



Hybrid Learning: Model Pembelajaran Pasca Pandemi Covid-19 di FKIP Unsri Indralaya

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Abstract. Many problems have arisen as a result of the Covid-19 pandemic, especially in the field of education, it is not possible to directly meet face-to-face between educators and students, as well as after the Covid-19 pandemic, Instructional process at Sriwijaya University cannot be implemented 100% face-to-face, even though the rector's policy 2022 has given the breadth to choose whether with an online or offline learning, but the full offline implementation has not been able to find the right solution for the post-pandemic learning system and Hybrid Learning is the right formulation, especially in Islamic Religious Education learning in the Indonesian Language Education, FKIP, Sriwijaya University. The aim is to find out how the implementation of Islamic Religious Education learning after the Covid-19 pandemic using the Hybrid model and to find out the obstacles of its implementation. The method used is descriptive qualitative research method by using data collection techniques through observation, interviews and documentation. The results of the study indicate that Islamic Religious Education learning activities using the Hybrid Learning model are quite good although there are still many things that need to be improved at least the existing equipment because each learning program is only assisted by 2 cameras and two TV screens, to implement it the Head of study program make a schedule to take turns using the equipment with other courses, so that they do not use the equipment at the same time.

Keywords: Implementation · Hybrid Learning · Islamic Religious Education

1 Introduction

Since the Covid-19 outbreak, the world of education has been disrupted [1] so that it demands an educator as well as the government to find a learning model formulation that fits the use of ICT [2] so that the learning objectives can be carried out as well as possible because this pandemic has had a tremendous impact [2]. [3] not only the economic, social, religious, health, transportation fields but also education and education have not accommodated this situation, because most teachers are not ready to do online learning independently. Likewise, students who do not have communication devices, and parents who are not familiar with online learning. Likewise, a dense curriculum may not be fully implemented during a pandemic. Curriculum construction that is relevant to both pandemic and post-pandemic situations is required.

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However, this epidemic also has a positive impact, for example the field of communication technology must develop applications and information systems that are needed by the community, develop e-learning infrastructure on campus, increase the benefits of using IT in education and shift the use of the world of social media entertainment to the world of education. Likewise, in learning Islamic education at Sriwijaya University during this epidemic, a suitable learning model is needed so that what is expected is achieved.

The method that has been used at the end of March 2020 was online method, with the obstacles found in the field, namely various kinds of both students and lecturers themselves. Their presence in related villages when online lectures clearly experienced obstacles related to the internet network, not to mention they had to prepare additional funds to buy internet packages to support learning, sometimes there was money to buy packages but the internet network was very difficult for them to get [4], experienced by a lecturer sometimes have to increase the allotment of spending money on internet packages.

Online learning, which has had an impact on dependence on the internet, as well as the lack of social interaction between students and lecturers has caused many problems. Likewise, the interaction between students with one another has a psychological impact [5] The majority of students and lecturers want this online learning to be ended immediately [4] but face-to-face learning cannot be carried out 100%.

Based on the exist problems, one of the models that will be used in post-pandemic learning is Hybrid Learning because Hybrid Learning is one of the right and effective choices [6] in Islamic religious learning during this pandemic. Hybrid learning is a combination of online and offline learning simultaneously [7] or the combination of the virtual world and the real world [8] there are 25% of those who study in class and 75% of those who study at home [9]. All have the opportunity to meet with lecturers to discuss, debate, ask questions and so on (Alnajdi, 2014) but it is arranged so that it remains a health protocol.

Based on the data obtained that hybrid learning is higher than conventional methods [10], this is because it adds insight, students are more free to explore the material independently. Although this model has been around for a long time, according to the researcher, this is the latest thing that researchers will do at the Sriwijaya University in the Indonesian Language Education Study Program for Islamic Religious Education, because so far the combination of online and offline learning simultaneously has never been done. This is related to the purpose of this study, namely to see how the implementation of learning using the Hybrid Learning model in the Indonesian Language Education Study Program for Islamic Religious Education courses, and the obstacles faced in its implementation. This can also help government programs in terms of the Merdeka Learning Campus Merdeka program, meaning that students are given the opportunity to choose whether they want to meet face-to-face or indirectly. For those whose domicile is around campus, they can directly meet the lecturers in class, but for students whose place of domicile is far from campus, they can choose virtual face-to-face.

There are a lot of writings related to hybrid learning, but there are no writings on the use of hybrid learning models in Islamic religious learning, especially in the Indonesian Language Education Study Program for Islamic Religious Education courses, thus the

authors are interested in seeing the hybrid Learning model applied, especially in the subject of Islamic religious education. Such as:

Purmadi and Hadi, in their article explains that hybrid learning is very important to be implemented in the classroom in order to open up more space and access than before [11]. Learning with the help of technology and good learning resources such as learning using Chamilo can be a media that can be used and has the potential to improve learning outcomes and innovations in the classroom. Of course, to support this product to be better, it needs support from various parties. Likewise, what is done by [12], that the hybrid learning model with a PBL approach that combines face-to-face and online learning is appropriate for implementing student-centered learning and leading them to do independent learning. Thus, the hybrid learning model with the PBL approach can create an effective, efficient and interesting learning process. Similarly, [13] said that the hybrid learning model assisted by the schoology media was more effective on student learning outcomes than the conventional model assisted by powerpoint.

The Peer Tutor Method for Students is very suitable for the Hybrid Learning Model [14]. This is shown by the comparison of test results between group 1 which only uses the Hybrid Learning Model and Group 2 using the collaboration between the Hybrid Learning Model and the Peer Tutor Learning Method. Group 1 which only uses the Hybrid Learning Learning Model does not have a sample that gets an accepted category. Meanwhile, the sample in Group 2 using the collaboration between the Hybrid Learning Model and the Peer Tutor Learning Method received an accepted category.

Hybrid learning can also be used as a solution in learning when certain situations occur such as now (the Covid-19 pandemic) [15]. Learning can still be done virtually. Therefore, hybrid learning needs to be supported in today's education world and there is a need for training for teachers to apply the hybrid learning model. The benefits that can be felt with the hybrid learning model, namely 1) students get additional lessons at home, 2) reduce the hours of playing games for children at home, 3) the participation of parents in the growth and development of children during the learning process Hybrid Learning learning model at home [16].

2 Method

This study aims to describe how the implementation of Islamic Religious Education learning in the Indonesian Language Education Study Program FKIP Sriwijaya University in the Indralaya class after the Covid-19 pandemic by applying the Hybrid Learning model. This research was conducted with a qualitative descriptive approach, the location of this research was carried out at the Indonesian Language Education Study Program, FKIP Sriwijaya University in Indralaya and the respondents were 64 students who took the first semester of Islamic Religious subject. In addition, there are educators for Islamic Religious Education courses, officials and employees at the Indonesian Language Education Study Program, Universitas Sriwijaya. And the object of this research is how the implementation of Islamic Religious Education learning in the Indonesian language education study program at Sriwijaya University using the Hybrid Learning model.

The determination of key informants in this study was used purposively which was determined intentionally with certain criteria, including: officials in the Indonesian Language Education Study Program in the Indralaya class, Sriwijaya University, starting

with the Head of Study Program, staff and employees, Islamic Religious Education Lecturers (PAI), students taking Islamic Religious Education lectures at the Indonesian Language Education Study Program, Sriwijaya University.

Data analysis techniques are carried out through stages including: The data obtained by the researcher is organized and arranged according to the needs, read and understood as a whole, categorizing the data, namely analyzing in detail the existing data and information. Perform a description or general description of the data obtained. And represent the general picture into a qualitative narrative to reveal the findings of the analysis.

3 Result

The purpose of this study was to obtain information regarding the application of the Hybrid learning model in Islamic Religious Education courses after the Covid-19 pandemic. The form of technology used as a learning medium after the Covid-19 pandemic is using the UsCamzi application which is integrated with e-learning. Whereas students must be registered at Unsri.ac.id so they can access learning media in E-Learning which is an innovation that can be utilized in the learning process, not only the delivery of learning materials, but also changes in student competencies. Because with e-learning, students not only listen to material from educators but also observe, practice, and so on can be done. In addition to the applications provided by the university, there are also types of distance learning applications during the Covid-19 pandemic, including: 1) Google Classroom, 2) Google forms, Google sheets, and Google Drive, 3) Zoom Cloud Meetings, 4) Skype, 5) WhatsApp, 6) Telegram, 7) Moodle. Although not all educators use all available media. Because for example in the E-Learning application there are many forms of activities that can be carried out, for example starting to fill out student attendance lists, filling out related content that we will give to students, using B3 (BigBlue Button), and the new application provided, namely UsCamzi integrated with E-Learning and so on. UsCamzi, which is almost similar to the Zoom Meeting application, has encountered many obstacles, as reported by students who are already using B3, for example, the signal must be strong, consumes a lot of data packages, the difficulty of communication between educators and students, when they want to show material, it is very slow. This is an obstacle to the continuity of the lecture so that the application is used by using a zoom meeting for students who are online.

Finding information about post-pandemic Islamic religious education learning using the Hybrid learning model, researchers conducted structured interviews with leaders, employees, Islamic religion lecturers and students themselves which were carried out online, in the form of a questionnaire using a google form, where subjects were asked to answer several questions. About learning Islamic Religious Education after the Covid-19 pandemic using a hybrid learning model. Among them (Table 1):

Thus, learning that unites online and offline meetings is the right solution at this time after this pandemic, especially its impact on the world of education (Table 2).

Thus, learning that unites online and offline meetings is very important at this time after this pandemic, especially its impact on the world of education (Table 3).

Thus, one of the preparations in learning that unites online and offline meetings is in terms of sanitation, such as preparing a hand washing place, because even though there

Table 1. Question about hybrid learning as solution

Question	Answer	Respondents	Percentage (%)
Is Hybrid Learning the right solution in post-Covid-19 learning?	Yes	56	87,5
	No	7	10,9
	Neutral	1	1,6

Table 2. Question about hybrid learning as solution

Question	Answer	Respondents	Percentage(%)
Is Hybrid Learning important?	Answer	Respondents	Percentage (%)
	Yes	59	92,2
	No	5	10,9
	Neutral	0	0

Table 3. Question about sanitation preparation

Question	Answer	Respondents	Percentage(%)
Are there adequate sanitation preparations (such as hand washing, etc.)?	Answer	Respondents	Percentage (%)
	Yes	46	71,9
	No	15	21,9
	Neutral	4	6,3

Table 4. Question about task force for health protocol

Question	Answer	Respondents	Percentage(%)
Is there a special task force for health protocols?	Answer	Respondents	Percentage (%)
	Yes	27	42,2
	No	30	46,9
	Neutral	7	10,9

are face-to-face meetings offline, they still have to apply health protocols to maintain health (Table 4).

Thus, one of the obstacles in learning that unites online and offline meetings is that there is still a lack of staff for health workers, this needs to be found a solution, perhaps by adding a special task force for health protocols (Table 5).

Table 5. Question about task force for health protocol

Question	Answer	Respondents	Percentage(%)
Is there a seating arrangement between one student and another?	Answer	Respondents	Percentage(%)
	Yes	39	60,9
	No	21	32,8
	Neutral	4	6,3

Table 6. Question about shift arrangements

Question	Answer	Respondents	Percentage(%)
Are there shift arrangements for students who come to class and those at home?	Answer	Respondents	Percentage (%)
	Yes	62	96,9
	No	2	3,1
	Neutral	0	0

Table 7. Question about campus facilities to go online

Question	Answer	Respondents	Percentage(%)
Is there a campus that provides facilities to go online?	Answer	Respondents	Percentage (%)
	Yes	52	81,3
	No	9	14,1
	Neutral	3	4,7

Thus, there is already a seating arrangement system between one student and another, although at first it still needs improvement (Table 6).

Thus, there must be a shift arrangement system for students who enter the class off line and some are in their respective places on line (Table 7).

Thus, the campus has prepared online facilities, although there may still be shortcomings, such as newly implemented applications such as UsCamzi, there are still many problems such as the signal is too weak that will make sound too low to be heard (Table 8).

Thus, that the campus has met the requirements in this hybrid learning, including when this hybrid learning is applied, students who come to class must be limited and so that it is fair and easy to regulate by using the student ID number, namely the odd number ends in class while the student ID number is even. The ends remain where they are, whether at home or in a boarding house or any place where internet signals can be accessed (Table 9).

Table 8. Question about students attending

Question	Answer	Respondents	Percentage(%)
Is there a limit between the number of students attending class and those at home?	Answer	Respondents	Percentage (%)
	Yes	61	95,3
	No	3	4,7
	Neutral	0	0

Table 9. Question about students study

Question	Answer	Respondents	Percentage(%)
Are there students studying online and offline at the same time?	Answer	Respondents	Percentage (%)
	Yes	58	90,6
	No	6	9,4
	Neutral	0	0

Table 10. Question about hybrid learning

Question	Answer	Respondents	Percentage(%)
Can Hybrid learning open up opportunities for socializing?	Answer	Respondents	Percentage(%)
	Yes	53	82,8
	No	11	17,2
	Neutral	0	0

Likewise, from the rules that study online and offline, the campus also applies it because if there is only online or offline learning, it is no longer hybrid but blended learning (Table 10).

Thus, the advantages of hybrid learning are very useful because from a psychological perspective, students are expected to be able to socialize with others because during online learning students only socialize via telephone. Likewise, they are given the opportunity to socialize with lecturers as their motivator in learning (Table 11).

This is an advantage that hybrid learning is expected for their students to be able to understand the lecture material well (Table 12).

Thus, the advantages of hybrid learning are expected for their students to be able to take advantage of technology, especially with the new application provided by the campus ICT team, namely UsCamzi, in addition to other technologies that are integrated with e-learning at Sriwijaya University such as student attendance and others (Table 13).

Table 11. Question about understanding material

Question	Answer	Respondents	Percentage(%)
Can students understand the material better during Hybrid learning?	Answer	Respondents	Percentage(%)
	Yes	43	67,2
	No	19	29,7
	Neutral	2	3,1

Table 12. Question about hybrid learning

Question	Answer	Respondents	Percentage(%)
Can this hybrid learning take advantage of technology?	Answer	Respondents	Percentage (%)
	Yes	62	96,9
	No	2	3,1
	Neutral	0	0

Table 13. Question about hybrid learning for refreshment

Question	Answer	Respondents	Percentage (%)
Can this Hybrid learning provide refreshment?	Answer	Respondents	Percentage (%)
	Yes	46	76,2
	No	13	20,3
	Neutral	2	3,1

Table 14. Question about hybrid learning for refreshment

Question	Answer	Respondents	Percentage (%)
Can this Hybrid learning improve the quality of physical and mental health?	Answer	Respondents	Percentage (%)
	Yes	44	68,8
	No	17	26,6
	Neutral	3	4,7

Thus, the advantages of hybrid learning are also expected to provide a new atmosphere or refreshment for students because since online they have only been at home, besides they can take advantage of technology (Table 14).

Table 15. Question about parent role in hybrid learning

Question	Answer	Respondents	Percentage (%)
Is there a role for parents in this Hybrid learning?	Answer	Respondents	Percentage(%)
	Yes	45	70,3
	No	18	28,1
	Neutral	1	1,6

Table 16. Question about managing daily schedule

Question	Answer	Respondents	Percentage (%)
Are there any difficulties in managing the daily schedule	Answer	Respondents	Percentage (%)
	Yes	28	43,8
	No	36	56,3
	Neutral	0	0

Table 17. Question about hybrid learning

Question	Answer	Respondents	Percentage (%)
Does hybrid learning depend on the device or internet network?	Answer	Respondents	Percentage (%)
	Yes	61	95,8
	No	3	4,7
	Neutral	0	0

Thus, the advantages of hybrid learning are also expected to improve the physical and mental quality of students because for too long with online learning they also experience boredom so that they are physically and mentally disturbed (Table 15).

Although there are also many advantages of this hybrid learning model, there are still disadvantages because the role of parents is very necessary because they are at home using the internet. If parents do not play a role in this, it is feared that they will use the internet for negative things. Therefore, parents play a very important role in this hybrid learning (Table 16).

In addition to the role of parents, they have a very big role, as well as in terms of managing their schedule, a small number still experience problems in compiling daily schedules, although not significantly because there are also those who do not experience difficulties in managing daily schedules (Table 17).

Another weakness of this hybrid is that when this learning is still dependent on the use of internet devices or internet networks because if the signal or internet network is weak it will be very difficult to follow this learning, especially those who are at

Table 18. Question about hybrid learning experience

Question	Answer	Respondents	Percentage (%)
Does this hybrid learning experience difficulties in compiling learning methods?			
	Yes	37	57,8
	No	26	40,6
	Neutral	1	1,6

home as well as those in class who still need an internet network to access e-learning prepared by Sriwijaya University such as the UsCamzi affiliate or when you want to attend attendance through e-learning will experience obstacles, especially sometimes the lecturers only give 30 min to be absent, after 30 min they can no longer be absent (Table 18).

In addition to depending on the internet network, another weakness of this hybrid model learning system is that it still has difficulty in compiling learning methods considering that there are students who are at home and there are also students who are in class at random, because sometimes those who are at home do not activate it. The camera is the reason for the signal and so on so you have to apply different methods between those who are at home and those who are in class at the same time.

From the last question, what are the efforts made so that Hybrid Learning can be effective? Many efforts have been made so that Hybrid Learning can be effective and maximal, as the responses of respondents, both from leaders, lecturers, administrative staff and students, such as careful preparation, must follow the applicable regulations both in terms of arranging the lecture schedule as well as possible, strict in the distribution of learning shifts either in class or at home, seating in settings that are not close together, as well as equipment in this Hybrid learning is well prepared such as internet or Wifi networks that can be accessed by all participants, cameras, screens, sound Other systems and tools, while maintaining health protocols or ensuring that various cleaning facilities on campus are available, ranging from places to wash hands, hand sanitizers, clean toilets, and disinfectants. The most important thing is that there must be self-motivation to be enthusiastic and always think positively to help in the smooth running of this learning system.

4 Conclusion

From the description above, the author can conclude that in the implementation of Islamic Religious Education learning using the hebric learning model in the Indonesian language education study program FKIP Sriwijaya University after this pandemic, it can be said to be quite good although there still needs to be a lot of improvement, both in terms of educators and students, learning methods to be interesting, learning materials to be easy to understand, hybrid learning equipment facilities so as not to hinder learning, for example, internet, media, screens and so on. Everything is interrelated so that the final goal desired by all parties is achieved. And can be followed up for further research in detail so that complete data is obtained for follow-up.

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