

The Effectiveness of Hybrid Teaching and Learning Method during Pandemic and Its Challenges

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Abstract. Covid 19 pandemic has changed the way educators and stakeholders around the world, especially in Indonesia, applied education methods to students. Students were obliged to attend physically to school in order to learn. However, during the pandemic and endemic of Covid 19, many synchronous and asynchronous teaching and learning methods were applied. One of them is hybrid learning. Even though the educational field has already been adapting to e-learning for more than a decade since the internet became essential, hybrid teaching and learning implementation was just recently becoming widespread and official throughout many educational institutions. During its implementation and adaptation process, either students or educators must have encountered many challenges. This study simply points to the collection of challenges that the educators and students faced during hybrid learning and seeks whether its implementation brought effectiveness in the teaching and learning process. This research employed descriptive qualitative that utilized library research methodology. The findings show that there are challenges faced by both educators and students, and also it is indeed an effective solutive method.

Keywords: Hybrid teaching and learning, during pandemic, challenges, effectiveness.

1 Introduction

In the past two years since the Covid outbreak swept the world in 2019, every aspect of our lives has settled into a new normal lifestyle. This epidemic is also affecting education, which is an integral part of our lives. Restrictions set to slow the spread of symptoms have forced governments to find solutions to keep educators and students abreast of the teaching and learning process in the classroom.

Educators have been inspired to use synchronous and asynchronous teaching methodologies in the classroom during the Covid 19 pandemic. One of the familiar terms in teaching methodology is hybrid learning. For over a decade, the education sector has become accustomed to using the Internet and using media during the learning process. However, during the Covid outbreak, neither educators nor students found it helpful or easy to network within the Health Boundary Protocol and participate in the teaching and learning process. This

method is therefore widely known and officially adopted by many educational institutions to continue the learning process during uncertain times of Covid-19 eradication.

Thus, either the teacher as an educator or the student as a learner faced challenges or experienced its effectiveness during the implementation of the hybrid learning method.

2 Literature Review

2.1 Hybrid learning as a part of synchronous and asynchronous teaching and learning

[1] Hybrid learning has been adopted as a transitional learning method that utilizes both face-to-face and online learning platforms [1]. Hybrid learning, which combines synchronous (face-to-face) and asynchronous (online) teaching and learning, is well suited during the Covid-19 pandemic.

Synchronous and asynchronous learning come together when teachers and students interact face-to-face online. Must be online due to health boundary restrictions to alleviate symptoms of Covid-19. Its implementation in education has been in place for years and includes internet and media use especially during class, has been proven effective by many researchers as one of the teaching and learning media.

3 Method

The descriptive qualitative summary analysis methodology was used to write this article. [2] notes that although the phrases qualitative research and descriptive research are commonly used synonymously, they share the same feature that involves naturalistic data. Additionally, a descriptive study is concerned with describing a phenomenon's features [3]. In order to describe two things—the effectiveness of a hybrid teaching and learning technique during a pandemic and its challenges—the author chose to apply this strategy.

4 Finding

[4] asserts that the COVID-19 epidemic presented a significant challenge for both teachers and students as a result of the move to remote teaching and learning. The stability of the internet connection and the instructor's familiarity with readily available internet-based teaching tools, like video conferencing software, were challenges faced by Lapitan while conducting his research with students in undergraduate Chemistry courses at the University of Santo Tomas. In order to keep students' interest and engagement levels high throughout online classes, instructors must develop ways to enhance their interactions with them. However, this tactic is seen as a practical and successful substitute.

[5] reports that his research has demonstrated the effectiveness of applying hybrid learning utilizing the PBL paradigm to enhance learning outcomes in learning outcome evaluation courses. According to the study's findings, utilizing hybrid learning strategies with problem-based learning models increased students' learning autonomy and creativity compared to

control courses. The findings of this study contribute to improving the learning requirements of the Industrial Revolution age by implementing hybrid teaching materials with problem-based learning methods, particularly in light of the present Covid-19 pandemic. Aided in the development of performance assessment. 4.0.

However, not all studies on hybrid learning were overwhelmingly positive. There is yet another study whose conclusions will vary depending on the researchers' recommendations.^[6] The effectiveness of hybrid learning models in southeast Sulawesi during the COVID-19 outbreak will be determined by the desire of students and parents to keep an eye on their kids, according to the findings of data analysis in Sumandiyar's (2021) study.

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