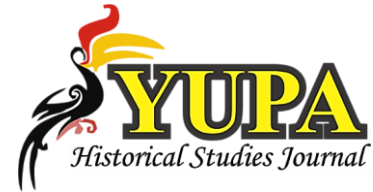


P-ISSN: 2541-6960; E-ISSN: 2549-8754

Yupa: Historical Studies Journal

Vol. 7 No. 2, 2023 (102-113)

<http://jurnal.fkip.unmul.ac.id/index.php/yupa>



Hybrid Learning Model Through SIPEJAR Content as Learning Innovation in History Education Research Courses

Wahyu Djoko Sulistyo¹, Riki Pratama²

¹Universitas Negeri Malang, Malang, Indonesia

²Universitas Negeri Malang, Malang, Indonesia

¹wahyu.djoko.fis@um.ac.id, ²pratamariki45@gmail.com

Received	Accepted	Published
21/10/2022	21/06/2023	31/07/2023

Abstract This research and development aim to generate a hybrid learning model by incorporating SIPEJAR UM content. This collaboration aims to foster innovation and adaptation to the changing times and the digitalization era in education. The hybrid learning model, implemented in the History Education Research course, combines face-to-face and online learning. This approach enables a blended learning process that combines the advantages of both methods. The research method utilized in this research and development study is the Dick and Carey model. The data for this article was gathered through observations, interviews, and questionnaires distribution to students and lecturers. The outcome of this research and development study is a collaborative hybrid learning model that incorporates SIPEJAR UM through the provision of learning content in the History Education Research course.

Keywords: Hybrid Learning, SIPEJAR, Historical Education Research, Content.

Abstrak Tujuan penelitian dan pengembangan ini adalah untuk menghasilkan model pembelajaran hybrid learning melalui konten SIPEJAR UM sebagai kolaborasi, inovasi dan adaptasi perubahan zaman dan perkembangan era digitalisasi dalam dunia pendidikan. Model pembelajaran hybrid learning merupakan proses pembelajaran yang merupakan irisan dari pembelajaran tatap muka dengan kombinasi pembelajaran daring yang di implementasikan dalam matakuliah Penelitian Pendidikan Sejarah. Metode penelitian yang digunakan dalam penelitian dan pengembangan ini adalah model Dick dan Carrey. Data yang diperoleh dalam artikel ini dilaksanakan melalui observasi, wawancara dan penyebaran angket pada mahasiswa dan dosen. Hasil dari penelitian dan pengembangan ini adalah model pembelajaran hybrid learning yang dikolaborasikan dengan SIPEJAR UM melalui penyediaan konten-konten pembelajaran pada matakuliah Penelitian Pendidikan Sejarah.

Kata kunci: Hybrid Learning, SIPEJAR, Penelitian Pendidikan Sejarah, Konten



This work is licensed under a

[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

Historical Education Research (HER) is a mandatory course offered at the History Education Study Program, Universitas Negeri Malang (UM), which carries three credits and spans four semesters. The outcome of this course is a thesis proposal. This course is offered in the even semester of the sixth semester as part of the accelerated graduation program for students in the History Department. Recognizing the significance of this course, known as PPS (Penyusunan Proposal Skripsi) or Thesis Proposal Preparation, it plays a crucial role in guiding students through the process of compiling and designing their final project in the form of a thesis (RPS PPS Department of History, 2022). The course covers various topics related to historical education research, including research concepts, educational research, research procedures, qualitative and quantitative research methods, and different research designs applicable to educational research. The world of education has undergone continuous changes, particularly in the era of digitalization and accelerated information in the 21st century. These advancements have brought about a paradigm shift towards increased innovation and development in education (Cavanaugh, Giapponi & Golden, 2015; Indar Sabria, 2019).

The 21st century is characterized by the rapid development of sophisticated digitalization and digital platforms to enhance performance in various fields, including education (Bernhardt, 2015). Pereira, Lima, and Santos (2020) further highlighted that the 5.0 societal revolution has brought new opportunities to education through collaborative and innovative digital educational platforms. As a result, educational institutions are now engaged in a competitive race to implement these advancements. Universitas Negeri Malang (UM) is one institution that has implemented learning innovation through the use of SIPEJAR (Learning Management System), a digital-based platform utilized by the academic community of UM. This platform provides a learning facility for students and lecturers to enhance the learning experience (Sutadji et al., 2020). Previously, SIPEJAR was only utilized for a small percentage of meetings. However, following the outbreak of the Covid-19 pandemic, nearly all learning activities shifted to this platform (Bahasoan, A. N, et al., 2020). Similar adjustments were made to implementing the PPS course, which had previously been conducted face-to-face. During and after the pandemic, the PPS course changed its learning format due to policy adjustments made by UM.

The ability to adapt quickly and responsively is of utmost importance in addressing these challenges. It is crucial to provide learning facilities that enable lecturers and students to stay updated with the changing times and developments. Moreover, the development of digitalization and rapid adjustment to changes are necessary to foster collaboration and innovation in administering the History Education Research (UM) courses. One of the collaborative and innovative approaches is implementing the hybrid learning model (Hidayah, 2019; Aslam, F., Amin, W., Li, M., and Rehman, K.U., 2020). This model combines face-to-face learning (offline)

and distance learning (online) by leveraging various digital platforms, such as SIPEJAR, provided by UM (Nunung Nindigraha, et al., 2019). Such platforms facilitate the development and collaboration in lecture-based learning, ensuring alignment with the changing times.

The hybrid learning model is a term used to describe an instructional approach that combines face-to-face learning with the benefits of e-learning utilizing internet media (Garrison & Vaughan, 2008: 5). This instructional model is commonly called the Blended Learning Model. The Blended Learning Model is suitable for implementation in PSS courses as it incorporates an online-offline system involving assignments, tests, informal assessments, proposal compilation, and supporting media during lectures. The development of the Hybrid Learning Model has been advocated by Indarto et al. (2018) and Alessi and Trollip (2001), who have demonstrated its positive impact on the lecture process. Implementing this model has enhanced learning achievement by improving the ease of learning.

Research related to the hybrid learning model has also been conducted at Muhammadiyah University of Surakarta by Nurhidayat et al. (2018). The research, titled "Hybrid Learning Model in Football Courses in Sports Education FKIP UMS," focused on implementing the hybrid learning model in football courses. The research resulted in the developing of a suitable hybrid learning model that was applied to football courses in the Education Study Program at UMS FKIP. Another advantage is that the course's material content is aligned with the curriculum derived from the Semester Program Plan (RPS) and Weekly Program Plan (RPM). Research related to the hybrid learning model was also conducted at the University of PGRI Madiun by Rahayu et al. (2019).

The research, titled "Development of Hybrid Learning Website Media Based on Digital Literacy Capabilities in Learning Physics," focused on developing a hybrid learning website media that utilizes digital literacy capabilities for learning physics. The research yielded the development of a hybrid learning media website based on digital literacy. This hybrid learning media is integrated with digital literacy capabilities. The development of this website received a positive response, with a percentage of 79.85% falling within the "good" category. Based on the previously described research, it is evident that the hybrid learning model can be developed by adapting to the existing conditions. Implementing hybrid learning is feasible when the learning environment ecosystem is supportive, and UM plays a crucial role in providing such support.

METHOD

The research study used the Research and Development (R&D) approach. This research primarily focuses on developing educational practices rather than testing or formulating theories, resulting in creating a tangible product. This development has produced high-quality products as

they have been designed according to the needs of respondents who have successfully passed the effectiveness test stage (Gay L & G. Mills, 2006: 35).

In this study, the authors utilized the Dick and Carey research model for the following reasons: 1) The Dick and Carey model comprises ten systematic and detailed development steps. 2) This model demonstrates a clear and concise relationship between each step while maintaining solid and sequential content. 3) The Dick and Carey model aligns with the curriculum used in Indonesia, including both secondary and elementary school curricula (Aji Wisnu, 2016). The development stages developed by Dick and Carey consist of the following ten steps: 1) Identifying Instructional Goals, 2) Conducting Instructional Analysis, 3) Identifying Entry Behavior and Characteristics, 4) Writing Performance Objectives, 5) Developing Criterion-Referenced Tests, 6) Developing Instructional Strategy, 7) Developing and Selecting Instructional Materials, 8) Designing and Conducting Formative Evaluation, 9) Revising Instructions, and 10) Developing and Conducting Summative Evaluation. In this study, the researchers have reached the 9th stage, which involves revising the product that has been developed. The analysis technique used in this study is the analysis technique proposed by Akbar and Sa'adun (2017: 78). This technique is employed to analyze the validity of the media and materials and assess the feasibility of the product through testing it with the respondents.

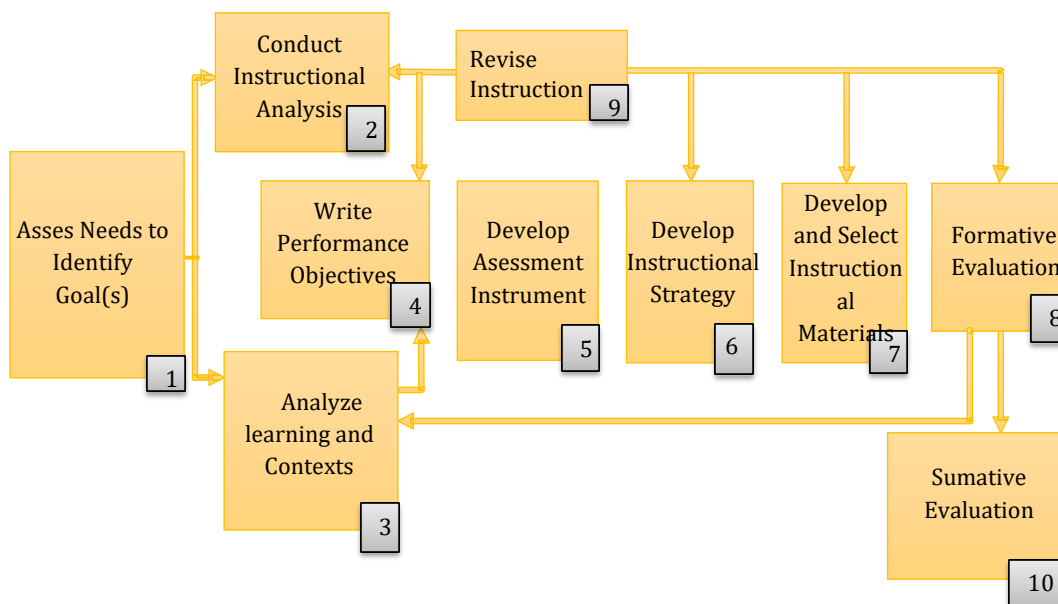


Chart 1. Dick and Carey Development Research Procedure
Source: Dick and Carey, 2001

RESULT AND DISCUSSION

Identifying Instructional Goal

At this stage, the identification of student needs in learning is conducted. Following the Covid-19 pandemic, technology and gadgets have become essential for organizing learning. The transition to both offline and online lectures necessitate the provision of adequate learning tools. The needs of the students can be addressed through the use of questionnaires that have been distributed. Through this questionnaire, the implementation of the hybrid learning model can be tailored to meet the student's needs. The results of this study encompass three components of the hybrid learning model: offline or face-to-face learning, online or virtual learning, and assigned textbook reading. Following the Covid-19 pandemic, it is essential to provide accessible learning tools that facilitate student engagement, as indicated by the questionnaires distributed to students of the History Department. The initial phase of the research involved analyzing instructional objectives. This analysis included elaborating on subject competency objectives, learning outcomes, and learning sub-achievements based on the Semester Program Plan that had been developed. SIPEJAR UM is a user-friendly platform for both students and lecturers to facilitate learning activities. The distributed questionnaire revealed that students needed learning facilities integrated with SIPEJAR UM.

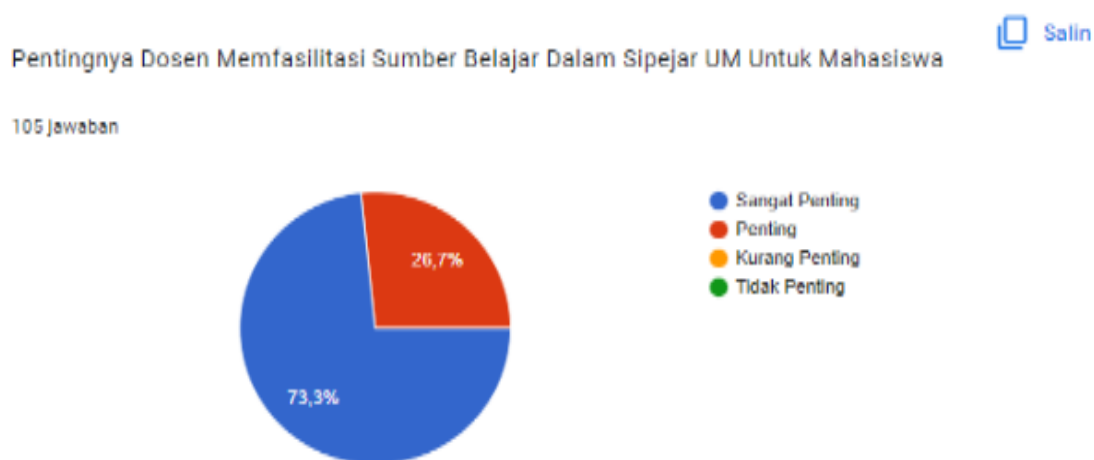


Figure 1. Student Needs Questionnaire
Source: Research Documents (2022)

Conducting Instructional Analysis

At this stage, an analysis of lecture activities on campus is conducted. This analysis involves observing the learning methods applied by the lecturer, including the learning tools, models, and teaching methods utilized during the lectures. Hybrid learning is a combination of online and offline learning. Thus, observing the distinctions between online and offline learning implementation is important. The second stage of the research focuses on developing a hybrid

learning model using Sipejar UM. During this stage, the aim is to develop content for the hybrid learning model in PPS courses. Some of the outcomes expected to be produced include (1) PPS course materials, (2) PPS course RPS (Semester Program Plan), PPS course learning outcomes, and core competencies, (3) PPS lecture design, and (4) Learning content that supports hybrid learning.

Identifying Entry Behavior, Characteristic

At this stage, activities were conducted to identify students' learning behavior and characteristics in the UM History Department. This analysis focused on students from the 2018-2020 classes, both those who have taken the Historical Education Research (PPS) course and those who have not. This step is undertaken to ascertain students' preferences before conducting learning activities and to evaluate the lecture activities for those who have taken the course. Through a distributed questionnaire, it has been revealed that students in the UM History Department possess various learning styles and characteristics. Therefore, employing a combination of learning tools to accommodate this diversity is essential.

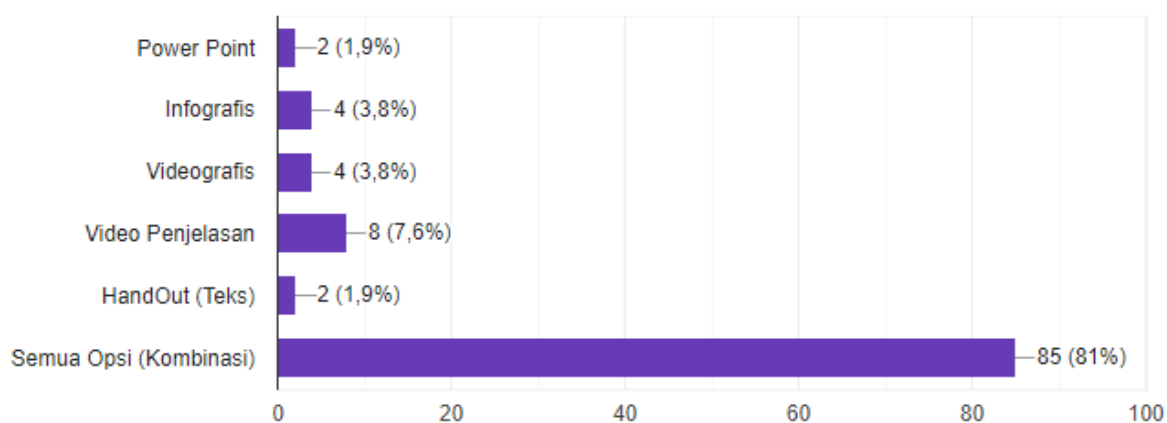


Figure 2. Student Learning Style Needs Questionnaire
Source: Research Documents (2022)

Writing Performance Objectives

Research objectives are formulated based on the identified potentials and problems during this stage. Considering the described potentials and problems, developing a learning model that combines online and offline meetings, known as the hybrid learning model, becomes essential. The developed hybrid learning model will be tailored to the History Education Research course. This PPS course is well-suited for implementation using a hybrid learning model, as it allows for emphasizing the material covered in online lectures during the offline lecture process. It is important to note that the design of this learning model should undergo student approval to ensure its effectiveness and suitability.

Developing Criterion Referenced Test

During this stage, the development of assessment instruments is conducted. Researchers utilize a questionnaire as the assessment instrument to evaluate the validity and effectiveness of the designed learning model. The questionnaire is administered to material experts and validated students who serve as research participants. Material experts' input is sought to assess the validity of the provided materials.

No.	Descriptor	Score
1.	The use of words in each sentence is in accordance with the General Guidelines for Indonesian Spelling (PUEBI)	4
2.	The use of language according to the level of students	4
3.	The use of language in content material is easy to understand	4
4.	Appropriateness of the material with the Level of Achievement	4
5.	Suitability of the material with the level of students	4
6.	Suitability of the material with the concept of the History Education Research Course	3
7.	The presentation of the material is clear	3
8.	Presentation of coherent material	3
9.	Presentation of interesting material	3
10.	A knowledge assessment complements the presentation of the material	4
	Total Score	36
	Max Score	40
	Percentage of Results Score	90,00%

Developing Instructional Strategy

The appropriate strategy is developed at this stage by mapping the number of weeks for offline and online meetings. This is done in a mature and planned manner so that learning activities can be carried out in a structured way. The hybrid learning design in this study can be seen in Figure 3. The figure explains that it consists of three parts: online learning, offline learning, and learning through assessment applications. The design is prepared once the material content is uploaded in SIPEJAR. This ensures that the determination of learning becomes easier to perform during the analysis.

The learning model is structured into three designs: face-to-face (F2F), assigned textbook reading, and online classes. Each course comprises 16 meetings, analyzed to determine its inclusion in one of these designs. This hybrid learning design was developed by Duncum (2017). Face-to-face (F2F) meetings are conducted in physical learning classrooms, with a total of approximately eight meetings. In contrast, online classes can be conducted via the Zoom application, Google Meet, and UM Sipejar learning resources. Approximately eight learning meetings are held online. Assigned textbook readings are a combination of both approaches and

can be facilitated with the assistance of Sipejar, which has provided materials for the History Education Research course. This meeting serves as an assignment given to students to delve deeper into the research design that will be utilized for their final assignment in this course, namely a thesis proposal.

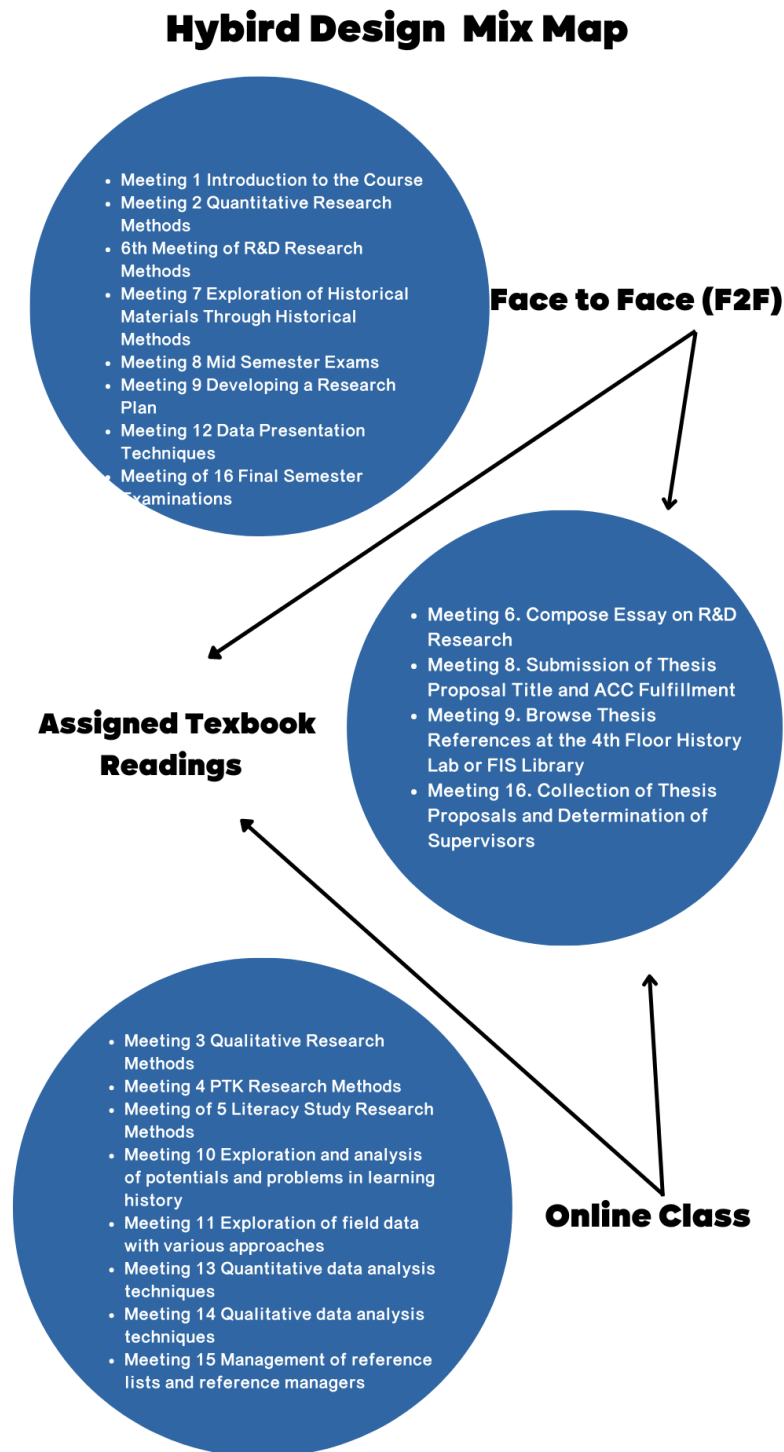


Figure 3. Hybrid Learning Design
Source: Research Documents (2022)

Developing and Selected Instructional

Researchers select and develop materials, media, and evaluation tools at this stage. The development of these materials is tailored to meet the needs of students and support the Historical Education Research (PPS) course. This course holds great significance as it is an accelerated program for students in the Department of History, with the outcome of the course being the submission of thesis proposals and the determination of supervisors for the following semester. Of course, this material becomes highly important for effective planning. Regarding the selection of media, it can be referred to in Figure 2, which outlines students' characteristics and learning styles that necessitate a combination of learning tools. This combination of learning tools includes videos, audio, infographics, motion graphics, and other combinations that can support online and offline learning.

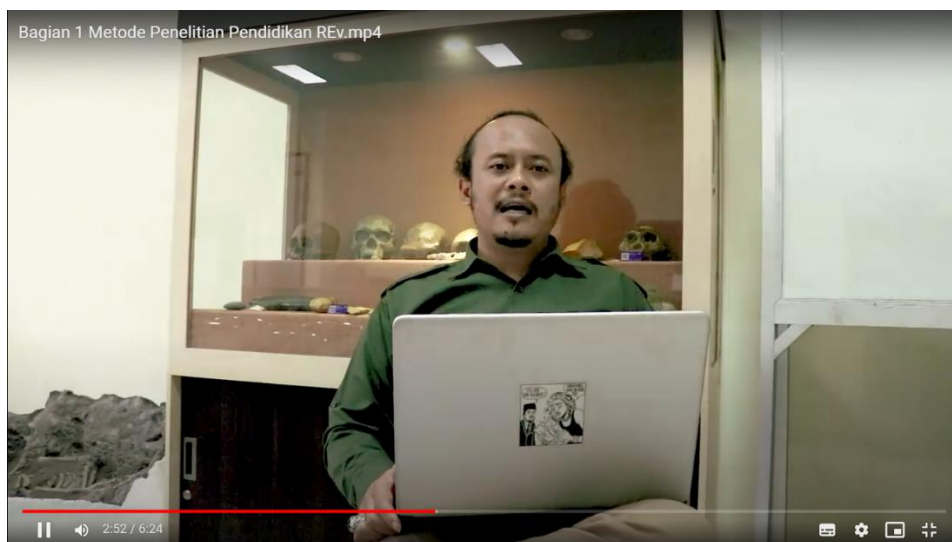


Figure 4. Audiovisual Learning Video
Source: Research Documents (2022)

Formative Evaluation

At this stage, design and formative evaluation are conducted. Formative evaluation enhances or refines a product during research and development. This evaluation process involves experts in the field, including subject matter experts, media experts, and students who serve as research participants. These experts will provide comments, criticisms, and suggestions for improvement. A comparison of the infographic media before and after revision can be seen in the table.

Revising Instruction

After receiving evaluations and revisions from subject matter experts, media experts, and students, revisions are made to the learning activities at this stage. These revisions encompass learning strategies and the products developed. These revisions aim to improve and refine the

materials based on feedback, criticisms, and suggestions from experts and users of UM student content, specifically students from the Department of History.



Table 2. Comparison Before and After Revision
Source: Personal Documents (2022)

CONCLUSION

The development of learning in the History Education Research (PPS) UM course led to the creation a hybrid learning model. The research and development process involved the collaborative design of the hybrid learning model using SIPEJAR (Learning Management System) at UM. Developing SIPEJAR content using hybrid learning aims to facilitate students' learning of PPS courses and transform the learning approach to a student-centered one. This is achieved through content prepared and provided by lecturers in SIPEJAR. This hybrid learning approach is also expected to enhance students' independence and engagement in accessing information

from the content provided by the lecturer. Implementing hybrid learning in PPS courses has garnered enthusiasm from students participating in these courses. Convenience and effectiveness are the primary objectives of developing this learning model, as it allows students to access it anywhere and anytime. It is hoped that using SIPEJAR with a combination of hybrid learning models in the Department of History at UM will enhance student performance and engagement, thereby increasing their activity on the platform.

ACKNOWLEDGEMENT

Thanks to the Universitas Negeri Malang (UM) institution for providing the necessary facilities to conduct this research and development. Do not forget to express gratitude to the students of the Department of History, Faculty of Social Sciences at UM, for their assistance in data collection. The research and development for this project were funded by a 2022 PNPB grant from Universitas Negeri Malang (UM).

REFERENCES

- Alessi and Trollip. 2001. *Multimedia for learning: methods and development*, 3rd ed. Boston: Allyn and Bacon.
- Aslam, F., Aimin,W., Li, M., and Rehman, K.U. 2020. Innovation in the Era of Iot and Insdustry 5.0: Absolute Innovation Managemenet (AIM) Framework. *Journal Information*, Volume 11 (2).
- Bahasoan, A. N, dkk. 2020. Effectiveness of Online Learning in Pandemic Covid-19. *International Journal of Science, Technology & Management*, 1(2), 100-106.
- Cavanaugh J. M., Giapponi C. C., Golden T. D. 2015. Digital technology and student cognitive development: The neuroscience of the university classroom. *Journal of Management Education*, 40 (1).
- Duncum, P. 2017. Responding to Big Data in the Art Education Classroom: Affordances and Problematics. *International Journal of Art & Design Education*, Volume 1 (2).
- Garrison, D. R, & Vaughan, N. D. 2008. *Blended Learning in Higher Education: Framework Principles and Guidelines*. San Fransisco. Joyes. Bass.
- Gay, L.R., G.E. Miils. 2006. *Educational Research: Competencies for Analysis and Applications*. USA: Pearson.
- Hidayah S N. 2019. Hybrid Model-Based Learning in Welcome Era Industrial Revolution 4.0 Innov. *Soc. Stud.*
- Indar Sabria. 2019. Peran Pendidikan Seni Di Era Society 5.0 untuk Revolusi Industri 4.0. *Prosiding Seminar Nasional Pascasarjana UNNES*
- Indarto, dkk. 2018. *Model Pembelajaran Hybrid Learning pada Mata Kuliah Sepakbola di Pendidikan Olahraga FKIP UMS*. ISBN 978-602-70471-3-6
- Nunung Nindigraha, dkk. 2019. Increasing Learning Outcomes of Education Technology Department Students on the Use of Sistem Pengelolaan Pembelajaran (SIPEJAR) Universitas Negeri Malang. *International Conference on Educational Technology, International Conference on Educational Technology*

- Nurhidayat, dkk. 2020. Model Pembelajaran Hybird Learning Pada Matakuliah Sepakbola Di Pendidikan Olahraga FKIP UMS.
- Pereira, A.G., Lima, T.M., and Santos. 2020. Industry 4.0 and Society 5.0: Opportunities and Threats. *International Journal of Recent Technology and Engineering (IJRTE)*, Volume 8(5).
- Philip E. Bernhardt, 2015. 21st Century Learning: Professional Development in Practice. *The Qualitative Report Jurnal*, Volume 20 (1).
- Rahayu, dkk. 2015. Pengembangan Media Website Hybird Learning Berbasis Kemampuan Literasi Digital Dalam Pembelajaran Fisika, *Jurnal Pendidikan Fisika*, Volume 7 (1).
- Sa'adun akbar. 2013. *Instrumen Perangkat Pembelajaran*. Bandung: PT. Remaja Rosdakarya.
- Sutadji, dkk. 2020. Measuring user experience on SIPEJAR as elearning of Universitas Negeri Malang. *IOP Conference Series: Materials Science and Engineering*, Volume 372.