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Correlation of The Hybrid Learning Model with the Learning Achievement of Class VIII Students in The Covid-19 Pandemic at SMPN 67 Jakarta

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Abstract: *This study aims to determine the correlation of the hybrid learning model with the achievement outcomes of social studies subjects for class VIII students during the Covid-19 pandemic at SMPN 67 Jakarta. The type of research used is a quantitative approach method through a questionnaire and using a likert scale. The sampling technique in this study is simple random sampling using the Slovin technique. This research was conducted on students in grades VIII-A to VIII-D with a sample of 133 students. Based on the results of the study that hybrid learning with student achievement has a strong relationship category, which is obtained by 0.401. The results of the product moment hypothesis test show the value of r table = 0.170 with a significant level of 95% (a = 0.05), because rxy > r table, it can be concluded that there is a relationship between the hybrid learning model and the learning achievement of students in social science subjects in class VIII at SMPN 67 Jakarta. 76-81 interval with a frequency of 40 students or 30%.*

Keywords: *Learning Model, Hybrid Learning, Learning Achievement.*

Introduction

According to the National Education System Law NO. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. and society. Education is also carried out through formal, non-formal or informal education inside or outside school. Every developed country will never be separated from the world of education. The higher the education quality of a country, the higher the quality of human resources that can advance the country.

In the current condition, the government is trying to find a solution so that education in Indonesia will not only produce a generation that is good at competing with other human resources, but education is expected to be able to adapt its education properly to the various problems that are being faced by the world. These challenges force teachers and other educators to prepare themselves optimally to improve the quality of their learning. This change in learning methods forced various parties to follow the path they took to learn, and the choice was to use technology as an online learning medium.

One of the learning models used, namely hybrid learning, is an educational model approach that combines virtual face-to-face learning with teaching in real or face-to-face classrooms. In the hybrid learning model, combining traditional face-to-face learning classes

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with virtual face-to-face learning or learning using computers or smartphones. The concept of hybrid learning is an alternative proposed as an ideal learning model in the midst of a pandemic. This concept is a combination of face-to-face education and face-to-face education. Learning patterns can be created later by using a system of alternating between face-to-face or face-to-face learning for a week. This concept, on the one hand minimizes personal encounters, but on the other hand does not break the psychological relationship of students with the school.

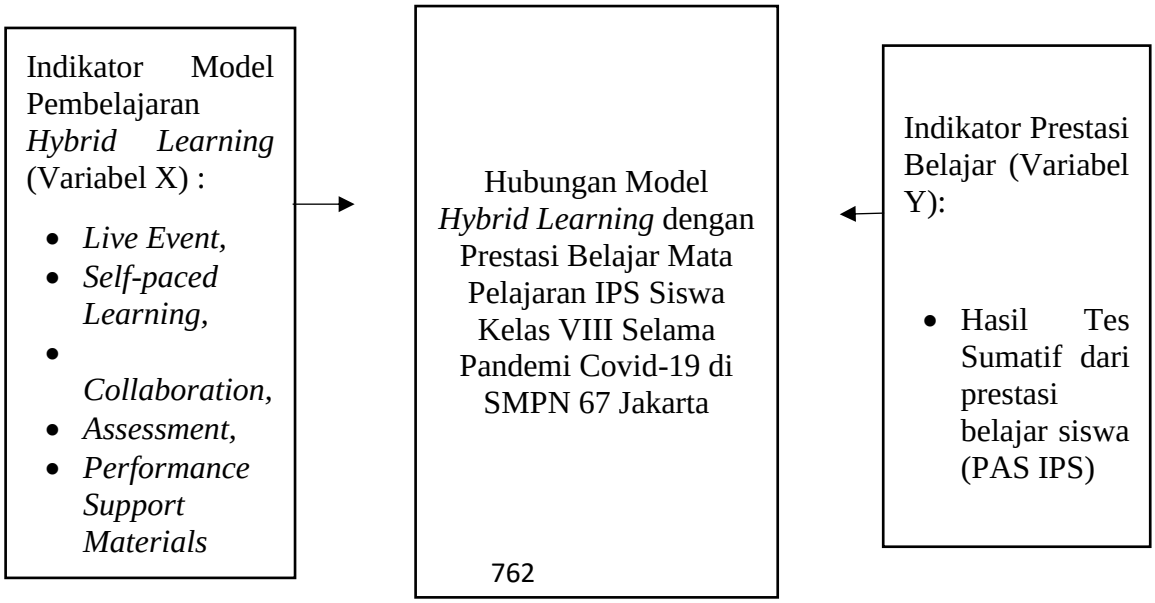
We can see whether or not student learning achievement is achieved based on the Minimum Completeness Criteria (KKM) which are already in accordance with the subjects in school. If there are still students who have not reached the Minimum Completeness Criteria (KKM), then the success of students in the subjects being studied cannot be said to be good and the teacher is also said to have not succeeded in making students reach the minimum score limit (Yulastri M, 2020). Student achievement is influenced by two factors, namely internal and external. Internal factors are factors that arise from the students themselves, such as student health, interests, talents, and motivation. While external factors come from outside students, such as teachers, school infrastructure, parents, and the community environment (Slameto, 2010).

The teacher is one of the factors that cannot be separated in the learning process, based on the factors that affect learning achievement. This also requires teachers who have high qualifications, abilities, and commitment to carry out their professional duties, as stated by Kusnander that teachers are at the forefront in producing a quality human generation (Kusnandar, 2014).

In carrying out teaching and learning activities using a hybrid learning model, teachers use various kinds of e-learning such as Whatsapp, Google Meet, Google Classroom, learning videos and other application sources that can support the teaching and learning process.

The teacher's accuracy in choosing a learning model that is in line with the times makes students active and makes it easier to achieve the level of student learning success. Conversely, if the teacher's mistakes in choosing a learning model will result in students becoming bored and passive which will result in the learning process being centered in one direction so that it can affect understanding of the material that has been taught and the material to be taught.

Figure 1



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Literature Review

1. Learning Achievement

Achievement is the final acquisition of a series of actions or events that are expressed qualitatively or quantitatively. Learning is a process of human effort to achieve new changes as a whole because of his own experience in interacting with the environment.

Learning achievement is a skill that students have after experiencing their learning experience. Learning achievement is behavior in the form of knowledge, skills, attitudes, information, and new cognitive strategies, which are achieved by students after interacting with the environment in a learning mood and condition (Nana Sudjana, 2009).

2. Hybrid Learning

Hybrid learning is a learning model that integrates innovation and technological advances through an online learning system with the interaction and participation of traditional learning models. Hybrid learning is a combination of learning both inside and outside the network, partly in the classroom and partly at home (Muhammad Sulistiono, 2019).

There are 3 learning components combined into one. The 3 components consist of: (1) Online learning, which is learning carried out with the help of information and communication technology media that is systematically integrated into all learning components. Online learning is commonly referred to as electronic learning, or e-learning for short.

The interaction of e-learning learning is carried out using web-based virtual face-to-face media used during the learning process. E-learning is used to support the learning process that cannot be done face-to-face or to support the face-to-face learning process, including the distribution or distribution of subject matter, homework, or assignments from teachers to students.

The position of e-learning in learning does not mean replacing traditional learning methods. But strengthening the learning model through content enrichment and the development of educational technology. (2) Face-to-face learning is a form of traditional learning model, which is usually carried out synchronously in one room for learning. This learning model has the characteristics of planned, place-oriented and social interaction (Siti Istiningsih & Hasbullah, 2015). (3) Independent Learning (Individualizad Learning), is a way of learning through giving students freedom, responsibility, and independence in conducting and designing learning activities with or without external support, such as the help of others. In independent learning, the teacher's role is as a facilitator or designer of the learning process in order to overcome learning difficulties

Methodology

This study uses quantitative research methods. The method of collection is using questionnaire data and the type of research used is data collection or scientific writing related to the object of research or study carried out to solve a problem which is basically centered on a critical and in-depth study of relevant library materials.

The population in this study was class VIII students for the 2020/2021 academic year at SMPN 67 Jakarta, a total of 200 students with details in the following table:

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Table 1. Research Subjects

NO.	KELAS	JUMLAH SISWA
1.	VIII-A	40
2.	VIII-B	40
3.	VIII-C	40
4.	VIII-D	40
5.	VIII-E	40
Jumlah		200

The sample of this study used 133 students of class VIII at SMPN 67 Jakarta who were randomly selected. The technique used in sampling is simple random sampling.

At the implementation stage by applying the Hybrid Learning model using Whatsapp, Google Meet, Google Classroom, learning videos and other e-learning sources.

The instrument used in this study is the Final Semester Assessment (PAS) for the odd semester of the 2021/2022 academic year, where the assessment is used to test student achievement.

Findings & Discussion

The results of this study were to determine the relationship between the hybrid learning model and the learning achievement of class VIII students at SMPN 67 Jakarta. The data dependent variable in this study is student achievement. The research data obtained include hybrid learning and student achievement. The data was analyzed to determine whether there is a relationship between the hybrid learning model and the learning achievement of class VIII students at SMPN 67 Jakarta.

Hybrid learning is obtained from instrument scores with 5 main indicators of live events, self-paced learning, collaboration, assessment, and performance support materials conducted by students as users within a certain time and measured using a Likert scale.

The following is a presentation of research results from field data whose calculations are assisted using the SPSS (Statistical Program for Social Science) version 24.0 windows program:

1. Instrumental Testing

a) Validity Test

The stages of the research process are making a questionnaire. The instrument in this study is a statement related to the hybrid learning model. After the instrument statement was validated and declared feasible, a test statement was carried out to class VIII students at SMPN 67 Jakarta. Test the instrument using the SPSS (Statistical Program for Social Science) version 24.0 windows program. So the researcher chose 41 questions to be used as research instruments. The selected questions are questions that are valid, reliable, and the number of questions with criteria is very strong, strong, strong enough, low and very low.

b) Reliability Test

After that, the reliability test phase was carried out using the Alpha Cronbach formula in the SPSS (Statistical Program for Social Science) version 24.0 windows program, the result was 0.947. This means that according to the test criteria, the data is very strongly distributed.

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2. Analysis Prerequisite Test

a) Normality Test

Researchers tested requirements analysis using the Kolmogrov-Smirnov normality test which aims to determine whether the data being tested produces data that is normally distributed if it produces data greater than the significance level of a = 0.05. The results of the calculation of the data obtained are 0.200 > 0.05. This means that according to the test criteria, the data is normally distributed.

Table 2. Kolmogorov-Smirnov Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		133
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.70034692
Most Extreme Differences	Absolute	.053
	Positive	.023
	Negative	-.053
Test Statistic		.053
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
This is a lower bound of the true significance.		

Source: Data Processing Results (2022)

b) Homogeneity Test

The next researcher conducted a homogeneity test to determine whether the population variance was homogeneous or not. The calculation result shows that the significance value is 0.120 > 0.05. So it can be determined that the data is homogeneous.

Table 3. Homogeneity Test Results

Test of Homogeneity of Variances			
Prestasi Belajar Siswa			
Levene Statistic	df1	df2	Sig.
1.854	4	195	.120

Source: Data Processing Results (2022)

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3. Hypothesis Test

After the test requirements are met, then the hypothesis is tested using the product moment correlation test. From the calculation results, it is determined that the rxy obtained is 0.401 with rtable = 0.170 95% significant level (a = 0.05), because rxy > rtable, it can be concluded that there is a significant relationship between variable X and variable Y, namely there is a relationship between the hybrid learning model and learning achievement.

Table 4. Correlation Coefficient Results

Correlations			
		Hybrid Learning	Prestasi Belajar Siswa
Hybrid Learning	Pearson Correlation	1	.401**
	Sig. (2-tailed)		.000
	N	133	133
Prestasi Belajar Siswa	Pearson Correlation	.401**	1
	Sig. (2-tailed)	.000	
	N	133	133
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Data Processing Results (2022)

Based on the results of data processing, there is a significant average student achievement using the hybrid learning model. This can be seen from the frequency distribution of learning achievement variables.

4. Variable Data Description

It is known that the most student achievement lies in the interval 76-81 with a frequency of 40 students (30%), while the lowest frequency lies in the interval 52-57 with a frequency of 2 students (2%). This shows that even though learning is a hybrid, but students can complete it well as evidenced by the learning achievements they get reaching the Minimum Completeness Criteria (KKM) that have been set by the school.

Table 5. Distribution of Learning Achievement Frequency

No.	Interval	Frekuensi	Presentase (%)
1.	52-57	2	2
2.	58-63	4	3
3.	64-69	17	13
4.	70-75	19	14
5.	76-81	40	30
6.	82-87	19	14
7.	88-93	27	20
8.	94-99	5	4
	Total	133	100

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Source: Data Processing Results (2022)

Hybrid learning model data obtained through statements from instruments by filling out questionnaires by 133 student respondents, interval data can be analyzed using the average answers based on the number of scores obtained from respondents. Then the continuum line can be seen as follows:

For the Live Event indicator, a frequency of 5,097 out of a maximum total of 5,985 was found in the category between "agree" and "strongly agree". If a percentage is made, the result is 85%. In the Live Event indicator, item number 2 gets the highest score with the statement 'My social studies teacher presents learning materials'. (2) For the Self-paced Learning indicator, the frequency of 2,682 out of a maximum total of 3,325 is found in the category between "undecided" and "agree". If a percentage is made, the result is 81%. In the Self-paced Learning indicator, item number 1 gets the highest score with the statement 'During hybrid learning, I can understand with any learning media'. (3) For the Collaboration indicator, the frequency of 4,852 out of a maximum total of 5,985 was found in the category between "agree" and "strongly agree". If a percentage is made, the result is 82%. In the Collaboration indicator, item number 26 gets the highest score with the statement 'During hybrid learning, there is a question and answer or response between the teacher and students'. (4) For the Assessment indicator, the frequency of 4,410 out of a maximum total of 5,320 is found in the category between "agree" and "strongly agree". If a percentage is made, the result is 83%. In the Assessment indicator, item number 37 gets the highest score with the statement 'When giving an analytical assignment, my social studies teacher can give an example that fits the environment around me'. (5) For the Performance Support Materials indicator, the frequency of 5,735 out of a maximum total of 6,650 is found in the category between "agree" and "strongly agree". If a percentage is made, the result is 86%. In the Performance Support Materials indicator, item number 25 gets the highest score with the statement 'My social studies teacher sent an assignment through Google Classroom (GCR)'.

The transition of learning activities which are usually carried out face-to-face to online or face-to-face learning forces various parties to follow the existing flow as government policy, so that learning in educational institutions can continue to run well, and can be done anytime and anywhere of course with by utilizing advances in information and communication technology, in this case using various existing platforms, for example by utilizing social media and platforms that have been provided by Kementerian Pendidikan dan Kebudayaan dan Kementerian Agama to support online learning or e-learning (Siti Istiningsih & Hasbullah, 2015).

Several hybrid learning models that are currently being developed are a combination of one or more learning activities, namely the first with face-to-face learning, namely learning activities in the classroom including material delivery, discussions and presentations, exercises and learning assessments or material exams. Furthermore, the second is virtual face-to-face learning, namely learning activities carried out in their respective homes.

Determination of indicators for each variable can be seen from during student learning activities in class and at home respectively. According to Keller, et al., students' success in learning is indeed influenced by several 5 main keys in theories that affect learning

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achievement, namely live events, self-paced learning, collaboration, assessment, and performance support materials (Nadia Cassinie, 2021).

SMPN 67 Jakarta has implemented hybrid learning. This implementation is intended as a preventive measure to overcome boredom and improve student learning achievement in hybrid learning learning activities, which have been carried out fully online since the beginning of the implementation of distance learning by the government until early 2021. This innovation was carried out by classroom teachers by utilizing platforms that have been provided, for example through the WhatsApp application platform, Google Classroom, Google Meet, Zoom, Learning Videos and other application sources that can support the online learning process.

This hybrid learning-based learning is not only to improve learning achievement, but is also useful for improving communication relationships in three learning modes, namely the traditional classroom-based learning environment, hybrid learning or full online.

Then, it aims to facilitate learning by providing various learning resources by taking into account the characteristics of learners in learning. Researchers also provide evidence showing that hybrid learning results in better learning activities between students and teachers.

Hybrid learning-based learning is the best choice to increase time effectiveness and increase the attractiveness of fellow human beings to interact with each other in diverse learning environments. Hybrid learning offers learning opportunities to be both together and separately, as well as at the same time or differently.

With hybrid learning, students and teachers must be more sensitive to information. In addition to having teaching skills in delivering face-to-face learning content, teachers must also have knowledge and skills in developing e-learning-based learning resources. Teachers can start learning with a structured face-to-face then proceed with offline computer-based learning and online learning.

The existence of a combination of learning can be applied to the integration of e-learning (online), using a laptop or smartphone in class, and face-to-face learning in class. Teaching and learning activities need to be given to students from the start, so that students have combination learning skills from the start, because this ability will be a learning tool in the future. The teacher's role is very important because this requires a process of transforming content knowledge and hybrid learning as a supporting tool in face-to-face (offline) and virtual (online) learning.

Based on the results of research and statistical data analysis that has been carried out, the following conclusions can be drawn:

There is a relationship between the hybrid learning model and the social studies subject learning achievement of class VIII students during the Covid-19 pandemic at SMPN 67 Jakarta. We can see this in the results of hypothesis testing using the product moment correlation test (Rcount) which was obtained at 0.401 with an rtable obtained of 0.170. So there is a positive relationship between the hybrid learning model and student achievement in social studies subjects in class VIII at SMPN 67 Jakarta.

There are 5 main keys in the theory that apply the learning process, namely live events, self-paced learning, collaboration, assessment, and performance support materials. It can be seen that one of the theories, performance support materials has a fairly high result of 5,735 in supporting the implementation of a hybrid learning model learning process with student achievement in social studies subjects in class VIII at SMPN 67 Jakarta.

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