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Conducting Hybrid Training for Teacher Professionalism at SMP Wahid Hasyim Malang

Zahid Zufar At Thaariq[1], Reno Nurdiyanto[2], Ummul Karima[3], Chatur Erisa Putri[4], Doni Anggoro Dwi Wahyu Utomo[5], Dany Wijaya Kesuma[6], Dedi Kuswandi[7]

[1,2,3,4,6,7] Department of Educational Technology, Universitas Negeri Malang, Jl. Semarang No. 5, Malang, Indonesia 65145
[5] Department of Art and Design, Universitas Negeri Malang, Jl. Semarang No. 5, Malang, Indonesia 65145

Correspondence: Zahid Zufar At Thaariq (zahid.zufar.2201218@students.um.ac.id)

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Abstract. This article presents an explanation of the implementation of hybrid training as a form of teacher professional development at Wahid Hasyim Junior High School in Malang. Hybrid training is a pedagogical approach that combines online and face-to-face learning to improve the quality of education and teachers' abilities. This programme is implemented with stages (1) pre-implementation, (2) implementation and (3) post-implementation. The pre-implementation stage is passed by preparing all aspects needed. The implementation stage includes the training process which is conducted online but participants follow it simultaneously in one room. The post-implementation stage is carried out through reflections from the training instructor during the activity. This mode of training is expected to provide opportunities for teachers to explore their learning experiences widely through the application of online learning as exemplified in this training programme.

Key Words: Hybrid Training, Teacher Professionalism, Education.

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INTRODUCTION

Education plays a crucial role in determining the future direction of a nation. Given the rapid pace of change in the contemporary era, teachers, as the primary agents of the educational process, bear a pivotal responsibility in equipping the younger generation with the necessary skills and knowledge to face complex challenges. Therefore, it becomes imperative to take measures aimed at improving the quality and professionalism of teachers. Since professional development involves a multidimensional structure and changes throughout a teacher's professional life, the multidimensional structure and practical development of professional development make it difficult, but not impossible, to implement. Therefore, to provide a meaningful and comprehensive perspective on professional development, a comprehensive framework is needed (Sancar et al., 2021).

Professional development is the primary method employed to enhance teachers' knowledge and skills. It encompasses a variety of on-the-job training activities, ranging from formal lecture-style sessions to mentoring and coaching. However, the evaluation of professional development programs is limited, and even among the few that have been rigorously assessed, the evidence regarding their effectiveness is inconclusive (Popova et al., 2022). Existing approaches to retraining and advanced training of teachers are insufficient in addressing the challenges of developing mechanisms for education to respond adequately and flexibly to socio-economic changes. The multidimensionality, dynamics, and activity of the education system itself further complicate this task. Consequently, there is a decline in the potential for innovation, limited adaptability of education to reforms, challenges in implementing systemic transformations for the continuous professional development of teachers, and the need for substantial updates to the content of training programs for their professional growth (Shibankova et al., 2019).

Teachers face different challenges due to these changes in the education system. Programmed learning, as an alternative modality for learning continuity, poses various challenges. However, teachers still have to keep track of their students' development and monitor their students' progress (Agayon et al., 2022). It is believed that the challenges identified from the teachers' perspective are important in the use of ICT in secondary schools. Teachers are the ones who experience difficulties and challenges in using ICT in education (Ekberg & Gao, 2018). Teachers are said to resist technology and resist change. Ironically, they also feel compelled to adopt learning technology innovations through

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directives from the Ministry of Education. It is important to understand the diffusion and adoption process to ensure the successful implementation of new technologies in educational settings (Alias & Zainuddin, 2005).

The secondary school phase of education holds significant importance in the development of students' character and knowledge, thus highlighting the need for enhanced educational standards at this level. In light of the ever-evolving societal, technological, and environmental landscape, it becomes crucial for educators in junior secondary schools to consistently enhance their skills and knowledge. This is essential to ensure that the process of teaching and learning remains pertinent, engaging, and competitive.

Hybrid training is a novel method for enhancing professional skills, as suggested by various previous studies. Garg et al., (2022) found that hybrid programs provide distinct advantages by combining hands-on simulation-based learning with live demonstrations. Similarly, Kusters et al (2020) demonstrated that hybrid models effectively integrate theoretical learning with practical skill development.

The paragraph introduces the concept of hybrid training as a novel approach to professional capability development. This concept is presented as a focal point that has not been extensively explored before. While there are assumptions underlying the program, the paragraph emphasizes the significant element of novelty associated with the hybrid training approach. The studies mentioned, particularly Garg et al. (2022) and Kusters et al. (2020), discuss how this approach offers a unique opportunity to enhance skills by combining live simulation-based learning and observation of live demonstrations, as well as establishing a connection between didactic learning and practical skill application. By referencing these studies, the paragraph introduces the concept of hybrid training as a new and promising method for developing professional capabilities, thereby highlighting its novelty.

PROBLEM

SMP Wahid Hasyim Malang is recognized for its implementation of a democratic learning framework in teacher professional development. Thaariq dkk (2020) have demonstrated that teachers at this school have successfully developed digital learning media. Furthermore, Kuswandi et al. (2021) have expanded on this development by introducing the TRINGO concept (*ngerti*, *ngrasa*, and *nglakoni*) from Ki Hadjar

Dewantara. However, it is important to note that continuous training programs are necessary to further enhance the capabilities of teachers (Kuswandi et al., 2020).

Following a decline in COVID-19 cases, in-person education has resumed in Indonesia, but students have shown signs of learning regression. To address this issue, the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) has implemented the Merdeka Curriculum, which aims to mitigate learning deficiencies. This curriculum was introduced in late February 2022 (Kemdikbudristek, 2023). SMP Wahid Hasyim has successfully integrated the Merdeka Curriculum into its pedagogical approach, showcasing its ability to adapt to curriculum changes based on previous experiences. However, in order to fully optimize the learning process, further empowerment of the school is required. This empowerment involves enhancing the utilization of digital-based learning methods within the context of the Independent Curriculum era.

Consider, the implementer has devised a training programme that combines elements of different approaches. The underlying motivation for this programme stems from the central inquiry: "How can an innovative training programme be implemented in a manner that ensures continuity from the previous one at SMP Wahid Hasyim Malang?". This article will be structured into various sections, encompassing the contextual backdrop of the hybrid training implementation at SMP Wahid Hasyim Malang, the methodology employed in executing the programme, the outcomes and discoveries derived from the evaluation of the implementation, and strategic recommendations aimed at enhancing the efficacy and sustainability of the training programme.

METHOD OF IMPLEMENTATION

The hybrid training programme was executed by incorporating instructors (trainers), facilitators (students), and participants (teachers of SMP Wahid Hasyim Malang). A cohort of 20 teachers participated in this training initiative. The implementation process encompassed three phases: pre-implementation, implementation, and post-implementation. During the pre-implementation phase, the implementer undertook preparatory activities, including the selection and training of instructors, as well as the procurement of necessary materials. Subsequently, the implementation phase involved creating a conducive training environment and providing supportive media such as Zoom and laptops. Lastly, the post-implementation phase entailed the instructor's reflection on the hybrid training activities.

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RESULT AND DISCUSSION

Educational technology is a scientific consensus in solving educational problems. The context of solving educational problems is through the process of facilitating learning and improving performance (Januszewski & Molenda, 2013). Thus, educational technology is seen as an innovative science. Innovation in education, understood in a broad sense as the introduction of something new, change, improvement, and enhancement of the existing, can be called an immanent characteristic of education, which arises from its fundamental meaning, essence, and significance. Because innovative educational technologies and programmes are educational technologies that are the result of the innovative activities of the teachers who create and develop them. Innovative education is innovative educational technologies and programmes in which the result of the innovative activities of teachers is the creation or generation of innovative ideas by students (Farhodovna et al., 2020).

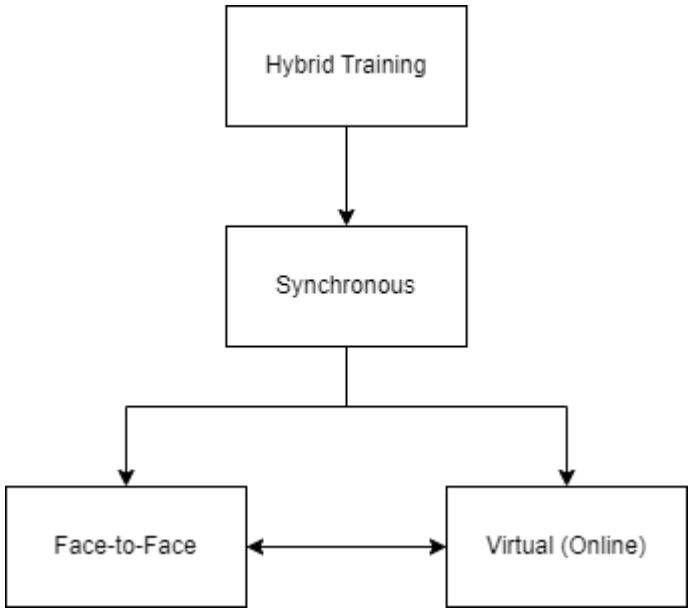

Figure 1 Hybrid training

Hybrid training is a consensus development of educational technology field. The main root of this concept is blended or hybrid learning. It applies to distance training as well as face-to-face training as important enablers in the hybrid model (Martín-Núñez et al., 2022). Many teachers see this exceptional situation as an opportunity to explore more flexible methodologies, such as blended or hybrid learning or the alternation between synchronous and asynchronous learning (Marinoni et al., 2020). Thus, hybrid training in

education offers many benefits that can enhance the learning experience for students. This approach integrates traditional face-to-face instruction with online resources, ensuring flexibility, personalisation, and engagement. By embracing technology and collaborative learning, hybrid training not only supports different learning styles, but also fosters critical thinking skills and encourages independent learning. As education continues to evolve, hybrid training is proving to be an invaluable concept in preparing learners for success in a digital and interconnected world.

In the realm of modern education, where technology and tradition intertwine, SMP Wahid Hasyim stands as a beacon of progressive pedagogy. In response to the evolving educational landscape, the institution takes a bold stride by introducing a paradigm that marries the richness of face-to-face instruction with the potential of online learning. This initiative, known as hybrid training, is not merely a novel concept; it represents a comprehensive strategy to enhance the academic journey of students (Thaariq et al., 2020).

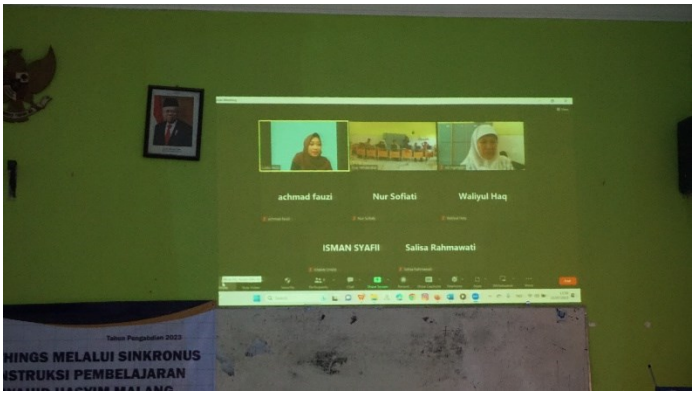

Figure 2 Hybrid training process

Hybrid training, as one of the innovative training approaches, has attracted attention as a means to improve the quality and professionalism of teachers in this digital era. By combining online and face-to-face learning, hybrid training offers the opportunity to utilise technology in the learning process, while still maintaining aspects of social interaction and collaboration between teachers and fellow teachers. Therefore, the implementer adopted this concept in the professional training for teachers of SMP Wahid Hasyim Malang.

In the first step, the implementers prepared instructors, materials and materials that supported the training. In this preparation, the organisers considered all aspects, including the rapid development of technology. For this reason, the material to be delivered is closely

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related to digital technology. Then the implementer invited instructors from outside the city with qualified experience to broaden the horizons of learning experiences for teachers. To facilitate this, the implementer provides video teleconferencing using the Zoom Meeting application to help teachers smoothly access interactions with instructors virtually (Kohnke et al., 2023).

At the end of the activity, the implementers, instructors, facilitators and participants reflected together on the programme (Liu, 2008). There needs to be an in-depth understanding of the material provided along with the use of the latest technology when teaching (Vasileva, 2017). As an educator, having a comprehensive understanding of the subject matter being taught is essential to facilitate effective learning. A deep understanding enables the ability to explain complex concepts in a more understandable way and communicate information effectively to students (Ponikarovska & Novikova, 2021). One of the utterances provided by the participant, who is a teacher, is as follows.

> "*I am happy with this hybrid training because it can bring me together with instructors who are quite far away.*"

The opinion presented in this text highlights several significant aspects of the hybrid training experience. Firstly, it emphasizes the ability of hybrid training to overcome geographical limitations by virtually connecting individuals with instructors located remotely. This underscores the advantages of globalization in education, enabling individuals to access a wider range of resources and perspectives. Additionally, the recognition of the flexibility in terms of time and space suggests that hybrid training allows for personalized learning to accommodate busy schedules and mobility constraints. However, the desire for physical interaction is also implied, underscoring the importance of the social component in the learning process. Moreover, the acceptance of technology as an effective tool indicates an individual's level of digital literacy and adaptability, which is increasingly crucial in today's digital era. Thus, this opinion demonstrates the intricate combination of the benefits of virtual accessibility, flexibility, the need for social interaction, and technological proficiency in hybrid learning environments.

CONCLUSION

Based on the preceding explanation, it can be inferred that training programs can be

effectively designed by incorporating a hybrid approach, which combines both face-to-face and virtual components. Consequently, it is advisable for educators to adopt this model when facilitating the learning process in the classroom. There are several strategic recommendations that can be made to further enhance the effectiveness of the training program. Firstly, it is advisable to ensure that the training content is aligned with emerging digital technologies. Given the rapid pace of technological advancements, it is important to keep the material current and relevant so that teachers are equipped with the latest tools and techniques for their classrooms. Secondly, expanding the pool of instructors from different locations can be beneficial. This will bring in diverse perspectives and experiences, enriching the training and providing teachers with a broader range of insights. Additionally, it is recommended to utilize various communication platforms beyond video teleconferencing. Incorporating interactive online forums or discussion boards can foster continuous engagement among participants and instructors. Lastly, establishing a systematic post-training assessment mechanism can help evaluate the actual impact of the training. Regular assessments can provide valuable insights into the effectiveness of the strategies taught and allow for any necessary adjustments to be made. Overall, maintaining a balance between technological integration and human interaction is crucial in cultivating a well-rounded and competent teaching community. Furthermore, this article can serve as a valuable resource for other service providers seeking to develop hybrid training programs.

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