus can still run well and can be done anytime, anywhere and anywhere, of course, by utilizing advances in information and communication technology, in this case using various existing platforms, for example, by utilizing social media and platforms that have been provided by the Ministry of Education and Culture and the Ministry of Religion to support learning online or e-learning (Koowuttayakorn, 2018)

With these various advantages, hybrid learning is often considered a reasonably attractive learning model with various unique variations that can appear in it, so it is assumed that this learning model is a learning model that is quite varied in its application with the hope that it will not make students bored quickly. Various evidence in previous studies also concluded that hybrid learning is a learning model that has its uniqueness (Stewart & Sheppard, 2021).

This research is based on the preliminary research submitted by Aulia et al. (2021) explained that students are free to study subject matter independently by utilizing materials available online or online with the hybrid learning model. Andayani et al. (2020) said that students could also have exciting discussions with teachers or other students outside of face-to-face hours; learning activities outside of face-to-face hours can be controlled and managed by the teacher through a digital application.

In determining the method to be used, it should also be by the material being taught because it will significantly affect a student's learning motivation (Mustajab et al., 2021). Students have the drive to carry out learning activities in higher education to achieve the learning goals they want (Çoban & Göksu, 2022). That drive or drive is what we call motivation (Garcia & Fernandez, 2019).

Related to growing student learning motivation, many researchers have studied this matter, including, Nirfayanti & Nurbaeti (2019) saying that students who study with high motivation will carry out their learning activities seriously full of enthusiasm and passion. Fitriyani et al. (2020) say that motivation provides the impetus for purposeful action in the desired direction, both physically and mentally, so learning activities become an essential part of the motivation.

This research seeks to combine the learning model used by lecturers, namely hybrid learning management, and foster student learning motivation, which is part of the discipline of psychology, so that this research is unique,

where researchers try to combine two different concepts to become one, in order to create learning objectives according to what is expected in higher education. In this case, the researcher focuses his study on implementing hybrid learning management in improving student learning motivation in the Madrasah Ibtidaiyah Teacher Education department at the Tarbiyah and Teacher Training Faculty of UIN Antasari Banjarmasin.

RESEARCH METHODS

This research is included in a descriptive qualitative type of case study that seeks to understand hybrid learning management in improving student learning motivation at the Madrasah Ibtidaiyah Teacher Education department, Tarbiyah and Teacher Training Faculty, UIN Antasari Banjarmasin. The researchers used in-depth interviews about learning activities to get an idea of hybrid learning management in fostering student learning motivation. Then, the researchers also observed and documented various hybrid learning management activities.

The data analysis was carried out circularly, starting from presenting the comprehensive data generated from the results of interviews, observations, and documentation while in the field. Then the researcher performs data reduction, namely sorting and selecting the data collected according to a predetermined theme, so that data that is systematically arranged according to the research focus will be obtained. The temporary research findings end with the study's conclusion as a research finding.

RESULTS AND DISCUSSION

Lecturer Resource Readiness Analysis

Professional lecturers are lecturers who can carry out the following tasks, first, develop responsibilities as well as possible; second, carry out their roles successfully; third is, work to achieve the educational goals (instructional goals) of higher education, namely carrying out its role in the teaching and learning process in the classroom (Khoa et al., 2020).

According to AHD as a lecturer at the Madrasah Ibtidaiyah Teacher Education department, an educator must be professional in education, whether in higher education or not, because he is responsible for providing learning. This is in line with what was conveyed by RWH, which said that lecturers at universities consistently improve their competencies and skills to adapt to the dynamics of the times. In addition, they must be able to adapt to information technology devices with various platforms to present their learning well, especially when it comes to hybrid learning.

As a consequence of the position of a lecturer as a profession, a system of coaching and development of the teaching profession is needed in a programmed and sustainable manner. Professional guidance and development of lecturers are also related to learning challenges that are increasingly complex due to the development of information technology, so lecturers must always carry out

scientific development through education and learning, observation, or reading of new sciences related to learning and research, and community service.

ADS said that the quality of human resources for lecturers in the study program here must constantly be improved, especially in education and learning through various activities, as part of upgrading their professional development. This is necessary because of increasingly complex demands, both internal and external environments. Likewise, it is related to the development of learning designed with hybrid learning. Likewise, the submission from RNI said that it was time for lecturers to be information and technology literate to survive and improvise in the tri dharma activities of higher education, which include education and learning, research, and community service.

Professional competence is the ability of lecturers to master learning materials broadly and deeply and keep up with the latest developments in science, which are always dynamic (Jameson & Torres, 2019). The professional sub-competencies of lecturers include. First, mastery of scientific substances related to the field of study, namely understanding teaching materials in the higher education curriculum, understanding structures, scientific concepts, and methods that are coherent with teaching materials, understanding conceptual relationships between related subjects, and applying concepts of scientific concepts in everyday life. Second, mastering the steps of research and critical studies to add insight and deepen knowledge/materials in the field of study. To support the professional development of these lecturers, the Government of the Republic of Indonesia has established a policy for the Professional Development of Lecturer Lecturers (PPGP), which lecturers can carry out through Continuous Professional Development (PKB) activities. Continuing Professional Development is carried out based on the needs of the lecturer concerned to achieve or increase his competence above the standard of lecturer professional competence and later has implications for obtaining credit scores for promotions / functional positions of lecturers (Mulyono, 2020).

Lecturers' Continuous Professional Development activities include self-development, scientific publications, and innovative works (KEMENDIKBUD RI, 2016). Self-development in Continuous Professional Development activities is carried out through functional education and training and collective activities of lecturers. Meanwhile, scientific publications in Continuing Professional Development activities consist of three groups: presentations at scientific forums, research results or innovative ideas, informal education, and publication of textbooks, enrichment books, and lecturer guidelines. Moreover, lastly, innovative work on Continuous Professional Development activities consists of the discovery of appropriate technology, discovery/creation of works of art, making/modifying lesson/display/practice tools, and participating in the development of the preparation of standards and guidelines questions and the like.

Provision of Hybrid Learning Platform

Hybrid learning uses a combination of online learning and face-to-face learning that utilizes various media and technologies to support student learning. ATD said that facilities are critical in the success of hybrid learning,

especially information technology devices and platforms, so lecturers and students are motivated in their teaching and learning activities. This is needed because this learning design does not stand alone but requires supporting facilities to achieve learning objectives.

Lecturers in higher education are expected to provide a more comprehensive learning experience to students and have easy access to learning materials, improve the quality of learning, and reduce learning costs. One of them is e-learning tools as part of providing a hybrid learning platform

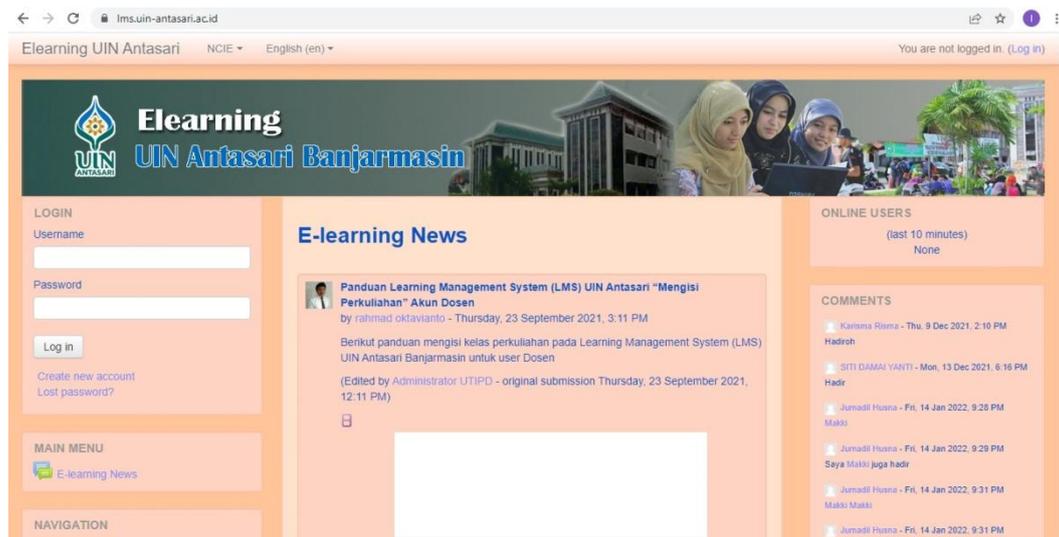


Figure 1: E-learning Tools (Researcher documentation)

Figure 1 above is an e-learning application owned by UIN Antasari Banjarmasin in online education and learning activities. This application is adaptive to the various needs of lecturers and students, where students and lecturers can study anywhere and anytime without being bound by time. In addition, the platform can minimize time and costs. The nature of the e-learning device is easy to use, user-friendly and flexible. Of course, this can make it easier for lecturers to provide teaching materials to students to carry out the regular lectures. That way, students are more motivated to learn.

Students can switch positions between activities in class and activities at home. They can study online at home through online learning platforms provided by the college. Furthermore, in face-to-face learning, the lecturer will guide students to carry out exercises, discussions, presentations, or work on specific projects to measure understanding of the material that has been studied online at home.

Dual Mode Learning System

The learning process that can be carried out properly requires a learning design; this is intended so that the learning process does not go out of the corridors that have been planned so that learning objectives can be achieved optimally and adequately. As one of the students of the Madrasah Ibtidaiyah Teacher Education study program, LTH said that the learning design delivered by the teacher through the use of information technology platforms made

learning more comfortable, fun, and able to arouse student learning motivation. Why not? Students can easily improvise in their learning through various activities, such as searching for information from e-books, scientific journals, and other sources that can support their learning. Furthermore, ROIS said that learning with particular designs and models delivered by lecturers was very helpful in increasing student learning motivation in participating in learning activities on campus, both face-to-face and online.

Therefore, learning design is essential in a learning process because if the lecturer cannot choose the right learning design, it could be that the learning objectives will be challenging to achieve, and students will become bored with learning. Through the hybrid learning design, students are prepared in advance through face-to-face meetings to be given orientation or understanding of the flow and systematics of learning (learning contracts). After that, students have the freedom to explore the learning process they are doing. Of course, under the supervision and guidance of the lecturer. This learning process is free for students to develop their learning styles, so it is hoped that the absorption of information can run optimally.

Face-to-face learning can be combined with online learning, although the time allocation for conventional or face-to-face learning is more significant than online learning. According to AHD as a lecturer in the study program, there must be a breakthrough in learning so that students are motivated in learning. According to TNS, online and offline learning can be used as a learning strategy so that students are willing and motivated to learn. However, in the future, the time allocation from online learning may be used more than the time allocation for face-to-face learning; face-to-face learning will only be used as a reinforcement of online learning.

Traditional face-to-face learning is reduced but not eliminated. Combining the two methods is intended to extract the best components from the combined method. Hybrid learning is designed to integrate online and face-to-face learning activities to strengthen, complement, and support each other and not treat online methods as a duplication of learning.

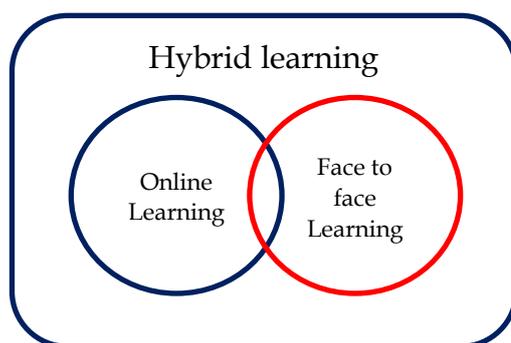


Figure 2: Hybrid learning strategies

Figure 2 shows that hybrid learning carried out by lecturers at the Madrasah Ibtidaiyah Teacher Education Department combines face-to-face

learning with online learning using various platforms developed by each lecturer according to their abilities. The combination of both learning designs is based on mutual agreement between lecturers and students so that learning objectives can be achieved optimally. The principle of student-centered and humanization of learning is implemented in this learning concept.

Continuous Evaluation With The Principle Of Continuous Improvement

Evaluations carried out by lecturers during the implementation of hybrid learning in learning at the Madrasah Ibtidaiyah Teacher Education Department were conducted through: First, competency assessment independently by doing tests contained in student learning materials. Second, the lecturer assesses the achievement of learning outcomes after the student completes the lecture process. This value is similar to learning that is usually done in other educational institutions, even though learning is carried out by distance.

AHD said that an evaluation was carried out in each lesson to determine the level of success of the learning carried out, either directly or indirectly. This evaluation aims to make lecturers and students able to make self-improvements that are lacking during learning. The results of the learning evaluation are the cumulative value of the overall good value of reading learning materials, the value of practice questions at the end of learning, and giving assignments.

ROIS said that the evaluation, which is usually carried out by lecturers face-to-face, is carried out directly. Lecturers usually provide questions and feedback to students to determine the level of student understanding of what they hear and know. That way, students can be motivated to continue to follow the directions and instructions of their lecturers. Furthermore, evaluations that use tests are usually done in the middle of the semester and the end of the semester exams.

Assessment of learning outcomes can be measured by several test instruments used in this study consisting of two tests to measure student learning outcomes, namely; First, Pre-test Pre-test is an activity of providing evaluation before learning to see students' problems in the material. Second, post-test. After learning, post-test evaluation activities are carried out to see how far students accept learning.

CONCLUSION

Hybrid learning management carried out by Madrasah Ibtidaiyah Teacher Education Department can increase student learning motivation because it is supported by a hybrid learning platform in their learning, a dual-mode learning system, and continuous evaluation of hybrid learning. Hybrid learning management must have taken into account internal and external aspects so that this learning approach is used as an alternative to achieve learning objectives.

The results of this study certainly cannot be generalized that Hybrid learning will be able to improve learning, but this is only localized and limited to one research site. The limitations of this research provide an opportunity for further research to be more in-depth in studying Hybrid learning management

from different perspectives and backgrounds so that it will be able to enrich the scientific treasures in the field of learning and management.

AKCNOWLEGMENT

The author would like to thank the Rector of UIN Antasari Banjarmasin Prof Dr. H. Mujiburrahman, MA., Postgraduate Director of UIN Antasari Banjarmasin Prof Dr. H. Zulfa Jamalie, S. Ag., M. Pd, principals, vice principal, and teacher of Lembaga Tahfidz Al-Qur'an Al-Haromain Banjarmasin. And thank the reviewers of the manuscript. The author also wishes to thank my husband and my family.

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