Hybrid Learning In Cultural Dressing And Local Wisdom: Evaluation Of Reactions, Outcomes, Behaviors, And Impacts

Elvri T Simbolon*, Roida Lumbantobing**, Tio RJ Nadeak***, Rina Kesia Silaban****

Tarutung State Institute for Christian Studies
elvri_simbolon@gmail.com

Abstract

This study aims to determine the evaluation of reactions, evaluation of learning outcomes, evaluation of behavior and evaluation of the impact of the application of Hybrid Learning. The research method used is the evaluation research method. The study was conducted at Private Santa Maria Tarutung Junior High School with 112 students. Quantitative data collection using a closed questionnaire filled in directly by respondents. The data were analyzed with descriptive statistics using the Percentage technique. Evaluation at the reaction stage (Level 1), reactions to the resource persons and organizers showed that students were very satisfied with the services of the organizers on average of 76.14%, while satisfaction with the resource persons (Teachers) was 67.22%. Evaluation of learning outcomes (Level 2) shows that student learning outcomes have improved knowledge and skills. Learning outcomes in the realm of knowledge have increased by an average of 1.68%. Learning outcomes in the field of skills increased by an average of 1.53%. For the Realm of Knowledge from 112 respondents, 101 students experienced an increase, 6 students remained and 4 students experienced a decrease. In the Ability of 112 respondents, 102 students experienced an increase, 7 students remained and 3 people experienced a decrease. Behavioral Evaluation (Level 3) based on research findings due to Hybrid Learning averaged 57.63% of students experienced changes in behavior according to the perceptions of student friends. Based on the findings of the study, students experienced a change in behavior of 76.64% according to the student's own perception. Evaluation on the impact (Level 4) of hybrid learning implementation that answers is very impactful with the impact there is 73.22% in the form of increasing knowledge understanding, learning motivation, identifying, expressing in cultural arts subjects.

Introduction

During the Covid-19 Pandemic, it had a very big impact on people's lives. One of the impacts that we can observe is in the teaching and learning process in schools. The government issued a policy of learning from home online, and also combined it with the face-to-face teaching and learning process by paying attention to health protocols, namely: wearing masks, washing hands, maintaining distance. For this reason, the Hybrid Learning process is carried out because it requires transformation, courage to

innovate and willingness to adapt to current conditions. Hybrid learning combines various approaches in learning, namely face-to-face learning, computer-based learning and online-based learning (internet and mobile learning) are alternative choices in the learning process during the covid-19 pandemic. Hybrid learning is beneficial in terms of the effectiveness of learning plans, teacher preparation, and assessment of learning targets.[1] Private Santa Maria Junior High School is one of the schools that organizes Hybrid learning so that the learning process can be carried out properly. Hybrid learning at Private Santa Maria Junior High School has been going on for 1 year so it needs to be evaluated for its implementation. This study evaluates the implementation of hybrid learning in Cultural Arts subjects. The evaluation model that can be used is in this study is the Kirkpatrick model.

Kirkpatrick is one of the experts in the evaluation of training programs in the field of human resource development. The evaluation model developed by Kirkpatrick is known as the Kirkpatrick Four Levels Evaluation Model. Evaluation of the effectiveness of the training program includes four evaluation levels, namely: level 1 reaction, level 2 learning, level 3 behavior, and level 4 result.[2]

Hybrid Learning

Hybrid learning is a learning method that focuses on the interaction between teachers and students in the classroom using technology and educational innovations.[3]

Hybrid learning consists of the word's hybrid and learning. Another term that is often used is hybrid course (hybrid = combination, course = course). Hybrid learning is the same as blended learning. Hybrid learning is collaborative learning that integrates online learning with face-to-face learning. Hybrid learning is a learning model that combines learning in the classroom with face-to-face with learning in the open by utilizing available information technology.[4]

The hybrid learning model can be interpreted as a learning model that

[1] Jason Snart, "Hybrid Learning at the Community College," *New Directions for Teaching and Learning,* (2021): 59–67.

[2] Donald L. Kirkpatrick and Donald James D Kirkpatrick, *Implementing the Four Leves A Practical Guide for Effective Evaluation of Training Programs* (Berret-Koehler Publisher, 2021).

[3] Dusi Teeraporn Plailek, U-thong Nok Road, "Enhancement of Undergraduate Students' Competency in Creating English Learning Innovation through Hybrid Learning with Peer Coaching," *Journal of Educational Issues* 2, no. 1 (2022): 250–260.

[4] M. A. Karim, "Hybrid and Online Synchronous Delivery of Environmental Engineering during COVID-19 Pandemic: A Comparative Study on Perception, Attitude, and Assessment," *European Journal of STEM Education* 6, no. 1 (2021): 1–11.

mixes face to face teaching methods with computer-based learning methods both online and offline to achieve the desired learning goals.5

The objectives of Hybrid Learning are as follows: 1) Provide opportunities to allow students to be more interested in the learning process. 2) Facilitating students to carry out the learning process directly and making learning more independent 3) Improving scheduling of flexion for students, by combining the best and face-to-face aspects as well as online learning.6

Hybrid learning has benefits, namely: 1) Providing facilities for students to communicate and interact with teachers. 2) Help improve cooperation between students in learning. 3) Provide encouragement to students to be more independent in finding learning resources. 4) Helping students to be active in building their knowledge through self-study. 5) Expand the range of learning/training. 6) Provide optimal results. 7) Can adjust the needs in learning. 8) Increase the attractiveness of learners to follow the learning. 9) Through online facilities in the learning process can overcome the limitations and sense of saturation between students and teachers. 10) In hybrid learning, there are activities to interact and discuss so that learning becomes even more innovative. 11) Require students to continue to be active so as to make the classroom atmosphere more conducive.7

Hybrid learning is beneficial in terms of the effectiveness of learning plans, teacher preparation, assessment of learning targets.8 Hybrid learning is profitable both online and face-to-face. There is a syntax of the hybrid learning method that increases satisfaction and has an impact on increasing knowledge, skills, and behavior.

According to the hybrid learning model is generally divided into 3, namely:9

Online and offline face-to-face learning models. The face-to-face process in hybrid learning is 30% of the entire semester. Activities in the classroom begin with the way educators provide technical explanation using web-based learning systems. Then the students listen and listen to it and then the learner practices it.

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[5] A. Vítek et al., "Computational Investigations of the Thermodynamic Properties of Size-Selected Water and Ar–Water Clusters: High-Pressure Transitions," *Physical Chemistry Chemical Physics* 17, no. 14 (2019): 8792–8801.

[6] Fion SL Lee et al., "Deployment of a Web Based Critiquing System for Essay Writing in Hybrid Learning Environment" (SeanWoznieke, 2020).

[7] Desprayoga Verawati, "Solusi Pembelajaran 4.0 ; Hybrid Learning," *Prosiding Seminar Nasional Pendidikan ProgramPascasarjana Universitas PGRI Palembang* (2019): 1183–1192.

[8] Snart, "Hybrid Learning at the Community College."

[9] Husnildris, "Pembelajaran Model Campuran Sedang Belajar," *Jurnal IQRA* 5, no. 1 (2021): 61–67.

Learning model using electronic modules. In web-based learning, electronic modules are used as independent teaching materials that are packaged for students to be able to learn independently. In this electronic module, in addition to providing material, there are also practice questions that students can do to measure their learning achievement.

Learning models using text, audio, video and multimedia. Material packaged using text, audio, video and multimedia in hybrid learning is carried out with certain storage media. And take advantage of students when self-studying. In hybrid learning, the most important thing is the use of the web to do face-to-face, file storage, discussion, monitoring and so on.

Model Kirkpatrick

Kirkpatrick is one of the experts in the evaluation of training programs in the field of human resource development. The evaluation model developed by Kirkpatrick is known as the Kirkpatrick Four Levels Evaluation Model. Evaluation of the effectiveness of the training program includes four levels of evaluation, namely: level 1 reaction, level 2 learning, level 3 behavior, and level 4 result.[10]

Level 1. Participant satisfaction can be studied from several aspects, namely the material provided, available facilities, material delivery strategies used by instructors, available learning media, learning implementation time, to the building where learning is carried out. Measuring reactions can be done with a reaction sheet in the form of a questionnaire so that it is easier and more effective. The evaluation of the reactions referred to in this study is the reaction to the implementation and the reaction to the source.[11]

The success of the learning activity process is inseparable from the interest, attention, and motivation of trainees in following the course of learning activities. Participants learn better when they react positively to the learning environment.[12]

Level 2. Learning Evaluating is something that is called the assessment of learning outcomes (outputs). Measuring learning outcomes is more difficult and time-consuming compared to measuring reactions. Measuring reactions can be done with a reaction sheet in the form of a

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[10] Kirkpatrick and Kirkpatrick, *Implementing the Four Leves A Practical Guide for Effective Evaluation of Training Programs*.

[11] Aljawharah Alsalamah * and Carol Callinan, "Adaptation of Kirkpatrick's Four-Level Model of Training Criteria to Evaluate Training Programmes for Head Teachers No Title," *School of Education, University of Lincoln, Lincoln LN6 7TS, UK; ccallinan@lincoln.ac.uk* 11 (2021): 2–25.

[12] Sugandi, *Evaluasi Pasca Diklat Model Kirkpatrick* (Budi Utama, 2021).

questionnaire so that it is easier and more effective. According to Kirkpatrick (1998: 40), to assess learning outcomes can be done with a comparison group. The group that participated in the training and the group that did not participate in the training were compared in progress over a certain period of time. It can also be done by comparing the results of the pretest with the posttest, written test or performance test (performance test). The evaluation of the learning in question is the knowledge learned, whether the material can be received properly, pretest and posttest.13

There are three things that can be taught in a training program, namely knowledge, attitudes and skills. Training participants are said to have learned if they have experienced a change in attitude, improvement in knowledge and improvement in skills. Therefore, to measure the effectiveness of the training program, these three aspects need to be measured. Without a change in attitude, increase in knowledge or skills in training participants, the program can be said to have failed.14

Level 3. Behavior evaluation. This (behavioral evaluation) is different from the evaluation of attitudes at level 2. The attitude assessment in the level 2 evaluation is focused on changes in attitudes that occur when learning activities are carried out so that they are more internal, while the behavior assessment is focused on changing the behavior of participants after completing learning. So that the assessment of this behavior is more external. Because what is assessed is a change in behavior after participating in learning activities and returning to their environment, this level 3 evaluation can be referred to as an evaluation of the outcomes of training activities.15

Level 4. Result evaluation. Level 4 is focused on the final result that occurs because students have participated in a learning program. Included in the category of final results of a learning program include improving learning outcomes, increasing knowledge, and improving skills.16

Some programs have the aim of improving work morale and building better teamwork. In other words, it is an evaluation of the impact program

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13 Göçen-Kabaran & Uşun, "Evaluation of the Professional Development Program in Digital Material Design According to the Kirkpatrick's Model," *International Journal of Curriculum and Instructional Studies* 11, no. 1 (2021): 65–88.

14 Michael B. Cahapay, "Kirkpatrick Model: Its Limitations as Used in Higher Education Evaluationitle," *International Journal of Assessment Tools in Education* 8, no. 1 (2021): 135–144.

15 Uşun, "Evaluation of the Professional Development Program in Digital Material Design According to the Kirkpatrick's Model."

16 Shih-Chieh Liao and Shih-Yun Hsu, "Evaluating A Continuing Medical Education Program: New World Kirkpatrick Model Approach," *International Journal of Management, Economics and Social Sciences* 8, no. 4 (2019): 266–279.

(the influence of the program). Not all the influences of a program can be measured and also take a long time. Therefore, this level 4 evaluation is more difficult to compare with the evaluation at previous levels. This evaluation of the final results can be carried out by comparing the control group with the group of learning participants, measuring the student's ability before and after following the learning whether there is an improvement or not.17

Research methods

In accordance with the purpose of the study, this type of research is categorized as quantitative research that describes data through a representative number-based approach to assess an event.18

The respondents in this study were 112 grade 8 students of Private Santa Maria Tarutung Junior High School using cluster sampling. The collection of research data was carried out using a closed questionnaire and answered directly by respondents. The research procedures carried out are Compiling Evaluation Plans, Verifying Data, Processing and Analyzing Data, Providing Interpretation, and Drawing Conclusions.

Result

Reaction (Level 1)

The variable at level 1 is in the form of satisfaction felt by students towards the implementation of hybrid learning in Arts and Culture subjects at Private Santa Maria Tarutung Junior High School. The variable components measured are related to satisfaction with the organizer (school) and satisfaction with the resource person (teacher).

The highest satisfaction with the organizers was in indicator number five of 49.10% namely that students were very satisfied with the availability of various reference books and reading materials in the school library. In this case, the organizers pay attention to the importance of reading materials available in the library for students to use in deepening understanding of the material presented by teachers in hybrid learning.

The highest dissatisfaction with the organizers is in indicator number 2 which is 32.14% which is that students are very dissatisfied with the internet quota provided by the organizers for students.

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17 Callinan, "Adaptation of Kirkpatrick's Four-Level Model of Training Criteria to Evaluate Training Programmes for Head Teachers No Title."
18 Frans Ernawati, Muharika Dewi, Linda Rosalina, Veriferdian, "An Evaluation of Elearning of Entrepreneurship Course : Learning Alternative during Covid-19 Pandemic for University Students," *Jurnal Penelitian Evaluasi Pendidikan* 26, no. 1 (2022): 47–58.

From the findings of the study, the average satisfaction of 7 (seven) indicators to measure student satisfaction with the organizer (school) in the implementation of hybrid learning was that students were very satisfied by 37.62%, students felt satisfied by 38.52%, students felt dissatisfied by 15.81% and students felt dissatisfied by 8.03%. When combined with students who are very satisfied with those who are satisfied, student satisfaction with the organizers is 76.14%.

The highest satisfaction with the resource persons was in indicator number three of 58.93%, namely that students were very satisfied where the teacher explained the subject matter well. The highest dissatisfaction with the resource persons was in indicator number 11, which was 58.04%, namely that during Hybrid Learning teachers did not motivate students to learn.

From the findings of the study, the average satisfaction of 14 (fourteen) indicators to measure student satisfaction with the resource person (teacher) in the implementation of hybrid learning was that students were very satisfied by 40.63%, students felt satisfied by 26.59%, students felt dissatisfied by 10.27% and students felt dissatisfied by 22.13%. When combined with students who are very satisfied with those who are satisfied, student satisfaction with the resource person (teacher) is 67.22%.

Knowledge and Skills (Level 2)

Level 2 is directed to reveal variable opportunities for applying learning materials in daily work, aspects that are measured, namely skills and knowledge. By comparing learning outcomes in Hybrid Learning with conventional learning obtained:

Learning outcomes in the realm of knowledge increased by an average of 1.68%

Learning outcomes in the field of skills increased by an average of 1.53

For the Real of Knowledge from 112 respondents, 101 students experienced an increase, 6 students remained and 4 students experienced a decreased. In the Proficiency of 112 respondents, 102 students experienced an increase, 7 students remained and 3 people experienced a decrease.

Behavior (Level 3)

Variables at level 3 measure perceptions of Hybrid Learning in arts and culture subjects at Private Santa Maria Tarutung Junior High School. The variable component that is measured is the perception of friends and

students towards hybrid learning

Perceptions of Student Friends
The results of the research findings on average from 12 indicators to measure the perceptions of student friends in the implementation of hybrid learning are perceptions of student friends very much experienced changes in behavior by 21.22%, perceptions of Student Friends experienced changes in behavior by 36.41%, perceptions of student friends (participants) experienced less changes by 29.11% and perceptions of student friends did not experience changes ha n by 13.25%. When combined with the perception of student friends who have experienced very changes in behavior with those who have experienced changes, there are 57.63% of students who experience changes in behavior according to the perceptions of student friends.

Student Perceptions (Participants)
From the research findings of 12 indicators to measure changes in behavior according to student perceptions due to the implementation of hybrid learning, the perception of students who answered strongly experienced a change in behavior by 35.57%, perceptions of students who answered experienced changes in behavior by 41.07%, perceptions of students (participants) lacking chance behavior by 18.30% and perception of students who did not experience a change in behavior by 5.06%. When combined with the perception of students who answered very much experienced a change in behavior with those who experienced changes, there were 76.64% of students experienced changes in behavior according to the perception of the students themselves.

Impact (Level 4)
The variable at level 4 is the impact felt by students before and after they take part in hybrid learning. Based on the results of the questionnaire to the students of Santa Maria Private Junior High School, it can be described as follows.
From the research findings from 10 indicators to measure the impact of hybrid learning, it is very impactful 32.86%, impactful 40.36%, less impact 19.64%, no impact 7.14%.
When combined with the impact of implementing hybrid learning that answers are very impactful with the impact, 73.22% of students experience an impact in the form of increasing knowledge of understanding, learning motivation, identifying, and expressing cultural

Arts Subjects

Conclusion

Evaluation at the reaction stage (Level 1) shows that students are very satisfied with the service of the organizer. The note that needs to be considered is that based on the results of the research discussion, 76.14% felt that students were satisfied with the Organizer/School service during hybrid learning. Student evaluation of resource persons (teachers) of 67.22% was categorized as satisfied.

Evaluation of learning outcomes (Level 2) shows that student learning outcomes have improved knowledge and skills.

Evaluation at the behavioral stage (Level 3) of a friend's perception shows the student has experienced a change in behavior. Changes in behavior based on the perceptions of participants' friends reached 57.63%. Evaluation of participants' perceptual behavior experienced a significant change in behavior by 76.64%, namely after participating in Cultural Arts learning through Hybrid Learning was more creative and innovative in learning.

Evaluation of the impact felt by students on hybrid learning methods by 73.22% of students also experienced an impact in the form of increasing knowledge of understanding, learning motivation, identifying, expressing, singing techniques and styles in cultural arts subjects.

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