



The Effectiveness of Hybrid Learning on RPL (Recognition of Prior Learning) Students at Panca Marga University

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Abstract: This study examines the effectiveness of hybrid learning for RPL (Recognition of Prior Learning) students at Panca Marga University. Hybrid learning, which combines face-to-face and online instruction, addresses scheduling challenges faced by working students. Using a quantitative approach and survey methods, the study evaluates the impact of hybrid learning on learning flexibility, engagement, and academic outcomes. Results show that hybrid learning enhances flexibility, allows students to balance work and study, and improves learning outcomes by 15% compared to conventional methods. However, challenges such as internet dependence and digital fatigue remain significant. The study highlights the need for technological infrastructure and faculty training to optimize hybrid learning implementation.

Keywords: hybrid, learning, Recognition of Prior Learning (RPL), effectiveness, education.

1. INTRODUCTION

Definition of Recognition of Prior Learning (RPL) according to Permenristekdikti No. 26 of 2016, namely recognition of a person's Learning Achievements obtained from formal or non-formal or informal Education, and/or work experience into formal Education. Recognition of Prior Learning (RPL) has several main objectives, including: 1) Recognition of Skills and Knowledge: Recognizing learning experiences that have been obtained outside of formal education, such as work experience, training, or volunteer activities. 2) Accelerating the Learning Process: By recognizing the knowledge and skills that are already possessed, individuals can more quickly obtain the necessary credits or certifications, thus accelerating the completion time of education. 3) Increasing Accessibility: Opening opportunities for individuals who may not have access to formal education to gain recognition for their experiences. 4) Encouraging Lifelong Learning: Motivating individuals to continue learning and developing skills, because they know that previous experiences will be valued. 5) Personalization of Education: Assisting in designing learning paths that are more in line with individual needs and experiences, thereby increasing engagement and learning outcomes. 6) Improving the Quality of Human Resources: Facilitating the development of skills and knowledge that are relevant to the needs of industry and the job market. Thus, RPL plays an

important role in supporting an inclusive education process that is responsive to the needs of individuals and society.

Panca Marga University (UPM) has been organizing the RPL Program since 2020. The number of RPL students interested in UPM is quite high. UPM RPL students are often mature students who have worked for several years and decided to continue their education. Several factors for RPL students to continue their studies are because several study programs at UPM are linear with the work of students who come from various work backgrounds. Such as elementary school teachers, technicians, village officials, factory workers, and some come from transferring from D3 to Bachelor's level education. Because many RPL students have worked, it makes it difficult for students and lecturers to determine a schedule so that face-to-face learning can be held, so hybrid learning is considered a solution so that lectures continue to run well. The combination of e-learning and face-to-face learning is called hybrid learning. Hybrid learning consists of the words hybrid (combination/mixture) and learning. Hybrid learning refers to a learning pattern that combines a mixture of face-to-face learning and online learning that forms an integrated learning approach. The objectives of hybrid learning include effective and efficient learning with technology-mediated learning (Horn & Staker, 2015).

Hybrid learning, which combines face-to-face and online learning, has various advantages, including flexibility, namely students can learn from anywhere and anytime, allowing them to adjust their study schedules to their personal routines, namely as Elementary School Teachers, Hybrid learning also makes it easier for students to access various materials online that can enrich their learning experience. Hybrid learning is able to make the interaction between Lecturers and Students better because it can provide opportunities for direct interaction with Lecturers and classmates, as well as online communication that can make it easier for Students to learn while working. Based on the description above, researchers are interested in conducting research entitled *The Effectiveness of Hybrid Learning on RPL Students at Panca Marga University*.

Hybrid learning is a learning model that combines elements of face-to-face learning with online learning. According to research by Essa (2023), hybrid learning shows a significant correlation in increasing academic mindfulness and deep learning abilities in students. This study emphasizes the importance of hybrid learning to produce high quality learning outcomes, especially in higher education, with a quasi-experimental design involving 350 students from various fields of study. In the context of the COVID-19 pandemic, hybrid learning is the main method to continue the education process and remains relevant as the main learning approach after the pandemic ends.

In addition, Gamage et al. (2022) highlighted that hybrid learning not only increases the flexibility of students' schedules but also enriches the learning experience through access to advanced technologies such as artificial intelligence and virtual reality. The study also noted that the hybrid model can improve student engagement and academic outcomes, although technical challenges remain a major concern.

The hybrid learning model has become a relevant learning approach in higher education, especially in overcoming the challenges of flexibility in time and location of learning. According to Essa (2023), hybrid learning not only increases academic mindfulness but also strengthens students' deep learning through a combination of face-to-face and online strategies. This study, involving 350 students from various disciplines, shows that hybrid learning provides significant results in improving the quality of education, especially during and after the COVID-19 pandemic. As a flexible approach, hybrid learning allows universities to integrate the advantages of online and offline learning, making it a primary method in the future.

Furthermore, Gamage et al. (2022) asserted that hybrid learning provides greater accessibility to students through innovative learning technologies such as artificial intelligence (AI) and virtual reality (VR). These innovations allow students to be more involved in the learning process, with benefits such as personalizing learning based on individual needs. The study also highlighted that hybrid learning is able to balance academic and professional demands, especially for students who work part-time.

In a meta-analytic review by Kamalov et al. (2023), it was found that the hybrid learning model contributes to improved learning outcomes with higher effectiveness compared to traditional learning methods. This study shows that the integration of technology in hybrid learning can accelerate the mastery of high-level cognitive skills, which are needed in the era of the industrial revolution 4.0. This finding underscores the importance of innovation in pedagogy to ensure that education remains relevant to the needs of industry and society.

Hybrid learning also presents its own challenges, such as dependence on reliable technological infrastructure and the digital competence of teachers and students. Nikolopoulou and Zacharis (2023) stated that technical barriers and the digital divide are often the main obstacles in implementing hybrid learning, especially in developing countries. However, with investment in digital infrastructure and training for lecturers, these barriers can be overcome to increase the success of hybrid learning implementation.

2. METHOD

This study uses a quantitative approach with a descriptive survey method to measure the effectiveness of hybrid learning on RPL students at Panca Marga University. The study was conducted in the odd semester of the 2023/2024 academic year. This approach was chosen to obtain an empirical picture of students' perceptions of the implementation of hybrid learning, with a focus on time flexibility, learning effectiveness, and improved learning outcomes.

The research design used a survey based on closed and open questionnaires to obtain primary data. Data were collected from 120 RPL students of the PGSD study program, who were selected using purposive sampling techniques based on the following criteria:

1. Students are active in the RPL program.
2. Have attended at least two semesters of hybrid learning.
3. Have experience in using online platforms such as Moodle or Zoom.

The questionnaire was developed based on Horn and Staker's (2015) hybrid learning theoretical framework, which includes the dimensions of flexibility, accessibility, engagement, and learning outcomes. The instrument was validated by three education experts to ensure its reliability and validity. A 5-point Likert scale was used to assess students' perceptions, ranging from strongly disagree (1) to strongly agree (5).

Data collection was conducted online using Google Forms to ensure easy access for respondents. Semi-structured interviews were also conducted with several students as supporting data to understand their obstacles and experiences in hybrid learning.

Quantitative data were analyzed using descriptive statistics (mean, median, and standard deviation) to measure students' perceptions of the effectiveness of hybrid learning. To support the interpretation of the results, a simple regression analysis was conducted to determine the relationship between the frequency of online platform use and student learning outcomes. Meanwhile, qualitative data from interviews were analyzed using a thematic approach to identify patterns of student experiences in hybrid learning.

3. RESULTS AND DISCUSSION

Based on the analysis of data obtained from questionnaires and interviews, several key findings can be summarized as follows:

1. Flexibility of Time and Place

The majority of students (82%) stated that hybrid learning provides significant flexibility in balancing their work as teachers and their lectures. This is supported by the ease of

access to online platforms such as Moodle and Zoom, which allow students to attend lectures without being tied to a specific location.

2. Student Involvement

The survey results showed that 68% of students felt more involved in the learning process due to the combination of direct interaction (face-to-face) and online activities. This factor encourages an increase in their learning motivation. This is consistent with research by Essa (2023), which found that hybrid learning increases students' academic engagement and awareness.

3. Improving Learning Outcomes

The average student learning outcome score showed an increase of 15% compared to conventional face-to-face learning methods. This increase was also reflected in interviews, where students felt that the permanently available online learning materials helped them repeat and understand concepts more deeply. A study by Gamage et al. (2022) supports this finding by highlighting that flexibility in accessing materials can strengthen student understanding.

4. Technical and Psychological Barriers

Although hybrid learning brings many benefits, there are obstacles such as dependence on a stable internet connection and digital fatigue. As many as 45% of respondents admitted to having difficulty maintaining concentration during long online sessions. Nikolopoulou and Zacharis (2023) also highlighted this challenge, especially in the context of developing countries with uneven technological infrastructure.

4. CONCLUSION

This study shows that hybrid learning is effective in increasing flexibility, student engagement, and learning outcomes of RPL students at Panca Marga University. As many as 82% of students appreciate the flexibility of time and place that allows them to balance work and study. In addition, student engagement increased by 68% through a combination of face-to-face interaction and online learning. The average student learning outcomes also experienced a significant increase of 15% compared to conventional learning methods.

However, this study also identified several obstacles, such as dependence on a stable internet connection and the emergence of digital fatigue. To optimize the implementation of hybrid learning, strengthening of technological infrastructure and training for lecturers in integrating online and offline learning methods is needed.

These findings confirm that hybrid learning can be an effective solution for working RPL students, although it still requires technological support and increased digital competency.

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