

**THE LEARNING RESULT OF HYBRID CLASS IN ENGLISH SUBJECT  
At VIII CLASS OF MTS NEGERI 1 MANADO**

**THESIS**

Submitted as Partial Requirement for the Degree of Education (S. Pd) in  
Teaching English



Written By

**AZWA ASWIYA SIMBALA**

**18.2.6.004**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
MANADO STATE INSTITUTE OF ISLAMIC STUDIES  
1443 H /2022**

## PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini :

Nama : Azwa Aswiya Simbala  
NIM : 1826004  
Tempat / Tgl Lahir : Matali, 7 Januari 1999  
Fakultas : Tarbiyah Dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Matali, Kecamatan Kotamobagu Timur  
Judul : The Learning Result of Hybrid class in English Subject At Eight Class At MTs Negeri 1 Manado

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka, skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 11 Mei 2022



Azwa Aswiya Simbala

1826004

## THESIS RATIFICATION

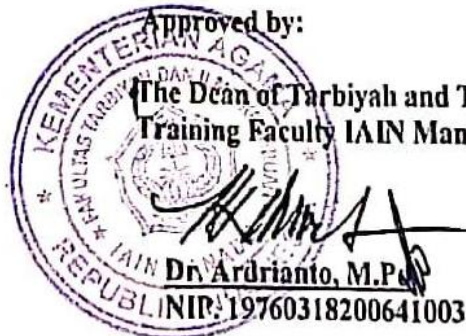
The thesis entitled "*The Learning Result of Hybrid Class in English Subject At VIII Class MTs Negeri 1 Manado*" compiled by Azwa Aswiya Simbala with student registration number 1826004, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on June 16, 2022 and has been declared acceptable as one of the requirements to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

### BOARD OF EXAMINERS

The Chairperson	: Dr. Andi Mukarramah Nagauleng, M.Pd	(.....)
The Secretary	: Lies Kryati, M.Ed	(.....)
Munaqisy I	: Dr. Srifani Simbuka, S.S., M.Ed., M.Hum	(.....)
Munaqisy II	: Dr. Ahmad Mustamir Waris, M.Pd	(.....)
Advisor I	: Dr. Andi Mukarramah Nagauleng, M.Pd	(.....)
Advisor II	: Lies Kryati, M.Ed	(.....)

Approved by:

The Dean of Tarbiyah and Teacher  
Training Faculty IAIN Manado



Dr. Ardrianto, M.Pd  
NIP. 19760318200641003

## ABSTRACT

*Azwa Aswiya Simbala. (2022), The Results of Hybrid Class in English subject at VIII MTs Negeri 1 Manado, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.*

The purpose of this study was to determine students learning outcomes during the Hybrid Class learning period in class VIII MTs Negeri 1 Manado. This study used a qualitative method. The subjects of this study were students and teachers of class VIII. The data collection techniques were interviews and documentation of student learning outcomes for class VIII. The results of this study revealed that the results of Hybrid class learning with scores that met the minimum completeness criteria (KKM) for English subjects in schools during the pandemic was good. During the Hybrid Class learning period, it was easier for students and teachers to interact. From the results of interviews with the teacher, the researcher asked questions about how was student learning outcomes during the Hybrid Class learning process, the teacher said that the students' learning outcomes reached the minimum completeness criteria. Thus, Hybrid class is a learning method that improves good learning outcomes during a pandemic with scores that meet the KKM.

Keywords: Hybrid class, Learning, KKM



## **ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui hasil belajar siswa selama masa pembelajaran Hybrid Class di kelas VIII MTs Negeri I Manado. Penelitian ini menggunakan metode kualitatif. Subjek penelitian ini adalah siswa dan guru kelas VIII. Teknik pengumpulan data adalah wawancara dan dokumentasi hasil belajar siswa kelas VIII. Hasil penelitian ini mengungkapkan bahwa hasil pembelajaran kelas Hybrid dengan nilai yang memenuhi Kriteria Ketuntasan Minimal (KKM) mata pelajaran Bahasa Inggris di sekolah pada masa pandemi tergolong baik. Selama masa pembelajaran Hybrid Class, siswa dan guru lebih mudah berinteraksi. Dari hasil wawancara dengan guru peneliti mengajukan pertanyaan tentang bagaimana hasil belajar siswa selama proses pembelajaran Hybrid Class, guru mengatakan bahwa hasil belajar siswa mencapai kriteria ketuntasan minimal demikian. Kelas hybrid merupakan metode pembelajaran yang meningkatkan hasil belajar yang baik di masa pandemi dengan nilai yang memenuhi KKM.

Kata Kunci: Hybridclass, Pembelajaran, KKM

## ACKNOWLEDGEMENT



Thanks to Allah SWT who has given the researcher his blessing and chance to complete this thesis. Praise and blessing to the prophet Muhammad SAW, who has been my figure to serve Allah SWT.

This thesis entitled “The Learning Result of Hybrid Class In English Subject Eight Grade MTs Negeri 1 Manado” is a compulsory completion of the strata 1 degree prerequisite. In finishing is thesis, the writer got some problem and obstruction but the writer received a lot of assistance from many people.

The researcher deeply thanks to the researcher beloved parents, U. Simbala and Dayan Mokodompit , beloved brothers and sisters Rifcha H. Simbala ,Anggia Simbala, Bachtiar Simbala ,Rahmat Hidayat, Ariwibowo and Waqas&Farras for the endless love, pray and support (may Allah SWT blesses them).

In addition, the researcher appreciates the assistance and support of the following:

1. Delmus Puneri Salim, MA., M.Res., Ph.D., as the Rector of State Institute of Islamic Studies Manado.
2. Dr. Ahmad Rajafi, M.HI., as the First Deputy Rector of State Institute of Islamic Studies Manado.
3. Dr. Radliyah Hasan Jan, M.Si., as the Second Deputy Rector of State Institute of Islamic Studies Manado.
4. Dr. Musdalifah Dahrud, M.Si.,M.Psi as the Third Deputy Rector of State Institute of Islamic Studies Manado.
5. Dr. Ardianto, M.Pd, as the Dean of Tarbiyah and Teacher Training of State Institute of Islamic Studies Manado.
6. Nur Halimah, M.Hum, as Head of English Education Study Program.

7. Fadhlan saini, M.Pd, as the Secretary of English Education study program.
8. Dr.Andi Mukarammah Nagauleng, M.Pd , as the advisor I who always patiently guidance, advice and giving the valuable time to supervise the researcher from the first guidance until this thesis is completed.
9. Lies Kryati M.Ed as the advisor II who always gives suggestions, correction and the valuable time to supervise the researcher from the first guidance until this thesis is completed.
10. Dr. Srifani Simbuka, S.S.,M.Ed.,M.Hum and Dr. Ahmad Mustamir Waris, M.Pd, as Examiner I and Examiner II who always give motivation,correction and suggestion the researcher to complete the thesis.
11. All English Education Study Program lectures for giving precious knowledge.
12. The Headmaster and one English teacher who allowed the researcher to conduct the research at MTs Negeri 1 Manado, H.Fadli Noh, S.Ag, M.Pd.I, and Devi Ariyani Safitri Tahir, S.Pd
13. Beloved Aunty and Uncle who always helps and fulfills the need of writer Dr. Irma Dj. Bulow and Surahman.
14. My beloved housemate (Uchi Hamzah, Gita Dondo, Wanty Mamonto, Nanda Katili , Lauhil Misykat , Ningsi Ishak)
15. My bestfriend (Sitti Maryam Abdullah, Tiffany Maedani Makalalag, Bunga indahsari,) for giving support and help for everything I need.
16. Friend who are always there for writer and helps in any condition, Windi G Tinangon, Dhea R.Thajib , Lya Waladiri, Andi Anugrah, Chofifah, wiwi, Devi,Nana ,Nur Laily , Puput , Indiko, kifly ,Yudis.
17. All of Family of TBI 18 for giving support, and memorable time.

Finally, the researcher realize that this thesis still has some weaknesses and need suggestion also correction. It is an honor for researcher if this thesis was gives

some suggestion to make this thesis better. In the end researcher hopes this theses will be usefull for readers.

Manado, juni 2022

The Researcher

A handwritten signature in black ink, appearing to read 'Azwa Aswiya Simbala', enclosed within a circular scribble.

Azwa Aswiya Simbala



## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>STATEMENT OF AUTHORSHIPS</b> .....	Error! Bookmark not defined.
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>LIST OF TABLE</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>CHAPTER 1</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Research Background.....	1
B. Definion of Key Terms .....	2
C. Research Questions .....	3
D. Limitation of Research .....	3
E. Significantce of Study .....	3
F. Research Objectives .....	3
G. Research Benefits.....	4
<b>CHAPTER 2</b> .....	<b>5</b>
<b>REVIEW OF RELATED LITERATURE</b> .....	<b>5</b>
A. Definition of Hybrid Class .....	5
B. Definition of Learning.....	9
D. Relevent Research Results.....	28
<b>CHAPTER 3</b> .....	<b>31</b>
<b>RESEARCH METHOD</b> .....	<b>32</b>
A. Research Design.....	32
B. Research participan .....	33
C. Research Setting.....	33
<b>E. Data Collection Technique</b> .....	<b>34</b>
<b>CHAPTER IV</b> .....	<b>36</b>
<b>FINDING &amp; DISCUSSION</b> .....	<b>36</b>
A.Description of Research Subject.....	36
B. Findings .....	37
C. Disscussion .....	43
<b>CHAPTER V</b> .....	<b>47</b>
<b>CONCLUSION AND SUGGESTION</b> .....	<b>47</b>

A. Conclusion.....	47
B. Suggestion.....	47
<b>REFERENCES.....</b>	<b>48</b>

## **LIST OF TABLE**

Table 4.1 The Grade Of English Class VIII-A (Januari 22-Now) .....	40
Tabel 4.2 The grade of English subject class VIII-B .....	41
Table 4.3 The grade of English subject class VIII-B .....	42
Table 4.4 The Learning Result Of Student VIII Class .....	45

## **LIST OF APPENDICES**

Appendix 1 Interview Guideline with Teacher.....	50
Appendix 2 Transcript interview with Teacher 1 .....	51
Appendix 3 Data of value Responden ( KKM 73 ).....	52

## CHAPTER 1

### INTRODUCTION

#### A. Research Background

Education is every effort, protection given to children towards maturity as a provision in facing education at the next level. Ki Hajar Dewantara explained that education is guiding all the natural forces that exist in children so that they as humans or as members of society can achieve the highest safety and happiness. In other words, education is an effort that is given in a planned manner in the realization of an atmosphere and learning process to the fullest so that students can develop the potential that exists within themselves.

Q.S Al-ahzab verse : 21

قَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا<sup>١</sup>

The translation :

Indeed, there has been in the Messenger of Allah a good role model for you (ie) for those who hope (the mercy of) Allah and (the coming of) the Day of Judgment and who remember Allah much.

Rasulullah is an example for humans in all things. Indeed, you have in the Messenger of Allah a good role model for you in all his speech and behavior, both in times of peace and war. However, that example only applies to people who only hope for Allah's mercy, do not expect the world, and also applies to people who remember Allah a lot because then someone can be strong to imitate him.<sup>1</sup>

Education in Indonesia during the COVID-19 pandemic, experienced changes in different learning activities starting in early March 2020. Distance learning is the most effective alternative to be implemented

---

<sup>1</sup> Abu-yahya Marwan Bin Musa, Tafsir Qur'an Hidayatul insan, [www.tafsir.web.id](http://www.tafsir.web.id)

during a country hit by the Covid-19 outbreak, in order to break the chain of the spread of the corona virus. an increasingly massive distribution chain. Confirmation cases of Covid continue to grow and stop the pace of all sectors, both in terms of the economy, education, tourism, and others. The surge in positive Covid patients continues to occur and is increasing, so roles and tips are needed regarding efforts to overcome and break the wider chain of distribution. One of them is by implementing distance learning, so that student learning activities are carried out from their respective homes.

Other problems also arise during the implementation of distance learning, so that the quality of education in Indonesia is considered to have decreased compared to other countries, during the COVID-19 pandemic. For this reason, the government has begun to develop strategies so that learning can be carried out face-to-face. so that a new policy has emerged regarding the implementation of limited face-to-face learning which will be opened from July 2021, provided that all education personnel have been vaccinated and learning is carried out with limited meeting hours, as well as the application of strict health protocols. So in this case students are divided into study groups or scheduled based on shifts, with the aim of limiting the number of students in one room. Planning face-to-face learning needs to pay attention to several things that schools can do.

## **B. Definion of Key Terms**

1. Hybird Class is Hybrid class is a learning model in which there is a combination of face-to-face learning in class and coupled with offline and online computer learning.<sup>2</sup>

2. Learning is a personal act of individual to make full use of his potential. It is a process of self actualization to its maximum level.<sup>3</sup>

---

<sup>2</sup> T. Ramadhani, I. G. P. Suharta, I. G. P. Sudiarta, Pengaruh Model Pembelajaran Hybrid Learning berbantuan Schoology untuk meningkatkan prestasi ( Jurnal Pendidikan Matematika Undiksha, 2020)

<sup>3</sup> Dr. Malik Ghulam Behlol, Concept of Learning, 2010

3. Minimum completeness criteria (KKM) is the lowest standard that must be achieved by every student through Teaching and Learning Activities.<sup>4</sup>

**C. Research Questions**

How is the result of Hybrid class during pandemic covid-19 at MTs Negeri 1 Manado

**D. Limitation of Research**

To find out students learning result with the achievement of Minimum completeness criteria (KKM) in the hybrid class learning method.

**E. Significant of Study**

This study will be significant to be used thoritically and practically, as follow :

1. Practically :

The result of this study are expected to help teachers find the Result of Hybrid class during pandemic.

2. Theoretically :

This Research can be a reference for readers, students, and teachers regarding Hybrid class and Online class.

**F. Research Objectives**

To find out the result of Hybrid Class in English subject At class VIII MTs Negeri 1 Manado

---

<sup>4</sup> Yendarman, Peningkatan Kemampuan Menentukan KKM dengan diskusi kelompok kecil, journal ilmiah, vol.16,2016

**G. Research Benefits**

1. This Research is expected to increase knowledge about Hybrid class in English subject during pandemic
2. This Research is expected to be used as a relevant references for future research, especially those related to the Hybrid class compared to online class in English subject



## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### A. Definition of Hybrid Class

##### 1. Definition Of Hybrid Class

Hybrid class is a class model in which there is a combination of face-to-face learning in class and coupled with offline and online computer learning (Dwiyogo). The hybrid class model can also be regarded as combining classroom learning with online learning by utilizing existing technology. Homework is an assignment given to students to be done at home, but in the case of working on math subject assignments this would be better if done in class with the teacher as a supervisor, so that later the teacher as a supervisor can find out how much progress in learning mathematics is owned by students. In this model, there is no distinct advantage between online learning or face-to-face learning, both of which have a related relationship that contributes to one another. During online learning, teachers in provide learning materials for studied by students to study independently at home using an educational application. Furthermore, during face-to-face learning that takes place at school, the teacher functions as a facilitator and guide for students to deepen their understanding of the concept of a material that students have studied at home independently, by doing practice questions.<sup>5</sup>

The instructor's feedback and follow-up at regular intervals ensure guaranteed academic achievement, whereas socializing leads to building up a rapport with instructors and emotional bonding with other classmates. The pedagogical flexibility characteristic of the hybrid learning model provides a transformative experience to both the instructors and the learners as it is

---

<sup>5</sup> T. Ramadhani, I. G. P. Suharta, I. G. P. Sudiarta, Pengaruh Model Pembelajaran Hybrid Learning berbantuan Schoology untuk meningkatkan prestasi ( Jurnal Pendidikan Matematika Undiksha, 2020)

profoundly personalized the instructor and students the tools to communicate with each other. Online students can communicate with the instructor via audio/video and screen sharing, and onsite students who attend the class can engage with the instructor and online students.<sup>6</sup>

Hybrid class is a learning method in which some students attend class in person while others participate virtually from their homes. Educators use video conferencing hardware and software to teach both remote and in-person students at the same time. Hybrid classes may include asynchronous learning elements such as online exercises and pre-recorded video instruction to supplement face-to-face classroom sessions. Hybrid class, when well-designed, combine the best aspects of both in-person and online learning, making education more accessible to a broader range of students. The elements of hybrid courses must be tailored to the learning format, whether in-person or online, in order for hybrid learning to be successful. Hybrid class emphasises using the best option for each learning objective by combining traditional classroom experiences, experiential learning objectives, and digital course delivery. Hybrid class is a teaching method in which teachers simultaneously instruct in-person and remote students. Asynchronous teaching methods can be used to supplement synchronous, face-to-face instruction in hybrid class models.<sup>7</sup>

Hybrid class has also become one of the successful learning strategies in the acquiring of a second language. In fact, hybrid learning has been a major growth point in the English language teaching industry over the last ten years.

---

<sup>6</sup> Mohamad Alfiras, DKK. Analysis perception of Hybrid classes in the context of Gulf University : An analytical Study,( Jurnal of Hunan University Natural Sciences,2021)

<sup>7</sup> Adi Sumandiyar, DKK. The Effectiveness of Hybrid Learning as instructional media amid the COVID-19 pandemic,(Jurnal studi komunikasi,2021)

In "hybrid" classes, a significant amount of the course learning activity has been moved online, making it possible to reduce the amount of time spent in the classroom.<sup>8</sup>

Qi and Tian stated hybrid class has four properties introduced, particularly, (1) mix of collective learning and individual learning, (2) mix of synchronous learning and asynchronous learning, (3) a mix of self-paced and group-paced learning, and (4) mix of formal learning and non-formal learning in terms of lifelong learning incorporation and/or setting of learning.<sup>9</sup>

From this definition, we can understand that hybrid learning is a combination of online learning with face-to-face learning in the classroom. Traditional face-to-face learning is reduced but not completely eliminated. The combination of the two methods is intended to extract the best components from the combined method. Hybrid learning is designed to integrate online and face-to-face learning activities so that each other can strengthen, complement, and support each other and not treat online methods as duplication of learning in class or as add-ons.

Before starting a hybrid learning, students are prepared in advance through face-to-face meetings, to be given orientation or understanding of the course of learning. After that the learner has the freedom to explore the learning process he is doing, this learning process basically frees the learner to develop his own learning style so that it is hoped that the absorption of information can run optimally.<sup>10</sup>

Febrianto stated hybrid class system will enable mix of face-to face and computer mediated experiences. Combining direct meeting in class and online will certainly reduce the full use of internet network and allow

---

<sup>8</sup> <http://www4.uwm.edu/lrc/hybrid/index.cfm> diunduh tanggal 20 mei 2022

<sup>9</sup> Sameer M, Alnajdi. Hybrid Learning in Higher Education ( Jurnal Indiana State University,2015)

<sup>10</sup> Margie Martin. *The Hybrid Online Model : Good Practice. Educase quarterly*, Number 1. 2003. H. 2

students to meet directly with teachers to get direct instructions as well. This learning model can be a solution for full online learning where the main problems are the difficulty of accessing internet, the high cost of purchasing data quotas and inadequate infrastructure especially for rural communities.<sup>11</sup>

Hybrid Class have advantages and disadvantages. The advantages of this learning method is that it can be used to convey learning anytime and anywhere because This learning takes place online and face-to-face advance, both of which have different advantages complement each other, that is, this learning is more effective, efficient and improve accessibility. With this combination learning easier for students to access study materials.<sup>12</sup>

#### - Hybrid Class Strategy

We have now entered an era where the combination of the virtual world and the real world is getting closer, this is much touted by experts as an era of convergence. The era of convergence has influenced various aspects of human life, education is one aspect that is also affected by these developments. Education experts then look for various solutions in order to deal with technological developments and the rapidly changing paradigm of society, one of the solutions offered is the discovery of an online learning model (online learning). Online learning is a learning model that is intended to make a learning process more open and flexible without being limited by space and time, so that the learner can carry out a learning process anytime and anywhere as long as he is connected to an internet connection.

By paying attention to the phenomenon of the development of ICT in the current world of learning and the increasing need for education from the

---

<sup>11</sup> Muhammad Nasir, Roudlotun Nurul Laili, Hybrid Learning as an Efective Learning Solution on Intensive English Program in the New Normal Era, (Jurnal of Language Teaching and Learning, Linguistic and Literature, 2021

community, it is clear that hybrid learning is a learning strategy that will be widely used in the future. Because in addition to being efficient, it is also effective in dealing with learning in this era of convergence.<sup>13</sup>

## **B. Definition of Learning**

Learning is a personal act of individual to make full use of his potential. It is a process of self actualization to its maximum level. The basic characteristics of self-actualizing people are they have tolerance for ambiguity, acceptance of self and others, and *peak experiences* that lead to personal transformation through new insights. The success of the learning process demands that that the instructional activities must be based on learners' perceived needs. Without the fulfillment of the basic needs such as food, security, self respect, self esteem and intellectual curiosity, learning will not take place. It is recognized that there are various levels of perceived needs that ranging from felt needs or wants where the highest internal control is possible or externally mandated requirements where little internal control is possible. The human beings are not machines and cannot function in ignoring the basic needs of the individual.<sup>14</sup>

The learning that occurs at time 1 is latent in that it does not yet produce a change in behavior at that point in time. Second, it has been argued that observing a change in behavior is not sufficient to infer the presence of learning because (1) not all effects of experience on behavior can be regarded as learning and (2) not all changes in behavior are due to experience<sup>15</sup>

---

<sup>13</sup> <http://www.courses.web-bali.net/claroline/course/index.php?cid=12153> Diunduh tanggal 20 mei 2022

<sup>14</sup> Dr. MalikGhulam Behlol, Concept of Learning, 2010

<sup>15</sup> Jan De Houwer , DKK. What is Learning on the nature and merits of a functional definion of Learning, 2013

Learning is a permanent change in behaviour as a result of experience, and the behaviour includes both of the external and internal actions of the individual which are observed and remain unobserved by the outside world. It also includes the different ways in which people understand or experience or conceptualize the world around them. He conducted experiments on dogs and cats to discover whether they learn their tasks through imitation or observation. He compared the learning curves of cats who were assigned to observe others escaping from a box with those who had never seen the animals getting out of the box. He found no difference in the rate of learning between both of the groups. So, it was revealed that the process of learning depended upon the relationship between stimulus and response. The animal solved the problem not by reflecting and thinking over the action that was performed by them. It was rather done by a totally mechanical development of actions originally formulated by chance. He observed that the greater was the satisfaction or discomfort, the greater would be the strengthening or weakening of the bond.<sup>16</sup>

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System that learning is a process of interaction of students with educators and learning resources that takes place in a learning environment. Learning is seen nationally as an interaction process that involves the main components, namely students, educators, and learning resources that take place in a learning environment. Thus, the learning process is a system, which is a unified component that is interrelated and interacts with each other to achieve an optimally expected result in accordance with the goals that have been set.<sup>17</sup>

---

<sup>16</sup> Dr. Malik Ghulam Behlot, Concept of Learning, International Jurnal, 2015

<sup>17</sup> Wina Sanjaya, Kurikulum dan Pembelajaran: *Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*, cet. 1; Jakarta: Kencana, 2008, h. 195.

According to Ali , J. B Watson conducted learning experiments on animals (rats) and human beings in which he revealed that the law of effect has not as much importance in the learning process as has been emphasized.

According to Brockett & Roger, learning is a personal act of individual to make full use of his potential. It is a process of self actualization to its maximum level. The basic characteristics of self-actualizing people are: they have tolerance for ambiguity, acceptance of self and others, and peak experiences that lead to personal transformation through new insights. The success of the learning process demands that that the instructional activities must be based on learners' perceived needs. Without the fulfillment of the basic needs such as food, security, self respect, self esteem and intellectual curiosity, learning will not take place. It is recognized that there are various levels of perceived needs that ranging from felt needs or wants where the highest internal control is possible or externally mandated requirements where little internal control is possible.

As was noted by Lachman, most textbook definitions of learning refer to learning as a change in behavior that is due to experience. This is essentially a very basic functional definition of learning in that learning is seen as a function that maps experience onto behavior. In other words, learning is defined as an effect of experience on behavior.

The learning that occurs at time 1 is latent in that it does not yet produce a change in behavior at that point in time. Second, it has been argued that observing a change in behavior is not sufficient to infer the presence of learning because (1) not all effects of experience on behavior can be regarded as learning and (2) not all changes in behavior are due to experience.

Learning is basically the stages of teacher and student activities in implementing learning programs, namely an activity plan that describes basic abilities and basic theories that in detail includes time allocation,

indicators of achievement of learning outcomes, and steps for learning activities for each subject matter.

Learning process activities are characterized by the occurrence of educative interactions, namely interaction that is aware of the goals, methodologically rooted from the educators (teachers) and pedagogical learning activities for students, proceeding systematically through the stages of design, implementation, and evaluation. Learning does not occur immediately, but proceeds through stages characterized by certain characteristics. First, it involves students' mental processes maximally in the learning process. Second, building a dialogical atmosphere and a continuous question and answer process directed at improving and enhancing students' thinking skills which in turn can help students to acquire knowledge that they construct themselves.<sup>18</sup>

Learning is an effort by educators to realize the process of acquiring knowledge, mastering skills, and forming attitudes and beliefs in students. In other words, learning is a process that facilitates students to learn well. So that in order to be able to produce an effective learning process as expected, educators need to understand learning theories that can be the basis for implementing learning. Among these theories are:

#### 1. Theory of Spiritual Science :

Experts of Power Mental Science put forward a theory that the human soul has powers such as the power to recognize, the power to remember, the power to think, the power to fantasy, and so on. These forces are available strengths. Humans only use all that power by training so that the sharpness is felt when used for something.<sup>19</sup>

---

<sup>18</sup> Sumadi Suryabrata, *Psikologi Pendidikan*, cet. 17; Jakarta: Rajawali Pers, 2010), h. 271. 7. Syaiful Sagala, *Konsep dan Makna Pembelajaran untuk Membantu Memecahkan Problematika Belajar dan Mengajar*, cet. 8; Bandung: Alfabeta, 2010, h. 63.

<sup>19</sup> Syaiful Bahri Djamarah, *Psikologi belajar*, Jakarta: Rineka Cipta, 2008, h.17



The implication of learning theory according to the Spiritual Science of Daya is that learning is only limited to training all these powers. To train one's memory one must do it by memorizing words or numbers, foreign terms, and so on, train one's sharpness of thinking by solving problems from simple to complex ones, increase one's fantasy power by getting used to contemplating something . With this effort, the power can grow and develop within a person. Therefore, according to the experts in the Spiritual Science of Power, learning outcomes are obtained by training all the power that exists within oneself.

The effect of learning theory according to the Science of Jiwa Daya on the knowledge gained is merely rote memorization which is usually far from understanding and understanding. However, this learning theory can be used to memorize formulas, propositions, historical events, and so on.

## 2. Gestalt Theory

Gestalt learning theory was born in Germany in 1912 which was pioneered and developed by Max Wertheimer, followed by Koffka and Kohler who held the view that the whole is more important than the parts, because the existence of the parts is preceded by the whole. The most important thing in learning is the first adjustment, which is getting the right response or response, not repeating things that must be learned, but understanding or gaining insight.

Learning theory according to Gestalt Psychology is often called field theory or insight full learning which views humans as not just reaction creatures who only act or act if there is a stimulus

that affects them. According to the experts in Spiritual Science, humans are individuals who are physical and spiritual (psycho-physical) entities who interact with the outside world according to their unique personalities and in unique ways. No two people have exactly the same or identical experiences with the same object or reality.<sup>20</sup>

In short, learning according to Gestalt Psychology that the factor of understanding or understanding (insight) is an important factor in connecting between knowledge and experience. Individuals or organisms play an important role in learning because learning is not only done in a reactive-mechanical manner, but is done consciously, motivated, and purposefully.

### 3. Association Theory

Learning theory according to Association Psychology is also called teori Sarbond, namely smooth sti (stimulation), response (response), and bond (connected). Stimuli are created to elicit a response, then they are connected and an association occurs. This theory has the principle that the whole actually consists of the sum of its parts or elements. There are two very well-known theories from the Association of Mental Sciences, namely: Thorndike's Connectionism theory and Ivan P. Pavlov's Conditioning theory.

### 4. Theory of Connectionism

The theory of connectionism was discovered and developed by Edward L. Thorndike based on experiments he did using animals, especially cats, to find out learning phenomena. A hungry cat is

---

<sup>20</sup> M. Ngalim Purwanto, *Psikologi Pendidikan*, Cet. 23; Bandung: PT Remaja Rosdakarya 2007, h.100

placed in an iron-barred cage equipped with levers, a door latch, and a rope that connects the lever to the latch. The utensils are arranged in such a way as to allow the cat to get the food that is at the door. Based on the results of his experiments, Thorndike concluded that learning is the relationship between stimulus and response.

According to Thorndike, learning proceeds through trial and error (trying and experiencing failure) and the law of effect which means that all behavior that results in a satisfactory state (according to the demands of the situation) will be remembered and studied as well as possible.

Connectionism theory views organisms (also humans) as mechanisms that only move or act if there is a stimulus that affects them. The occurrence of automation in learning is due to the law of effect. Because of the law of effect, there is a connection or association between behavior or reactions that can lead to an effect.

## 5. Theory of Conditioning

Conditioning theory was pioneered by Pavlov, a reflexologist-psychologist from Russia who used dogs in conducting experiments. A dog is put in a dark room where there is only one hole in front of its muzzle as a place to pass food or shine light during experiments. Thus, it can be known whether or not saliva comes out of the dog's muzzle at the time of the experiment.

In experiments conducted on the dog, Pavlov came to the conclusion that reflex movements can be learned and can change with practice. There are two kinds of reflexes, namely the natural reflex (un conditioned reflex) as the dog salivates when he sees delicious food, and the conditional reflex or learned reflex

(conditioned reflex) as the dog salivates when he receives or reacts to the color of the light. certain or to a certain sound.<sup>21</sup>

Adherents of this conditioning theory view that all human is nothing but the result of conditioning, namely the result of exercises or habits of reacting to certain stimuli experienced in life.

Each learning theory according to the Psychiatric view is the result of experiments by experts that can be developed in the learning process by taking into account the advantages and disadvantages of each theory. Learning theory according to Mental Science can be applied in learning that requires memorization, while learning theory according to Gestalt Psychology is appropriate for learning that requires understanding. The learning theory according to Association Mental Science is appropriate to use in learning that requires application.

## **C. Definition of KKM**

### **1. Definition of Minimum Completeness Criteria (KKM)**

One of the principles of assessment in the competency-based curriculum is to use a criterion reference, namely using certain criteria in determining student graduation. In the Appendix to Permendiknas No. 20 of 2007 Point A point 10 it is stated that the minimum completeness criteria (KKM) can be understood as "Learning Completeness Criteria determined by the education unit" and minimum completeness criteria at the end of the education unit level for groups of subjects other than science and technology is the competency threshold value. It can also be said that, minimum completeness criteria is "the limit of completeness of each subject set by the school through indicator analysis by taking into account the characteristics

---

<sup>21</sup> M. Ngalim Purwanto, Op. cit., h.99

of students, the characteristics of each indicator, and the condition of the education unit". From the above understanding, basically minimum completeness criteria is the lowest standard that must be achieved by every student through Teaching and Learning Activities. Minimum Completeness Criteria is the minimum level of education or several educational units that have almost the same characteristics. Referring to the Technical Instructions for Determining the minimum completeness criteria grades of the Directorate of High School Guidance at the Ministry of National Education, there are at least four elements of education personnel who must be involved in the formulation of the minimum completeness criteria including: the Principal, Deputy Principal for academic or curriculum fields, the School Curriculum Development Team, and the Subject Teacher or Teacher Consultation. . Each has a different field of work. However, it becomes an inseparable synergistic unit. The consideration of educators or the Academic Subject Teacher Deliberation forum is the main consideration in determining the minimum completeness criteria. The determination of the minimum learning completeness standards or Minimum Mastery Criteria will be different after calculating the level of complexity, carrying capacity, and intake (average ability of students) in each education unit.<sup>22</sup>

## **2. Basis and Mechanism for Determining Minimum Completeness Criteria**

Government policies in the field of education have been rolled out with the enactment of Government Regulation No.19 of 2005 concerning National Education Standards which include 8 standards, namely:

- a. Content Standards contained in Permendiknas No.22 of 2006

---

<sup>22</sup> Yendarman, Peningkatan Kemampuan Menentukan KKM dengan diskusi kelompok kecil, journal ilmiah, vol.16,2016

- b. Process Standards contained in Permendiknas No.41 of 2007
- c. Graduate Competency Standards contained in Permendiknas No.23 of 2006 and N0.6 of 2007
- d. Standards for Educators and Education Personnel contained in Permendiknas No. 12 and 13 of 2007
- e. Standards of Facilities and Infrastructure contained in Permendiknas No.24 of 2007
- f. Management Standards contained in Permendiknas No.19 of 2007
- g. Financing Standards contained in Permendiknas No.16 and 18 of 2007
- h. Educational Assessment Standards contained in Permendiknas No.20 of 2007

The Minister of National Education Regulation No. 20 of 2007 provides an important reference that the minimum completeness criteria for subjects that are not tested in UNAS becomes an instrument to measure and assess the peak competencies of students, so that schools can determine the standard of values that must be achieved by students and determine whether or not they pass. the value standard is said to be incomplete

Determination of minimum completeness criteria is a decision-making activity that can be carried out through qualitative methods, namely through Professional Judgment by educators taking into account the academic abilities and experience of educators teaching subjects in their schools. And through the quantitative method, which is done with an agreed range of numbers in accordance with the determination of the specified criteria. The determination of the minimum completeness criteria grade is carried out through a minimum learning completeness analysis on each indicator by taking into account the complexity, carrying capacity, and intake of students to achieve completeness of basic competencies and competency standards. Indicators as a reference or reference for educators to make test questions, both daily tests, mid-semester tests and end of school

tests. In the test questions or assignments, they must be able to reflect or display the achievements of the indicators being tested. As described above, in determining the minimum completeness criteria, it is also necessary to pay attention to three important components, namely:

a. Complexity level, namely the level of difficulty or complexity of each indicator, basic competence and competency standard that must be achieved by students. An indicator is said to have high complexity if its achievement is supported by at least one of several conditions, namely:

- 1) Teachers who correctly understand the competencies that must be taught to students
- 2) Creative and innovative teachers with varied learning methods
- 3) Teachers who master the knowledge and abilities according to the field being taught
- 4) Learners with high reasoning abilities
- 5) Students who are capable and skilled in applying the concept of
- 6) Students who are careful, creative, and innovative in completing assignments
- 7) It takes a long time to understand the material because it has a high level of difficulty and complexity, so that the learning process requires repetition or practice.
- 8) The level of reasoning ability and high accuracy so that students can achieve complete learning.

If one indicator only covers part of the above conditions, it can be said to have moderate complexity. Meanwhile, when these conditions are not required, the indicator can be stated to have low complexity.

b. Supporting Capacity Level, namely the availability of educational facilities and infrastructure in accordance with the demands of the competencies that must be achieved by students such as libraries,

laboratories and other tools or materials for the learning process. In addition to the above supporting resources, the availability of educators and education personnel is also very necessary, such as learning operational costs, policy support, school management, support for the vision, mission, goals and programs of the school as well as concern for school stakeholders.

At least in the education unit there are learning support resources as part of the supervised aspects such as school buildings and supporting buildings, facilities or facilities for learning activities, learning media, and so on.

c. Level of Intakes, namely the average level of ability or initial competence of students that can be utilized in achieving basic competencies and competency standards that have been set within a certain period of time.

To determine the intake of students sitting in class I, VII, and class X, it is based on the results of the selection at the time of acceptance of new students, national exam scores, report cards for the last level, entrance selection tests or psychological tests. While the determination for students sitting in class II and so on, VIII and so on, XI and so on is based on the ability of students in the previous class by always considering the relationship between the indicators and the previous indicators that have been achieved by students. Among the steps in determining the KKM are as follows:

- a. Setting minimum completeness criteria (KKM) for each Indicator
- b. Establish minimum completeness criteria for each Basic Competence through the average of the KKM Indicators
- c. Set minimum completeness criteria for each Competency Standard through the average of KKM Basic Competence
- d. Determine the minimum completeness criteria for each aspect of the subject through the average of the minimum completeness criteria



Competency Standards, Basic Competencies and Indicators that have been mapped by aspect.

e. The results of the determination of the minimum completeness criteria by the teacher or the MGMP are approved by the principal to be used as a benchmark for teachers in conducting assessments.

f. The specified minimum completeness criteria is socialized to interested parties, namely students, parents and the education office.

g. Minimum Completeness Criteria (KKM) is included in the learning outcomes report when the results of the assessment are reported to parents.

### **3. The function of Minimum Completeness Criteria in Learning**

Some of the functions of the minimum completeness criteria (KKM) in learning include:

a. Can be a reference for teachers in assessing student competencies according to the basic competencies of the subjects being followed. Each basic competency can be identified based on the established minimum completeness criteria. Educators must provide an appropriate response to the achievement of basic competencies in the form of providing remedial services or enrichment services. In addition, it can be used as part of evaluating learning programs implemented in schools.

b. It can also be a reference for students in preparing themselves to take part in the assessment of subjects. Each basic competency and indicator is determined by the minimum completeness criteria that must be achieved and mastered by students. Students are expected to be able to prepare themselves to take part in the assessment in order to achieve a value exceeding the KKM. If this cannot be achieved, students must know what basic competencies have not been completed and need improvement.

c. The minimum completeness criteria can be used as part of a component in evaluating learning programs implemented in schools. Evaluation of the implementation and results of curriculum programs can be seen from the success of achieving minimum completeness criteria as a benchmark.

d. Determining minimum completeness criteria is a pedagogical contract between teachers and students and between education units and the community. The success of achieving minimum completeness criteria is an effort that must be carried out jointly between teachers, students, leaders of education units and parents. Teachers make efforts to achieve minimum completeness criteria by maximizing the learning and assessment process. Students make efforts to achieve minimum completeness criteria by proactively participating in learning activities and doing tasks that have been designed by the teacher. Parents can help by providing full motivation and support for their children in learning. Meanwhile, the leadership of the education unit seeks to maximize the fulfillment of needs to support the implementation of the learning and assessment process in schools.

e. Minimum Completeness Criteria It is the target of the education unit in achieving the competence of each subject. Educational units that have a high KKM and are implemented responsibly can be a benchmark for the quality of education for the community. The success of achieving minimum completeness criteria is one of the benchmarks for the performance of the education unit in implementing educational programs<sup>23</sup>

#### **4. Minimum Completeness Criteria Preparation Techniques**

The KKM preparation technique goes through the following steps:

1 Determine the minimum completeness criteria measurement criteria.

---

<sup>23</sup> Tatik Sudiati, Peningkatan Kinerja Guru Dalam Menetapkan Kriteria Ketuntasan Minimal Melalui Workshop, *Journal Kajian teori&kependidikan*, 2018.

- 2 Determine the range of KKM criteria values.
- 3 Determine the KKM criteria score.
- 4 Determine the formula for calculating KKM.
5. Procedural search for KKM.

As stated above, the criteria for the minimum completeness criteria measurement approach use 3 approaches, namely: the complexity approach, the carrying capacity approach and the student intake approach. For these 3 approaches, the range of KKM criteria values and scores for each criterion is determined by using the formula: complexity criteria + carrying capacity criteria + student intake criteria:  $9 \times 100 =$  . The criteria for the range of KKM scores are as follows:

1. Complexity value range:

Higher = 50 - 64

Medium = 65 – 80

Low = 81 – 100

2. Bearing capacity value range:

Higher = 81 - 100

Medium = 65 – 80

Low = 50 – 64

3. Range of student intake scores:

Higher = 81 - 100

Medium = 65 – 80

Low = 50 – 64

The criteria for the KKM score are as follows:

1. Complexity value range:

Higher = 1

Medium = 2

Low = 3

2. Bearing capacity value range:

Higher = 3

Medium = 2

Low = 1

3. Range of student intake scores:

Higher = 3

Medium = 2

Low = 1

The range of values is a tool to determine the minimum completeness criteria score for each element of the KKM criteria, for the complexity element, the value range of 50 - 64 indicates high complexity with a score of 1 and the carrying capacity element, the range of 81 - 100 indicates high carrying capacity with a score of value. 3, and the student intake ranges from 50 to 64 indicating low student intake with a score of 1 and the complexity range from 81 to 100 indicating low complexity with a score of 1.

Determining the complexity, high-medium-low, can be done using the complexity of the domains, both cognitive, affective, and psychomotor, using the following value ranges: Determining the

complexity, high-medium-low, can be done using the complexity of the domains, both cognitive, affective, and psychomotor, using the following value ranges:

### 1. Complexity Criteria

NO	KIND OF APPROACH	COMPETENCE LEVEL	VALUE RANGE	SCORE	VALUE
1	Cognitive Realm	1 Knowledge and understanding	50 – 64	High	1
		2 Application and analysis	65 – 80	Currently	2
		3 Synthesis and evaluation	81 - 100	Low	3
2	Affective Realm	1 Receiving and Responding	50 – 64	High	1
		2 Assess and Manage	65 – 80	Currently	2
		3 Living	81 - 100	Low	3
3	Psychomotor realm	1 Imitation and manipulation	50 – 64	High	1
		2 Articulation	65 – 80	Currently	2
		3 Experiences	81 - 100	Low	3

## 2. Criteria for carrying capacity

NO	SUPPORT REQUIRED	SUPPORTING REALITY	PERCENT OF ACQUISITION OF SUPPORTING POWER	VALUE RANGE	SCORE	VALUE
1				1 – 55 56 – 80 81 - 100	Low Currently High	1 2 3

## 3. Student Intake Criteria

NO	STUDENT'S NAME	VALUE	AVERAGE VALUE	VALUE RANGE	SCORE	VALUE
1				1 – 55 56 – 80 81 - 100	Low Currently High	1 2 3
2						
DST						

In addition to using the indicator competency approach, the indicator material complexity approach can also be used, with the following criteria:

NO	TYPE OF MATERIAL	VALUE RANGE	SCORE	GRADES
1	Fact	1-55	Low	
2	Draft	1-55	Low	
3	Principles	56-80	currently	
4	Procedure	81-100	High	

In essence, even though using the above approach, the knowledge, expertise and skills of educators towards understanding and analyzing indicators is something that is very meaningful in using the above approach, starting from the formulation of indicators through mapping analysis to the formulation of the KKM itself, for this only teachers a professional who can do it.

After finding the score for each approach, we enter that score into the formula. Example: A high complexity score is 1, a moderate carrying capacity score is 2 and a high student intake score is 3.

#### **D. Relevent Research Results**

1. Mohammad Alfaris Dkk, This study intends to examine the hybrid learning model adopted in detail and to identify the intensity of awareness, the perceptions, and the impact on performance of the hybrid learning model among the Interior Design Engineering students. The study is quantitative in nature; a speciallydesigned questionnaire (with closed-ended questions) was used to collect data from participants selected based on a purposive sampling technique. Having verified the significance of the relationship of variables using the Pearson Chi-Square test, factor analysis was used for data reduction and to summarize the interdependent relationships. The results show that students' awareness of accessing online resources through hybrid classes, students' readiness to adopt hybrid classes, and teachers' efficiency in delivering a remarkable learning experience are the key factors in the success of the hybrid learning model. The results also indicate the importance of advanced Learning Management System(LMS)and the emotional connection of the students with their instructors and their classmates in adding value to the effective learning experience of the participants.<sup>24</sup>

2. This study seeks to find out how the challenges of implementing the hybrid learning model in geography learning in the geography education study program are FKIP UNS. The method used in this research is descriptive qualitative. The research subjects were second semester students, geography education study program FKIP UNS. The data collection techniques used were interviews, observations and FGD. The result of this research is that geography learning, which is carried out using a hybrid learning model, can effectively achieve mastery of students'spatial citizenship skills. The hybrid

---

<sup>24</sup> Mohamad Alfiras, DKK. Analysis perception of Hybrid classes in the context of Gulf University : An analytical Study,( Jurnal of Hunan University Natural Sciences,2021)



learning model that is applied must be combined with other platforms such as Zoom Meeting, Moodle, WhatsApp and Open Course Ware.<sup>25</sup>

3. The research result conducted by Meydanlioglu & Arikan stated if hybrid learning in higher education is greater powerful than full face to face or totally online studying, so that many institutions are interested to develop this model. Besides study carried out by Hidayatullah & Anwar stated indicated that hybrid learning provide broad opportunities in developing educators' competence, the development of technology and information in learning as well as more dynamic access so that it is possible for students to always adapt to the current development. Hediansah & Surjono stated performed a research and the result claimed that hybrid learning give good impact on providing interactive environment among teachers and peers, shaping students into independent learners to upgrade their skills, and improving teachers' performance in learning management. Furthermore, research findings from (Sutisna & Vonti, 2020) showed that hybrid learning gave advantages for both lecturers and students such as improving digital literacy.<sup>26</sup>

4. Moh Nashir & Roudlotun Nurul Laili ,The results of study indicated that hybrid learning make students easier in practicing the conversation during Intensive English class and can improve their learning outcomes and scores, especially in their speaking. 71.7% students stated that hybrid learning increase effectiveness, efficiency and their attractiveness, so it is quite effective to be applied. Then 85 students (81.8%) prefer hybrid learning than full online learning or totally face to face learning.<sup>27</sup>

---

<sup>25</sup> Singgih Prihardi, DKK. The challages of application of the Hybrid class learning model in Geography learning during the covid19 pandemic, ( Jurnal of Universitas Sebelas Maret,2022)

<sup>26</sup> Muhammad Nasir, Roudlotun Nurul Laili, Hybrid Learning as an Efective Learning Solution on Intensive English Program in the New Normal Era, (Jurnal of Language Teaching and Learning,Linguistic and Literature,2021)

<sup>27</sup> Muhammad Nasir, Roudlotun Nurul Laili, Hybrid Learning as an Efective Learning Solution on Intensive English Program in the New Normal Era, (Jurnal of Language Teaching and Learning,Linguistic and Literature,2021)

5. Muh Yusuf Hidayat & Ayu Andira The results showed that the experimental class was at high category with the average value of students is 86.17 while in class control is in the medium category with the average value of students is 78.06. so it can be concluded that the hybrid learning assisted learning model Schoology media is more effective on the learning outcomes of students in class XI MIA MAN Pangkep compared to conventional powerpoint assisted models.<sup>28</sup>

6. Hawker Akram Awla, s a result, learning process will be enjoyable, faster, and more effective. Moreover, teachers should try to adjust their teaching styles so that they match their students' learning styles. However, a mismatch might sometimes be important especially with low level students as they feel disappointed at the early stages of learning but it should be done with caution. In addition, (Peacock) proposes that “teachers should strive for a balanced teaching style that does not excessively favor any one learning style— rather that tries to accommodate multiple learning styles”.<sup>29</sup>

7. Tatik Sudiati , . The results of the analysis indicate that there is an increase in readiness and performance of teachers in setting minimum completeness criteria from cycle I to cycle II. Achievement of performance indicators is found in action II. Therefore it can be concluded that through workshops can improve teacher performance in setting minimum completeness criteria in Ma'arif NU Vocational High School Sunan Giri Driyorejo.<sup>30</sup>

8. Yendarman, The result of research first action that known the teacher ability to set up the mark of KKM improved in pretest 53,8 to 79 or 49% increasing. The research reveals that hypothesis is accepted. This

---

<sup>28</sup> Muh Yusuf Hidayat & Ayu Andira, Pengaruh Model Pembelajaran Hybrid Learning berbantuan dengan schoology Terhadap hasil belajar peserta didik kelas XI MIA MAN Pangkep,2019

<sup>29</sup> Hawker Akram Awla, Learning Style and Their Relation to Teaching styles, International jurnal,2014

<sup>30</sup> Tatik Sudiati, Peningkatan Kinerja Guru Dalam Menetapkan Kriteria Ketuntasan Minimal Melalui Workshop, journal Kajian teori&kependidikan,2018.

implies that in order to improve the ability of teacher to set up KKM in SMK by using small discussion is tough.<sup>31</sup>

9. Sri Wahyuni, Desi Areva, & Lovelly Dwindi Dahen ,The results of the study found: Minimum completeness criteria setting process (KKM) is: Principal KKM has set a minimum that must be achieved by the subject teachers, Having known the value of the minimum KKM subject teachers at a workshop convened to determine the KKM for Economic Subjects class X which starts from Standard competence, basic competence to later demoted to the indicator. So after KKM determined subject teachers reported the results of the meeting to the representative of the curriculum, the curriculum report to the Vice Principal, principal chief engineer reported the results to the Department of Education and to the Office of Padang province, then disseminated to students and parents in the form of student learning lembarhasil. While the obstacles encountered in the determination of this KKM is: Time penentuan KKM is not planned in accordance with the existing circumstances, When the teacher determines the minimum value of completeness (KKM) is too high then the students do a lot of remedial, When the teacher determines the minimum value of mastery is too low then the student will difficult to into collage.<sup>32</sup>

---

<sup>31</sup> Yendarman, Peningkatan Kemampuan Menentukan KKM dengan diskusi kelompok kecil, *journal ilmiah*, vol.16,2016

<sup>32</sup> Sri Wahyuni, D. A. PROSES PENETAPAN KRITERIA KETUNTASAN MINIMAL (KKM). *Ipteks Terapan*, 107-108.

## CHAPTER 3

### RESEARCH METHOD

#### A. Research Design

This study uses qualitative research, according to Jane Richie, qualitative research is an attempt to present the social world, and its perspective in the world, in terms of concepts, behavior, perceptions and issues about humans being studied.

Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, etc. And by way of description in the form of words and language, in a special context that is natural and by utilizing various natural methods.

Qualitative research is research that uses open interviews to examine and understand the attitudes, views, feelings, and behaviors of individuals or groups of people. Qualitative research is research that uses a naturalistic approach to seek and find meaning or understanding of phenomena in a setting.<sup>33</sup>

( Basrowi & Kelvin ,2008: 2 ) said: that the researcher can recognize the subject, feel what the subject is experiencing in daily life. Qualitative research in it involves researchers so that they will understand the context of the situation and setting natural phenomena under study. Of each phenomenon is something unique, different from the others because of the different context. The purpose of qualitative research is to understand the condition of a context by leading to a detailed and in-depth description regarding the portrait of conditions in a natural context (natural setting), about what actually happened according to what was in the field of study.

---

<sup>33</sup> Moleong J.Lexy. M.A ,Metodologi penelitian kualitatif, Bandung: PT RosdakryaAlfabet

(Yusanto ,2019) that qualitative research has its own variety of approaches, so that researchers can choose from The variety is to adjust the object to be studied.

Yulianty & Jufri (2020), in qualitative research data analysis must be carried out carefully so that the data that has been obtained can be narrated with good, so that it becomes a worthy research result.<sup>34</sup>

## **B. Research participant**

The Research chosen the class VIII of MTs Negeri 1 Manado to takes the result of Learning Hybrid Class & one English teacher as participant.

## **C. Research Setting**

### **1. Place**

This research has been completed at MTs Negeri 1 Manado which in located in Streat Kuala Buha , more spesifically in Bailang, Bunaken, Manado City, North Sulawesi.<sup>35</sup>

### **2. Time**

The researcher collect data for one month starting from April 7,2022 to Mei 7,2022. The researcher collected the data by participating interview and documentation.

## **D. Reseach Intruments**

The instruments design in this research that are :

### **a. Interview**

Interview are used method of collecting information from the people about opinions, beliefs , and feeling or opinions from

---

<sup>34</sup> Mohammad Rijal Fadli,2019, jurnal-memahami desain metode penelitian kualitatif

<sup>35</sup> Profile of Madrasah MTs Negeri 1 Manado 2020/2021

another person. The interview is a meeting between two persons to exchange information and ideas through questions and responses resulting in communication and joint construction about a particular topic.

#### b. Documentation

Documentation is a method used to obtain data and information in the form of books, archives, documents, writing numbers, and pictures in the form of reports and information that can support the research. The documentation used to collect data and then be observed and analyzed to get the conclusion as the research result.

### **E. Data Collection Technique**

In order to collect the data to support this research, the researcher used two techniques of data collection, they are Interview and Documentation.

#### 1. Interview

This type of interview is included in the in-depth interview category, which is more free in its implementation when compared to structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and record what was stated by the informant. The researcher conducted interviews with 1 English Teacher eighth class with 3 questions for support data.

#### 2. Documentation

Documentation is a record of events that have passed. Documents can be in the form of writing, pictures, or monumental works of someone. Documents in the form of writing such as diaries, life histories, photographs,

living pictures, sketches, and others. Documents in the form of works such as works of art, which can be in the form of pictures, film sculptures, and others. Documentation technique is a tool of the use of observation and interview methods in research. Researchers use this method to collect data in the form of daily notes, documentation such as photos, books and others.

### **E. Data analysis technique**

Data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process. The researcher used analysis the transcription qualitatively by used the concept of Miles and Huberman. Analysis can be define as consisting as three current flows activity.<sup>36</sup>

#### a. Data reduction

data reduction is the proses of selecting data or simplifying data. Where researcher was interviewed and Documentation and then simplify it into a conclusion.

#### b. Data pretentation

Data pretentation is a valid data analysis process after the researcher collected all interview, and Documentation, they were presented in the form of graphs or table.

#### c. Conclusion

After the data is presented in the form of a graph, then the data is described in the form of a descriptive and conclusion are gives to what the result of learning Hybrid class.

---

<sup>36</sup> Marthew B and A Michael Huberman Miles, *An Expanded soucebook : Qualitative Data Analysis* (London : sage publication,1994)

## CHAPTER IV FINDING & DISCUSSION

### **A. Description of Research Subject**

#### Profile Of MTs Negeri 1 Manado

MTs Negeri 1 Manado which is state junior High School that is located in Jalan Kuala Buha, more specifically in Bailang raya, Bunaken, Manado City, North Sulawesi.

MTs Negeri 1 Manado has 965 students. This school has total 53 teachers. This school one of many school in the national level competition, so many students enroll in this school, but this school only accept about 300 students per every year.

This school also has several facilities and classroom that can help to facilitate teaching and learning processes such as 26 classroom, 1 Lab Of Language, 1 room of Headmaster, 1 room of teacher, and 1 Library. These adequate infrastructure facilities support and make the learning process more efficient and can improve the quality of education.<sup>37</sup>

The vision of MTs Negeri 1 Manado is obedient IMTAQ, Excelling in science and technology, skilled in arts and culture, and sports. The mission of this school are:

1. Implementing the appreciation and practice of Islamic teaching through activities madrasah
2. Implementing effectiveness learning and guidance with the CTL approach and PAKEM to produce quality students
3. Improving the development of professional and owned education personnel competence in the field
4. Improving extracurricular achievements to optimize skills and students creativity following to their potential

---

<sup>37</sup> Profile of Madrasah MTs negeri 1 Manado 2020/2021



5. Implementing participatory, transparent, accountability management by involving parties involved in the implementation of madrasah
6. Creating a competitive atmosphere among students in activities Intracurricular and Extracurricular.
7. Creating a conducive atmosphere in the madrasah environment by involving all existing components

## **B. Findings**

### 1. Result of Interview

In this study, researcher conducted interviews with teacher :

Researcher conducted direct interviews with English teacher and student at MTs negeri 1 Manado. The researcher conducted interviews with 1 teacher VIII Class , this study used open ended question more 3 questions for teacher and the result of interviews are also used as support data, to strengthen the result of Hybrid class during pandemic.

-Interviews with Teacher :

Based on my first question, the researcher asked “ How is the result of Hybrid class during pandemic ? ” the teacher Namely D. S. Pd said that

“ Learning outcomes during the Hybrid class period increased significantly, there was a time when the Hybrid class increased student learning enthusiasm.”

Second question : why the result can be increase significantly ?

“ Because during pandemic student learnt online and they could not interact with teacher so they were difficult in understanding materials. When school decided to use Hybrid Class learning method they can be easier to understand the materials that is because students and teacher have face to face interaction.

Third question : “what the grade of the English subject reach the KKM during the Hybrid class?

“ Yes , Reach the KKM of English subject “

Fourth question : “does the Hybrid class improve student learning progress?”

“Yes, Hybrid class improving student learning progress ”

Analysis the teachers responses to the interview, Researcher find out that in VIII Class MTs Negeri 1 Manado used Hybrid Class in English subject. Teacher said that the Hybrid Class period is different with the usual class. That is because in the Hybrid Class students’ learning result increased significantly. Teacher also said that before Hybrid Class period, students learning result decreased because teacher had limited interaction with student in online learning. Meanwhile in Hybrid Class, students had interest in learning because student and teacher can interact in class although half of student learning in face to face and other in online.

In all subject there is a minimum completeness criteria that students have to reach in learning. It also applies in English subject. The minimum completeness criteria in English subject is 73. Based on interview with the teacher, student result have reach KKM.

When students learn English with Hybrid Class students have chance to communicate with teacher directly in the class room if the students get turn in classroom. So that Hybrid Class can improve students’ learning progress.

## **2. Result of Documentation**

Researcher carry out documentation checks by viewing and studying archives that are considered necessary in research. checking the existing documentation at the research location, namely at MTs Negeri 1 Manado on jalan Kuala Buha , Bailang , Bunaken ,North Sulawesi. Start from 7 April 22 till 7 May 22. As for the things that the researcher has documented in accordance with the research, these are syllabus and grades of English subject :

a. Syllabus

During pandemic, English subject syllabus is design by teacher for fitting the learning in every situation. The syllabus in Hybrid Class provided lesson plans that can be used for students face to face class and also online class. Teacher used some applications such as Whatsapp media, google classroom, and video conference in teaching English. it can be seen in syllabus that researcher got from teacher at VIII Class MTs Negeri 1 Manado. ( see appendices )

b. Grades of English Subject

These are Results of English subject in VIII Class at MTs Negeri 1 Manado in academic year 2020/2021 :

Student 1	60
Student 2	78
Student 3	76
Student 4	85
Student 5	76
Student 6	70
Student 7	78
Student 8	75
Student 9	77
Student 10	65
Student 11	73
Student 12	73
Student 13	83
Student 14	60
Student 15	60
Student 16	70
Student 17	78
Student 18	74
Student 19	85
Student 20	85
Student 21	76
Student 22	78
Student 23	73
Student 23	60
Student 24	74
Student 24	74
Student 25	78

Student 26	83
Student 27	70
Student 28	78
Student 29	78
student 30	74
Student 31	78
Student 32	60
Student 33	74
Student 34	78
Student 35	73

Table 4. 1 The grade of English subject class VIII-A ( januari 22-now ) KKM 73

1. Class VIII-A ( 35 Student )

There are less than minimum completeness criteria ( 8 Student) , Comply minimum completeness ( 4 Student ) , Exceeding the minimum completeness criteria (24 Student ) . From the results of class VIII A scores, more of them reach the minimum completeness criteria, so this class has succeeded in getting higher results during Hybrid class in learning in English subjects.

Student 1	78
Student 2	80
Student 3	80
Student 4	80
Student 5	82
Student 6	83
Student 7	86
Student 8	78
Student 9	78
Student 10	83
Student 11	78
Student 12	78
Student 13	76
Student 14	70
Student 15	83
Student 16	83
Student 17	82
Student 18	78
Student 19	70

Student 20	78
Student 21	82
Student 22	82
Student 23	82
Student 24	80
Student 25	78
Student 26	80
Student 27	84
Student 28	60
Student 29	75
Student 30	83
Student 31	82
Student 32	76
Student 33	82
Student 34	82
Student 35	82
Student 36	82

*Table 4. 2 The grade of English subject class VIII-B*

2. Class VIII-B ( 36 Student )

There are less than minimum completeness criteria ( 3 Student) , Comply minimum completeness criteria ( 0 Student ) , Exceeding the minimum completeness criteria (33 Student ) . from the results of class VIII B scores, more who meet the minimum completeness criteria grades, so this class is successful in getting more results during Hybrid class learning in English subjects.

Student 1	78
Student 2	75
Student 3	78
Student 4	85
Student 5	78
Student 6	80
Student 7	60
Student 8	75
Student 9	78
Student 10	85
Student 11	85
Student 12	80

Student 13	80
Student 14	77
Student 15	60
Student 16	78
Student 17	60
Student 18	78
Student 19	85
Student 20	80
Student 21	78
Student 22	80
Student 23	79
Student 24	75
Student 25	74
Student 26	83
Student 27	74
Student 28	80
Student 29	82
Student 30	83
Student 31	82
Student 32	78
Student 33	78
Student 34	70
Student 35	80
Student 36	78
Student 37	79

*Table 4. 3 The grade of English subject class VIII-C*

### 3.Class VIII-C (37 Student )

There are less than the minimum completeness criteria ( 2 Student) , Comply the minimum completeness criteria ( 0 student ) , Exceeding the minimum completeness criteria (35 Student ) . from the results of class VIII C scores, more who meet the minimum completeness criteria grades, so this class is successful in getting more results during Hybrid class in English subjects.

### **C. Discussion**

Hybrid Class system is a learning method that enable students and teacher to learn by mix face to face class and computer mediated experiences . this method Combines direct meeting in class and online using internet network. It means the half of students allow to meet directly with teachers to get direct instructions as well.<sup>38</sup>

The researcher has conducted a study in VIII Class at MTs Negeri 1 Manado that used Hybrid Class in learning English subject. Based on findings, Teacher used Hybrid class during pandemic in academic year 2021/2022.

Before the class used this learning method, this class learnt using only online class which is the students and teacher studied at home and connected by application such as Whatsapp, google classroom, and video conferences. But this method faced some problems such there lack of interactions between students and teacher and students difficult to understand the materials because of their home has unsupported learning conditions. Meanwhile the learning process are characterized by the occurrence of educative interactions between the educators (teachers) and pedagogical learning activities for students. Learning does not occur immediately if there is no some stages. They are; (1) it in involves students' mental process maximally in learning process, (2) Building a dialogical atmosphere and a continuous question and answer process directed at improving and enhancing students thinking skills.<sup>39</sup> In online learning, the learning stages have unfulfilled. First, students' mental are not prepared in online learning because it is their first experience for studying by online. Second, students are not active to interact with teacher in learning process that is because students study at home alone.

---

<sup>38</sup> Muhammad Nasir, Roudlotun Nurul Laili, Hybrid Learning as an Efective Learning Solution on Intensive English Program in the New Normal Era, (Jurnal of Language Teaching and Learning, Linguistic and Literature, 2021

<sup>39</sup> Sumadi suryabrata, psikologi Pendidikan, h.63

Hybrid Class has the pedagogical flexibility characteristic in learning. This provides transformative experiences to both the teacher and learners to communicate with each other. Online students can communicate with the teacher via video and screen sharing while onsite students who attend the class can engage with the teacher and online students at the same time.<sup>40</sup> At VIII Class MTs Negeri 1 Manado researcher find out that students divided into 2 groups. A half students would come to class and a others students joined in online class. Teacher explained the material in classroom directly and also connected in online class. So the material of English subject provided by the teacher to all the student ( online and offline )

Hybrid classes may include asynchronous learning elements such as online exercise and pre-recorded video instructions to supplement face to face classroom session.<sup>41</sup> Hybrid class emphasizes using the best option for each learning objectives by combining traditional classroom experiences, experiential learning objectives and digital course delivery.<sup>42</sup> In findings, the syllabus that used in the class showed that the teacher gave the English subject materials through online application such as whatsapp, google classroom ,google form and video conferences. The learning media that used in the class was some videos and audios related with the material. The learning process in classroom (face to face classroom) is also running consistently where students and teacher have classroom activities, interactions and communication as usual.

During the pandemic the school provides teaching learning through online facilities in a form video conferences, Whatsapp, Googlemeet and google classroom, in accordance with government policy. By the end of pandemic, the government revised their policy regarding teaching. This study reveals the result Learning of Hybrid class during pandemic.

---

<sup>40</sup> Muhammad alfiras dkk, analysis perception of Hybrid classes in the context of Gulf university ; an analytical study.

<sup>41</sup> Adi Sumandiyar, The Effectiveness of Hybrid Learning as Instructional Media Amid the COVID-19 Pandemic.

<sup>42</sup> Margie martin. The Hybrid online model ; good practice.page,2



Researcher interviewed the teacher about the Hybrid Class learning result in VII grade Students at MTs Negeri 1 Manado. The teacher gave explanation about the comparison of the learning result before the Hybrid Class and after the Hybrid Class. When students had an online learning, the English Subject learning result decreased beside in usual class. That is because teacher had limited interaction with student in online learning. Meanwhile in Hybrid Class, students had interest in learning because student and teacher can interact in class although half of student learning in face to face and other in online. Based on learning theory, learning is a process of interaction of students with educators and learning resources that takes places in a learning environment. Learning is seen nationally as an interaction process that involves the main components, namely students, educators, and learning resources that take in place in a learning environment. Thus, the learning process is a system, which is a unified component that is interrelated and interacts with each other to achieve an optimally expected result in accordance with the goals that have been set.<sup>43</sup>

The learning outcomes in Hybrid class and usual class are different. Researcher had interviewed with the teacher and the teacher said that Hybrid class during pandemic increased students learning result significantly. Researcher also analyzed the learning grades of students in VIII Class MTs Negeri 1 Manado academic year 2021/2022 with the total of students 128 from 3 class ( VIII A, VIII B, VIII C ) as sampling for this study.

NO	KKM GRADES	TOTAL STUDENT	RANGE SCORES
1	Exceeding KKM	VIII A = 24	74-85
		VIII B = 33	
		VIII C = 35	
2	Complying KKM	VIII A = 4	73
		VIII B = 0	
		VIII C = 0	
3	Less KKM	VIII A = 8	60-70
		VIII B = 3	
		VIII C = 2	

*Table 4.4 the learning result f student VIII Class*

<sup>43</sup> Wina Sanjaya, kurikulum dan pembelajaran ; teori praktik pengembangan kurikulum tingkat satuan Pendidikan (ktsp)h.195

The table provides the learning result of students at VIII Class MTs Negeri 1 Manado in Hybrid Class. It can be seen that there are : 35 students in VIII C class , 33 students in VIII B class ,and 24 students in VIII A class that exceed the KKM limit with the range scores 74-85. Thus, the grades of learning English subject during the Hybrid class increased significantly.

Students can increase their English learning. There are two factors that can increase their grades of English subject during Hybrid Class. First they can easily understand teacher explanation and second they can interact with friends.

From the result of interviews conducted, researcher found that students got the benefits of Hybrid class , including : making easier they to understand English learning, simplify interaction between teacher and students, it also makes students interested in learning because they could understand the material taught by the teacher. So it can be seen that 8<sup>th</sup> grade students need an easy to understand learning English subject, this is also said by students on the reason that they have difficult to understand material of English.

Minister of Education Regulations (Permendiknas) No. 20 of 2007 Point A point 10 it is stated that the minimum completeness criteria (KKM) can be understood as "Learning Completeness Criteria determined by the education unit" and "KKM at the end of the education unit level for groups of subjects other than science and technology is the competency threshold grade, KKM is stated in the lesson plan.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the study, there were get higher and low grades of Learning English subject in Hybrid class during pandemic. Hybrid class provide convenience in learning English with a good understanding and increased grades than before. There are higher result of grades in English subject during Hybrid class and that can be easier for student to understand the material of English subject.and can make they reach the minimum completeness criteria (KKM) during pandemic. Student were easier to understand Learning English subject, more practical in receiving material, and could make it easier to interact between students and teacher.

#### **B. Suggestion**

##### 1. For Teachers

Teacher are the main key in teaching activities, so the researcher suggests that they are more aware of teaching technique to use in class, and should also used the good strategies for teaching, so that student can be understand the material and get the better grades of Learning English subject during Hybrid class.

##### 2. For Students

Researcher suggest learning more , by studying independently or with parents at home, to better understand English learning material during pandemic.

##### 3. For Next Researcher

In order to be able to find and compare the result of Hybrid class in public school and madrasah during pandemic.

## REFERENCES

- Abu-yahya Marwan Bin Musa, Tafsir Qur'an Hidayatul insan, www.tafsir.web.id
- Pattang Emik, Mesta Limbong, Witarsa Tambunan. Jurnal manajemen pendidikan, vol. 10. Hal 3
- Moleng, J. Lexy. M.A., Metodologi Penelitian Kualitatif, Bandung: PT Rosdakrya Alfabet
- Alfiras, Mohamad, DKK. Analysis perception of Hybrid classes in the context of Gulf University : An analytical Study, (Jurnal of Hunan University Natural Sciences, 2021)
- Hanafy, M. S. (2014). Konsep Belajar dan Pembelajaran. *Jurnal Tarbiyah dan Ilmu Keguruan. Vol.17 No. 1*, 68-76.
- Indra, N. (2010). Pembelajaran Hibrida Sebagai Strategi Pembelajaran Masa Depan. *Jurnal Penelitian Teknologi Informasi dan Komunikasi Vol.1 No.2*, 120-128.
- Makhin M., Hybrid Learning” Model Pembelajaran di Masa Pandemic Di SD Negeri Bungurasih Waru Sidoarjo, Jurnal Management Pendidikan, vol.3, 2021
- Hidayat, Muh Yusuf & Ayu Andira, Pengaruh Model Pembelajaran Hybrid
- Marthew B and A Michael Huberman Miles, *An Expanded sourcebook : Qualitative Data Analysis* (London : sage publication, 1994)
- Sumandiyar, Adi, DKK. The Effectiveness of Hybrid Learning as Instructional Media Amid The COVID-19 Pandemic, (Jurnal studi komunikasi, 2021)
- Learning Berbantuan dengan Schoology Terhadap Hasil Belajar Peserta Didik Kelas XI MIA MAN Pangkep, 2019
- Powa, Nevly Wisana, Witarsa Tambunan, Mesta Limbong. 2021, Jurnal Manajemen Pendidikan. Vol.10, Hlmn 2.
- Punaj, Setyosari, Jurnal-Menciptakan Pembelajaran Yang Efektif Dan Berkualitas, vol-1(1) 2017
- Alnajdi, Sameer M. Hybrid Learning in Higher Education ( Jurnal Indiana State University, 2015)
- Singgih, Prihardi, DKK. The challenges of application of the Hybrid class learning model in Geography learning during the covid19 pandemic, ( Jurnal of Universitas Sebelas Maret, 2022)

- Sulihin, Mustafa, Hastuti Mustukaningsih, Rina Imayanti, 2021, buku-pembelajaran tatap muka (PTM) pada masa pandemic covid-19 di SMA
- Stralen, pratask, S.kom., M.T (penulis) , Analisis Efektifitas Pembelajaran Daring, 2019
- Sri Wahyuni, D. A. (2015). Proses Penetapan Kriteria Ketuntasan Minimal (Kkm). *Ipteks Terapan*, 107-108.
- T. Ramadhani, I. G. P. Suharta, I. G. P. Sudiarta, Pengaruh Model Pembelajaran Hybrid Learning berbantuan Schoology untuk meningkatkan prestasi ( *Jurnal Pendidikan Matematika Undiksha*, 2020)
- Sudiati, Tatik, Peningkatan Kinerja Guru Dalam Menetapkan Kriteria Ketuntasan Minimal Melalui Workshop, *journal Kajian teori&kependidikan*, 2018.
- Bilfaqih, Yusuf dan M. Nur Qomarudin, *Esensi Pengembangan Pembelajaran Daring*, (Yogyakarta: Budi Utama, 2015). 1
- Zamzami, Zainuddin, Cut Muftia Keumala, Blended Learning Method Within Indonesia Higher Education Institutions, *jurnal Pendidikan Humaniora*, vol-6, 2018
- Hanafy, M. S. (2014). Konsep Belajar dan Pembelajaran. *Jurnal Tarbiyah dan Ilmu Keguruan. Vol.17 No. 1*, 68-76.
- Indra, N. (2010). Pembelajaran Hibrida Sebagai Strategi Pembelajaran Masa Depan. *Jurnal Penelitian Teknologi Informasi dan Komunikasi Vol.1 No.2*, 120-128.
- Sri Wahyuni, D. A. (2015). Proses Penetapan Kriteria Ketuntasan Minimal (Kkm). *Ipteks Terapan*, 107-108.
- Wahab, A. (n.d.). *Teknik Mudah Perumusan*. Retrieved Mei 22, 2022, from Academia.edu:  
[https://d1wqtxts1xzle7.cloudfront.net/38430469/RUMUS\\_KKM-with-cover-page-v2](https://d1wqtxts1xzle7.cloudfront.net/38430469/RUMUS_KKM-with-cover-page-v2).
- Behlot, Malik Ghulam, Concept of Learning, *International Jurnal*, 2015
- Houwer, Jan De , DKK. What is Learning on the nature and merits of a functional definion of Learning, 2013
- Profile of Madrasah MTs negeri 1 Manado 2020/2021
- Yendarman, Peningkatan Kemampuan Menentukan KKM dengan diskusi kelompok kecil, *journal ilmiah*, vol.16, 2016

### Appendix 1 Interview Guideline with Teacher

No	Question
1	What is your name ? (siapa nama anda ?)
2	What do you grade teach ? (mengajar kelas berapa? Ibu/bapak )
3	How the result of Learning Hybrid class during pandemic ? (bagaimana hasil pembelajaran Hybrid class selama pademi ?)
4	What the value of the English subject reach the KKM during the Hybrid class?  (apakah nilai Bahasa inggris mencapai KKM selama Hybrid class ?)
5	What the Hybrid class improve student learning progress? (Apakah hybrid class meningkatkan kemajuan belajar siswa?)

## Appendix 2 Transcript interview with Teacher 1

Place : MTs negeri 1 Manado

Date : Monday, 16 April 2022

Researcher : Azwa simbala

Teacher : Devi Ariyani Safitri Tahir S.Pd

R: Assalammualaikum Wr.Wb

T : Walaikumsalam Wr.Wb

R : What is your name ?

(Siapa nama bapak/ibu ?)

T : Devi Ariyani Safitri Tahir , S.Pd

R : what grade do you teach ?

(bapak/ibu mengajar kelas berapa ?)

T : VIII class , there are 8 class

(kelas VIII, ada 7 kelas )

R : How the result of Learning Hybrid class during pandemic ?

(bagaimana hasil pembelajaran Hybrid class selama pandemi ?)

T : Learning outcomes during the Hybrid class period increased significantly, there was a time when the Hybrid class increased student learning enthusiasm.

(Hasil belajar pada masa kelas Hybrid meningkat signifikan, ada kalanya kelas Hybrid meningkatkan semangat belajar siswa )

R : Does the value of the English subject reach the KKM during the Hybrid class?

(apakah nilai Bahasa Inggris mencapai KKM selama Hybrid class ?)

T : Yes , Reach the KKM of English subject

( yaa, mencapai KKM Bahasa Inggris )

R : Does the Hybrid class improve student learning progress?

(Apakah hybrid class meningkatkan kemajuan belajar siswa?)

T : Yes, Hybrid class improving student learning progress

( Ya, Kelas hybrid meningkatkan kemajuan belajar siswa )

Appendix 3 Data of value Responden ( KKM 73 )

Class VIII-A

Name	Value
ADITYA DUMBELA	60
AGINTA RAHMADANI AHMAD	78
Al-Fathtir Pasha Latif	76
Andi Putri Kayla Islamy Baeda	85
ANGGIE ANGGRAINI F.N.U.LILIENGGHU	76
ARASYA FIRDAUS SUHANI	70
Dwi Sasika Azima Jan	78
FACHRI RABBANY PAPUTUNGAN	75
Fadila Abdjul	77
FAHRUL ADITYA BADJUKA	65
FATIR HARMAIN	73
Fatma Suleman Isa	73
Humayrah Khanizah Rahman	83
Huzaima Basalama	60
JELITA KALAMU	60
KENZO MACHMUD	70
LAZIARDY FAHREZA P.HULANTU	78
M. KHAFKA NAFISSA ONU	74
MEYLANINGSIH SUPRIANTO	85
MILANY KEIZHA SUBURA	85
Mohammad Rafli Ishak	76
MOHAMMAD PANJI SATRIA	78
MUAMMAR AL-FAJRI INAKU	73
MUHAIMIN SYAHADAN PAKAYA	60
Muhajir Isa Rifliy Asagaf	74
MUHAMAD AL FHAROZY	74
Muhamad Geraldo Stancio Adam	78
NAZWA WAHYUNI SALAULLAH	83
Nizma Saskia Thajib	70
PUTRI DAMAYANTI MAULA	78
QIKAN QUEEN MANOPPO	78
Rehan Kiyai Demak	74
Sastyaviani Wulan Angesti	78
SITI HAJAR DEVAYANTI TAWOTO	60
VIKRAN LASANDER	74
WULANDARI NUR WAHYUNI MUHIDIN	78
Zahara Putri NurulSyifa Nikiulu	73



Class VIII-B

AL FAHRI THALIB	78
ALMIRAH NUR KAMILA DZIKRINA BACHSOAN	80
ANDI ARIFKA NURHALIZA	80
AULIYA RAHMA NURDIN	80
CAHAYA TIARA DAY	82
DHINI OKTAVIANA ARIANTO	83
FAIZ MUHAMMAD PASHA MOHA	86
FITRI ALMAIDA SANDALA	78
JUNADIL FAIZ PONTO	78
KEYSHA AURELIA SOLEMAN	83
MOHAMMAD FACHRI HABIBURRAHMAN ISMAIL	78
MUH YUSRIL YACOB	78
MUHAMAD RAFKA TAWOTO	76
MUHAMAD RAFLI PONTOH	70
MUHAMAD SAFWAN SALEH	83
MUHAMMAD AFIF NIU	83
MUHAMMAD AL FATIHH MAKKAH	82
MUHAMMAD FASYA WAKID	78
MUHAMMAD RIZKI MARAMIS	70
MUHAMMAD SIDDIQ RAMADHAN	78
MUHAMMAD ZAMIR WAKID	82
MUKNI SULEMAN	82
MUTIA RAFIKA MERSING CHANIAGO	82
NAZWA MAHARANI SAMAUN	80
NUR AIRA APRILIA BAKARI	78
NURSYIFAH TALUPI	80
PUTRI NINGTIAS	84
RAFLI ARDIWANSAN NOHO	60
REYZA ADITYA P. BAGINDO	75
RIVKA A. DUDE	83
RIZKA . A. PUTRI	82
RIZKI RAMADHAN BUCHARI	76
SUMAYYAH ADAM	82
ZAHRA WULANDARI	82
ZAHWA AULIA	82
ZEYNAL POTALE	82

Class VIII-C

AKMAL MUHAMMAD HAFIZH PONE	78
ALIF RAIHAN DJUFRI	75
AULIA REVOLUSI LAUMA	78
DENNIS PRATAMA	85
Dhea Ananda Rahim	78
Dimas Abdul Hafiis	80
Fahreza Rizky Ilham	60
FARADILA SAPUTRI ISHAK	75
FERGIWAN MAHANDIKA PARENRENGI	78
MADHINATUL KHIRAN MOHIU	85
Madinah Jusri k	85
MAULINDA ZAKARIA	80
Medina Wardhani Purbasariningrum	80
MOHAMMAD RAHMAT SYAFIL LADOLA	77
MOHAMMAD UBAIDILA ABDUL	60
Muhamad Hidayat	78
MUHAMAD RISQI POMANTOW	60
MUHAMMAD ARSHAVIN BLONGKOD	78
MUHAMMAD ISLAHUDIN PAPUTUNGAN	85
Muhammad Rainsya Fikri Siregar	80
MUTRIKA UDIN	78
Nabila Salsabil Liling	80
NURUL ROSYITHA RACHMAN	79
Prisyifa Aulia Hasan	75
RADITYA ALAMSYAH RADJAB	74
RAHMIYANTI NABILA S.PEGU	83
Raihan Usman Sjahrain	74
RIFKY SYAPUTRA BAKARI	80
RIZKY SULAIMAN	82
SAKIYAH ADILAH POTABUGA	83
SITI NAYLA AZZAHRA MANDIRI	82
Sri Kirani Kairunnisa	78
SYARIFHA ALMAIRA ALI	78
WAHYU DAENG PAWEWANG	70
Zahra Shakira Sudirman	80
ZASKIA VAN GOBEL	78
ZIDNI AFRA LIU	79



Name : Azwa Aswiya Simbala  
Place and Date of Birth : Matali, 07 Januari 1999  
Address : Kelurahan Matali , kec. Kotamobagu Timur  
Phone Number : 082188183381  
E-mail : Azwaaswiyasimbala@gmail.com  
Parents' Name  
Father : U. Simbala  
Mother : Dayan Mokodompit  
Educational Background  
Elementary School : SD Negeri 3 Matali (2005-2011)  
Junior High School : MTs 2 Kotamobgu (2011-2014)  
Senior High School : SMA Yadika Kopandakan (2014-2017)  
Organizational Experience :

HMPS TBI FTIK IAIN Manado 2018-2020 as a member

Manado, 15 Juni 2022

The Researcher

Azwa Aswiya Simbala