Implementation of Hybrid Learning Post Covid-19 Pandemic in Elementary School Level Learning Model

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ABSTRACT

This community service aims to provide assistance to teachers, parents and students regarding hybrid learning. The use of applications to support learning activities while online by using Google class rooms and dojo classes. The method used in this community service activity provides training/workshops and assistance to teachers, parents and students regarding the use of the Google Class Room and Class Dojo applications. The activity stages are divided into four activity stages, namely (1) survey and problem analysis, (2) offered solutions, (3) workshop and mentoring activities, (4) and evaluation. The result of this community service activity is the competence of teachers in using online learning applications such as google class room and closs dojo as media to support hybrid learning. Parents and students can better utilize information and communication technology to carry out remote learning supervision activities.

Keywords: Community Service, Hybrid Learning, Blanded Learning, Pandemic Covid-19

INTRODUCTION

Lemahtamba is one of the areas in Cirebon Regency, West Java. There is a school located on Jalan Syeh Magelung, namely SDN 1 Lemah Tamba. With the increasing spread of Covid-19, the physical and mental health of students, teachers, school principals and all school members is a major consideration in implementing educational policies (Purbayanti et al., 2020). The conditions during the pandemic that have lasted for almost two years have caused learning to be carried out online. Online learning is learning that is done without face-to-face or online learning (Rohman et al., 2021). Based on this opinion, ideally, learning should still be carried out properly without being limited by space and time. However, the reality on the ground is that this becomes a problem in itself when human resources are not ready to master information and communication technology.

The use of technology as part of the policy of the minister of education and culture is not easy because many problems arise, especially in the regions. One of the problems that arise is the lack of understanding of teachers and students on the use of technology as an online learning medium, which has an impact on the less than optimal learning process occurs (Fauzi et al., 2020). Difficulties arise not only in terms of skills in using technology, but also related to a large workload considering that there are many subjects that must be faced during this COVID-19 pandemic (Supriani et al., 2020). This becomes homework for stakeholders to be able to facilitate teachers and students in learning activities.

Currently, the pandemic is not over, but there has been a circular from the government regarding limited face-to-face learning that can be carried out by schools in the green and yellow zone areas by implementing the right health protocols. A new problem resurfaces how to collaborate on limited face-to-face online and offline learning to be more effective and efficient. This learning activity is called hybrid learning which combines face-to-face learning with online learning. Therefore, it is necessary to have knowledge of what hybrid learning is, how to apply it and what are the supporting sources of successful hybrid learning.

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Figure 1. Condition of Lemahtamba 1 Elementary School

Various online and offline learning applications are widely available on the internet, it's just a matter of how to use these applications optimally to support the success of learning activities at school. The variety of platforms and available resources help support the learning process during the OVID-19 pandemic (Herliandry et al., 2020). The choice of design helps the learning process take place properly which has an impact on the quality of interaction between lecturers and students. In addition, learning outcomes can be achieved according to established standards (Marbun, 2020). Therefore, an appropriate learning model is needed because face-to-face meetings must still be carried out because it has been proven that face-to-face remains an option for most students in the process of learning activities (Napitupulu, 2021). Based on the analysis of the problems that have been disclosed, it is necessary to find a solution, namely by applying hybrid learning at SDN 1 Lemahtamba. Provide input on how hybrid learning procedures are carried out and what applications can support the success of hybrid learning activities in terms of various sides. In order to facilitate face-to-face and online learning, this combination is expected to be able to support student achievement both in terms of academic, social and character

METHOD

This community service activity was carried out at two school locations in Lemahtamba village, namely SDN 01 in Cirebon, West Java. Those involved in this activity are principals, teachers, education staff, parents and students. Based on the results of interviews prior to the implementation of this community service activity, information was obtained that educators and education staff need insight and understanding regarding the use of online learning support applications so that teachers, parents and students can be more optimal in carrying out online and offline learning activities in welcoming the new normal life order. .

The method of implementing community service program activities is carried out in stages with the target of this program being educators, parents and students at the partner location of SDN 01 Lemahtamba. The program required by the bupa of workshops/training as well as

assistance on how to use applications that support online and offline learning is called hybrid learning. Hybrid learning is carried out as an effort to solve problems related to the saturation of students towards online learning, therefore it is necessary to strengthen hybrid learning with the support of qualified human resources in mastering information and communication technology. The activity steps used in this community service empowerment method are depicted in Figure 2.

Figure 2. Flow of community service activities hybrid learning

Based on Figure 2, in the stages of implementing this community service activity, it is carried out in several stages of activity, namely: (1) the implementation team approaches by interviewing directly related parties, namely the principal and teachers at partner locations as well as several parents and students related to obstacles. currently facing partners, especially before face-to-face learning, which still cannot be carried out in full, meaning that face-to-face meetings are still limited. Limited, which means the time and place limitations for carrying out learning activities in schools, it is necessary to optimize online learning activities. (2) after analyzing the problems faced, the implementing team offers solutions related to these problems by providing training/workshops and assistance related to applications that can provide convenience for teachers, parents and students in online and offline learning activities or what is called hybrid learning. (3) after being approved by partners for the solutions offered, the implementing team for core activities in the form of workshops/training and assistance related to the use of hybrid learning support applications when teachers conduct online learning using google class rooms, google forms, and dojo classes. (4) after the activity, an evaluation is carried out on the impact of the service activities that have been carried out. (5) teachers, parents and students are ready to carry out hybrid learning as a step in the new normal order of education in the covid-19 era

RESULT AND DISCUSSION

This community service activity is carried out at SDN 1 Lemahtamba which is located in West Java Province, Kab. Cirebon with the address Jl. Sheikh Magelung. This school has 9 teachers with 103 male students and 99 female students. The number of study groups is seven classes. The curriculum used is the 2013 curriculum. The existing facilities and infrastructure at SDN 1 Lemah Tamba have 6 classrooms, 1 library and 1 student sanitation..

Initial survey activities for partner problem analysis

The first activity carried out was by conducting an initial surey which was carried out on December 20-21, 2021. Based on interviews and problem analysis that the team discussed with the school, namely the principal, teachers and representatives of parents regarding the obstacles being experienced by the school, especially in activities learning done at school.

Based on these activities, it was found that the problem being faced by teachers was the use of technology applications in online and offline combined learning. Considering that learning has taken place / limited face-to-face meetings are allowed, it is necessary to have knowledge about hybrid learning and how to apply it so that learning is carried out effectively and efficiently.

Figure 3. Survey and analysis of partner problems

Provide solutions to partner problems

After the implementation team and the school agree on the problems that the partners are facing, the implementing team offers a solution in the form of workshop/training activities related to the implementation of hybrid learning and applications that support learning. Hybrid learning combines face-to-face learning with computer and internet technology. Hybrid learning facilitates students to get materials for learning activities via the internet (Putra, 2015). The form of internet integration in the process of learning activities is the application of hybrid learning (Rahayu et al., 2019). Based on these opinions, it is undeniable that for now hybrid learning is the right choice to be able to support learning activities during the current pandemic. Indeed, there are advantages and disadvantages in hybrid learning, as has been stated that hybrid learning is more suitable for qualitative subjects when compared to numeracy lessons, because if the arithmetic material is needed additional time in terms of practice questions (Hendrayati & Pamungkas, 2013). However, the implementation team provided this solution to be a good one for now to be applied in learning activities, especially at SDN 1 Lemahtamba.


Figure 4. Preparation of Communtity Service

Conducting workshops/training and mentoring

The next stage is the stage of implementing the activities of training and mentoring. This activity was carried out in one of the school's classrooms which was attended by the principal, teachers, representatives of parents and several students. This activity was held for two days from 23-24 December 2021 with competent speakers in the field of information and communication technology as well as in the field of education. This activity discusses the theories and concepts of hybrid learning and how the applications and applications are used to support hybrid learning.

This activity discusses two online learning applications that are commonly used by teachers, namely Google Classroom and ClassDojo. These two applications were chosen because they are considered easy and very useful for teachers to support online learning activities. It is hoped that the teacher's knowledge of these two applications can make online and offline learning activities more effective and efficient.
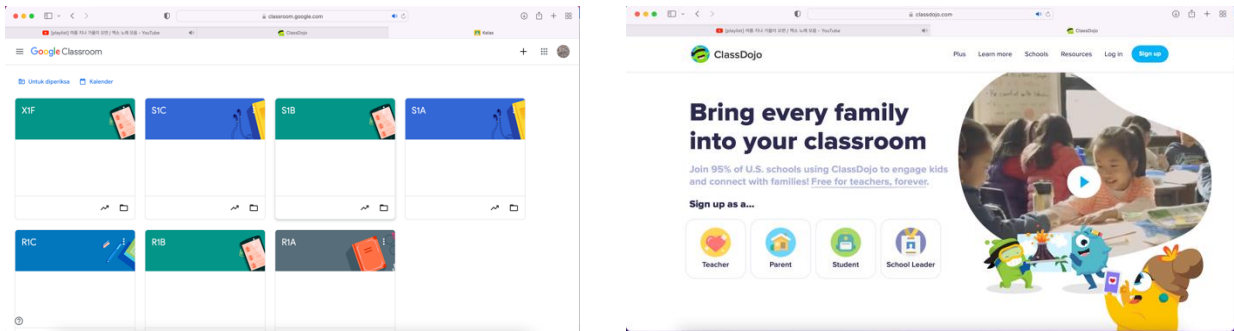
Figure 5. Display of Google Class Room and ClassDojo

This application also makes it easier for teachers to evaluate each activity that has been carried out by students. In addition, Google Classroom also has many practical, efficient and secure features. Teachers and students can also teach and learn via Android or iOS mobile devices (Nurani et al., 2020). Google classroom media which can be accessed via laptop or android, is quite easy to learn and is an application that is light enough to reach students, parents with various internet network limitations anywhere (Banat & Martiani, 2020). Based on two opinions related to the google class room which is very easy to use for teachers, parents and students, this is sufficient to support hybrid learning activities with various considerations that this application is quite effective and efficient for teachers, parents and students. can be used for distance learning, can be used to train the independence of students studying at home when doing PJJ.

Classdojo is an application that can be used to support other learning activities when learning is done online. The program can give minute-by-minute, day-by-day, week-by-week feedback, students are encouraged and motivated to do a better job (Chiarelli et al., 2015). ClassDojo is a teacher communication application to motivate students to cultivate positive student behavior that can involve parents in educating students ClassDojo was created to help classroom teachers follow the specific behavior of each student, both positive and negative (Nuriyawan & Chendra Wibawa, 2020). The function of the dojo class can monitor student learning activities very well. One creative teaching strategy is to use technological media that is in accordance with the times of students so that Class Dojo media is used to help the student learning process (Dwi Yanto, 2019). Based on this opinion, it is concluded that the dojo class application can provide teacher assistance to monitor learning activities so that it can be used as a liaison between teachers, parents and also students when learning activities are carried out online but can be monitored by the teacher remotely.

The workshop activity was carried out by providing explanations related to hybrid learning material and how it was applied in learning activities at school. The use of two applications related to supporting online learning activities is expected to be able to provide new experiences for teachers, students and parents related to the use of information and communication technology in learning activities. Indeed, it will not be easy at first, but this must be tried as a means to improve learning activities so that teachers and students are able to take advantage of educational technology which has enormous benefits in the current covid era.

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Figure 6. Activities Workshop and Mentoring

Evaluation

The evaluation was carried out by giving a project assignment to the teacher to use the two applications and seeing how parents and students responded regarding the use of this application. The high spirit of the school in the midst of existing limitations is able to provide effective and efficient learning by using the Google Classroom and Class Dojo learning applications. Furthermore, the implementing team continues to monitor the development of the teachers who are there to be able to give an implication of the success of this community service. There are many things that teachers really want to learn in order to be able to answer and prepare for major changes in the world of education. Teachers must be able to adapt to current conditions where learning is carried out in a limited time and place.

CONCLUSION

Based on the results and discussions that have been described, it can be concluded that hybrid learning by applying two learning applications, namely google class room and dojo class, can provide convenience for teachers, parents and students in learning activities carried out with hybrid learning, namely a combination of online and offline learning. The competence of mastering teacher technology is increasing with this community service activity. Communication between teachers, parents and students is increasingly established as a function of monitoring students when carrying out learning activities at home. It is hoped that this activity can have an impact on the success of learning that takes place at partner locations.

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the independent campus learning policy research program and community service based on research results and PTS prototypes.

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