

## APPLICATION OF HYBRID LEARNING METHODS TO INCREASE THE ACTIVENESS OF GRADE 3 STUDENTS OF SD NEGERI 0512 BONAL JAE BATU

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***Abstract,** The purpose of this study is to increase student learning motivation. Questions shared with parents and surveyed found that all students were tired of distance learning. The learning approach to improving student activity is combined with distance learning. Hybrid learning is a combination of online (in-network) and offline (off-network). This learning method was adopted because learning is more diverse. Students can observe/experiment/work on projects in the home environment after acquiring the material in an online format. Students are not tied to screens and module books, but students are more enthusiastic about activities around the house with family. This research is a class action study of 23 grade 3 students of SD Negeri 0512 Bonal Jae Batu. The study was conducted in 2 cycles with 2 sessions per cycle. Each session consists of 4 stages, namely planning, implementation, observation and reflection. The implementation of the research phase accommodates distance learning, which is carried out separately because the students are in their respective homes. Based on the results of the study, an average of 78.26% of students were active from 23 students in cycle I, and an average of 91.30% in cycle II. Therefore, the combined distance learning approach can increase student activity by 13.04% during the Covid-19 prevention period for grade 3 of SD Negeri 0512 Bonal Jae Batu.*

***Keywords :** Hybrid Learning, Student Activity.*

### I. INTRODUCTION

The pandemic in Indonesia due to the coronavirus (Covid-19) outbreak has had an impact on face-to-face teaching activities in schools. Precisely after the issuance of Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Corona Virus Disease (Covid-19) on March 24, 2020. The letter has provisions for carrying out the learning process at home through distance learning.

Distance learning is further mentioned to provide a meaningful learning experience for students whose learning activities at home and assignments may vary. This is in line with the meaning of education, namely the conscious development of human resource potential through teaching (Rohmah, 2017).

According to Simon Midgley, distance learning refers to learning that takes place at a distance. There are no regular meetings, such as face-to-face with

the teacher in the classroom (Midgley, 2016). Meanwhile, according to M. Rousse, distance learning can be called e-learning, a special formal teaching system designed to be carried out remotely through electronic communication. In addition, distance learning is inexpensive and not limited to geographical areas, so distance learning offers opportunities in conditions where conventional education is difficult to implement. Students with scheduling or distance issues can use distance learning because it is more flexible in terms of time and allows virtual classes to be taught in different locations (Rousse, 2005). In Indonesia, the implementation of distance learning is the impact of the coronavirus disease (Covid-19) pandemic, so that the virus does not spread further. In addition, by prioritizing the health of students and staff so as not to be exposed to the virus, learning activities can be carried out through the media.

In the 2020/2021 school year, distance learning is still continuing. The problems identified after communicating with parents and surveys, found that all students were tired of distance learning. Therefore, the learning media that mediates the student's situation is through learning videos and LKS. The learning approach to increase student activity is in the form of hybrid distance learning. The combination in question is *online* (in-network) and

*offline* (outside the network). Online learning is coordinated through whatsapp groups and shows learning videos on the teacher's Youtube channel. Examples of activities at home are given through learning videos at the end of the material. Then learn offline by observing the environment around the house. The results of student activities are sent in the form of photos, videos or worksheets.

The combination of distance learning is contained in the attachment to Circular Letter Number 15 of 2020 concerning Guidelines for Implementing Learning From Home in the Emergency Period of the Spread of *Corona Virus Disease* (COVID-19). In the attachment to the circular letter, it was also conveyed about the purpose of implementing learning from home, one of which is to ensure the fulfillment of the right of students to get educational services during the Corona Virus Disease (COVID-19) emergency. These educational services will be optimally accepted, one of which is supported by student learning activity.

Judging by the absence of homework collection during distance learning, student activity during distance learning has decreased. The reduction in student activity makes it necessary to review the characteristics of students in the classroom. Student characteristics proposed by Budiningsih, (2005) are one of the learning design variables as an experiential

background that students have, such as students' general abilities, learning expectations, physical and emotional characteristics that affect learning outcomes. The characteristics of class students tend to be active and enjoy extracurricular activities, such as going for a walk somewhere. Homework during distance learning makes students bored, so they are no longer eager to do homework.

Activities need to be combined according to the characteristics of students so as not to get bored and be active in distance learning activities. Distance learning is a blend of various *online* and *offline* activities related to student activities and interests. As stated (Sardiman, 2011), interest is a state that occurs when a person sees a trait related to his wants or needs. Interest can be defined as an interest or liking for a thing or activity.

## II. RESEARCH METHODS

This study uses a classroom action research method to increase student activity in learning through a combination distance learning method during the prevention of the spread of Corona Virus Disease (Covid-19). Class action research is carried out on Thematic subjects. According to (Arikunto, 2013), class action research is carried out in two cycles of action. In a cycle of action consists of four stages, namely planning,

implementation, observation, and reflection. The flow of the action cycle in this study is according to the following figure:

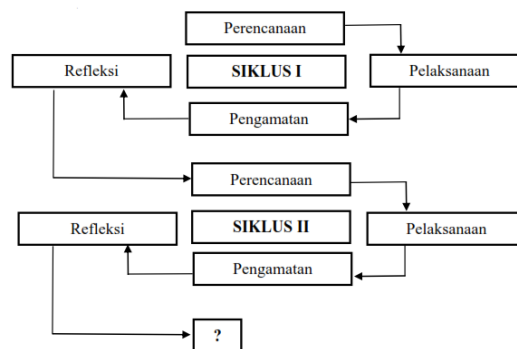


Figure 1. Action Research Model

The subjects of this study were grade III students of SD Negeri 0512 Bonal Jae Batu, totaling 23 students. There are 11 boys and 12 girls. Learning has been carried out since the first semester of the 2020/2021 school year by studying from home. Learning media uses learning videos and LKS that adapt the subject matter to students' understanding. The data collection tool is in the form of an observation table for the implementation of the hybrid learning process which is combined online (in-network) and offline (out-of-network). Online learning is coordinated through whatsapp groups and shows learning videos on the teacher's Youtube channel. Examples of activities at home are given through learning videos at the end of the material. Then learn offline by observing the environment around the house. Submit the results of student activities in the form of

photos, videos, or worksheets. Meanwhile, the data analysis technique uses qualitative descriptive analysis techniques.

### **III. RESULTS OF RESEARCH AND DISCUSSION**

In this study, two cycles were carried out, namely cycle I and cycle II. Each cycle has two meetings. The research stage carried out in the first cycle of the 1st meeting is the planning, implementation, observation, and reflection stages. The following is a table of recapitulation of the activity of grade 3 students of SD Negeri 0512 Bonal Jae Batu in cycle I and cycle II:

Table 1. Recapitulation of Student Activity Observation Results

<b>Cycle</b>	<b>Average</b>	<b>Category</b>
I	78,26%	Tall
II	91,30%	Very High

The hybrid distance learning approach can increase student activities during the Pandemic, Prevention and Transmission of Covid19 in subject subjects at Level 3 SD Negeri 0512 Bonal Jae Batu. Increased student activity because students are satisfied with these activities through observation and interviews in learning activities. Students are freed from boredom and can be more actively involved in learning activities that provide a wealth of knowledge that impacts learning outcomes. Meanwhile, Grade 3 students at SD Negeri 0512 Bonal Jae Batu have not achieved a

100% distance learning mix due to some barriers around full-time parent work, sick leave, and gadget facilities at home.

Application in conjunction with a distance learning approach can increase student activity because it is in line with the motor and cognitive development of the average third-grader aged 9 or 10. In thematic learning, students use their fine motor skills. According to (Santrock, 2011), fine motor skills come in the form of movements of smooth muscles or certain parts of the body during learning or exercise. Third-graders are able to perform complex, complex and fast movements. Therefore, in learning activities, we should guide movements by paying attention to the surrounding environment, so that the movements are active and not easily bored. Meanwhile, at the stage of cognitive development, grade III students enter the stage of concrete operations. According to Masganti, (2012), children who enter the concrete operational stage are already able to think rationally, such as when reasoning to solve practical or concrete problems. Students need to do certain things by observing the surrounding environment directly. The student already has a preliminary understanding of knowledge, then by looking at certain things in more detail, his understanding and curiosity increase.

Then hybrid distance learning also has a balancing phase of the learning process. According to Piaget, the learning process consists of three stages, namely assimilation, adaptation, and balance (Siregar & Nara, 2010). The first stage of assimilation is the process of integrating new information into existing cognitive structures. The assimilation phase is the process of integrating material through video to improve and add new knowledge. Then, the second stage of adaptation is in the form of a process of adjusting cognitive structures to new situations through further observation of the surrounding environment. Learn more about growth and development in their environment by looking at them, not just watching them. Then the third stage is the equilibrium stage (equilibrium), by regulating the continuity between assimilation and adaptation. This is done by writing down what is observed on the worksheet with adjustment material from the learning video. The three stages form the concept that students understand.

Hybrid distance learning also provides an opportunity for learners to develop freely. There is a statement "*To learn well, we must give the students chances to develop freely*" by Jingna, (2012). The statement implies that to produce good learning, educators must provide learners with opportunities to develop freely. If before this study, learners were only given

assignments and increasingly did not collect assignments, then distance learning this combination provided a space for learners to move and develop freely in the environment around their respective homes. Learners are active again because there is an opportunity to move around and observe the environment they want to learn further.

#### IV. CONCLUSION

The conclusion of this study is that hybrid distance learning methods can increase student activity in online learning during the prevention and spread of Corona Virus Disease (Covid-19) thematic subjects. The increase in student activity occurs because students are happy in activities through observation in learning activities. Students can be detached from boredom and can be more active in learning activities.

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