



Hybrid Learning: Analysis of Transformation of Islamic Education in Digital Era

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Abstract

The purpose of this research is to present perspectives on education management in hybrid learning during the COVID-19 pandemic transition. The research method used is a literature study method that is collected from a collection of reference data from experts as well as from a total of 47 national journals and five new international journals published in the last 5 years. This method is carried out by carefully reading various data sources that will later be relevant to the topic studied by the author, which is then conveyed in the form of a description with several additional elements. The COVID-19 pandemic has made the education management process undergo various changes and adjustments in many elements, including adjustments to education management from pandemic status to a new normal transition. During this time, teaching is carried out using hybrid and blended learning approaches, which have proven to be beneficial and effective in mitigating the possibility of learning loss as a result of the pandemic's effects. The impact of literature research on education during the COVID-19 pandemic with the implementation of hybrid and blended learning provides valuable insights for the general public, future researchers, and all parties looking for an effective and adaptable educational approach in difficult times. Despite the fact that this style of learning is the answer and solution in the world of education during the pandemic transition, there are a number of challenges in the implementation stage.

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INTRODUCTION

The COVID 19 pandemic has changed the order of all aspects of civilization in the world, including the aspect of education. In his study, [Di-Pietro et al., \(2020\)](#), stated that in order to control the spread of COVID-19, most educational institutions around the world cancelled face-to-face instruction and transitioned to remote learning and teaching by March 2020. In many nations, a portion (or the entire) formal education system will not reopen its academic institutions, however in others, the formal education system has gradually reopened while keeping prioritising standard health protocol procedures that

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have become a world reference (Khan & Ahmed, 2021). This educational issue requires immediate action because education is one of the most effective means of improving the lives of Indonesia's future generations (Pernantah et al., 2022). It is the nation's goal if Indonesia's young generation actively develops their potential to acquire education, religious spirituality, self-control, good personality, noble character, and the skills necessary to be a member of society. It is the obligation of all parties, particularly educators, to monitor their student's growth, both affectively, cognitively, and psychomotorically (Aswat et al., 2021).

Makhin, (2021) stated that during the early days of the pandemic, the transition of face-to-face teaching and learning activities to online learning forced various parties to respond by getting used to the new system as stipulated by government policy, so that learning in educational institutions could continue to run smoothly. This can be done at any time and from any location without requiring direct connection between teachers and students. Of course, this can be accomplished by leveraging available developments in information and communication technology, in this example by utilizing various existing services.

Heriyanto et al., (2023) believes that the new 2022/2023 academic year has begun with most schools being well prepared to hold 100 percent face-to-face learning (PTM). This is because, over the last two years, schools throughout Indonesia have learnt a lot about the COVID-19 pandemic, particularly the involvement of the local government (Cerelia et al., 2021b). Furthermore, the high level of vaccination among students and teachers contributes to PTM's readiness for the new school year. Apart from that, it does not suggest that health protocols are simply disregarded. Even though the COVID-19 emergency status is lighter than before, health regulations must still be properly followed in PTM.

Given the increased likelihood of total face-to-face learning in the 2022/2023 academic year, a transition period from online learning, which has been ongoing since 2020, to face-to-face or offline learning is required. Learning with a hybrid system is one of the effective approaches introduced. Hendrayati & Pamungkas, (2016) noted that before purely online (in-the-network) learning was paired with offline (off-the-network) learning, or hybrid learning, which is a learning paradigm that integrates technology advancements and advances via an online learning system with traditional learning models' interaction and participation. This learning system also collaborates on two types of decisions regarding who will play the primary part, namely whether the student or the teacher will play the main role. Ikbal et al., (2022) stated that, in general, the application of the teacher's role is more prominent in the early phases of hybrid learning, and when the system is deemed to be functioning well, the application is shifted to a more dominant student role (student-centered).

According to Prihadi et al., (2021), mixed learning or hybrid learning is intended to guide the sophisticated and complex components of the changing educational paradigm in digital transitions from online to offline and vice versa. This hybrid learning mixes classroom learning with distant learning (online) to allow students to repeat classes without being constrained by place or time. Students will be able to attain specific learning outcomes thanks to the usage of technology in this hybrid learning method. Apart from that, with the current pandemic condition, learning must necessarily be done through hybrid learning (Thamrin et al., 2022). Masitoh, (2018) added that teaching staff, both teachers and

lecturers, must be able to overcome current phenomena in order to make learning more developed, interactive, interesting, and meaningful, and to enable students to think critically, creatively, communicate effectively, and have positive and collaborative learning attitudes.

Because the amount of face-to-face learning in general is still limited, the hybrid learning model is being implemented in several schools and universities during the pandemic transition to the new normal, from full online learning to full offline learning at this time. As a result, the authors intend to investigate studies on education management in hybrid learning throughout the pandemic transition. The goal of this study is to better understand learning policies during the pandemic transition and the hybrid learning environment that has been adopted in numerous Indonesian schools and universities.

Furthermore, the level of mastery of teaching skills and management of technology-based tools used by teachers and lecturers, as well as the availability of learning support tools and facilities, are determining factors for the success of education management with hybrid and blended learning models. Learning Education Management based on hybrid learning can be an effective solution if all aspects of education, such as students, educators, and facilities, work effectively together. This is supported by the studies conducted by [Ramdhani, \(2020\)](#); [Risdiyany & Herlambang, \(2021\)](#); [Ubaidillah et al., \(2022\)](#) in which gave a conclusion that the success of Education Management (in hybrid learning) is dependent on several variables, one of which is the quality of teaching staff, who have significant status and influence, particularly during a pandemic.

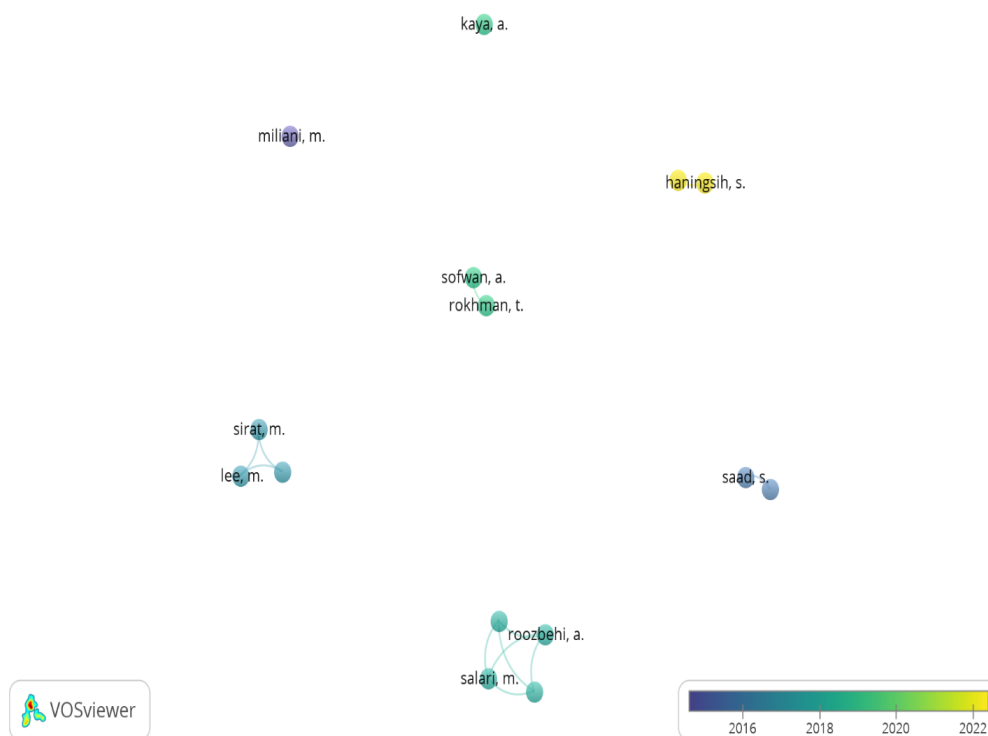


Fig 1. VOSviewer's Analysis of Authors

According to the findings of VOSviewer's analysis of authors in hybrid learning research articles, the year range is 2016 - 2022. The authors' analysis yielded the same results as research on keyword analysis, namely research publications indexed by Scopus. Furthermore, as shown in the graph above, the

because there are many aspects of education and teaching/learning that have to be considered in addition to knowledge of digital technology. Among these are how learning can improve thinking skills (cognitive skills), how learning can improve learning activities or processes (academic performance), and how learning can improve academic achievement. Then this increase can be seen from the learning outcomes in the form of exams (task performance) and the ability of participants to manage the process of absorbing knowledge appropriately and in a structured manner that does not create excessive stress (controlled study). Furthermore, in the teaching process, one of the most effective hybrids learning approaches is the method (problem-based learning) in which students are given a topic to discuss in class. The goal of this strategy is to improve students' analytical thinking skills by analyzing factors or matters related to the issue (analysis of variance). On the other hand, this strategy can strengthen students' interpersonal skills, which can lead to the formation of a circle of friends or a larger learning environment (rating scale), both of which have a very favorable effect on students' cognitive growth (cognition).

Besides, when looking at the aspects of Islamic Education, such as Qur'anic Education, it can be viewed at the aspects of the learning and teaching process, where this aims to improve the pedagogy of students, but not out of aspects of Islamic teachings (culture) itself. The study on this has been researched from 2012 to 2014. However, what is interesting here is that the authors have not found research on implementing hybrid learning in Islamic religious education as an era of educational transformation in the digital era, where previous researchers only focused on researching the weaknesses and shortcomings of using hybrid learning during the Covid-19 period as well as aspects that need to be considered in the learning and teaching process before carrying out this hybrid learning. Therefore, it can be concluded that research on hybrid learning in Islamic religious education as a technological transformation in the digital era is still little researched by previous researchers or has been researched but the research has not been indexed by Scopus.

LITERATURE REVIEW

Education Management

One of the main points of this study is regarding Education Management, especially Education Management in the transition from full online to full offline learning, or what is referred to as hybrid learning. Definitely, according to [Purwanto & Djojopranoto, \(1992\)](#) education management is defined as a joint effort made to utilize all resources in the form of money, people, materials and utilities as well as methods to achieve educational goals effectively and efficiently. Meanwhile [Atmodiwirio \(2000\)](#) defines education management is the process of organizing, planning, leading and controlling educational staff and educational resources to achieve the goals of education itself.

In the state's point of view, education management is interpreted as a process of planning, organizing, leading and controlling educational staff and also educational resources to achieve educational goals, namely educating the life of the nation, developing the whole human being to become a human being who believes, fears The Almighty God, having noble character, having knowledge, skills, physical and spiritual health, strong personality, being independent, and

having responsibility in society and nationality (Hidayati et al., 2022).

Based on the various theories discussed above, it can be concluded that education management is interpreted as a process or effort to empower educational resources, both materially and non-materially, in order to achieve the educational goals to be achieved. This is relevant to research because, during the transition from the pandemic state to a new normal, the objectives of education management, which should be ideal, cannot be considered to be met due to various existing obstacles.

Teaching and Learning During the COVID-19 Pandemic

During the transition period of new normal or new normal during the COVID-19 pandemic, the education management transition from online to offline education systems was carried out in order to reestablish face-to-face teaching and learning activities in Indonesia because the COVID-19 virus contamination rate and the percentage of people who had received the COVID-19 vaccination were deemed to have reached a possible target (Hendriyanto, 2022). Nevertheless, in his study, Pernantah et al., (2022) revealed that education policy currently tends to carry out face-to-face learning again as it was before the pandemic, but this can only be implemented in a limited manner because the situation has apparently not fully returned to normal, so that the implementation of the health protocol in the limited face-to-face learning process becomes main concern in this regard.

In the context of implementing fully online learning which has been carried out since mid-2020 until now, it seems that many obstacles have been found. In contrast to what is the ideal provision for carrying out online teaching and learning activities Nasution & Lubis, (2021), There are several cases which show that in Indonesia, learning is implemented entirely online (Lukas & Yunus, 2021). For instance, online learning requires an internet network with access, connection, flexibility, and the ability to bring up various types of learning interactions so that learning outcomes can be maximized Fikri et al., (2021), However, due to the diversity of Indonesia's regions, not all locations are equally served by internet services (Ratu et al., 2020). In addition, various obstacles in the implementation of online learning systems in Indonesia are; The ability of parents is not the same to provide facilities, both concretely in the form of supporting tools and understanding in the use of these tools to assist online learning Prawanti & Sumarni, (2020); Utami, (2020), relatively large costs to support students in online learning Rahayu et al., (2022), the feeling of boredom during online learning Herdiana et al., (2021) and et cetera.

Based on the earlier explanation of many technical challenges in the implementation of online learning, it was expected that the situation of education in Indonesia during the COVID-19 period with a fully online mode would suffer from learning loss. Where the term can be interpreted by a lack of academic knowledge and skills (Muthmainnah & Rohmah, 2022).

From the various obstacles to online learning during the pandemic that were previously described, it is not surprising that the learning loss phenomenon occurs at all levels of Indonesian education. The phenomenon of learning loss occurs in the range of Early Childhood Education (PAUD) as evidenced by research by (Farantika et al., 2022; Ndeot & Jaya, 2021). The same occurrence are also found at the elementary school level (Aswat et al., 2021; Hidayat et al., 2021;

Khurriyati et al., 2021; Ningsih et al., 2022; Sholikhin, 2021; Teristonia et al., 2023). The phenomenon of learning loss in the educational level of junior high schools can also be proven in various research journals (Devi et al., 2023; Manalu et al., 2022; Manik & Sinaga, 2021; Sovayunanto, 2022; Yusra, 2023). The decline in students' comprehension and academic skills also occurs at the senior secondary level and the equivalent (Hanafiah et al., 2022; Rajib & Puspita Sari, 2022; Salsabila et al., 2022; Saputra & Fernandes, 2023; Widyasari et al., 2022). Even more surprising, it seems that the level of tertiary education is not spared from the grip of the learning loss phenomenon (Assiddiqi & Soeryanto, 2021; Lismandasari & Farhan, 2022; Miftakhuddin et al., 2022; Permana et al., 2023; Satriani & Khoirul Anwar, 2023; Subandowo et al., 2021). Furthermore, it can be concluded that this alarming phenomenon occurs at all levels of education. This is evidenced by various studies on learning loss whose subjects are students from various levels and educational backgrounds as previously mentioned.

Hybrid learning during pandemic

As previously discussed, Hybrid and Blended Learning is implemented ahead of the transition time from full online to full offline learning in order to accelerate learning progress as a result of the COVID19 pandemic. In actuality, the term hybrid refers to the fusion of two distinct parts. So, hybrid learning is a model that combines several types of learning, such as face-to-face or offline learning in class with online learning utilising computers or similar supporting technologies (Ramdhani et al., 2020), and this hybrid learning activity is carried out simultaneously (Hidayati et al., 2022).

During the period of transition from online to offline learning, hybrid learning is utilised to get used to it again and as a forewarning, because the COVID19 epidemic is still ongoing and completely offline learning is not achievable. This hybrid learning is promoted by utilizing or integrating the benefits of both online and offline learning (Hidayati et al., 2022). This hybrid learning method is also expected to be able to overcome, or at least anticipate the possibility of students facing the learning loss phenomenon (Ubaidillah et al., 2022). In general, hybrid learning at various levels of education in Indonesia has been working smoothly and successfully (Prihadi et al., 2022).

Hybrid learning supporting tool

In application, hybrid learning cannot be stated to be free of equipment or applications since, while this sort of learning is common, it does necessitate the usage of online learning tools in some circumstances. A smart phone or smartphone is one of the supporting tools or hardware that is used (Ramdhani et al., 2020), laptop (Harun et al., 2021), and computers provided by the school (Nashir & Laili, 2021).

A programme or software is the usage of programmes that can support the hybrid learning process. Quizzizz is one of the technologies used to facilitate hybrid learning at various levels of education (Octarina et al., 2022), Schoology (Nasution & Lubis, 2021), various products from Google companies such as Google Meet, Google Form, Google Classroom, and Google Mail or Gmail (Magdalena et al., 2021), Zoom Meeting and WhatsApp (Ismunandar & Nandang, 2020), and then there are Sway, OneDrive also Telegram (Rachmawati et al., 2022). Apart from the applications mentioned, hybrid learning can also be supported by the use of social media applications which are popular among the

general public. In research compiled in the study of (Lestari et al., 2021), it is mentioned that popular social media applications such as Youtube, Instagram, Facebook, Telegram and TikTok, while using them for pedagogical purposes, can be involved to help run the hybrid learning process smoothly.

METHODS

The research approach utilized in this study is a literature review, also known as a review of literature. The word "literature review" refers to research methodologies or research undertaken to collect and analyse related studies on a specific focus area (Astuti, 2021). Snyder, (2019) added that The special feature of this type of research is that it is confronted directly with the data or text presented, not with the form of field data or through eyewitnesses to events, so that in this study, the researcher only deals directly with sources that are already in the library or available data that are readily available. Used, as well as secondary data used.

By using the literature review method, review and identification of data sources, in this case scientific research journals, can be carried out in a systematic manner in which each process follows a predetermined protocol. In addition, this method can enable research to avoid subjective identification and it is hoped that the results of research identification can add to the literature on the use of the literature review method in identifying journals (Triandini et al., 2019).

RESULT AND DISCUSSION

Hybrid dan Blended Learning Model

As the name implies, hybrid learning is defined as a combination or hybrid of offline (outside-network) or face-to-face learning with online (in-network) or online learning, this type of learning model integrates innovation and technological advances through online learning systems with interaction and participation from traditional learning models (Hendrayati & Pamungkas, 2016). This learning system also combines two kinds of choices in the learning implementation process, namely the choice between who will play the main role, whether students (students/students) or instructors (teachers/lecturers). The difference between hybrid and blended learning is that blended learning combines online instruction and interaction with traditional classroom practice. The strength of blended learning lies in a more effective learning method because teachers and students can communicate both offline and online (Ekayogi, 2023; Rohana & Syahputra, 2021). So in general, in the early stages of implementation, the role of the teacher is more dominant and when this hybrid learning process is going well, it is the role of students who will be made more dominating (student centered) (Makhin, 2021).

Hendrayati & Pamungkas (2016) stated that, according to their research, there are four hybrid learning models that have been constructed by integrating one or more (multi) dimensions, the four of which are: 1) Face-to-Face learning, which is learning that is carried out according to its meaning, namely face-to-face either in class or practise carried out in the laboratory, learning activities also include several activities such as material delivery, discussions, and presentations, as well as training and evaluation of learning or exams, 2) Synchronous Virtual Collaboration, which means collaborative learning design, where the involvement

of interactions between educators and educational staff is carried out at the same time. The learning activity is to utilize available applications to support this type of activity, for example, call it Instant Messaging (IM) or applications with chat designations that are used by lecturers and students to communicate with each other during learning, 3) Asynchronous Virtual Collaboration, a learning design involving interaction between teachers and students. This learning is implemented at different times than the second type, and the facilities employed in learning activities are online discussion boards or discussion forums and e-mail, 4) Asynchronous Self-Pace learning model, is a learning model carried out by students at different times and this is independent. The material provided is in the form of books or modules, practice questions, or learning evaluations, all of which are carried out online.

Finally, the goals of hybrid learning are as follows: 1) assisting students in developing better in the teaching and learning process, based on learning styles and preferences in learning; 2) providing opportunities for teachers or lecturers to optimally carry out independent, useful, and progressive learning; 3) Educators' flexibility is increased by integrating some of the best characteristics of traditional or face-to-face learning with online training. This in-person class can be utilised to engage students in interactive experiences. Whereas online classes can provide educators with experience in implementing knowledge about information technology to aid the teaching process, the benefits to students are related to the use of information technology and multimedia in knowledge-rich education, guided by teachers or lecturers (Rahmiati et al., 2023.; Satriani & Anwar, 2023).

The Implementation of Hybrid and Blended Learning learning

This combined or hybrid and blended learning model is implemented evenly, starting from the elementary education level up to tertiary institutions (Fikri et al., 2021). One example of implementing hybrid learning at the elementary school level is in research initiated by Ekayogi, (2023); Khurriyati et al., (2021); Makhin, (2021); Ningsih et al., (2022); Prawanti & Sumarni, (2020) who discovered that hybrid and blended learning provided benefits such as enhancing students' independence in learning, increasing student motivation, and learning to adopt a fun approach might increase learning outcomes and critical thinking capacity. As a result, in this case, it is possible to infer that hybrid and blended learning are answers to the problem of learning loss in primary school pupils, and that these methods have a good influence and can help students advance. However, students' family backgrounds or parents who are less supportive of information technology in the context of online learning can prevent them from carrying out online learning activities independently at home (Utami, 2020).

The implementation of hybrid learning at the junior high school level (SMP) or *Madrasah Tsanawiyah* (MTs) are investigated thoroughly by Hidayati et al., (2022); Wulan et al., (2022) which emphasized that in the new or new normal era, the conditions that apply in blended learning activities in the face-to-face meeting model are that both students, teachers and school officials involved, are required to comply with standard health protocol procedures which require all participants to carry out vaccinations before entering school area (Devi et al., 2023). In addition to the blended learning learning method, the implementation of hybrid blended learning combines online and offline learning modes which makes some students attend face-to-face meetings with the teacher directly, the rest are online.

Blended and hybrid methods that have been applied appropriately have proven to be able to have a positive impact on junior high school students (Manalu et al., 2022; Manik & Sinaga, 2021; Yusra, 2023). Then after the learning system returns to normal, the school can urge students to complete the learning test when all students begin to gradually return to school (Sovayunanto, 2022). It can be concluded that the application of hybrid and blended learning methods in the stages of junior high school education, then learning assessments after the pandemic has passed are solely carried out to assess students' literacy and numeracy abilities, because learning loss is very feared to be able to affect students' numeracy and literacy skills. The constraints found were more or less the same as the implementation at the elementary school level.

The implementation of hybrid and blended learning management at the high school (SMA), vocational high school (SMK) or *Madrasah Aliyah* (MA) levels was studied in depth in the research timeline sequence by Najmina, (2018); Pernantah et al., (2022); Ramdhani, (2020); Sholikhin, (2021); Sumardiana et al., (2022) in general, SMA/K or *Madrasah* are ready to implement hybrid learning, some of which are carried out offline at school and some at home. Learning tools, the mastery of the use of these devices by both teachers and students is very good and comprehensive, making it possible for learning to go according to what is desired, especially learning that is offline in schools (Saputra & Fernandes, 2023). However, this does not mean running without any constraints. Students who are part of carrying out hybrid learning remotely or online at their respective homes complain about various things, including problems related to poor cellular signals in several areas where students live, making it impossible for these students to be able to take part in online learning carefully (Widyasari et al., 2022). Another complaint is the difference in the sophistication of online learning tools that students have at home, which are very unequal to those at school, so that learning materials become rather difficult to access and students are sometimes left behind because the devices used are inadequate. It is feared that this will spawn concerns about learning loss which can affect the quality of graduates and result in schools not being able to meet graduation eligibility standards. Competence in learning completion (graduate output or quality) is a measure of how successful a school is in achieving its learning objectives. But if the implementation of hybrid and blended learning is able to run optimally, then these concerns can be properly anticipated. Hanafiah et al., (2022) added that if network connectivity and internet supporting devices and existing technology allow, hybrid and blended learning technology-based and distance learning strategies support remedial or remedial learning, and acceleration in catching up on learning. When schools reopen, hybrid and blended learning platforms can complement regular teaching to support learning recovery. Conduct material reviews on online learning to find out the level of achievement or completeness of students to become the basis for determining material presentation in limited face-to-face (Rajib & Puspita Sari, 2022; Salsabila et al., 2022; Saputra & Fernandes, 2023).

Finally, the study of hybrid learning implementation of management at the advanced level of education or tertiary institutions, both public and private universities, was studied in depth in a coherent timeline of research by Hendrayati & Pamungkas, (2016) who were investigating the management major in the Indonesia University of Education (UPI), Krishna, (2022) who focused on the study in examining the phenomenon in Pasar Rebo Jakarta Nursing Academy,

Ratu et al., (2020) with Semarang Open University students as their research subject, Nashir & Laili, (2021) concerning on STIKES Banyuwangi students, Herdiana et al., (2021) investigating the phenomenon in STIA Cimahi whilst Ikbal et al., (2022) analyzing the students in STAI KH. Badruzzaman, Thamrin et al., (2022) who worked with the students in Medan State University majoring in business, and lastly Prihadi et al., (2021) with the research subject of FKIP students at Sebelas Maret State University.

The implementation of hybrid learning at the higher education level mostly does not experience significant problems, because both lecturers and students on average have the knowledge to be able to operate the devices used to support hybrid learning both in class and also remotely (online) and are able to overcome the obstacles that occur when online learning takes place. However, there is something unique that the researchers found, namely that there is boredom among students regarding online lectures in hybrid classes, and there is a possibility for students to experience learning loss if hybrid learning, let alone fully online, continues in the implementation of education. This will be examined further in the next section below.

The risks and challenges of implementing Hybrid and Blended Learning and the solutions offered

The deployment of hybrid and blended learning, which is ready to embrace the new normal era with full offline learning, is not without challenges and problems. There are various challenges that both students and teachers or lecturers face. Difficulties are encountered at all educational levels, from elementary to higher education. The difficulties faced range from the broad or elementary to the significant, such as learning loss for pupils if online-based learning is used for an extended period of time.

The first obstacle is the unpreparedness of students in anticipating online learning, in other words students have an inadequate understanding of the use of information technology that is used to support distance or online learning (Rahmati, 2021; Ramdhani et al., 2020; Thamrin et al., 2022). The solution to the problem of this first obstacle is that the education office, schools and teachers can assist parents and students to thoroughly understand the use of information technology for online learning, so that this obstacle can be regularly resolved (Utomo et al., 2021).

The second obstacle is from the teacher or instructor who cannot operate online learning devices or technological equipments optimally (Lukas & Yunus, 2021). This is accompanied by online learning provided by the teacher which students feel does not provide meaningful input and instead seems boring, so that the hybrid learning material delivered by the teacher is not absorbed perfectly (Permana et al., 2023; Prawanti & Sumarni, 2020). The solution offered is that the education office provides counseling for teachers in overcoming problems using online learning tools, as well as combining aspects of online learning with third-party applications such as Schoology, Quizzizz, ICANDO and the like to overcome student boredom during the learning process (Siregar et al., 2023).

The third obstacle is the direct impact felt by students at various levels of education, namely boredom in online activities in the hybrid learning process. Not only in elementary, middle and high school education, it seems that boredom is also being felt by college students (Herdiana et al., 2021; Krishna, 2019; Prawanti

& Sumarni, 2020). The solutions offered to this obstacle are changing online learning methods to be more flexible, changing learning materials by linking relevant contextual issues, and enriching learning media by involving social media platforms such as Facebook, Instagram, YouTube and others.

Finally, there is concern about the possibility of students or students experiencing learning loss if they are exposed to the online learning system for an extended period of time. This is a very basic concern because it has been more than two years since the government declared distance learning to anticipate the outbreak of the COVID-19 virus. Learning can be boring for students, so it is feared that many students will experience the learning loss phenomenon (Muthmainnah & Rohmah, 2022).

Huong & Jatturas, (2020) in the UK-based The Education and Development Forum (UKFIET), defines Learning Loss as a specific or general loss of knowledge and skills, as well as a setback in student academic progress. This is most often due to long-standing gaps in learning or discontinuities in students' education. Learning loss is largely caused by the disruption of the conventional learning system from formal schools, in this case, the change in learning from offline to online caused by the COVID-19 pandemic.

In line with the previous opinion, Wahono (2022) argues that a decrease in mastery of this competency can be marked by a decrease in student learning achievement which indicates a learning loss during online learning during the COVID-19 pandemic. If not addressed immediately, this learning loss phenomenon can result in delays in the learning process in the future which will also have an impact on student learning achievement in the future.

Cerelia et al., (2021) added that the learning loss phenomenon is feared to limit interaction between teachers and lecturers and students, limit interaction between students, make study time difficult, reduce student concentration, lose focus, and lack of student absorption of learning material provided by the teacher or lecturer. Implementing a hybrid learning management system is one of the solutions proposed for overcoming learning loss caused by the negative impact of long-term online learning during this pandemic (Wahono, 2022). A hybrid learning system that combines online and offline learning, and provides opportunities for students to meet face-to-face with teachers and fellow students, makes this hybrid learning a solution to overcoming boredom and students' inability to digest online learning material which leads to learning loss. Muthmainnah & Rohmah, (2022) summarizes solutions to overcome the learning loss phenomenon into three stages, namely; 1) Development of learning media during the COVID19 Pandemic, here learning tools must innovate in order to minimize and prevent learning loss, one of which has been implemented is launching hybrid learning; 2) Psychosocial assistance, in psychosocial assistance, the activities carried out are coaching facilitators, media outreach in the form of preparing modules and hybrid learning manuals, talk shows or focus group discussions on parenting, monitoring and evaluation of activities, and; 3) Numerical Literacy Assistance, this literacy assistance is divided into several other types of activities which include identifying and pre-testing (pre-action test), giving assessment (assignments) and post-testing (after-action test), then finally carrying out activities hybrid learning with companion modules.

CONCLUSION

Hybrid and blended learning is a learning process that utilizes various kinds of media and technology to support the implementation process so that hybrid and blended learning becomes an antidote to online learning boredom. Learning that is completely online, if it lasts a long time and is sustainable, is feared to have a negative impact on students, one of the harmful effects is learning loss for students. Thus, this hybrid learning is classified as efficient and effective in the transition period of the COVID19 pandemic towards a new normal. In an era of transformational change in the world of education, the importance of investigating blended and hybrid learning from various contexts and themes cannot be ignored. By adopting this research agenda, we pave the way for evidence-based decision-making and informed practice, to create an inclusive, equitable and effective educational landscape for learners of all backgrounds and range of ages. For, as hybrid and blended learning emerges as a promising antidote to online learning fatigue and a viable transition strategy during the COVID-19 pandemic, future research directions beckon. Investigating the long-term sustainability and comparative efficacy of hybrid learning modes, exploring innovative pedagogical strategies, and prioritizing equity, accessibility, and psychological well-being within hybrid learning environments are vital endeavors. These efforts collectively pave the way for a holistic understanding of hybrid learning's transformative potential, enabling evidence-based decisions that shape a more inclusive and effective educational landscape for diverse learners.

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