The effectiveness of hybrid learning as instructional media amid the COVID-19 pandemic

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Abstract The COVID-19 pandemic has struck the world, prompting the enforcement of stay-at-home policies to halt the spread of COVID-19. Indonesia is not exempted from this situation. The COVID-19 pandemic has necessitated social distance due to social distancing, quarantine, and isolation to minimise the spread of the virus. During the COVID-19 pandemic, an online learning system was used. The ideal learning methods in the new normal era are blended learning and hybrid learning methods. Online learning demands the attention of the communicant so that the message conveyed by the communicator can run effectively. If hybrid learning as an instructional medium can be appropriately utilised, the learning objectives can be achieved. However, in previous studies, the blended learning method still needs to be evaluated so that its application can run well and as expected. Because communication transactions that can overcome various frames of reference or clarify difficulties to transfer understanding in a timely manner are considered rich, the media richness theory is applied in this study. This study aims to know how effective hybrid learning is in Southeast Sulawesi during the COVID-19 pandemic. The method used in this research is phenomenology by involving junior high school teachers in Southeast Sulawesi. Based on this study's data analysis findings, the Effectiveness of the hybrid learning model in Southeast Sulawesi during the COVID-19 outbreak is decided by students' and parents' desire to monitor their children.

Keywords: effectiveness; hybrid learning; instructional media; COVID-19 pandemic.

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INTRODUCTION

The COVID-19 pandemic has struck the world, as it has in Indonesia, prompting the implementation of a stay-at-home program to halt the spread of COVID-19 (Khasanah et al., 2020). The stay-at-home order enhances resident mobility within the home while reducing mobility in public (transit stations, workplaces, retail stores, and recreational facilities) (Wang, 2020). Workers who can work remotely have a lower risk of being affected by the labour market, whereas those who work near co-workers have a higher risk. The impacts of stay-at-home orders on unemployment are much more significant in states that have implemented them (Beland et al., 2020). Communication barriers that arise from meeting difficulties have been replaced by the existence of communication technology, which has a negative impact on communication quality (Nursanti et al., 2021). However, this pandemic has affected the economic sector and has also penetrated the education sector.

A glorious educational aim, where intelligence is defined intellectually and in terms of its deeper meaning. The COVID-19 period exemplifies the true elevating nature of education (Chinmi et al., 2021). In the face of a pandemic, it is critical for governments and other officials worldwide to address public access to and usage of online learning materials (Qazi et al., 2020). During the COVID-19 epidemic, online learning was successfully employed, demonstrated by the fact that the reaction is satisfied, learning is fixed, behaviour is maintained, and learning outcomes are increased (Suprianto et al., 2020). Because it is so closely linked to technical innovations and ever-changing times, where everything is rapid and inexpensive, online learning has a lot of potential (Simamora et al., 2020); (Abidah et al., 2020).

Educators have been compelled to use online platforms as their only teaching option due to the COVID-19 pandemic's lockdown and social distance standards (Das, 2021). To comply with government policy, the learning mode has been changed to virtual classrooms, allowing students to continue to learn while remaining safe at home (Khasanah et al., 2020). Students' lives have been affected in various ways because of the COVID-19 epidemic, depending not just on their level and field of study but also on where they are in their programs. Transitioning from one stage of education to another, such as from school to university education or from university education to employment, presents unique problems. They will be unable to finish their school curriculum and assessments in the usual manner, and in many circumstances, they will be separated from their social group practically immediately. Students who begin university study later this year are unlikely to take advantage of offers to reschedule their year-end school exams (such as the International Baccalaureate) for a later session (Daniel, 2020). This situation finally changed conventional learning (offline) to online learning due to the COVID-19 pandemic. The use of new media in online learning is a challenge for students in obtaining information during the learning process. So that this problem is discussed using the Media Richness

Theory because the integrity of information in learning using online media is seen.

The social learning model is a type of learning approach that focuses on individual relationships with society or other people. Individuals' ability to relate to others, participate in democratic processes, and work productively in society is emphasised in this category of models. Three learning models will be examined in this case: (1) a role-playing learning model, (2) a social simulation learning model, and (3) a study learning model or jurisprudence study, all of which are included in the social learning approach (Pustakailmiah, 2016). A toolbox for social learning analytics was created to encourage student participation in online discussions. The toolkit's perceived utility and usability were rated differently by students. Students used the toolkit to keep track of their posting habits and set participation goals. The usage of tools was connected to more requests for peer answers and individual reflection (Chen et al., 2018).

Disruptions in the direct learning process between students and teachers and the cancellation of learning assessments impact students' psychology and lower the quality of their skills. This burden falls on all elements of education, particularly the state, which is responsible for facilitating the continuity of schools for all educational stakeholders to conduct distance learning (Aji, 2020). These conditions ultimately demand attention from students as communicants in online learning so that the messages conveyed by the teacher as a communicator can run effectively. Moreover, with the obstacles that emerged from the COVID-19 pandemic, hybrid learning could be hampered and affect the learning objectives, therefore using Media Richness Theory to see communication transactions in overcoming students' difficulties in understanding information from teachers. The COVID-19 pandemic has necessitated the use of social distance (social distancing), quarantine, and isolation to ensure that no vulnerable individuals are infected. One of these efforts aimed to keep the healthcare system from becoming overwhelmed by the growing number of patients who needed to be served (Mediaindonesia.com, 2020). Teachers' online and offline interactions with their students are always governed by their perceptions of their roles and obligations, as well as their constraints and bounds as educators (Santoso et al., 2021).

In the COVID-19 pandemic situation, the government's move to create social distancing policies or maintain distance from one another is the most important thing to do. Stopping the face-to-face teaching and learning process is one of the steps. Instead, students will study online from the comfort of their own homes (Liputan6, 2020). Other difficulties raised included the lack of face-to-face engagement with the instructor, reaction time, and the absence of traditional classroom socialisation (Adnan & Anwar, 2020). There is also a more significant need for educational institutions to develop curriculum methods and make them more responsive to students' learning needs outside of traditional classrooms (Toquero, 2020). If teachers, students, and parents

collaborate in learning at home, the impact of COVID-19 on the implementation of online learning in elementary schools can be quite positive (Dewi, 2020). During the COVID-19 pandemic, an online learning system was used, and it was both effective and ineffective. They have been effectively implemented due to the circumstances that necessitate online study but are inefficient due to the higher costs incurred when compared to offline lectures (Bahasoan et al., 2020). If the obstacles faced during the pandemic are thoroughly investigated and translated into possibilities, online learning will become more sustainable, while instructional activities will become more hybrid (Adedoyin & Soykan, 2020).

This study uses Media Richness Theory (MRT), concerned with determining the media the most appropriate communication to deal with uncertainty and ambiguity of information (Daft & Lengel, 1986). The less efficient internet data usage becomes as the media features that successfully communicate complex messages become richer (Putra & Irwansyah, 2020). However, as learning methods, economic conditions, and geography change, the application selection must be correct (Kompasiana.com, 2020). The instructor's familiarity with readily available internet-based teaching tools like video conferencing software and the stability of the internet connection was identified as challenges. During online classes, instructors must also find ways to improve their interaction with students and maintain student interest and engagement (Lapitan et al., 2021). The ideal learning methods in the new normal era are blended learning and hybrid learning methods.
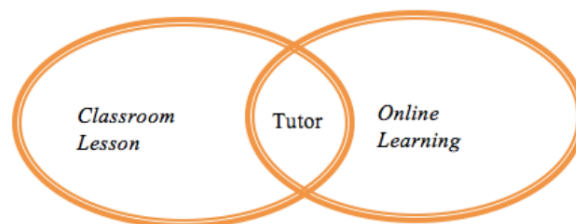
Figure 1. Blended learning pattern
Source: (Rusman & Riyana, 2011)

Blended Learning comprises two words: blended (meaning mixture) and learning (meaning learning). Blended learning, on the surface, refers to learning patterns that include elements of mixing or combining one pattern with another (Mosa, 2006). What is mixed in blended learning is two main elements, namely classroom learning with online learning.

Based on figure 1 about blended learning patterns, blended learning is a learning method that combines face-to-face meetings with online material in harmony. It combines conventional learning where educators and students meet directly with online learning that can be accessed anytime and anywhere. Another form of blended learning is a virtual meeting between educators and students. Educators and students may be in two different places, but they can give each other feedback, ask

questions, or answer. Everything is done in real-time (Rusman & Riyana, 2011).

Blended Learning refers to learning patterns that include elements of mixing or combining one learning pattern with another in its most basic form. Blended learning is one of the most recent educational issues to emerge because of globalisation and technological advancements. According to the typology of practice blended learning, many institutions or practitioners have developed and provided definitions in their language (Sari, 2016). blended learning also refers to four different concepts (Driscoll, 2002), namely a) Blended learning is when a student uses a combination of web-based technologies to achieve educational objectives, b) Blended learning is a combination of various learning approaches (such as behaviourism, constructivism, and cognitivism) that results in optimal learning outcomes with or without the use of learning technology, c) Blended learning combines a variety of learning technology formats (e.g., videotape, CD-ROM, web-based training, and film) with face-to-face learning, d) Blended learning combines learning technology with real-world work tasks to improve learning and productivity.

There are five keys to implementing learning using blended learning (Carman, 2005). The first is a Live Event. Direct or face-to-face learning (instructor-led instruction) occurs at the same time and in the same place (classroom) or at the same time but in a different location (virtual classroom). This direct learning pattern is still the main pattern for some people. Even this direct learning pattern, however, must be designed in such a way that it achieves the desired outcomes. This pattern can also combine the theories of behaviourism, cognitivism, and constructivism to achieve meaningful learning. The second is Self-Paced Learning. Combining self-paced learning with a variety of content (learning materials) specifically designed for independent learning, both text-based and multimedia-based, allows participants to learn anytime, anywhere (video, animation, simulation, pictures, audio, or a combination thereof). These learning materials can be delivered online (via the web or mobile devices in the form of streaming audio, streaming video, and e-books) or offline (in the current context) (in the form of CDs and print). The third is Collaboration. Combine educators and students who can move between schools and campuses. As a result, blended learning designers must devise collaboration methods, both among peers and between students and educators, using communication tools such as chatrooms, discussion forums, email, websites/weblogs, and mobile phones. Collaboration is, of course, aimed at the construction of knowledge and skills through social processes or social interaction with others, as well as material deepening, problem-solving, and project-based learning. The fourth is Assessment. The designer of blended learning assessments must create a mix of test and non-test types of assessments and more authentic tests (authentic assessment/portfolio). It is also necessary to consider the differences in ingredients between online and offline assessment forms. So that

participants can learn to follow or carry out the research conveniently and flexibly. 5) Supporting Materials for Performance. If we want to combine face-to-face learning in the classroom with virtual face-to-face learning, we must consider the resources available to support it, whether they are ready or not. Learning materials are created in digital format, whether they can be accessed by learning participants offline (on CDs, MP3s, and DVDs) or online (on the internet). If a Learning/Content Management System (LCMS) is used to aid learning, double-check that it has been properly installed and is easily accessible.

Meanwhile, Hybrid learning is a teaching method in which some students attend class in person while others participate virtually from their homes. Educators use video conferencing hardware and software to teach both remote and in-person students at the same time. Hybrid classes may include asynchronous learning elements such as online exercises and pre-recorded video instruction to supplement face-to-face classroom sessions. Hybrid courses, when well-designed, combine the best aspects of both in-person and online learning, making education more accessible to a broader range of students. The elements of hybrid courses must be tailored to the learning format, whether in-person or online, in order for hybrid learning to be successful (Boyarsky, 2020).

Hybrid learning emphasises using the best option for each learning objective by combining traditional classroom experiences, experiential learning objectives, and digital course delivery. Unlike blended learning models, which aim to balance face-to-face and online aspects of a course, hybrid classrooms vary greatly depending on the subject matter taught and the needs of specific groups of students (Ethinkeducation.com, 2020). Hybrid learning and blended learning are frequently confused, and both have many of the same instructional components. Both are, however, distinct learning models. Blended learning combines face-to-face instruction with asynchronous learning methods, in which students complete online exercises and watch instructional videos at their leisure. Hybrid learning is a teaching method in which teachers simultaneously instruct in-person and remote students. Asynchronous teaching methods can be used to supplement synchronous, face-to-face instruction in hybrid learning models (Sphero.com, 2021).

The Media Richness Theory is based on the idea that a media's "wealth" is tied to its social or physical presence (Zmud et al., 1990). While the ability of the media to support a range of communication processes in a face-to-face setting is critical, there are other aspects of media to consider as well. Especially following the Media Richness Theory, innovations in computer-facilitated communication (e.g., electronic mail, group assistance systems, voicemail, and video teleconferencing) have become more widely available. This is not a significant issue because the new electronic, audio, and video media are all compatible with the existing Media Richness Theory framework (El-Shinnawy & Markus, 1997). Media richness also influences attention, interest, search, action, and sharing (Tseng & Wei, 2020). Perceived

media richness and satisfaction provide insight (Hsu et al., 2020);(Choi & Kim, 2020). However, some of these new media have unique characteristics not seen in earlier non-electronic media, and they can provide more effective support for more particular communication activities than the preceding MRT suggested.

Students who struggle in fast-paced traditional classrooms may benefit from this asynchronous learning style. Learn more about autonomous and asynchronous learning styles and other unique benefits in hybrid learning environments. Face-to-face classroom instruction is combined with online activities in a hybrid approach to course delivery. This method reduces students' time sitting in a traditional face-to-face class and shifts the course content online. Students can participate in authentic, collaborative learning experiences during class time. Multimedia-enhanced content and channels for ongoing discussion can be included in the online components. This site's best practices and resources will primarily focus on hybrid courses that include classroom sessions as well as video conferencing (PennState, 2020). The divided learning conditions certainly provide convenience and challenges for some students in obtaining information during learning and judging from the Media Richness Theory, which describes the ability of communication media to reproduce the information sent without losing the essence of the message to be conveyed. Based on the background described, the problem formulation in this research is, "how effective is hybrid learning in Southeast Sulawesi during the COVID-19 pandemic?"

METHODOLOGY

A qualitative approach is used in this research. The application of the test method is the focus of qualitative research, which illustrates the belief that some individuals or groups arise as a result of social or human problems (Creswell & Poth, 2017) by using the phenomenological method. Phenomenology is the study of consciousness from a person's basic experience, also known as subjective or phenomenological experience. Phenomenology has a long history in social science, spanning fields like psychology, sociology, and social work. Phenomenology is a school of thought that emphasises the importance of interpreting the world. Phenomenologists are interested in how the world appears to others in this case. Phenomenology studies how the distinction between subject and object emerges and how things in the world are classified. Phenomenologists also believe that something other than chance is responsible for the formation of consciousness (Husserl, 2014), which involves informants in research in the process of extracting data.

People who serve as research informants (Table 1) provide details about the study's situation and context (Moleong, 2017). Teachers in the Secondary School (SMP) level who lived in the Southeast Sulawesi region served as informants in this study.

The analysis technique used in this study is interactive model analysis. Data reduction, data presentation, and retrieval or verification

are the three components of this model analysis, and activities are carried out interactively with active data processing as a continuous, repetitive, and continuous process that forms a cycle. It is necessary to record carefully and in detail due to the large amount of data obtained from the field. As previously stated, the more time researchers spend in the field, the more data they collect, which becomes increasingly complex. As a result, it is critical to analyse data quickly using data reduction techniques, summarising, selecting main points, focusing on what is essential, looking for themes and patterns, and removing unnecessary steps in the data reduction process. As a result, the reduced data will provide a clear picture and make it easier for researchers to collect and search for additional data if necessary.

Table 1. Informant background

Informant	Age	Gender
1	40	Female
2	31	Female
3	35	Male

Source: (Researcher Processed Data, 2021)

After the data has been reduced, the next step is to display it. Data presentation refers to the steps involved in organising data, specifically linking one piece of information to another so that all the analysed information is contained in a single unit. The authors present data in the form of snippets of interview results and several written sources after selecting relevant data and reducing data that is not relevant to this study. The authors combine reduced data with the author's narrative to make it easier to understand and stay within the scope of the research. After presenting the data used in the author's narrative, analysis is carried out using relevant theories.

The inductive principle is applied by paying attention to the patterns and trends of existing data from the created data displays. There are times when conclusions have been drawn; however, conclusions cannot be adequately formulated unless the researcher has thoroughly analysed all available data.

RESULTS AND DISCUSSION
Adaptation
A concern is the presence of students who cannot attend class and are offered the option of receiving the same education via a hybrid learning model from home. In the lesson plan and class organisation, the educator's flexibility is also essential. This enables teachers to adjust their curriculum to various subject matter delivery and learning styles with ease.

The first informant

"*Of course, there are benefits and challenges for us (teachers) in adapting to the new learning system. I am sure that many teachers still find it difficult to carry out online learning. Not finished with online learning, it turns out that a mixed learning model has emerged, then a hybrid learning model. I personally honestly feel*

that I have put a lot of effort into adapting to the learning model during this pandemic." (Personal Interview, 1-April-2021).

The second informant

"I welcome the government's policy of implementing online learning during the COVID-19 pandemic. Because the pandemic has taken students for months and almost a year, making them (students) study at home is certainly not entirely good for their psychological condition. Students need socialisation with their friends and health protocols that are always applied when they are at school. I see that this hybrid learning model at least treats the students' psychology even though they are not fully present at school, but in my opinion, this is a good step, and students can enjoy learning with this hybrid learning model." (Personal Interview, 3-April-2021)

The third informant

"For me, students enjoy this learning model because if they hear their complaints (students) when learning is applied online-only, they get bored quickly, especially for almost a year. So that the existence of this hybrid model does make students able to re-adapt in teaching and learning activities, hopefully, the next time it can be better with this learning model." (Personal Interview, 8-April-2021)

Adaptation in the application of hybrid learning during the COVID-19 pandemic needs to be done so that from the side of teachers and students in hybrid learning, they can maximise the delivery of messages and information, especially from teachers to students. The involvement of students in hybrid learning certainly raises responses in capturing different information between those who attend class and those who follow learning from their respective homes. So this situation demands adaptation for teachers and students so that the information conveyed as learning objectives can be captured.

Empowerment of students

Related to students' ability to explore and absorb information on their own in a hybrid learning environment, then share their unique findings with the whole class.

The first informant

"I do not think all students are active in hybrid learning. Only a few students had previously stood out in class who often asked questions in hybrid learning. Other students, whose learning achievement is lacking, are not very active in this learning yet. Even though I hope that through this learning it can make their enthusiasm even higher." (Personal Interview, 1-April-2021)

The second informant

"Indeed, related to the empowerment of students in the teaching and learning process cannot be fully realised through an online

learning model like this. When we as teachers try to find out the Effectiveness of learning, it cannot be implemented directly because not all students are present in one place. So that until now assignments and exams are still a benchmark for measuring the level of understanding of students." (Personal Interview, 3-April-2021)

The third informant

"*We are still trying to make an effective assessment for students until now, whether they have fully understood all the material or not. Our power is also not sufficient to monitor all of our students one by one regarding the learning applied by this model.*" (Personal Interview, 8-April-2021)

The active response of students in learning becomes an indicator that learning is running effectively. This is the same as the picture of effective communication, where effective communication can be built when there is reciprocity from the communicant on the communicator. The reciprocity that appears in hybrid learning is an essential factor for teachers to determine whether students can well capture the information or material conveyed by the teacher. Moreover, because hybrid learning involves media that bridges a message, teachers must anticipate obstacles in hybrid learning. Because every teacher must be able to empower students to be active during hybrid learning, with students' activeness, teachers can find out whether the information or learning materials have been implemented optimally or not.

Pacing that is tailored to the individual
It has to do with the capacity to adjust the pace so that students can use online learning tools to access digital materials (such as videos, recordings, readings, or discussion boards) as often as they want and at their own time.
The first informant

"The internet is still an obstacle to learning during the pandemic because it is done online. The network where each student lives is one obstacle that cannot be overcome."

The second informant

"*The internet network certainly greatly determines the course of learning. However, the role of parents in monitoring their children while studying at home is equally important in online learning. Sometimes we even involve parents of students to help remind their children to check the assignments we upload. However, some parents are constrained by the internet which ultimately cannot fully monitor the uploaded material or assignments.*"

The third informant

"*I think the role of parents during online learning is critical in monitoring their children's learning. Because it seems like all of the*

internets has been obtained, I am sure the children can access the internet. So, parents also have to monitor their children in accessing all the learning materials that have been uploaded."

Hybrid learning involving communication media in reproducing information can run optimally if a good internet network supports the participation. Because if the internet network is not stable, hybrid learning can be affected, especially students at home. So this is a consideration, especially for students in participating in hybrid learning, because they have a good internet network, the information obtained during hybrid learning is also more leveraged.

Implementation of a hybrid learning model

The hybrid learning model has certainly brought 'fresh air' to learning during the COVID-19 pandemic. After being 'stuck' for nearly a year with online learning from home, the students were slowly able to treat their psychological condition due to a lack of socialisation with their peers. This effort is undoubtedly a new hope for the whole community in giving children the right to learn with a new model. In addition, direct interaction with fellow students can maximise the delivery of information in hybrid learning to overcome obstacles through discussion activities.

At least a hybrid learning model can also make students more active in learning after studying at home. However, capturing information obtained through hybrid learning is still not optimal in inviting students to be active. Teachers are also required to maximise the use of media in hybrid learning so that students who take part in learning from home can capture information through media in hybrid learning. So that in the future, it is hoped that the hybrid learning model can make students more active in learning activities. Because establishing a hybrid learning model as a learning option during the COVID-19 pandemic, it is hoped that the adaptation, empowerment, and pacing can be achieved optimally.

The role of teachers and parents

It is not only a good and stable internet network that determines the success of the hybrid learning model. Teachers and parents play an essential role in the progress of students' learning. Collaboration between teachers and parents of students is needed in this hybrid learning model. The role of teachers in schools is not much different from usually learning before the COVID-19 pandemic in delivering material.

The role of parents of students is no less vital in achieving hybrid learning. The presence of parents in monitoring student learning at home is needed so that children are focused on playing with the gadgets. The role of parents is increasingly becoming important in this hybrid learning model because of the supervision from parents while at home, which will make them more disciplined and responsible for their children's role as students.

This is an essential concern for the main people in implementing the hybrid learning model because many parents are busy with their work without monitoring their child's learning process during the pandemic. Whereas in terms of Media Richness Theory, the role of parents in hybrid learning also helps bridge errors in conveying information from teachers to students. Parents, in this case, are expected to be able to minimise failures in the delivery of information conveyed by the teacher so that their children can capture information according to the context. Parents can take these efforts by building communication with teachers to ask for re-explanation or emphasise the material (information) conveyed in hybrid learning.

CONCLUSION

Student participation in hybrid learning elicits responses in capturing information that varies from those who attend class and those who attend learning from their homes. As a result, teachers and students need to adapt to capture the information presented as learning objectives. Active participation of students in learning is a sign that learning is going well. Hybrid learning consists of media that bridges messages, teachers must anticipate obstacles in hybrid learning, and every teacher must actively encourage students to participate in hybrid learning. Teachers can determine whether knowledge or learning materials have been optimally integrated based on student activities.

When a good internet network assists participants, hybrid learning that uses communication channels to reproduce information can run optimally. Consequently, this is a factor to consider, especially for students taking part in hybrid learning. Because it has a solid internet connection, the information received through hybrid learning has more value.

After studying at home for a long time, this hybrid learning strategy can at least make students more active in learning. Teachers must also maximise the use of media in hybrid learning so that students who participate in homeschooling can capture information and use media in hybrid learning. As a result, the hybrid learning model will encourage students to participate more actively in future learning activities. The role of parents in hybrid learning also helps bridge errors in the transmission of information from teacher to student.

Based on the data analysis that has been done, this study concludes that the Effectiveness of the hybrid learning model in Southeast Sulawesi during the COVID-19 pandemic is determined by the willingness of students and parents to monitor their children while studying at home with hybrid learning. The limitations of teachers in reaching and monitoring students cannot be maximised without the role of parents in accompanying their children while implementing hybrid learning.

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