

TEACHER LEADERSHIP IN HYBRID LEARNING

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Abstract

Hybrid learning is learning that combines face-to-face learning methods with online learning. Hybrid learning is a solution when face-to-face learning is limited. The role of teacher leadership in Hybrid learning is important because teachers must be able to lead discussions between students in class and online in a coherent manner. Through this research, teacher leadership in Hybrid learning will be revealed as information, evaluation, or improvement material for school principals. The method in this research is descriptive qualitative. Data collection techniques using a questionnaire. Data analysis uses descriptive statistics by calculating the percentage, then categorizes it into three categories, namely high, medium, and low. The results of the study were 15.38% high leadership, 65.38% moderate leadership, and 19.23% low. In the aspect of organizing learning 15.38% high, 69.23% moderate, and 15.38% low. In the aspect of learning evaluation 23.08% high, 53.38% moderate, and 23.08% low.

Keywords: Hybrid learning, teacher leadership

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I. INTRODUCTION

The COVID-19 pandemic has had an impact on various fields, including the education sector. During distance learning, many students lose the opportunity to learn (learning loss). Therefore, starting last September, the Ministry of Education and Culture allowed face-to-face learning in PPKM areas level 1-3 as one of the steps to overcome the learning loss. As stated by the Minister of Education and Technology, Nadiem Makarim in Kristina (2021), five reasons the Minister of Education and Culture immediately allowed face-to-face learning include: 1) children lose learning opportunities, 2) children's psychological condition is critical,

3) learning achievement declines, 4) many children drop out of school, especially women, and 5) cases of domestic violence (KDRT). In

the implementation of limited face-to-face learning (PTMT), the number of students who attend one lesson is a maximum of only 50% of the total number of students. Parental consent is the main requirement. So, if parents have not allowed face-to-face meetings, schools must continue to facilitate online. As a solution to overcome these problems, learning is done in a hybrid way.

Hybrid learning is a combination of face-to-face and virtual learning (online). According to Husamah, hybrid learning is a learning method that combines e-learning with

conventional (face-to-face) learning (Setiawan, Irawati, Indriawati, Saptasari, Fachrunnisa, & Mardiyanti, 2020). Furthermore, it was stated that hybrid learning makes learning more meaningful with the following objectives: 1) helping students learn

according to their style, 2) providing opportunities for students to be able to learn more independently, 3) providing opportunities for additional schedules outside of regular study hours, 4) provide opportunities between teachers and students to be able to communicate more smoothly. In hybrid learning requires several readiness, including: 1) curriculum, 2) facilities and infrastructure, 3) teachers in management, 4) students (Galus, Arifin, & Sulkifly, 2021).

One of the readiness in hybrid learning is teacher readiness in classroom management. The term management is synonymous with teacher leadership in learning. Therefore, in hybrid learning, teachers must have good classroom management skills through their leadership in learning. In addition, the main thing is that he is able and mastered information technology. Teachers must be able to lead face-to-face learning, develop technology-based learning resources, the ability to access the internet, then combine the two skills. The combination of learning can also be done in an integrated manner between face-to-face learning in the classroom, and online learning at home. The main key to the success of this learning method lies in the teacher's ability to manage/lead learning (Verawati & Desprayoga, 2019).

The relevant research was carried out by Galus, Arifin, & Sulkifly (2021). The article resulted in several readiness in hybrid learning in general. One of them is the readiness of teachers in managing/leading learning. The teacher leadership in hybrid learning has not been discussed explicitly.

Therefore, through this research, the quality of teacher leadership will be measured. The results of this study will provide information for the school principal, and as material for evaluation and improvement of the quality of hybrid learning in the future.

II. METHODS

This research was conducted at one of private elementary school in Bantul, Yogyakarta. The approach in this research is descriptive quantitative. The total population in this study were 27 people. The study was conducted on

the entire population. As mentioned by Arikunto (2006), in a research if the total population is less than 100, then the total sample is taken, and if the population is more than 100, then 10-15% or 20-25% of the total population is taken (Sifa, 2017).). Data collection techniques are by using a questionnaire, interviews, and observations. The data analysis technique used descriptive statistics. The data obtained by each respondent is categorized as follows:

$$Pr = \frac{F}{N} \times 100\%$$

1. Upper group, is the group of respondents whose total score is greater than or equal to the average plus 1 time standard deviation ($X \geq M + 1 SD$).

2. Medium group, is the group of respondents whose total score is greater than or equal to the average minus 1 standard deviation, and less than the average plus 1 standard deviation ($M - 1 SD \leq X < M + 1 SD$).

3. Lower group, is the group of respondents whose total score is smaller than the average minus 1 time standard deviation ($X < M - 1 SD$) (Arikunto, 2012).

After the data is categorized, the next step is to count the number of respondents in each category. The percentage calculation uses the formula Sudjana, N (Sudjana, 2006) (2006) as follows:

Description:

Pr : the percentage of each criteria

F : the total of respondents of each criteria

N : the total of population

100 % : constanta.

III. RESULTS AND DISCUSSION

The teacher leadership variable was measured using 30 questions using a Likert scale with a range of 1 - 4. The questionnaire was filled out by the entire population, namely 26 teachers at one of private Elementary

School in Bantul with varying tenures. The ideal score achieved by each respondent is 120.

Teacher leadership in hybrid learning is measured as a whole and per aspect/stage in learning. Aspects/stages in learning are grouped as follows:

1) Learning preparation

Learning preparation consists of 6 questions related to hybrid learning preparation starting from administration, to technical matters, as well as facilities and infrastructure.

2) Implementation of learning

The learning implementation consists of 8 questions related to the implementation of learning such as student responses in hybrid learning, activity, understanding and so on.

3) Learning organization

The teacher's role in organizing learning will determine the extent to which the class runs effectively. In organizing learning there are 10 questions related to things that are done by teachers in organizing learning.

4) Learning Evaluation.

In the evaluation of learning will be measured the effectiveness of learning. There are 6 questions in the learning evaluation which contain questions related to the evaluation of learning carried out by the teacher.

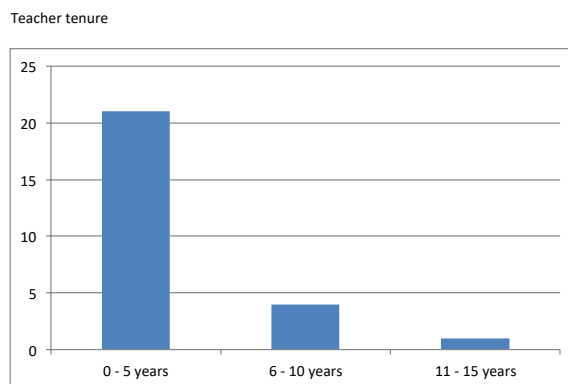
A. Result

The characteristics of the respondents' tenure are divided into 3 criteria, namely 0 – 5 years, 6 – 10 years, and 11 – 15 years. The results of grouping all teachers based on years of service are as follows:

Table 1. Teacher Tenure

Tenure	Total of teacher
0 - 5 years	21
6 - 10 years	4
11 - 15 years	1

The presentation in the form of a diagram is as follows: Figure 1.



Based on the results above, it is known that teachers at that school are dominated by teachers who have a working period of 0-5 years as many as 21 people or reaching 81%,

then have a working period of 6-10 years as many as 4 people or 15%, and only 1 person who has a working period of 11-15 years or as much as 4%.

The data on leadership variables that have been collected were analyzed in each aspect/stage of learning and as a whole. Data analysis was carried out with Microsoft Excel with the following steps:

- 1) Determine the total score of each respondent in each aspect, as well as overall
- 2) Determine the mean (M) and standard deviation (SD)
- 3) Determine $M - 1SD$ and $M + 1SD$, the results are as follows: Table 2. Mean and standard deviation

$$Pr = \frac{F}{N} \times 100\%$$

Description	Aspects				Total Achievements
	Preparation	Implementation	Organization	Evaluation	
M	15,31	22,04	28,92	13,96	80,23
SD	2,04	2,79	2,59	1,95	5,67
M + 1SD	17,34	24,83	31,51	15,91	85,90
M - 1SD	13,27	19,25	26,33	12,01	74,56

4) Provide categories in each aspect or as a whole with the following rules: Table 3. Category Distribution

High teacher leadership $X \geq M + 1 SD$

Medium teacher leadership $M - 1 SD \leq X < M + 1 SD$

Low teacher leadership $X < M - 1 SD$

Description:

X = Respondents' achievement scores

M = Mean

SD = Standard deviation

5) Counting the number of respondents according to the category in each aspect and overall, the following results are obtained:

Table 4. The Result of Categorization

Category	Aspects				Total Achievements
	Preparation	Implementation	Organization	Evaluation	
High	2	4	4	6	4
Medium	20	18	18	14	17
Low	4	4	4	6	5

6) Determine the percentage of results for each category

Based on the table in step e above, then it is converted into a percentage with the formula :

where Pr is the percentage sought, F is the number of respondents in each category, N is the total population, and 100% is a constant constant.

The percentage yield is displayed as follows: Table 5. Result of All

These results when presented in the form of a diagram as follows:

Category	Aspects				Total Achievements
	Preparation	Implementation	Organization	Evaluation	
High	7,69 %	15,38 %	15,38 %	23,08 %	15,38 %
Moderate	76,92 %	69,23 %	69,23 %	53,85 %	65,38 %
Low	15,38 %	15,38 %	15,38 %	23,08 %	19,23 %

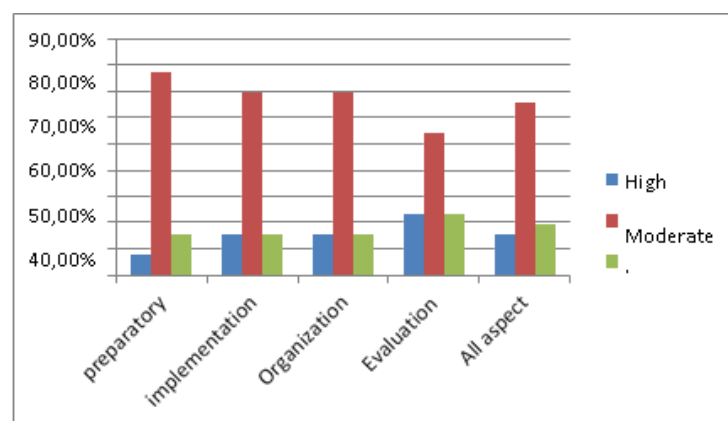


Figure 2. Result of All

Based on the diagram, it can be concluded that teacher leadership in hybrid learning is in the moderate category, both in overall learning, preparation, implementation, organization, and evaluation of learning.

In more detail, the results of the leadership variables above are explained as follows:

1. Teacher leadership in hybrid learning in all aspects.

Overall, there were 4 teachers with high leadership (as many as 15.38%), 17 teachers with moderate leadership (as many as 65.38%), and 5 teachers with low leadership (15.38%). In the form of a bar chart is shown as follows.

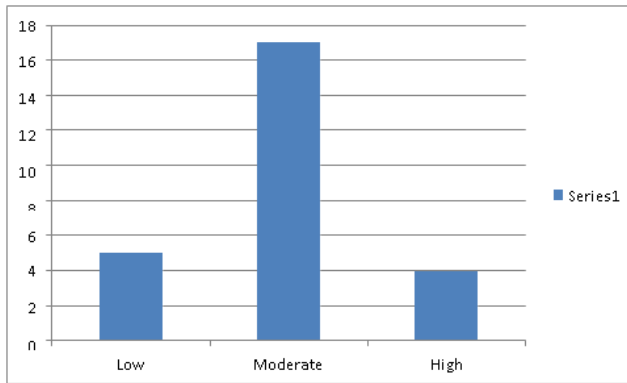


Figure 3. Results of all respondents

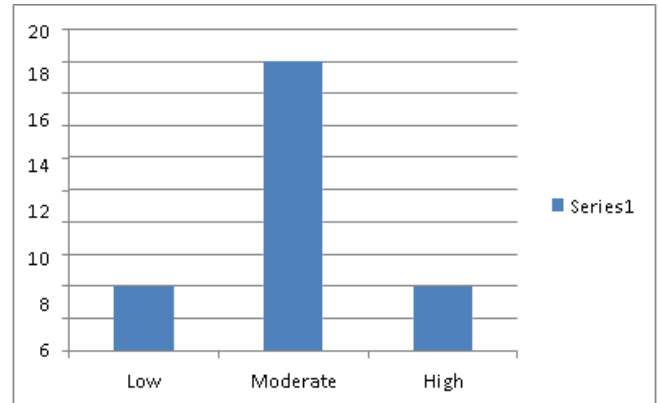


Figure 5. Implementation of learning

2. Teacher Leadership in each aspect/ stages

a.Aspects/preparatory stages

In the aspect/stage of learning preparation, 2 teachers have high leadership (7.69%), 20 teachers have moderate leadership (76.92%), and 4 teachers have low leadership (15.38%). The data is shown in the following diagram:

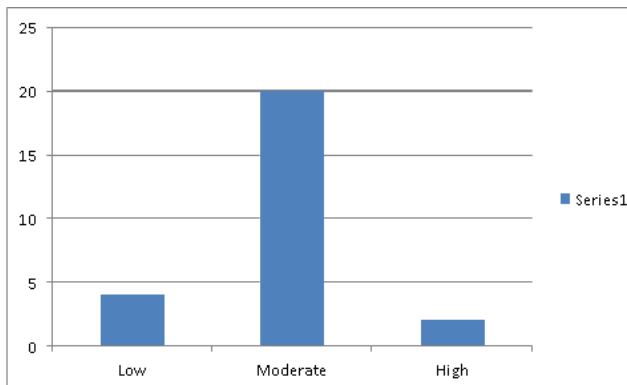


Figure 4. Learning preparation

c. Aspects/ stages of organizing

In the aspect/stage of organizing there are 4 teachers with high leadership (as many as 15.38%), 18 teachers with moderate leadership (as many as 69.23%), and 4 teachers with low leadership (as many as 15.38%). The data is shown in the following diagram:

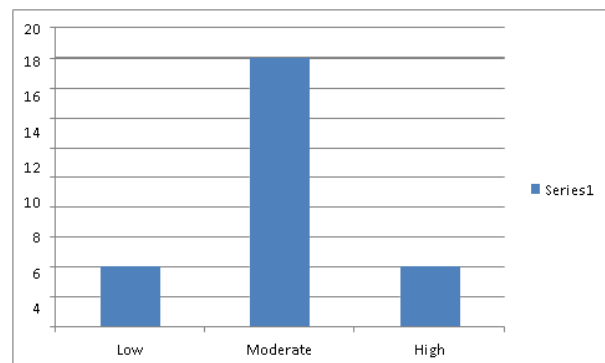


Figure 6. Learning organization

b. Aspects/ stages of implementation

In the aspect/stage of implementation, there are 4 teachers with high leadership (15.38%), 18 teachers with moderate leadership (69.23%), and 4 teachers with low leadership (15.38%). The data is shown in the following diagram:

d. Aspects / stages of learning evaluation

In the aspect/stage of learning evaluation there are teachers with high leadership (as many as 23.08%), 14 teachers with moderate leadership (as many as 53.85%), and 6 teachers with low leadership (as many as 23.08%). The data is shown in the following diagram:

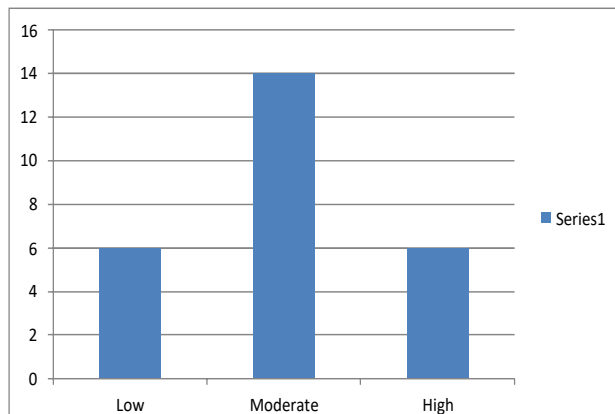


Figure 7. Learning evaluation

B. Discussion

There are two factors that cause learning objectives not to be achieved, the role of teachers (lecturers) and students themselves (Simarmata, Silalahi, & Sibarani, 2019). Learning carried out by teachers should be able to empower all abilities possessed by students so that they will be able to improve understanding of facts, concepts, procedures, and metacognitive, which will appear in the ability to think critically, creatively, collaboratively, and communicatively. Such learning, of course, requires the role of the teacher as a learning leader to be able to lead and manage learning optimally so that learning objectives are achieved.

Hybrid learning or often called blended learning is learning that combines conventional learning with online materials systematically (Simarmata, Silalahi, & Sibarani, 2019). In other words, hybrid learning combines the strengths of two methods, namely face-to-face and online learning methods. Here the teacher's role is needed in building effective learning, starting from preparation, implementation, organization, to evaluation in learning. Coherence between learning discussions in class and online needs to be maintained so that hybrid learning remains effective (Hediansah & Surjono, 2020).

The results of the research conducted on 26 teachers with characteristics of 0-5 years of tenure showed that as many as 65.38% of teacher leadership in hybrid learning were in

the medium category. The concept of hybrid learning is basically not a new concept. What is new is the adaptation of learning in the midst of a pandemic. Based on the results of observations and interviews conducted with teachers and deputy principals, it was stated that hybrid learning in the elementary school began in October 2021, while this research was held in November 2021. So, hybrid learning was only carried out in approximately one month. In addition, the application of the hybrid learning method is also self-taught. The teacher has never received training or a hybrid learning simulation before. This condition contradicts the opinion of Rosset et al in Hediansah and Surjono (2020), hybrid learning strategies require a planned combination approach including coaching by colleagues or training, collegial relationships and participation in seminars, workshops and online communities.

The implementation of hybrid learning depends on several factors including: 1) the availability of facilities and infrastructure, 2) teacher professional development, 3) students must be equipped with the ability to use information technology (Putra, 2015). Based on the results of observations, it was found that the readiness of facilities and infrastructure in schools for hybrid learning has not been fulfilled ideally. Although internet and videoconferencing are available, the provision of computer/laptop and LCD facilities has not been fulfilled by all classes. The data shows that around 20-30% of classrooms are not yet available with computers and LCDs, so that it becomes a barrier for teachers in carrying out hybrid learning ideally. In the aspect of professionalism, teachers have not been equipped with various models of information technology-based learning strategies. Again, teachers learn information technology independently. While the results of observations and interviews with students, it was revealed that students are accustomed to using conference applications independently.

The results of teacher leadership research in each aspect starting from the stages of preparation, implementation, organization, and

evaluation, are mostly in the medium category. In order to achieve effective learning objectives, ideally teacher leadership in each of these stages is also good. As research conducted by Rahayu & Susanto (2018), teacher leadership in learning which includes energy, communication skills, emotional stability, technical skills, teaching skills, social skills should appear in all stages of learning, starting from preparation, implementation, organization, and evaluation. It was further stated that teachers should improve teacher leadership and classroom management skills because they have a positive influence on student learning behavior..

Among the stages in learning, the lowest percentage of the high category is in the preparation of learning, which is 7.69%. Preparation for hybrid learning includes: preparation of learning implementation plans, preparing infrastructure in the form of virtual meeting devices, virtual meeting links, and sharing virtual meeting links to parents/students. In Permana's research study (2017), the learning planning stages are important so that the implementation of learning does not come out of the system, because if you leave the system, whatever the teacher is trying to do will only result in failure. According to Sufiati & Afifah (2019), understanding learning planning makes teachers appear confident and master teaching skills, which can give birth to good learning leadership. Therefore, in order to improve teacher leadership in hybrid learning, it is necessary to make improvements in learning preparation.

Thinking about the importance of hybrid learning in the limited face-to-face learning period, it is necessary for school principals to think about strategies to improve teacher leadership and fulfill school facilities and infrastructure.

IV. CONCLUSION/RECOMENDATION

Hybrid learning is an effective learning alternative carried out during the limited face-to-face learning period. Teachers as facilitators

in hybrid learning must be able to lead coherent learning and discussion in class and online. The results of a study in a private elementary school in Bantul revealed that teacher leadership in hybrid learning was in the medium category. There are several things that affect the effectiveness of online learning including: infrastructure, teacher professionalism, and student readiness.

Given the importance of hybrid learning models at this time, it is important for school principals to improve the quality of hybrid learning, including by: completing student facilities and infrastructure, as well as teacher professionalism, for example the development of information technology-based learning media. This training is expected to improve teacher leadership in hybrid learning.

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