READINESS TO SUCCESSFUL HYBRID LEARNING AS PART OF COMPETITIVE ADVANTAGES THROUGH STUDENTS' EXPERIENCES IN NEW NORMAL

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Abstract – *This paper examines the readiness of a technology-based non-state university in Jakarta, Indonesia to conduct hybrid learning as part of competitive advantages based on the student's experiences. The discussion only focuses on the hybrid learning implementation in the new normal to identify the university's readiness to conduct it and claim it as a competitive advantage. In order to support the claim, a questionnaire has been spread to collect data from students who directly experienced the hybrid learning implementation. Online questionnaire on Microsoft Forms sent to students through social media networks. This is the green method to save resources in collecting data. The collected data shows how hybrid learning is implemented in each student's learning process as a respondent of this research. The result will confirm that the hybrid learning implementation in this university can be claimed as a competitive advantage and enrich the research related to competitive advantages in education fields.*

Keywords: *hybrid learning, competitive advantage, new normal.*

INTRODUCTION

During the past two years, with the pandemic, the global community has been forced to carry out life activities online for the safety and health of themselves and those around them. However, with the discovery of vaccines, virus detection devices, and methods of prevention and treatment, people have started to have the courage to interact like before the pandemic by observing and implementing health protocols. This pandemic has also affected the world of education, where all teaching and learning processes are carried out online (Nørgård, 2021). Various methods of online teaching and learning process are considered and suggested by experts and the government. After a while, when the number of Covid-19 sufferers in Indonesia started to decrease, and the rate of recovered Covid-19 patients continued to increase, it began to be considered for teaching and learning activities to return to the pre-pandemic state, which can be called the new normal period (Resenchuk, 2021). The community has begun to consider the need for real social interaction that is not online. One technology-based non-state university sees this as an opportunity. Supported by the availability of facilities and equipment (Syam, 2019), this university offers hybrid learning methods to prospective students as an added value by studying or studying at this university. This can be a competitive advantage for the university because not all universities or high schools offer this hybrid learning to prospective students. However, the questions in this study are (1) Did the students state that this university had successfully completed the hybrid learning required during the new normal era? (2) What indicators state that this university is ready to implement hybrid learning according to students? (3) What learning students expect methods? This research was conducted to answer these questions. After students undergo lectures with the hybrid learning method, it can be assumed that students already have experience related to this hybrid learning so that these students can share experiences related to hybrid learning and the facilities and equipment provided by the university. Suppose through this research, it is found that students feel or experience different things related to this hybrid learning with their expectations before enrolling at this university, then of course. In that case, the university's implementation of hybrid learning offered by prospective students cannot become a competitive advantage for this university. However, if analyzed from the facilities and equipment prepared, this university can carry out hybrid learning during the new normal period as promised to prospective students. To get confirmation that the implementation of hybrid learning can be a competitive advantage for universities, non-survey research is needed so that the

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results obtained are more accountable and, at the same time add to competitive advantage research in the world of education. Previous research on competitive advantage in the world of education only reached e-learning and was not specific to implementing hybrid learning during the new normal. Generally, research links competitive advantage with innovation and does not specifically discuss the implementation of hybrid learning as an innovation because there is a view that hybrid learning is the same as blended learning (Tick, 2021).

LITERATURE REVIEW

The term hybrid learning began to emerge after the pandemic and began to enter the new normal period. So that the term learning was not found before the pandemic (Tick, 2021). Hybrid learning is often equated with blended learning, but actually hybrid learning is different from blended because, in hybrid, the teacher will deliver the material not only online but at the same time also in person or face to face. Meanwhile, blended learning is carried out online and onsite, but not simultaneously. Blended learning is also used to suppress the use of resources without compromising the existing learning process (Shamsuddin, 2020), while hybrid learning is more for using technology in the process. This is what distinguishes hybrid learning from blended. The similarities between these two studies are the use of technology and facilities to support the teaching and learning process. This hybrid learning also enhances e-learning learning (Sutiah, 2020). Hybrid learning can be used for various needs in the learning and development process, such as in the process of teaching and learning foreign languages and developing student entrepreneurship (Akla, 2021, Musdariah, 2021, Widyartono, 2021, Bennett, 2020). When discussing the teaching and learning process, both online and hybrid, you must pay attention to the quality of the material presented, the completeness of the material needed, and awareness of the responsibilities of each role as a teacher, parent, and learner (Anzaldo, 2021). All things related to learning, both the teaching and learning process, learning materials, and the technology incorporated in the teaching and learning situation are the unit that determines the success of learning (Pischetola, 2021). Technology determines the success of hybrid learning, where collaboration occurs between aspects of technology (Masalimova, 2021). The technological capabilities of the instructor also have a role in this hybrid learning (Manciaracina, 2020). Students who undergo hybrid learning contribute knowledge or information regarding the required instructional design, the effectiveness of using technology, and appropriate materials and equipment used in this learning process (Chen, 2021). The competitive advantage of an educational institution is supported by its information technology capabilities. This information technology capability is also needed for implementing hybrid learning, especially during a pandemic or now that we are entering a new normal period (David, 2021). Digital transformation in global educational institutions will certainly determine the direction of these institutions in the future with strategies for their sustainability. A competitive advantage can be formed with the formulation of the right strategy. Quality education and the learning process is a competitive advantages of educational institutions. And for learning, several universities have implemented hybrid learning which is a competitive advantage (Hashim, 2021). Hybrid learning becomes a competitive advantage because it is the attraction of the university or educational institution, which generates economic benefits and ultimately determines the educational institution's position (. Competitive advantage from a resource-based view can be formed through the following criteria: (1) assets are positive things for the institution, (2) these assets are unique and not owned by competitors, (3) assets cannot be imitated, (4) assets have no substitute products.

This new normal period is referred to as a period when the Covid-19 pandemic can be categorized as a condition that can be overcome or becomes an epidemic, and people's socio-economic interactions are starting to return by paying attention to and implementing health protocols (Prahani, 2020). The Indonesian government has also launched a new normal period by implementing strict health and safety protocols. Implementing this new normal also extends to the education aspect so that schools and campuses have gradually opened again to accept students studying onsite. Related to this, UNICEF also provides guidelines to assist its implementation. The new normal period is when major and permanent changes occur with regard to the sustainability of various aspects of society, including education. This causes the need for strategy, leadership, collaboration, digital media, and the ability to adapt to the teaching and learning environment to support student learning processes (Ossiannilsson, 2021). During the new normal period, several universities, with the support of their technology, decided to carry out hybrid learning. The decision to open a campus and carry out this hybrid learning was initiated by the thought of helping students succeed in learning in this new normal period (Anthony,

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2021, Greve, 2021). The rise of institutional decisions to carry out hybrid learning is, of course, not all people accept it, for example in certain communities, finally choosing to take part in learning at home or what is known as homeschooling which is considered safe and pays attention to the learning process (Damayanti, 2020). Active learning that uses technology is also used during this new normal period (Hasnine, 2021). Blended learning, which is almost the same as hybrid learning, is also still implemented as a learning option in the new normal period (Mahaye, 2020).
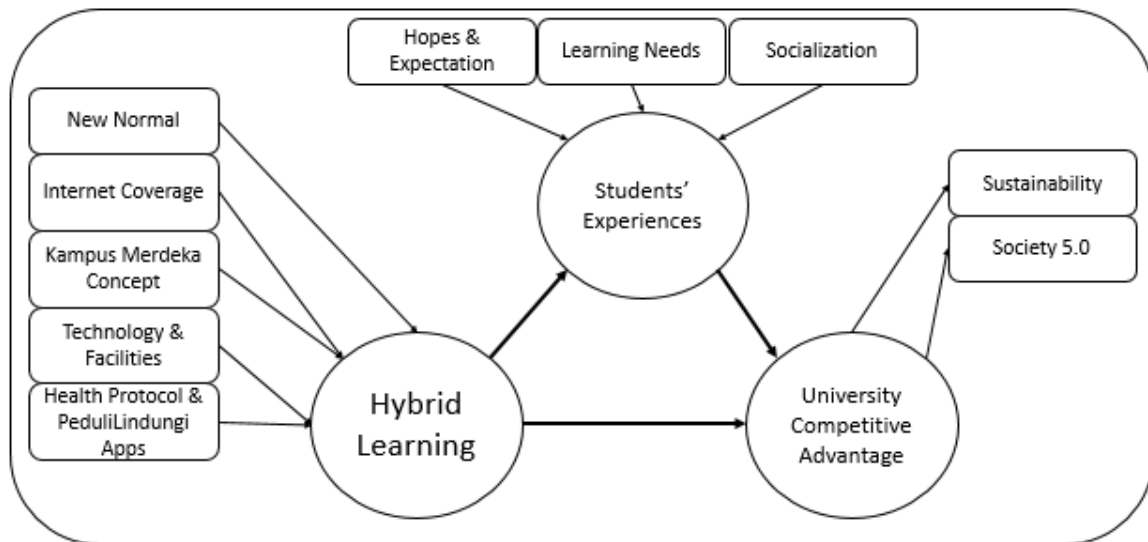
METHODS

Figure 1. Research Design

According to the research design above, the dependent variable is a competitive advantage (university competitive advantage), hybrid learning (hybrid learning) as an independent variable, and student experience (students' experiences). The independent variable is the independent variable that influences it, while the dependent variable is the dependent variable and is affected (Ulfa, 2021).

This study uses a mixed method, namely a quantitative method to calculate the collected data and a qualitative method to analyze and interpret the data. Respondents are students who take part in hybrid learning. There were 119 questionnaires distributed using an online questionnaire, namely Microsoft Forms. Online questionnaire links were distributed through the class leaders of 4 students majoring in management, international business management, and accounting. This method is a green way of collecting research data. There were 39% of the total respondents answered. This is due to the limited time for data collection. The collected data was analyzed based on existing research theories and included in the literature review.

RESULTS AND DISCUSSION

After analyzing the data collected, the discussion is divided into as follows:
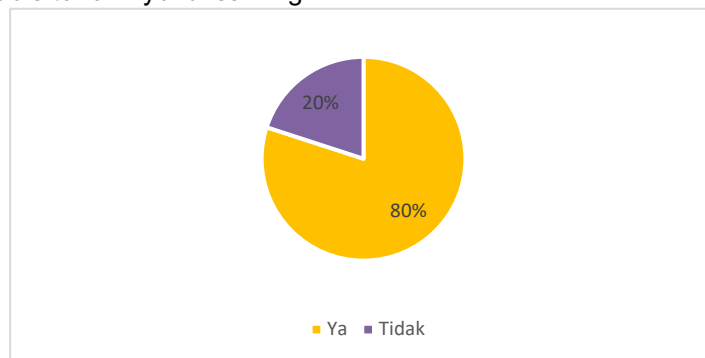(1) Is this university able to run hybrid learning?

Figure 2. Ability to run hybrid learning

Figure 2 above shows that according to the experience gained, students generally think their university is capable of running this hybrid learning. Thus it can be assumed that this university has successfully implemented hybrid learning for students. Students as users of this hybrid learning service through this research have recognized the success of this university in implementing hybrid learning. Universities can claim to have succeeded in carrying out hybrid learning on target students who are respondents.

(2) Opinions of students through their experiences in participating in hybrid learning:
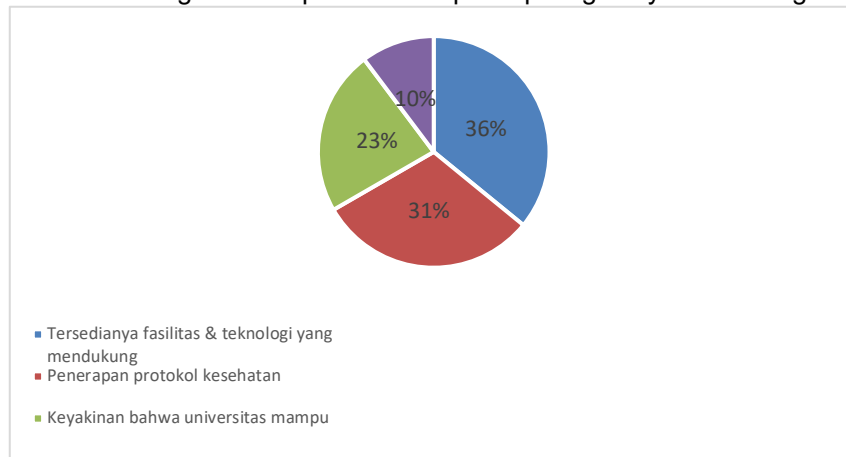

Figure 3. According to the student experience

In Figure 3 above, the availability of supporting facilities and technology is a point of consideration for students to successfully implement hybrid learning. This point is only slightly different from the factor of implementing the health protocol, which makes the availability of facilities and technology factors not an absolute thing for students who are research targets to assess success in implementing hybrid learning. The application of health protocols is also important for these students in carrying out hybrid learning.

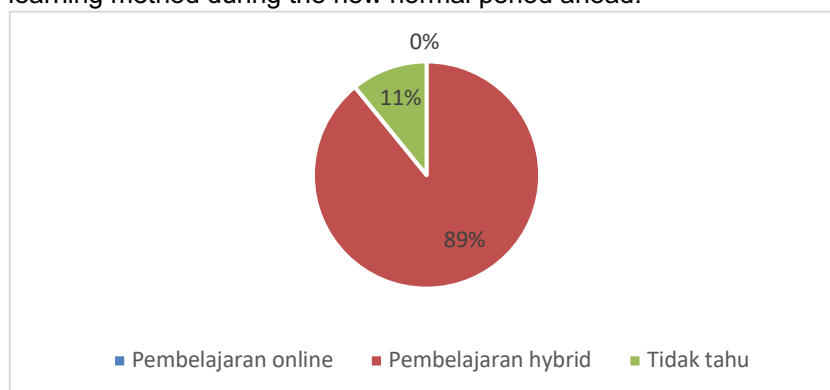(3) The desired learning method during the new normal period ahead:

Figure 4. Desired method

In Figure 4 above, it can be seen that according to the students who are the respondents, hybrid learning is the chosen learning method. None of the students chose online learning. Some students do not know whether the learning method will be suitable for them to live next.

Conclusions And Recommendation

The conclusion that can be drawn from writing this paper is that this university is considered to have successfully implemented hybrid learning by students who are research respondents. The findings

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also prove that the success in carrying out this hybrid learning, according to the respondents, was not only due to the availability of supporting facilities and technology, but several respondents saw the success of the implementation from the point of view of security guarantees in learning related to health and the implementation of health protocols implemented by this university. This is an acknowledgment of students as users and customers, which can be an added value for the university to determine the implementation of this hybrid learning as a competitive advantage of this university because it can provide added economic value compared to competing universities that are still considering implementing this hybrid. This research can also prove that it is not absolute that students say the successful implementation of hybrid learning is because it is supported by existing technology and facilities. The implementation of health protocols is also a consideration from student respondents in implementing hybrid learning. For further learning, student respondents chose to participate significantly in hybrid learning. This is also proof that students believe in implementing hybrid learning at this university.

This research can be a reference for similar research with a larger sample size so that the results will be more representative and can also be followed up with student considerations in choosing hybrid learning.

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