

## **Hybrid Learning: Covering the Need of Face-To-Face Learning in the Post Pandemic Era**

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### **Abstract**

Covid-19 pandemic has lasted for more than two years and has affected all sectors including education. Having done facing this challenge for quite a while, the government decides to allow the schools and universities to have offline classes with some conditions such as health protocols, and it is welcomed by Indonesian citizens. However, there are some students who are infected and they cannot go to school or campus to join the class, and some parents are still worried about the condition. This research aims to explore the possibility of hybrid learning as the solution. The method used was pre-experimental research and the subjects were students from four classes batch 2019 and 2019. It was conducted by having synchronous and asynchronous learning. An offline class was held as well as providing online class by using *Zoom meeting*. In addition, *Telegram*, *Google Jamboard*, *Moodle*, and *YouTube* were also used to complete the hybrid learning. It was conducted in three classes, and it was found that the procedures ran well and was able to cover the study for those who can attend the offline class and those who had to learn from home.

**Keywords:** *Covid-19, hybrid learning, synchronous, asynchronous*

### **Introduction**

The Covid-19 outbreak has continued over two years, affecting all sectors of society, including education. Most of those lessons learned during the compulsory adoption of remote instruction have been implemented by institutions to improve and develop their online education offerings. This trend was prompted by university investments in distance learning, as well as growing student, staff, and organization engagement with e-learning. (Ashour, El-Refae, and ... 2021). Some platforms of learning including chatting apps such as WhatsApp were even found useful as teaching and learning tools (Arief, Amelia, and Elyani 2021; Susilawati and Supriyatno 2020).

However, post-pandemic era has come and it means that the learning ways also need to adapt. Technological obstacles, such as a need to expand the range of technical methods of instruction, and difficulties, such as the need to re-establish relationships, were both significant during the pandemic period, and their greatest influence was identified early on. Challenges of this nature will not go away totally with a return to the new normal (however defined), but their strength will wane in comparison to the challenges mankind has encountered nearly since the dawn of the twenty-first century. (Kobylarek 2021). One method to address the problem is to use hybrid learning, which combines traditional and online learning. (Singh, Steele, and Singh 2021).

In the implementation, hybrid learning involves both synchronous and asynchronous learning. Although there may be a preference for one or the other, the appropriate combination of synchronous and asynchronous online learning approaches can help teachers and students have a successful course and outcomes. (Amiti 2020). A distinctive new learning space is the synchronous mixed or online teaching environment, for which both on-site and distant students

engage in learning activities simultaneously. Few studies have looked into the use and efficacy of synchronous hybrid education because it is still comparatively unknown. In comparison to purely online or totally on-site education, existing research supports hopefulness about synchronous hybrid learning, which enables a more dynamic, attractive educational environment. (Raes et al. 2020; Wang, Quek, and Hu 2017).

In Lambung Mangkurat University, Banjarmasin, face-to-face learning has been allowed since the beginning of 2022. However, the implementation might take time before it is successfully conducted. Based on survey, it was found that, at least, there were two positive facts and two negative facts regarding its implementation. The positive facts where the circular of face-to-face learning has been issued that means it can be legally conducted, and this answered the students request of offline learning due to their boredom and effectivity of study. Unfortunately, there were two negative facts: some students were still infected, and some parents were still worried and did not permit their children to study offline at campus. Hybrid learning was chosen by the researcher to address these facts since there has been findings that shows one of the issues is that the teacher divided focus between face-to-face and online synchronous students, which may create cognitive overload and compromise the quality of instruction, and also finding a way of solving one of the issues is that the teacher divided concentration between face-to-face and virtual synchronous students, that can cause information overload and compromise on the quality of instruction (Conklina, Oyarzun, and Barreto 2017). In addition, it is necessary to note that Before selecting platforms to use, educators must evaluate time limits, technological proficiency, and enthusiasm for students to interact. (Watts 2016). This study will focus on these two questions: 1) Can hybrid learning accommodate online and offline learning at the same time? 2) How to implement hybrid learning accommodate online and offline learning at the same time?

## **Methodology**

The objective of this study was to explore the possibility of hybrid learning as a solution to the research problem. Quasi-experiment method was chosen since it suited the research objective (DiNardo 2010; Gribbons and Herman 1996; Rossi, Lipsey, and Henry 2018), and the students from four classes batch 2019 and 2019 were selected as the subjects. It was conducted by having observation and survey to decide what type of learning were to apply and what platforms were to utilize. Having done conducting the observation and survey, the result was implemented in the classroom, and the students' perception was gathered to see whether the hybrid learning was successful.

## **Results and Discussion**

### *Types of learning I: Synchronous*

#### *Video Conference*

One of the most important activities in online learning as part of hybrid learning is video conference. Before choosing the platform for this purpose, a survey was conducted to figure out what was the fittest application to use that met studying criteria and conditions of the lecturer and the students. Having done conducting survey, the video conference platform used was Zoom Meeting since it has the richest features, popularity, low latency, and most importantly low bandwidth. Zoom meeting link was provided and shared on *Telegram* before the class started, therefore the students could join the class on time. When the class begin, those who could not join the offline class will join the lesson online. While explaining the lesson, the slide was shared on Zoom as well as on LCD Projector. Therefore, both students attending online and students attending offline can see the materials well. A wireless headset was used

when zoom meeting is used that enabled the researcher go around the class and those on Zoom could clear the voice clearly. In discussion and Question and Answer session, both online and offline students were given the opportunities. It was 25% for the online students and 75% for the offline students in the classroom. It was different due to the different number of students attending the offline and online class. According to the students, this way of learning was very useful and flexible, and it helped them to adjust their condition and learning. Those who were infected also realized that their needs were accommodated since they could learn while completing their independent quarantines at home.

#### *Collaborative Board*

Collaborative learning was claimed to be one of the best ways of learning, and it was very important to keep the students did this even though in the post-pandemic situation. In order to meet this need, *Google Jamboard* was chosen as the collaborative board for the students. It is selected because it is light, collaborative, simple, and free. They can access this application only by login into their Google Account. While having zoom meeting, Google Jamboard was also used. Therefore, student-student interaction can be maintained, and the students were also excited in participating on the collaborative work through this application. It was fun, according to the students, because it did not require high-bandwidth and they could see each other' idea. The example of Google Jamboard use is as follows:

#### *Chatting Application*

Chatting application was also used and was the most essential information sharing tool. The information needed to be shared quickly and as interactive as possible; therefore, *Telegram* was selected due to its lightness, polling availability, simplicity, and it is free. Besides, it also enables those students who joined late to see the information shared before they joined the class group. Telegram was mainly used for polling and sharing information. Below is the example of polling and information sharing done via Telegram.

#### *Types of learning II: Asynchronous and Flipped learning*

##### *Interactive Online Learning Platform*

Having hybrid learning means having a fix platform as the home of all information, tasks, and evaluations. For this purpose, *Moodle* was mainly used because it is user-friendly, and in Lambung Mangkurat University, it is called SIMARI. It was used in the whole of the university since all features were integrated including assessment and test. As for the lecturer's class, Moodle Learning Management System was used to provide video of explanation (also available on YouTube) as well as exercise and tests. Moodle was also used as flipped learning main platform where the students are asked to watch the video lesson before the day of the class. Previous chat is accessible to those joining later. Below is an example of the Moodle and YouTube video screenshot:

Having done conducting all of the steps above, an evaluation was done in the end of the lessons. The result was satisfying since all students perceived them positively. The students stated that the lesson was interesting. The lecturer accommodated both online and offline learners' need. The interactions among students were also maintained. In addition, the apps used were not too many so we can keep up with all of them. However, the students still believe that the full face-to-face classes is always the best.

## Conclusion

To conclude the research findings and discussions, some notes were taken:

- a) Hybrid learning was effective to accommodate both online and offline classes.
- b) Video conference app is not enough. Other apps or platforms are also necessary.
- c) The learning must be conducted systematically to achieve the lesson objective.
- d) The teaching and learning process conducted were providing lesson videos (Moodle + YouTube), having the zoom meeting, combining the platforms such as Telegram, Google Jamboard, and YouTube Video (available on Moodle)

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