

Hybrid learning effectiveness in Learning Management during the Covid-19 pandemic

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Abstract

At the level of reality, the occurrence of various changes as a result of the spread of the Corona Virus has caused social conditions to be in disharmony in the fields of health, economy, and education and requires a transformation of management in learning. In addition, the existence of social distancing creates a culture shock in the community, so that the effectiveness of learning can be questioned. Therefore, hybrid learning is understood as a method that is believed to be a solution in the midst of this Covid-19 Pandemic, by combining conventional and online learning or e-learning such as google meet, via zoom, google from, and streaming video, so that the learning atmosphere can be fun and become a benchmark for learning success, as well as forming an emotional relationship and maintaining trust and believe which significantly influences each other between the two. In this context, this study aims to determine the effect of using the hybrid learning method on learning management and how effective the learning management is. Thus, based on the results of the questionnaire test, it was found that the R value was 0.451 and the R square value was 0.203. Thus, the X and Y variables have a relationship of 45.1% and the X variable affects the Y variable by 20.3% and it can be concluded that there are the significant effect of the use of the hybrid learning method on the management and effectiveness of learning at the high school.

Keywords: Hybrid learning, effectiveness and learning management

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1. Introduction

Sociologically, since the beginning of 2020 the condition of people in parts of the world was shocked by the spread of the corona virus and in the middle of March 2020 WHO declared it a public health emergency for the community (*Public Health Emergency International Concern*) and significantly continued to increase, (Amalia & Sa'adah, 2020) even at the end of May 2021 the Delta variant developed and dominated parts of Indonesia, causing various sectors of social life to be abnormal in the fields of health, economy, culture and even education and require management transformation, especially in learning activities, (Onyema, 2020). Thus the view above as emphasized by Hongyue in Ginting has caused various aspects of life to be in disharmony and require changes in social behavior, including in learning, (Al-harthy, 2019). Meanwhile, Luh Devi Herliandry in his research results also explained that the spread of the Corona Virus had changed the pattern of social interaction, especially in the field of education, (Herliandry et al., 2020). Therefore, all elements of education are expected to be able to adapt, by carrying out various transformations in the field of learning, so that it is hoped that the learning process can be achieved well, (Ogunode, Niyi Jacob & A.E, 2020).

In this context, the various changes above were caused as a result of the spread of Covid-19, thus causing the learning process to be carried out remotely, according to policies issued by the government to prevent the spread of the Corona Virus through the use of technology and telecommunications, (Dewi, 2020). The use of technology, which was initially only secondary and used as a source of support, has now turned into a main facility in completing various jobs including in the field of learning, it is even considered quite effective (*time and place flexibility*), as this is explained in Sabran and Sabara's research, where activities learning carried out using technology is seen as more effective, (Sabran & Sabara, 2019), while research conducted by Sari explains that learning activities using media are seen as being able to provide various conveniences and good quality services in the midst of the Covid-19 pandemic, (Jeffrey et al., 2014). Thus the management of education during the Covid-19 Pandemic is expected to continue to play its role dynamically by making various breakthroughs in learning, (Sukiman et al., 2022), so that the learning process can run effectively and efficiently and can continuously improve the quality of its institutions *continues quality improvement*, (Sanoto, 2021).

In another aspect, learning activities using technology media cannot always be done online or (*e-learning*), because learning is essentially aimed at forming emotional relationships and maintaining trust and believe and significantly influencing each other between the two, (Cobanoglu, F., Yurek, 2018). In this context, several schools then decided to apply the hybrid learning method by combining conventional learning methods and e-learning such as google meet, via zoom, google from, and streaming video, so that the learning atmosphere can be fun and not boring, thus the effectiveness of the above learning become a measure of success in achieving learning goals, through the hybrid learning method students can experience two learning models at once between online and offline and significantly influence the development of students, (Jusoff & Khodabandelou, 2009). In this context, based on the results of observations of several educational institutions at high schools in Probolinggo Regency, as many as 250 Senior High Schools implemented an e-learning-based learning model and it was hoped that this would be the most appropriate solution in the midst of the Covid-19 pandemic, but the problems they faced had not yet been resolved, (Nashir & Laili, 2021). Even though the level of understanding of students is even, based on these various conditions, the hybrid learning method is expected to be an effective learning model in building and increasing student understanding, especially for high school in the Problinggo Regency area.

1.1 Conceptual Framework

1.1.1. Learning Management Concept

At the practical level, the dynamics of education basically cannot be separated from management, especially in maintaining institutions and improving the quality of graduates, this view as explained by Bafadal, quality is essentially a hope or aspiration that is built and made as part of the

institutional distinction, (Bafadal, 2006). In this context, as an effort to realize the intended graduates, various breakthroughs are needed through the transformation of management in the field of learning by actualizing hybrid learning methods and utilizing technology media in the midst of the Covid-19 Pandemic, (Bestiantono et al., 2020). Therefore, learning management is interpreted as a process of planning, implementing, organizing and evaluating by utilizing the various potentials that exist in learning to face various challenges as a result of internal and external changes, one of which is the spread of Covid-19, this view is as explained by Terry, (*management is performance of conceiving desired result by means of group efforts consisting of utilizing human talent resources*), management is an activity and ability to direct, mobilize and utilize various potentials in supporting learning activities, (Sanoto, 2021). In another aspect, learning management is interpreted as a series of activities, through the process of planning, implementing, organizing and evaluating learning activities, (Marzoan, 2020).

This is the essence of learning management, which is expected to color learning activities in the midst of the Covid-19 pandemic, (Thamrin et al., 2022). Therefore, the transformation of learning management basically aims to develop all the potential of students, both cognitive, affective and psychomotor, these efforts can only be carried out effectively if all learning activities can be programmed properly by combining learning methods (*hybrid learning*) so that learning activities This can give birth to the quality of graduates who have the integrity of knowledge between (*intelligence quotient, emotion quotient and social quotient*), this view as explained by Muhaimin, that learning activities are a series in developing all the potential possessed by students through a management, (Ogunode, I, and A.E 2020).

In this context, learning management is a combination consisting of various elements that influence each other, so that the learning process can run effectively and efficiently (Sukiman et al., 2022). Therefore, various learning components are an important part of optimizing the learning process, (Benny Lim, 2020), thus learning activities must have a goal and combine the above objectives in learning activities, in accordance with conditions during the Covid-19 Pandemic in responding and responding to various Today's challenges, as an effort to realize learning objectives, a transformation in the field of learning is needed by applying a hybrid learning learning method, (Wiratomo & Mulyatna, 2020), in addition, as an effort to streamline the activities referred to, several stages can be carried out, including: a) identifying the various needs of participants students in learning, b) formulating learning objectives, c) designing the use of learning applications with social media, including applications zoom, whatsapp, google classroom, youtube, telengram or other media, according to the level of education, d) making various breakthroughs and designing learners virtual classroom advice, e) mastery of innovative learning with objective assessment, (Alturki & Aldraiweesh, 2021).

Thus learning management is a process of activities that are managed through various components and influence each other between students, teachers, goals, facilities and curriculum, so that learning objectives can be achieved properly, (Singh et al., 2021). In this context, learning management in the midst of the Covid-19 pandemic is expected to be carried out properly. Therefore, the presence of teachers is an important part of making learning effective through various breakthroughs in learning management, by integrating all learning components into social media applications, including zoom, whatsapp, google classroom, telengram and google meet and other media, which is according to the level and education level, so that learning objectives include (*goal directed, teaching process*) as previously determined (*pre-planned*).

2.1.1. Hybrid Learning Management Model

At the theoretical level, the hybrid learning method is a combination of terms between hybrid and learning, (Hediansah & Surjono, 2020), the word hybrid means mixed and learning means learning, thus hybrid learning is a mixed method in the learning process that combines conventional learning and e-learning integration between the two, also known as blended. learning, this is as stated by

Graham, that blended learning systems combine face to face instruction with computer mediated instruction, (Jeffrey et al., 2014) while Thorne describes blended learning as an opportunity to integrate the innovative and technological advances offered by online learning with the interaction participation offered in the best traditional learning, (Virtič et al., 2021) thus hybrid learning can then be interpreted as a method of teaching that combines the most effective face to face teaching techniques and online interactive collaboration, both constituting a system that functions in constant correlation and forms single whole, (Muhammad Minan Chusni, Sulistyio Saputro, Sentot Budi Rahardjo, 2020), thus hybrid learning is a learning that combines conventional learning methods with e-learning or online-based, (Camilleri Mark Anthony, 2021). Therefore, the hybrid learning method guides students to be able to build knowledge based on their own experiences and abilities

Table 1. Use of Learning Media

Use of Learning Media	Method	Description
0%	traditional	learning without using online and face-to-face media
1-29%	web facilitated	Utilization of the Web in improving learning understanding
30-79%	Blended, hybrid learning	learning by combining conventional learning methods and e-learning or online
100%	online class E-learning	learning is done online

In this context, hybrid learning or also known as blended learning is a process of combining e-learning learning models with conventional learning in achieving learning objectives, (Aristika et al., 2021), according to the above view as stated by Bersin; Hybrid Learning is the combination of different training media (*technologies, activities, and type of events*) to create an optimum training program for a specific audience. The term (*hybrid*) means that traditional structured-led training is being supplemented with other electronic formats. In the context of the book blended learning program use many different forms of e-learning perhaps complement with instructor-led training in other live formats, hybrid learning learning methods are understood as a form of blending traditional and electronic learning models and are oriented towards achieving learning objectives, (Vonti & Rahmah, 2019). Therefore, hybrid learning or blended learning can essentially be done through an interactive relationship either directly or indirectly so that learning activities are no longer boring, facilitate teachers in delivering learning materials; provide convenience for students in accessing learning materials; streamline time in learning activities and increase creativity by fostering the independence of students, (Nashir & Laili, 2021).

3.1.1. Hybrid Learning Management Concept

Based on the above view, hybrid learning is a concept that combines one or more models in learning between e-learning and conventional learning. Theoretically, e-learning is basically a combination of electronics and learning by utilizing electronic devices in learning such as open distance learning, web based training, computer based training, technology based learning and online learning. is a delivery of information and communication in online learning, through a set of tools to enrich the learning process. In this context, e-learning does not mean that it is understood to replace conventional learning models but to strengthen learning models, because of that the alignment between content and tools in learning activities can produce the best results, this is as stated by Noesgaard and Rikke in their research on the use of e-learning. -learning is seen as quite effective, and is an inseparable part of conventional learning, (Noesgaard and Rikke, 2015). Meanwhile, Sabran and Sabara,

in their research, stated that online learning through e-learning media is seen as effective with a tendency rate of 77.27%, (Sabran & Sabara, 2019), while Sari in her research explained that the learning process using e-learning media such as Google Classroom can provide various conveniences and the best quality services in the midst of the Covid-19 Pandemic, while Windhiyana, said that the advantages of online learning are seen as being able to increase interaction between students and teachers, so that learning activities can be carried out anywhere (*time and place flexibility*) and are flexible, (Windhiyana, 2020).

In this context, hybrid learning or blended learning is a combination of conventional learning activities with internet-based learning models (*asynchronous*) or hybrid learning and this can be done through several stages: a) face-to-face, a form of direct learning while still utilizing the media as a learning tool; b) synchronous virtual collaboration is one of the formats in learning and is collaborative in nature by involving interaction between teachers and students at the same time; c) asynchronous self pace is a learning model that is carried out independently at different times, by studying various other sources.

2. Method and Material

2.1 Research Method

This research can be categorized using a quantitative approach which aims to determine and test the X variable regarding the application of the hybrid learning method with the Y variable regarding the effectiveness of learning management in the Probolinggo Regency Senior High School and as many as 250 schools. Meanwhile, to analyze the variables above, this study uses a linear regression analysis technique, by taking a sample of each school from a total of 450 students which is then carried out by determining an area under study and is considered to have represented the entire population.

2.2 Instrument

Thus the social conditions in the midst of the Covid-19 Pandemic are in disharmony, especially in the field of learning, therefore hybrid learning is understood as a method that tries to combine online and conventional learning, so that it is expected to be able to improve students' understanding. Based on the views above, the application of hybrid learning in the midst of the Covid-19 pandemic has significantly influenced learning activities in various educational institutions and this is based on the results of the questionnaire distribution from respondents as follows:

Table 2. Questionnaire Distribution

Responden	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total Skor
1	3	3	3	3	3	2	3	3	3	3	29
2	3	3	3	3	3	2	3	3	3	3	29
3	3	4	4	4	4	4	3	4	3	4	37
4	4	3	3	4	3	1	3	3	3	3	30
5	4	2	3	4	3	3	4	4	4	3	34
6	3	2	3	4	2	4	3	3	2	3	29
7	4	3	3	3	4	2	4	3	4	4	34
8	3	3	3	4	3	1	3	3	3	3	29
9	4	4	4	4	4	3	2	3	3	3	34
10	3	3	3	3	3	2	3	3	3	3	29

11	3	3	3	4	4	2	3	3	4	3	32
12	3	3	3	3	3	3	4	4	3	4	33
13	3	1	2	3	3	2	1	3	1	3	22
14	3	3	2	4	3	3	3	3	3	3	30
15	3	3	3	3	3	2	3	3	3	3	29
16	3	3	3	3	3	2	3	3	3	3	29
17	3	3	2	3	4	1	1	2	2	2	23
18	3	2	2	3	3	2	2	3	3	3	26
19	3	3	3	3	3	2	3	2	3	3	28
20	3	2	2	4	3	1	2	2	2	2	23
21	3	4	3	4	3	3	3	4	4	4	35
22	2	3	3	3	3	3	3	3	3	3	29
23	3	3	3	3	3	2	3	3	3	3	29
24	3	3	3	4	3	1	3	2	2	3	27
25	3	3	3	4	3	3	3	3	3	3	31
26	3	3	3	2	3	2	3	3	3	3	28
27	3	2	1	4	3	1	2	2	3	3	24
28	3	4	1	3	2	2	1	3	3	3	25
29	3	3	1	3	2	2	1	4	3	3	25
30	3	3	1	3	2	2	1	3	3	3	24
31	3	3	4	3	3	2	3	2	4	2	29
32	3	1	3	4	2	2	1	2	3	3	24
33	3	3	3	4	2	2	1	2	3	3	26
34	3	3	3	3	2	2	1	3	3	3	26
35	3	3	2	3	2	2	1	2	3	3	24
36	3	3	4	4	3	2	3	2	4	3	31
37	3	2	3	4	2	2	3	2	3	3	27
38	3	3	2	2	3	2	2	2	2	3	24
39	3	1	4	2	3	2	3	4	4	3	29
40	3	1	2	2	2	2	3	2	3	3	23
41	3	1	2	2	2	2	3	2	3	3	23
42	3	3	2	2	2	2	3	2	3	3	25
43	3	3	3	2	3	2	3	2	1	3	25
44	3	3	4	2	3	2	3	2	1	3	26
45	2	2	2	2	3	2	3	2	1	3	22
46	3	1	2	2	2	2	3	2	3	3	23
47	3	3	2	2	3	2	3	2	3	3	26
48	2	3	4	2	3	2	3	4	1	3	27
49	3	4	4	2	3	2	3	2	2	3	28
50	3	4	2	2	3	2	3	4	3	3	29
51	3	4	3	3	2	2	3	2	3	3	28
52	3	1	2	3	2	2	3	2	3	3	24
53	3	3	3	3	3	2	3	2	3	3	28
54	3	3	3	3	3	2	3	2	3	3	28

55	3	3	3	4	3	1	3	4	3	4	31
56	3	1	3	3	3	2	2	4	3	3	27
57	3	3	3	3	3	2	3	3	3	3	29
58	2	1	2	3	3	2	3	3	3	3	25
59	3	2	2	3	3	2	3	3	3	3	27
60	2	3	2	3	3	2	3	3	3	3	27
61	2	3	3	3	3	2	3	3	3	3	28
62	2	4	3	3	3	2	3	3	3	3	29
63	3	2	1	3	3	2	3	3	3	3	26
64	3	2	1	3	3	2	3	3	3	3	26

2.3 Data Collection Process

Based on the data obtained, it is known that the highest score is 37%, while the lowest score is 22%, the overall hybrid learning score from 848 respondents, the data is then processed through the SPSS 16 tool with the aim of knowing the effect of implementing the hybrid learning method on the effectiveness of learning during the Covid pandemic. -19, after testing the validity, it is known that the entire instrument is valid, there are no invalid or invalid statements.

Table 3. Correlations X

		X1	X2	X3	X4	X5	Total
X1	Pearson Correlation	1	292*	299*	137	186	689**
	Sig. (2-tailed)		019	016	280	141	000
	N	64	64	64	64	64	64
X2	Pearson Correlation	292*	1	342**	105	146	666**
	Sig. (2-tailed)	019		006	408	248	000
	N	64	64	64	64	64	64
X3	Pearson Correlation	299*	342**	1	276*	108	632**
	Sig. (2-tailed)	016	006		027	393	000
	N	64	64	64	64	64	64
X4	Pearson Correlation	137	105	276*	1	472**	591**
	Sig. (2-tailed)	280	408	027		000	000
	N	64	64	64	64	64	64
X5	Pearson Correlation	186	146	108	472**	1	495**
	Sig. (2-tailed)	141	248	393	.000		000
	N	64	64	64	64	64	64
Total	Pearson Correlation	689**	666**	632**	591**	495**	1
	Sig. (2-tailed)	000	000	000	000	000	
	N	64	64	64	64	64	64

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

If the significant value is less than 0.05 then it is declared valid

3. Results

3.1 Learning Effectiveness

Based on several indicators of variable acquisition, it can then be developed into 5 statements, with question items numbered 2, 3, 5, 8, and 10. After testing the validity, it is

known that all instruments are valid and there are no invalid or invalid statements, as shown in the data below. above can be explained as follows:

Table 4. Correlations Y

		Y1	Y2	Y3	Y4	Y5	Total
Y1	Pearson Correlation	1	279*	012	001	300*	458**
	Sig. (2-tailed)		025	924	995	016	000
	N	64	64	64	64	64	64
Y2	Pearson Correlation	279*	1	105	-106	333**	571**
	Sig. (2-tailed)	025		411	404	007	000
	N	64	64	64	64	64	64
Y3	Pearson Correlation	012	105	1	219	136	512**
	Sig. (2-tailed)	924	411		082	285	000
	N	64	64	64	64	64	64
Y4	Pearson Correlation	001	-106	219	1	203	535**
	Sig. (2-tailed)	995	404	082		108	000
	N	64	64	64	64	64	64
Y5	Pearson Correlation	300*	333**	136	203	1	718**
	Sig. (2-tailed)	016	007	285	108		000
	N	64	64	64	64	64	64
Total	Pearson Correlation	458**	571**	512**	535**	718**	1
	Sig. (2-tailed)	000	000	000	000	000	
	N	64	64	64	64	64	64

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

3.2 Reliability and Normality

In this context, the instrument reliability testing in this study was carried out through internal consistency testing using Cronbach's Alpha

Table 5. Testing Cronbach's Alpha

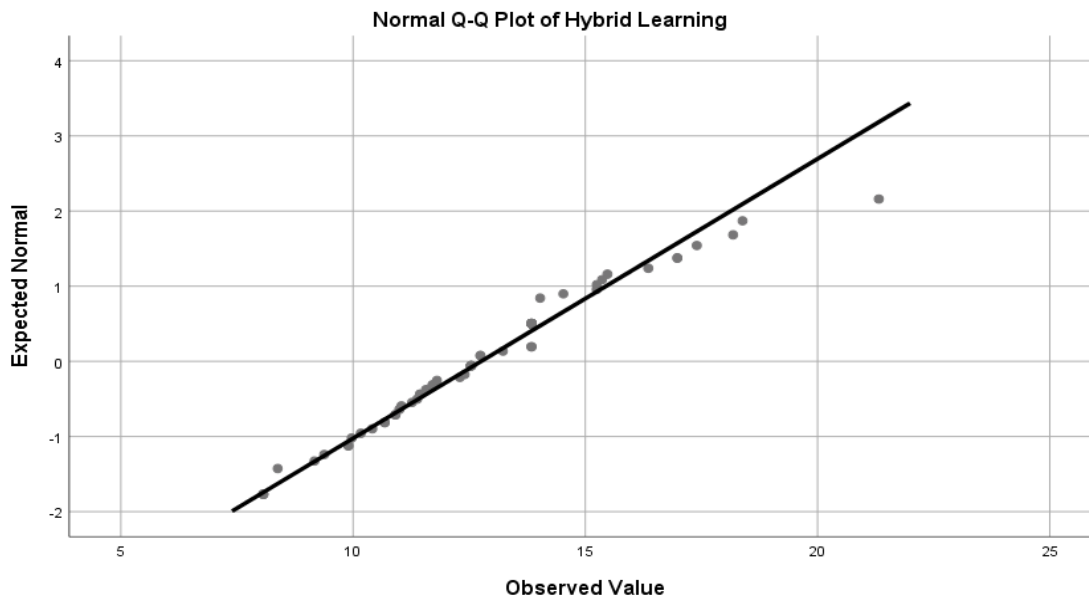
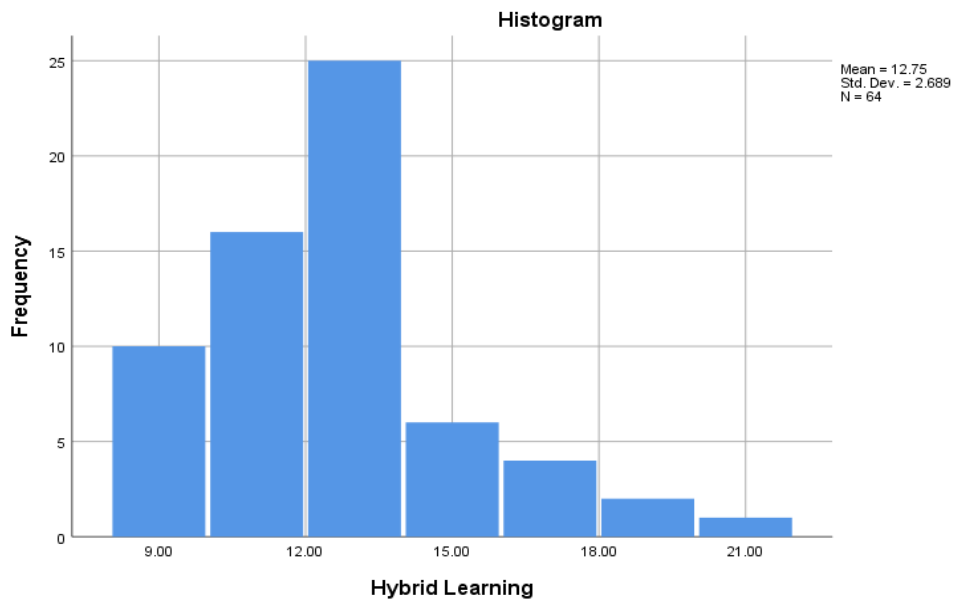
<i>Reliability Statistics X</i>		<i>Reliability Statistics Y</i>	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
0.572	5	0.448	5

Based on the above test, it is known that the value of Cronbach's Alpha X is 0.572 while the Y value is 0.448, so it can be concluded that both are categorized as having moderate reliability. In that context, to find out the normality test, it can be used through the Shapiro-Wilk test, namely normality testing with a significance level (α) = 0.05, so that then two decisions can be made, namely: a) if the significance value is > 0.05 then the value residuals from variables X and Y are normally distributed, b) while if the significance value is <0.05 then the residuals from variables X and Y are not normally distributed.

Table 6. Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
Hybrid Learning	0.964	64	0.056
Efektivitas Pembelajaran	0.939	64	0.105
Lilliefors Significance Correction			

Based on the normality test above, it is known that the significance value of X is 0.56 and Y is 0.105, thus it can be concluded that the residual values of the variables X and Y are normally distributed.



3.3 Descriptive Analysis

Thus the decision-making process in a simple linear regression test can refer to 2 aspects, namely; compare the significance value with a probability value of 0.05. Therefore, if the significance value is <0.05 , it means that variable X has an effect on variable Y, while if the significance value is >0.05 , it means that variable X has no effect on the existence of variable Y, this can be seen from the data acquisition as follows:

Table 7. Taking Linear Regression Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	75.494	1	75.494	15.821	.000 ^b
	Residual	295.845	62	4.772		
	Total	371.339	63			

Dependent Variable: Efektivitas Pembelajaran
Predictors (Constant), Hybrid Learning

Based on the results of the analysis above, it is known that the calculated F value is = 15,821 with a significance level of $0.000 < 0.05$, thus the regression model can be used to predict or in other words there is an effect of variable (X) on variable (Y) and this can be seen dabel as follows:

Table 8. Effect of variable (X) on variable (Y)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.451 ^a	.203	.190	2.18442	

Predictors: (Constant), Hybrid Learning

Based on the table above, it is known that the correlation or relationship (R) value is 0.451, from the output, the coefficient of determination (R Square) is 0.203 and implies that the effect of the independent variable (*hybrid learning*) on the dependent variable (*learning effectiveness*) is 20.3 %, and this is in accordance with the results of the following hypothesis:

Table 9. Hypothesis Testing the Effect of Variable X (Hybrid Learning) on Variable Y (Learning Effectiveness)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.038	1.333		6.028	.000
	Hybrid Learning	.407	.102	.451	3.978	.000

Dependent Variable: Learning Effectiveness

Based on the decision making on the t test is if the significance value is less than 0.05 then it is stated that there is an effect of the X variable on the Y variable, if the significance value is more than 0.05 then the X variable has no effect on the Y variable. Thus the basis of the second decision making is if the value of t count > t table, it is stated that there is an effect of the X variable on the Y variable, and this can be seen in the table t arithmetic value: 3.978 and based on the t table for 64 respondents with a significance value of 10%, namely 2.654. it can be concluded that there is an effect of variable X on variable Y.

4. Discussion

In this context, the interpretation of this study aims to determine the effect of using hybrid learning methods during the Covid-19 pandemic on the effectiveness of learning at the high school level in the Probolinggo Regency, with a total number of 450 students from 250 educational institutions. Based on the results of data acquisition through the Slovin sampling technique, the number of respondents in this study was 64 people, while the analytical techniques used were Validity, Reliability, Normality, Simple Linear Regression and Hypothesis

Testing. Thus, the test results show that each question item is worth less than 0.05, with details on the variables X, namely X1: 0.00, X2: 0.00, X3: 0.00, X4: 0.00, X5: 0.00, and Y, namely Y1: 0.00, Y2 :0.00, Y3 : 0.00, Y4 : 0.00, Y5 : 0.00, thus it can be concluded that all items used are valid.

In addition, in the reliability test through Cronbach's Alpha, it was found that the reliability value of X: 0.572 and Y: 0.448, according to the classification, it can be concluded that the two variables are reliable with a moderate level because they are between 0.4 to 0.5. Meanwhile, in the normality test based on the results of Shapiro-Wilk, it was found that the normality value of X: 0.560 and Y: 0.105, with these results it can be concluded that the X and Y variables have residual values that are normally distributed and this is based on the decision-making requirements of more than 0, 05 and stated to be normally distributed. Based on the results of simple linear regression obtained 2 information at once, namely whether or not variable X has an effect on variable Y and how much influence is caused by variable X on variable Y. Thus the basis for making this decision if the significance value is less than 0.05 then it is stated that there is an effect of variable X to variable Y, from the results of this test, a significance value of 0.000 was obtained and it was concluded that the X variable had an influence on the Y variable.

In that context, the next decision-making process is how much influence the X variable has on the Y variable, from the results of this test, the R (correlation) value is 0.451 and the R square value is 0.203, thus that between X and Y variables has a 45.1 relationship. % and the X variable affects the Y variable by 20.3%, while the decision making on the t test is if the significance value is less than 0.05 then it is stated that there is an effect of the X variable on the Y variable, if the significance value is more than 0.05 then the X variable does not affect the Y variable, the basis for making the second decision is if the t count > t table it is stated that there is an effect of the X variable on the Y variable, it can be seen in the table the t count value: 3.978 and based on the t table for 64 respondents with a total significance value of 10%, namely 2.654, so it can be concluded that there is an effect of variable X on variable Y.

5. Conclusion

In this context, based on the results of research that has been carried out at high schools throughout Probolinggo Regency, East Java, it can be concluded that the application of the hybrid learning method in learning management during the Covid-19 pandemic is quite effective, this is based on a hybrid learning model that combines online learning and conventional, although in the implementation process there are still various obstacles, but significantly hybrid learning has been going quite well and can improve understanding for students in learning activities, this view is shown by the results of distributing questionnaires with positive and significant results.

Thus, based on the results of the t-test calculation, which is about 3.978% greater than 64 respondents and has a significance of 10%, it can be concluded that there is a positive influence on the use of the hybrid learning method on learning management and is effective for senior high schools in Probolinggo Regency, East Java in the future. The Covid-19 pandemic, even in addition to the results of the regression calculation test, it can be seen that the total R value (*correlation*) is 0.451 and the R square value is 0.203, so it can be concluded that between variables X and Y have a relationship of 45.1% and variable X affects variable Y. by 20.3% in the midst of the Covid-19 Pandemic.

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