# The Efficacy of Hybrid Learning Process in SMA Islam Ibnu Umar Students Tangerang Selatan

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*Abstract: In uncertain conditions, the current pandemic has forced all schools to adopt the new pedagogy approach. It makes every student and teacher adapt to a renewable education system through hybrid learning. Therefore, it is aligned with teaching and learning activities and the essential competencies required for each school to implement and make this program a success. Moreover, through the hybrid system, it is necessary to experiment with a system of teaching and learning activities in Arabic language science, Islamic Studies, and memorising Tahfidz al-Quran, which has been taking place in the past semesters at SMA Islam Ibnu Umar Tangerang Selatan. The existence of good cooperation between students' teachers and other stakeholders from the family will help the success of this program, and it is expected that it will be sustainable in the long term.*

## INTRODUCTION

Globalisation which is relatively modern information and communication technology is increasingly rooted in every human life. Likewise, it was deemed more appropriate to use current technology rather than traditional technology in education. Learning that was originally traditional is now gradually shifting to modern learning. This is due to changes in circumstances and paradigms that include abilities and skills following the development of the 21st century directly involving modern technology so that students actively receive knowledge that is following the times. The Industrial Revolution 4.0 is an era in which human life is technology-oriented, which the problems in the industrial revolution are more complex, and humans must be able to persist in overcoming the issues that exist in the current era (Permittasari et al., 2019; Mishra et a., 2020).

Moreover, various learning programs are being discussed to support the learning process, especially in dealing with the issue of curriculum change, so that budgets and effectiveness in achieving the learning process are the focus of attention. The government is also trying to make regulations in changing and implementing the new curriculum. To switch from face-to-face learning methods that are usually carried out during normal conditions to online or what is often called online is not easy. Because it is necessary to support adequate infrastructure in the form of hardware and software and the ability of resources capable of using such devices, it impacts the availability of a large enough budget (Savery, 2015; Irvin et al., 2009). But the problem is, can this approach help produce learning objectives that are more efficient and effective as expected?

In today's global and modern era, industrial developments are starting to engage the virtual

world in the human, machine, and data connectivity, all of which are already applied globally; which is commonly known as the internet of things (IoT). Students who lead you gradually must be ready to face the significant challenges of technological development. In this era, hybrid learning is a learning solution in the context of the internet of things (Maenpaa et al., 2017). Likewise, with the emergence of COVID-19 in various areas, all schools need to be more sustainable and resilient in carrying out teaching and learning activities, both online and hybrid learning. Based on the above description, the author would like to provide an overview of the implementation of learning using a hybrid model (Maspul & Amalia, 2021).

**METHOD**

This study uses the literature study method. Using this method, the researchers conducted a library search for the research framework and utilised existing sources in the form of literature and student evaluations in the final assessment of the odd semester in 2021. The types of data used were primary data and secondary data. Preliminary data in the form of final exam scores for Arabic subjects for students in Class X, XI and XII, SMA Islam Ibnu Umar Tangerang Selatan and secondary data in journals relevant to the implementation of learning using a hybrid model.

**RESULTS AND DISCUSSION**

The occurrence of the global Covid-19 pandemic requires all educational institutions to apply digital learning models to maintain the quality of education. The home learning policy that is instructed by the government to all educational institutions, especially in Indonesia, indirectly obliges teachers and students to adapt to these changes. Islamic High School Ibnu Umar, South Tangerang, implements digital learning, namely hybrid learning, in the learning process during the pandemic and entering a limited face-to-face learning period while still following government policies. Implementation is defined as the implementation or application of something well planned. The implementation consists of three stages: planning, implementation, and evaluation.

Teachers' preparations for implementing hybrid learning are in two planning stages, namely limited face-to-face learning and online learning simultaneously during the learning process. In the planning stage, the teacher must provide a component, namely pedagogic competence, namely being able to plan, implement, and evaluate the learning assigned to him. Little face-to-face and online planning documents are prepared by teachers in stages, in the form of preparing lesson plans and further understanding supporting document files. The implementation of face-to-face learning is limited; besides preparing learning documents, little face-to-face learning is performed by limiting the number of students who come to school. Technically, students are divided into two groups, with a learning system of 50% following limited face-to-face learning and 50% taking online learning from home simultaneously. Teachers were initially equipped to use the online learning system easily; this was made more accessible by the direct involvement of teachers in preparing everything to run this online learning system. Online learning uses various platforms, namely WhatsApp, Google Classroom, Google Meet, and Zoom.

The hybrid learning model's implementation stage covers the duration of the teaching and learning process, the platform used, strategies, methods, media, and teaching materials prepared by the teacher in the learning process. The implementation of learning is carried out every day from Monday to Saturday. Various platforms such as google classroom, google meet, zoom, and other applications are used for learning. The teaching materials used in education are essential material from each KD (basic competencies) using the google classroom application, google form, and other applications. The methods used by teachers are various approaches to bring learning materials, namely by lecture methods, question and answer, discussions, exercises, assignments, projects, etc.

The instruments used to assess attitudes, knowledge, and skills include attitude assessment

through observation, self-assessment, peer assessment, journals, knowledge assessment through written tests and assignments, and skills competency assessment through practical examinations, projects and portfolios. The evaluation or assessment stage of hybrid learning includes authentic assessment, self-assessment, project assessment, daily test, mid-semester test, and end-semester test. Teaching and learning activities are carried out from Monday - to Friday, both online and hybrid, where teaching and learning activities start from 7.15-12.00 (originally from 7.15-14:55). For Arabic language subjects, only two-hour lessons are taught a week. In addition, 1 hour of subjects is 30 minutes during the pandemic, whereas 1 hour of topics was 40 minutes prior. Thus, to maximise all incoming issues with a limited time allocation to be more effective.

Meanwhile, in supporting Arabic learning, a *hifdzul mufrodat* (memorising Arabic vocabulary) activity has been carried out, which is carried out before teaching and learning activities from 7.15 - 7.30. In addition, for the delivery method when online, each student will share it with *mufrodat* (vocab) and its meaning through the WhatsApp Group of each class, along with examples of readings via voice notes. Overall, in overseeing the success of this activity, the role of OSIS (intra-school student organisations) is beneficial where the *takmir* is responsible but is still guided by the OSIS teacher/supervisor.

In addition, in the *tahfidz* learning method, for the initial level (class XI) in the first year, students are not allowed to memorise but to improve reading first for the first three months. After the assignment has been categorised as good, the students learn it while still being listened to (*talaqqi*) first by their respective tutors; as for the memory target, including 3 juz in three years, where every 3 months there is an oral exam through the following verse advanced method. In addition, every 3 months, there is the best *tahfidz* reward program and *khatam* al-Qur'an rewards to motivate students to be more enthusiastic in this additional activity. Additional programs to familiarise students with reading the Qur'an, including recitations of the Qur'an, which are done three times in ten minutes (during offline teaching and learning activities) while online, the time is not bound or free. To help to fill other activities, additional programs are needed, including; an internal student competition which is held once every year, including the following competitions: speech in Arabic and memorising the Qur'an/Juz.

**CONCLUSION**

Limited face-to-face learning and online learning using a hybrid model are the best choices to start learning activities after the pandemic, with uncertain time developments and the absence of certainty. The implementation of hybrid learning in learning at SMA Islam Ibnu Umar Tangerang Selatan has several stages carried out by teachers, including planning, implementing and evaluating teaching assessments. In limited face-to-face learning, teachers prepare to learn tools and in online learning planning, teachers direct students through applications with internet networks available in academic units. Some of the advantages of using a hybrid learning model include teachers can describe positive involvement with students in class and some students who take part in learning at home simultaneously. Teachers and educational units can use the advantages and disadvantages of the hybrid learning model to carry out learning adapted to current conditions. The participation of all citizens of the education unit is significant. There is a need for good cooperation and communication to organise the expected learning conditions.

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