

**HYBRID LEARNING AND COMMUNICATION PATTERNS OF RELIGIOUS TEACHERS
IN IMPROVING STUDENTS' UNDERSTANDING AT MAN 1 BONE**

**HYBRID LEARNING DAN POLA KOMUNIKASI GURU AGAMA DALAM
MENINGKATKAN PEMAHAMAN SISWA DI MAN 1 BONE**

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ABSTRACT

This study explores the implementation of hybrid learning and the communication patterns of religious teachers in enhancing students' understanding at State Islamic Senior High School (MAN) 1 Bone. Using a qualitative descriptive approach, data were collected through observation, in-depth interviews, and documentation, and analyzed with reduction, presentation, and conclusion techniques. Findings reveal that hybrid learning, which integrates technology, models, and approaches, fosters diverse learning methods that motivate students and enhance comprehension. Teachers' two-way and multi-directional communication, both face-to-face and via digital platforms (WhatsApp, Google Classroom, Zoom), supports open and participatory interactions, positively influencing understanding. Positive impacts include higher student engagement, easier access to materials, and stronger interpersonal relationships, though challenges remain in internet connectivity, teachers' technological readiness, and limited emotional interaction online. The study highlights the need for teacher training in digital pedagogy and communication, alongside infrastructure support, to optimize and sustain hybrid learning.

Keywords: Hybrid Learning, Communication Patterns, Student Understanding

ABSTRAK

Penelitian ini mengeksplorasi penerapan hybrid learning dan pola komunikasi guru agama dalam meningkatkan pemahaman siswa di MAN 1 Bone. Dengan pendekatan deskriptif kualitatif, data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi, penyajian, dan penarikan kesimpulan. Temuan menunjukkan bahwa hybrid learning yang mengintegrasikan teknologi, model, dan pendekatan pembelajaran mampu menciptakan variasi metode yang memotivasi siswa dan meningkatkan pemahaman. Pola komunikasi guru yang bersifat dua arah dan multidireksional, baik tatap muka maupun melalui platform digital (WhatsApp, Google Classroom, Zoom), mendorong interaksi terbuka dan partisipatif yang berdampak positif terhadap pemahaman siswa. Dampak positif meliputi peningkatan keterlibatan siswa, akses materi yang lebih mudah, serta terbentuknya hubungan interpersonal yang lebih baik. Namun, tantangan masih muncul berupa keterbatasan jaringan internet, kesiapan guru dalam penggunaan teknologi, serta interaksi emosional yang kurang optimal secara daring. Studi ini menegaskan perlunya pelatihan guru dalam pedagogi digital dan strategi komunikasi, disertai dukungan infrastruktur, agar hybrid learning dapat diimplementasikan secara optimal dan berkelanjutan.

Kata kunci: Hybrid Learning, Pola Komunikasi, Pemahaman Siswa

1. INTRODUCTION

Education is a fundamental means of developing civilized, knowledgeable, and morally upright individuals. A sound educational process is expected to maximize individual potential, both intellectually, emotionally, and spiritually. This is in line with Law Number 20 of 2003 concerning the National Education System, which emphasizes that education aims to develop students' potential to possess spiritual and religious strength, self-control, intelligence, noble

character, and the skills needed for themselves, society, the nation, and the state. In the context of the state, education is based on Pancasila and the 1945 Constitution, which contain religious values, national culture, and relevance to current developments. Entering the 21st century, the world of education faces global challenges that require students to not only be able to compete academically, but also to possess strong character, critical thinking skills, and mastery of technology. These developments require educators to continuously improve the quality of learning in accordance with the mandate of Permendikbud Number 22 of 2016, which requires the learning process to be interactive, inspiring, challenging, motivating, and provide space for creativity for students.

One of the learning strategies that is considered relevant to the demands of the digital era is hybrid learning, namely a learning model that combines face-to-face methods (face to face) with online learning (online). This model leverages technological advances to provide learning flexibility, while maintaining the direct interaction that is essential for building deep understanding. Since its introduction in the 1960s, hybrid learning has developed rapidly and is now used to integrate various learning methods, media, and strategies to suit student needs. In addition to learning models, teacher communication patterns play a crucial role in the success of the learning process. Effective communication can increase student engagement and strengthen understanding, particularly in religious learning. There are three commonly used communication patterns: one-way communication (action), two-way communication (interaction), and multi-way communication (transaction), each with distinct characteristics and objectives. This principle of effective communication aligns with QS. An-Nahl verse 125, which emphasizes the importance of conveying messages with wisdom, good lessons, and polite dialogue.

State Islamic Senior High School (MAN) 1 Bone is a leading Islamic school that has implemented hybrid learning in its learning activities, particularly in religious subjects. This madrasah also provides technological facilities to support independent and online learning. This situation presents a challenge for religious teachers to adapt communication patterns to suit the characteristics and needs of their students. Therefore, this study was conducted to examine the implementation of hybrid learning and communication patterns of religious teachers in improving students' understanding at MAN 1 Bone, with the hope that the results can contribute to the development of effective learning strategies in madrasahs.

2. METHODS

This study employed a qualitative descriptive approach. This method focuses on describing phenomena through the words of informants, reflecting their opinions directly in response to the questions posed by the researcher. This research approach uses a pedagogical approach to see the extent to which students' understanding at MAN 1 Bone has increased when using hybrid learning and also the role of religious teachers' communication in improving student understanding. The second approach uses a communication science approach, which allows researchers to understand religious teachers' communication patterns in improving student understanding at MAN 1 Bone.

This research was conducted in Bone Regency, a region in South Sulawesi Province, Indonesia. The focus of this research was on State Islamic Senior High School 1 Bone. State Islamic Senior High School 1 Bone is a leading madrasah located in Manurunge Village, Tanete Riattang District, Bone Regency, South Sulawesi Province.

The data collection methods used in this study were observation, interviews, and documentation. Primary data sources were obtained from the principal of MAN 1 Bone, the Deputy Head of Curriculum at MAN 1 Bone, educators at MAN 1 Bone who teach religious studies, and students at MAN 1 Bone. Secondary data sources were obtained from various sources, such as articles, websites, books, journals, and reports related to the research.

Data analysis was conducted using the Miles & Huberman model, which includes data reduction, data presentation, and conclusion drawing/verification. Data validity was ensured through triangulation of sources and techniques, ensuring that the research results are reliable and represent actual conditions in the field.

3. RESULTS AND DISCUSSIONS

3.1. Implementation hybrid learning in improving students' understanding at MAN 1 Bone

Hybrid learning In its implementation, it provides space and freedom for students to learn independently. Students are given access to search for materials, solve problems, and present their findings. This is in line with the application of constructivism theory in learning, which emphasizes self-discovery learning, or what is better known as the process of self-discovery experienced by an individual. Constructivism theory, popularized by Jean Piaget, is a pattern in the learning process that prioritizes student activity by giving them the freedom to develop their knowledge independently, find meaning in what they learn, and is a process of completing new ideas and concepts they have acquired.

In its implementation hybrid learning Of course, there are several obstacles, especially those related to technical matters, inadequate facilities, limited technology, and unstable network conditions. Some students experience obstacles in implementing hybrid learning Specifically, regarding the integration of learning technology, there is a lack of understanding of how to use technology and network instability. Another obstacle experienced by educators and students is a lack of social interaction.

Students' understanding levels can vary greatly depending on several factors, such as the teaching method used, their learning style, the learning environment, and their mental and emotional readiness. For example, students who tend to have a visual learning style may prefer and understand material more easily through images or videos, while students who prefer a kinesthetic learning style may understand better through hands-on experience or practice.

In the context of modern learning, hybrid learning is present as a learning solution to improve student understanding by combining learning technology, learning models, and learning approaches. Based on the results of interviews with several teachers and students, it can be concluded that the implementation of hybrid learning in learning can significantly improve student understanding. This can be seen in students' increased ability to translate, interpret, and determine other meanings from the material presented.

3.2. Communication patterns of religious teachers in improving student understanding at MAN 1 Bone

More specific communication training support for religious teachers is also essential to enable them to convey religious messages in a more engaging and meaningful way. With appropriate communication patterns, religious learning will not only be a process of transferring knowledge but also of character building and strengthening students' spiritual values. Several students reported that teachers' engaging communication styles, using real-life examples, and providing a space for discussion, significantly increased their interest in religious studies. Even students who were initially uninterested became more engaged when teachers implemented empathetic and contextual communication patterns.

According to the message reception theory developed by Stuart Hall, the communication process does not only depend on the message delivered by the sender (teacher), but also on how the message is received, interpreted and understood by the recipient (student) who is influenced by their background, experience and social context. In the context of religious learning, a teacher acts as an encoder or conveys messages through verbal and nonverbal communication including how to explain, give examples and respond to

questions and students act as decoders or receive the message in different ways, depending on their level of understanding, religious experience and comfort in the learning situation.

When the teacher's communication pattern aligns with the student's preferred reading, the message is received in its entirety, and understanding is maximized. However, if communication is too formal, abstract, or irrelevant, negotiated reading (the message is only partially understood) or even oppositional reading (the message is rejected or ignored) can occur. Onong Uchjana Effendy's communication pattern theory divides communication patterns into three categories: one-way, two-way, and multi-way.

One-way communication, while efficient for conveying information quickly, tends to leave students passive and less likely to grasp the material in depth due to the lack of interaction. Conversely, two-way communication allows for feedback between teachers and students, making it easier for students to grasp the material through questions and answers, clarification, and direct discussion. Multidirectional communication, in which the teacher and many students interact simultaneously and actively, creates a more collaborative and participatory learning environment. Based on Effendy's theory, the use of communication patterns that are not one-way, but also two-way and multi-way, makes the communication process more effective in an educational context. This aligns with field observations, where a flexible combination of these three patterns has been able to create an active, participatory learning environment and enhance students' understanding of religious values in a more meaningful way. This pattern strongly supports student understanding because they are directly involved in the process of exchanging information and learning experiences with each other. Therefore, the success of religious learning depends heavily on the teacher's ability to adapt to suit the way students receive and interpret the religious messages conveyed.

3.3. Impact hybrid learning and communication patterns of religious teachers in improving students' understanding at MAN 1 Bone

Religious education teachers' less-than-interactive communication patterns can negatively impact student understanding. When communication is one-way, lacks feedback, and doesn't allow for questions or discussion, students tend to be passive and struggle to understand the material. Lack of attention to student diversity, inappropriate use of language, and a lack of emotional engagement in delivering religious instruction can hinder meaningful learning. Therefore, teachers' intransparent and unresponsive communication patterns are among the factors contributing to students' low understanding of religious education.

A teacher must be able to balance digital and in-person communication. Even when technology is used, opportunities for discussion, storytelling, and direct advice must still be expanded. A humanistic and empathetic approach to communication, even when using technology, is essential. Religious teachers remain spiritual role models, so it's crucial to build emotional connection with students through personal communication, motivation, and direct character development during the hybrid learning process.

4. CONCLUSION

Implementation hybrid learning at MAN 1 Bone has been proven to improve student understanding, particularly in religious subjects, by providing the freedom to study independently, combining face-to-face and online learning, and utilizing technology as a supporting medium. Despite technical constraints such as limited facilities, unstable internet connections, and varying student abilities in using technology, this model remains effective in encouraging active student involvement and developing their abilities to understand, interpret, and apply the subject matter. The successful implementation of hybrid learning is greatly influenced by the communication patterns of religious teachers. The use of two-way and multi-way communication tailored to students' characters, needs, and learning styles can create more meaningful interactions, increase motivation, and strengthen understanding of the

material. Conversely, one-way communication patterns with minimal interaction have the potential to reduce learning interest and hinder student understanding. Overall, the synergy between the implementation of hybrid learning Adaptive and effective, empathetic, and contextual communication patterns of religious teachers are key to improving student understanding, shaping character, and strengthening spiritual values at MAN 1 Bone.

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