Material for Learning Tools and Methods Hybrid learning in the era of the industrial revolution 4.0 at UINSI Samarinda

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Abstrak

Kemajuan tekhnologi adalah satu hal yang tidak dapat dipungkiri. Sejatinya dengan adanya kemajuan tekhnologi maka segala permasalahan akan menemui solusinya. Pembelajaran dapat dikatakan berlangsung itu hanya ketika berada didalam kelas saja. Namun kini seiring perkembangan tekhnologi maka proses pembelajaran tidak hanya dapat dilakukan dengan tatap muka secara langsung saja melainkan sudah dapat dilakses dimana saja. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana Hakikat materi, Alat dan Metode Pembelajaran Hybrid Learning dilakukan di FTIK UINSI Samarinda. Dengan menggunakan metode kualitatif deskriptif. Hasil yang ditemukan adalah pemahaman Hybrid learning masih dianggap bahwa itu adalah blanded learning yang sebenarnya ini adalah berbeda pemaknaan dan penerapannya. Hybrid learning yang diintegrasikan kepada materi, alat dan metode akan menghasilkan pembelajaran yang bervariasi serta solusi saat pembelajaran terkendala oleh jarak dan lokasi.

Kata Kunci: Hybrid, Hakikat materi, alat, metode

Abstract

Technological progress is something that cannot be denied. In fact, with the advancement of technology, all problems will find a solution. Learning can be said to take place only when in the classroom. But now with the development of technology, the learning process can not only be done face-to-face, but can be accessed anywhere. The purpose of this research is to find out how the nature of materials, tools and methods of learning hybrid learning is carried out at FTIK UINSI Samarinda. By using descriptive qualitative method. The result found is that the understanding of Hybrid learning is still considered that it is blended learning, which actually has a different meaning and application. Hybrid learning that is integrated into materials, tools and methods will produce varied learning and solutions when learning is constrained by distance and location.

Keywords: Hybrid, materials, tools, methods

Introduction

Acquiring knowledge is an activity called learning. Learning can make a person capable of mastering certain things in order to change one's personality so as to improve the quality of knowledge, behavior, skills, thinking and understanding, attitudes, and various other abilities. Online learning is a learning process that occurred during the past pandemic, where we were faced with circumstances that forced us to adapt more quickly. Of course, this requires learning to be carried out online, which requires teachers and lecturers to hone their skills and creativity in using technology. The use of technology in the field of education has such a big impact, namely the emergence of new breakthroughs by utilizing computer networks and the internet in the learning process which is often referred to as hybrid e-learning or electronic learning.

The term online is an abbreviation of "on the network" which is an activity carried out with an online system which of course uses the internet network. The Indonesian dictionary itself means that the network can be connected because there is a network related to computer devices and so on. While the understanding of the learning process is the process of interaction between students and educators who are supported by learning resources in the learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, as well as forming attitudes and beliefs in students can occur.

Online learning (Online Learning Models) or often called online was originally used to describe a learning system that utilizes computer-based internet technology (computer-based learning / CBL). Along with the development of technological advances, learning is not only done with computers but now can be accessed via cellular phones or gadgets, so that learning can take place flexibly and can learn anywhere and anytime students can access learning even though they are far apart and not face to face. . Post-pandemic, hybrid learning is now commonplace and needed. Because it indirectly becomes its own variation on the learning process, besides that it also helps the learning process which is remote in nature.

Based on observations made by the author of several FTIK lecturers in the Islamic Religious Education department consisting of MPI and PAI, there is still a learning process that utilizes a hybrid learning process. However, many say that it is fully blended learning. Meanwhile, the meaning of blended learning is a mixture or combination of face-to-face learning, online learning and offline learning. The meaning of blended learning here is still considered less specific. Apart from blended learning, there is another term that is often used, namely hybrid learning. The terms mentioned earlier contain the same meaning, namely combination, mixing or combination of learning. In order not to confuse the problem, this has been explained by saying "Blended learning has several alternative names, namely mixed learning, hybrid learning, Blended Blended e-learning and melted learning (Finnish)." This mixed-condition learning model is more often used during lectures than face-to-face activities. That's why actually the word hybrid learning is more appropriate to use than blended learning.

Through the explanation above, the researcher wants to know how to apply the Hybrid Leaning Learning Model in the Nature of Materials, Tools, and Methods at FTIK UINSI Samarinda, of course in helping the process of carrying out this research, the authors used qualitative methods, so that the analysis was also qualitative (descriptive) analysis. In line with this opinion, Sukmadinata argues that qualitative data is data in the form of words, sentences and pictures. Qualitative research, namely research procedures that produce descriptive data in the form of written or spoken words from people or observed behavior.

Method

This type of research uses descriptive qualitative research. Qualitative research is research in which the data is qualitative data, and the analysis is also qualitative (descriptive) analysis. Consistent with this opinion, Sukmadinata argues that qualitative data is data in the form of words, sentences, and pictures. Whereas in research with a qualitative approach is research through procedures to produce descriptive data, namely written words or the results of the delivery of sources and observed behavior. As for descriptive research, the data collected is in the form of words, phrases or images that are especially meaningful and can stimulate the emergence of a more realistic understanding, not just numbers and frequency. The researcher inserts detailed, complete and detailed sentence descriptions that describe the actual situation in the notes to help present the data.

Data collection techniques consist of data sources, namely primary data, namely data collected directly through the first source such as the DEKANAT FTIK, Lecturers at the Madrasah Education Department and Students of PAI and MPI. and secondary data is primary data which is further processed and presented properly by researchers. Data analysis techniques are inductive, namely an analysis based on the data obtained, then developed into a hypothesis. The next steps are condensing data, presenting data and drawing conclusions. After analyzing the existing data, the validity of the data is carried out by using the right data collection process, one of which is the triangulation process.

Result and Discussion

Hybrid learning is actually not a new thing in the learning process, it's just that hybrid learning is rarely implemented in Indonesia. Because the application of similar things is considered inefficient. Abroad, the application of hybrid learning has been known for a long time. The most common type of training provided to faculty is course management software (CMS) training, which is provided by companies like eCollege, Blackboard, and WebCT. However, software training is generally not enough to implement a successful hybrid course. Training an planning faculty also and managing the course. While this training is necessary for both online and face-to-face teaching, it is more critical when teaching a hybrid faculty course because of the technology component. In a hybrid environment, faculty need to be more conscious about how to guide students in order to enhance their learning and not confuse them with poor design flow or have technology become an obstacle to the experience.

The most common type of education provided to faculty is through the use of on-the-job training software provided by educational institutions such as eCollege, Blackboard, and Web CT. However, training software is generally insufficient to implement a successful hybrid. Faculties also need to provide education both online and face to face. Teaching has its own core values, just like the application of technology. Education that implements hybrid, faculty need to be more aware of how to guide students to improve their educational quality through understanding technology. Because it will make students more developed.

It is different from the understanding of hybrid in FTIK which considers it to be blended

learning. But actually it is a hybrid learning learning. This is evidenced by the support from leaders in the FTIK environment to prepare tools such as premium zoom meetings for free to be accessed by every lecturer during learning. As for the application of the hybrid learning model to lecturers at FTIK, namely various types of hybrid learning applications for each lecturer at FTIK in the Islamic Education Study Program, starting with the application of hybrid learning using media. Furthermore, there is also a method that is more in the classroom when policies are made, namely by using a laptop device for online and face-to-face (face to face) partly in one class simultaneously.

For hybrid learning, the activities carried out include; Zoom Meeting, Google Meeting, Google Classroom, and WhatsApp as well as for independent learning including; Power Point, E-Module, and Autoplay. Not only that, several lecturers added videos to make it easier for students to study independently. In order to achieve the specified competency standards, the things students must learn are skills, knowledge, and attitudes. All of this is an understanding of the material and teaching materials. More detailed learning of knowledge such as concepts, facts, procedures and principles. Values, character, and creativity can be directly observed by the teacher through the material during learning. When observed through the student's point of view, teaching material can be studied with the aim of achieving basic competencies that are adjusted to standards so that instrument assessment still refers to student achievement in learning.

The nature of the content of the material in education cannot be separated from the role of the curriculum implemented by the teacher when teaching. However, teachers will also experience a process of challenges from the impact of technological developments. So the solution offered at this time is cooperation between students and parents in dealing with these technological developments. In order to create success in the learning process of students in the current education sector. This

was revealed by Saadah in his research on the nature/content of material in education.

FTIK UINSI Samarinda through its lecturers cannot be separated from determining a renewed curriculum. The application of learning also refers to a predetermined curriculum. Such as making RPS and SAP. The role of technology is also something that cannot be separated. Because now the technology that supports hybrid learning has been developed through SAP and also RPS. In addition to the demands of the times, this is also very helpful in the learning process, coupled with the demands of lecturers who are not on campus. In the end, this is also a solution when the material cannot be conveyed directly.

At the beginning of the spread of Islam, teaching and learning was already known as an activity to increase knowledge. In fact, learning media has been introduced long ago by Rasulullah Muhammad SAW when conveying knowledge and Islamic law aimed at his followers and friends. Some of the terminology contained in the hadith used aims to indicate the use of educational media in learning. Like pictures, pebbles and fingers. The function of the media is very instrumental in influencing the acceptance of learning with the right target and completeness. And affect the final result as well.

In addition to the role of material is very important in the learning process. Furthermore, the existence of tools and media is also needed in the learning process. This is what will make the learning process more interesting and varied which makes students more motivated to attend lectures to the fullest. In Piwulang Journal Vol. 1 No. 1 of 2018 it is stated that as a determinant of the success of the teaching and learning process, the media functions as an alternative to help teachers with learning material, but the role of the teacher as a role model for their students can never be replaced. This was conveyed by Moh. Irawan Jauhari.

UINSI Samarinda FTIK lecturers also realize that learning is better when using learning media. Current technology also facilitates light learning in its delivery.

Integrating Hybrid learning according to the lecturers is an interesting and easy thing because between lecturers and students are both assisted in conveying and receiving material. The essence of the method in learning is one of the efforts in conveying material or materials in order to achieve predetermined goals. The processes of teaching and learning in the education system are an integral part of supporting the success of teachers in carrying out the teaching and learning process. So it can be classified that learning can be divided into two namely conventional and unconventional.

The method in essence is an effort to support success in learning. FTIK UINSI Samarinda lecturers agree that a good method is an appropriate method for the learning process. The use of hybrid learning in methods according to FTIK lecturers, especially PAI and MPI lecturers, is something new, if not through the Covid 19 period, then maybe we are not familiar with this method or method. Because in the past to convey material must be face to face. But now with the advancement of technology that is growing rapidly, it makes everything easier. And distance is no longer a barrier to displaying visual or audio-visual based learning. The method that is often used is the Demonstration and Observation method

Furthermore, the role of the method in education is very important as a form of development. An educator also needs to play an active role to understand the advantages, disadvantages and characteristics of each method that is appropriate to use. In order to create the essence of the implementation of the learning system and the education system can be achieved optimally. That's why the lecturers of FTIK UINSI Samarinda really pay attention to how to use SINTAK in learning so that they are not wrong in applying the Hybrid Learning learning method.

The development of models in learning today is a form of the development of the world of technology so that this has an impact on the world of education. The meaning of the development of this technology must be utilized and translated properly in order to realize quality education and achieve successful learning achievements. So it can be concluded that the Faculty of Tarbiyah & Teacher Training at UINSI Samarinda has supported the development of this technology through learning that is Hybrid learning. Although this originates from translation as blended learning at first. Lecturers at FTIK in PAI and MPI study programs have also been helped a lot and varied the learning models, some have even been granted IPR. Learning with this hybrid learning model is also very closely related to the nature of the material, varying the use of media as a learning tool and also learning methods. Students are also helped by learning the hybrid learning model itself. So that learning is easily accessible anywhere and anytime. Learning is also seen as more fun and contemporary. Because of that technology is very helpful if used appropriately and on target.

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