



## HYBRID LEARNING MODEL IN MA'HAD 'ALY UIN MAULANA MALIK IBRAHIM MALANG

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### Abstract

This research identifies and implements a multimedia-based Hybrid Learning Model at Ma'had Aly UIN Malang, integrated with the university system. Utilizing a qualitative case study approach with thematic analysis, it explores factors influencing the model. Supporting factors encompass leadership policies, component synergy, adequate facilities, and tech-savvy Generation Z students. Inhibiting factors include the Covid-19 pandemic, limited media, suboptimal communication, and underutilized human resources. Despite challenges, the Hybrid Learning Model accelerates the transformation of Ma'hadi education, serving as a transformative role model. Implementation of the Hybrid Learning Model at Ma'had Aly UIN Malang involves various strategies such as Project-Based Learning, Problem-Based Learning, and Blended Learning, along with strict adherence to health protocols. Supporting factors such as leadership policies and students' tech proficiency, along with inhibiting factors such as the Covid-19 pandemic and media limitations, play crucial roles in this process. The effects of implementing this Hybrid Learning Model include the development of new learning strategies, enhanced facility provision, mastery of digital technology, preparation for integrated self-learning, and support for the transformation of Ma'hadi education as a model for change.

**Keywords:** Hybrid Learning, Model, Ma'had Aly, Generation Z

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## INTRODUCTION

## مقدمة

Since WHO declared the status of Corona Virus Disease 2019 (Covid-19) as a Pandemic in March 2020, ('WHO Designates Covid-19 as a Pandemic', n.d.) the lifestyle of the world's citizens has also changed, including in Indonesia, in line with government policies that implement physical distancing (maintaining physical distancing). physical distance) to minimize the spread of Covid-19. This pandemic has not only had an impact on health, but also economic, legal, social, cultural and educational aspects. The learning system has shifted from offline to online, from face to face in class (face to face) to virtual learning through distance learning (distance learning). This change must be needed so that students can learn and fulfill their educational rights. Considering that UNESCO noted that at least 1.5 billion school-age children were affected by the pandemic in 188 countries, including 60 million of them in Indonesia. (Kemendibud, 2020)

In responding to this change, people independently choose the digital platform needed for learning. (Assidiqi & Sumarni, 2020) Based on the results of a survey by the Indonesian Survey Institute (ASI) on 1,000 respondents in 34 provinces in 2020, Google Classroom and Zoom became the main choices. in teaching and learning. (Ramadhanny, n.d.) Other platforms such as

Ruang Guru, Come Learn, Zenius, Edmodo, and the like are also alternative media. (Kamil, 2020) This shows that the Indonesian people are able to adapt to difficult situations during the pandemic and have digital literacy, namely the ability to use digital media. (Lankshear & Knobel, 2008) Of course this fact is due to the increasing number of internet users in Indonesia. According to data released by HootSuite, internet users in Indonesia in 2021 will increase by 27 million to reach 202.6 million out of a total population of 274.9 million. (Riyanto, 2021) This means that internet penetration in Indonesia has reached 73.7 percent. . With this number, Indonesia has the potential to lead to digital transformation in the world of education.

Meanwhile, in the fourth quarter of 2021, the rate of spread of Covid-19 began to decline after the Government implemented PPKM and vaccination programs. Schools have also started to carry out Face-to-face Learning (PTM) although on a limited basis with strict health protocols. In fact, UNICEF urged education authorities to immediately reopen schools in pandemic countries. According to a UNICEF report, as of September 2021 there are 17 countries that are still closing schools and 39 countries have partially held face-to-face meetings. (Ahdiat, 2021).

Based on the good news about the decline in the pandemic and the start of New Normal conditions, in the post-pandemic era, in Indonesia, various learning models (read: digital learning) have grown because people are trained and have digital competence after getting used to online learning. Several problems such as technological inequality between cities and villages, limited resources in the use of educational technology, as well as teacher-student-parent relations that have not been integral during online learning, (Suharwoto, 2020) gradually these problems began to be resolved, although not yet comprehensively.

Researchers see that there is a problem with online learning in Islamic boarding schools which in fact are dormitories that are supposed to be inhabited by students or study and the implementation of education takes place offline. With online or distance learning, pesantren education which requires direct interaction between teachers and students offline is hindered. In fact, the internalization of educational values, morals, attitudes and morals requires direct interaction offline, not online. The pattern of communication in pesantren has also changed so that this encourages changes in learning models. (Zakaria et al., 2022) In addition, Islamic boarding schools also make policy changes, such as allowing students to use gadgets with certain rules such as time restrictions on using gadgets, strict supervision from teachers, e-learning training and teleconference applications, and so on. (Princess, 2021). This phenomenon is interesting to study because it has an impact on changing the habits or traditions of Islamic boarding schools which are known to be conventional and "closed" in the use of gadgets and the internet which are prone to be misused for negative things.

In this study, researchers wanted to see how far the educational model changes in Islamic boarding schools with the phenomenon of online learning. One thing that is currently being implemented is a hybrid learning model, namely learning that tries to combine offline and online. This model is considered to be a solution for Islamic boarding schools that are adapting to the distance learning model during the pandemic and post-demic. Hybrid learning is believed to be a solution to bridge the pros and cons between online and offline learning. (Dewanto, 2022). Therefore, researchers are interested in seeing the extent to which the application of the hybrid learning model at Ma'had Aly UIN Maulana Malik Ibrahim Malang as a pesantren institution that is integrated with universities. Ma'had Aly (now changed its name to Ma'had Al-Jami'ah Center) UIN Maulana Malik Ibrahim Malang has been known as a campus boarding school where the education and learning process is able to run well and the education is integrated with lectures. Therefore, the term mahasantri emerged as a designation for students who settled in higher

education ma'had.

During the pandemic, Ma'had Aly UIN Maulana Malik Ibrahim Malang did not carry out learning activities as usual. All learning processes take place online. However, towards the end of the pandemic, in the middle of 2021, Ma'had Aly UIN Maulana Malik Ibrahim Malang decided to apply the hybrid learning model as a new model of learning in ma'had, a model that had not previously been implemented. It is possible that in the future, after the pandemic, the hybrid learning model will still be used in educational institutions, including at Ma'had Aly, so this Ma'had Aly hybrid learning model needs to be researched and known to what extent it is implemented, how the rules and technicalities are. In its implementation, what are the supporting and inhibiting factors in the application of hybrid learning, then what is the standardization of the hybrid learning model for Ma'had Aly. These things are the object of this research.

## METHOD

## منهج

### ***Approach and Type of Research***

This type of research uses a qualitative case study approach with thematic analysis techniques. With qualitative methods, this study will describe the implementation of the hybrid learning model at Ma'had Aly UIN Maulana Malik Ibrahim Malang. With a case study approach, this research is carried out through a series of observations about the circumstances, groups, social institutions, or individuals related to the research focus.

### ***Researcher Presence***

In this study, the researcher is the key's instrument or the main instrument (Sugiyono, 2010). The researcher and the team are lecturers of UIN Maulana Malik Ibrahim Malang who have access to the Ma'had Al-Jami'ah Center of UIN Malang to find data and explore it in depth about the object under study. The position of the researcher as a citizen of UIN Malang becomes a credit point for research with a qualitative approach because it increases the credibility of qualitative research which is subjective in nature. However, in the process of analysis, researchers still use thematic analysis objectively.

### ***Research Background***

The setting of this research is the atmosphere or conditions that occur at Ma'had Aly UIN Maulana Malik Ibrahim Malang related to learning with a hybrid learning model. This atmosphere can be observed from the student learning activities at Ma'had Aly, the teaching process by the musyrif (teacher), the policy and leadership of the mudir (caregivers) and the field coordinators who help the mudir ma'had work. This natural atmosphere is in line with the nature of qualitative research which gives an overview of what it is. (Sutopo, 2006).

### ***Data and Data Sources***

The data in this qualitative research is a general description of the object of research, for example: Profile of Ma'had Aly UIN Malang, geographical location of objects, especially the classroom and hall where students study at Ma'had Aly, vision, mission and organizational structure, state of objects around mudir, musyrif and students, and so on. The sources of data in this study were the subjects obtained from Ma'had Aly in the form of source materials for compiling opinions, correct information, and explanations used for reasoning and investigation.

Data sources can be objects, motion, humans, places and so on (Nur, 2011).

The most important thing at the stage of mapping data sources for the data search process is the selection of informants. The researcher followed the snowball pattern (snow ball sampling) and the sampling concept suggested by Lincoln and Guba (1985), namely maximum variation sampling to document unique variations. Researchers stop data collection if the data source is no longer found new varieties. With this concept, the number of data sources is not the main concern, but the completeness of obtaining information with the existing diversity (Rahardjo, 2010).

The types of data sources in this study can be in the form of sources (informants) or respondents, events or activities obtained from observations, locations or places of research, as well as documents or archives related to the research focus. There are types of data that are primary, namely those obtained directly by researchers (Sugiyono, 2003); and secondary, which is data that refers to information collected from existing sources (Sekaran, 2006).

### ***Data Collection Techniques***

Data collection techniques in this study used the method of interview or in-depth interview with respondents, observation, questionnaires (questionnaire) and documentation. The tools used in data collection are interview guide sheets, observation sheets, questionnaires compiled and distributed through Google Form media, and electronic devices such as cell phones to record and document the research object.

### ***Data Analysis Techniques***

The data analysis adopted by the researcher is thematic analysis, namely how to identify patterns that are patterned in a phenomenon, in this case the hybrid learning model at Ma'had Aly UIN Malang. These themes can be identified, coded inductively from qualitative data and deductively based on theory and the results of previous research. (Boyatzis, 1998) Therefore, the researcher conducted a literature study first in several journals that discussed hybrid learning models. The data obtained from this literature study were used as a reference for making research questionnaires. Because this literature method is one of the data collection methods that is used in social research methodology to investigate historical data.

In the process, research data analysis has actually been carried out by researchers from the stages of data collection, data reduction, data presentation, to drawing conclusions. Researchers adopt an interactive method as described by Miles, Huberman, and Saldana (2014). That is, between the process of data collection, data reduction (data compilation in certain patterns, categories, subject matter), data presentation (data compilation in the form of matrices, graphs, networks, certain charts), and drawing conclusions, are not seen as activities that take place continuously. linear, but an interactive cycle.

### ***Data Validity Test***

Examination or test the validity (trustworthiness) of the data in this study was carried out with four criteria as recommended by Lincoln and Guba (1985). Each is a degree: 1) credibility, 2) transferability, 3) dependability, 4) confirmability. To increase the degree of confidence in the data obtained, the researcher used five techniques: 1) extension of participation, 2) persistence of observation, 3) triangulation, 4) peer review, and 5) referential adequacy

## **RESULT | نتائج**

This research has been taking place since 2021, to be precise since the odd semester 2021/2022 academic year. At that time, it was a pandemic. There is no activity at Ma'had Aly because based on the circular letter of the Chancellor of UIN Malang which refers to the decision of the COVID-19 task force, UIN Malang still stipulates full online learning. Therefore, in the odd semester of 2021/2022, researchers conducted data searches through observations and interviews with mudir, field coordinators, murabbi and musyrif. In the even semester of 2021/2022, students (new students) began to enter Ma'had Aly because the Chancellor of UIN Malang decided that Ma'had Aly activities should still be held. Of course, by implementing strict health protocols for all civitas and residents of UIN Malang, especially residents of Ma'had Aly.

In the second half (even semester 2021/2022), lectures are still taking place online, while activities at Ma'had Aly take place in hybrid learning (combining online and offline learning). New students (mahasantri) seem to be quarantined in Ma'had. They are given limited access and must comply with health protocols. In this condition, the researcher found a valuable moment to find as much data as possible related to the implementation of the hybrid learning model at Ma'had Aly UIN Malang. Considering, in the next semester (odd 2022/2023), learning at Ma'had Aly has taken place normally by applying offline learning, although some activities still use online applications.

The hybrid learning model, one of which is characterized by the online learning process combined with offline, received mixed responses from mudir, murabbi, and musyrif as the person in charge of educational activities at Ma'had Aly UIN Malang. Therefore, the researchers tried to find out in advance what the views of mudir, murabbi and musyrif towards online learning at Ma'had Aly which during the pandemic inevitably had to be implemented.

Dr. Syuhadak (2022) as the coordinator of the security sector and also the supervisor in the field of education which took place at Ma'had Aly UIN Malang, when interviewed by researchers about the urgency of online learning, said:

*Online learning is now a must because of an emergency. The existence of online media such as zoom, e-learning, etc. really helps the learning process during a pandemic that requires all of us to keep our distance. Due to an emergency, I agree to the online model. However, if the situation has returned to normal and it is possible for all of us to be able to return to offline learning, then it is better to return to normal.*

*I saw the online learning model during this pandemic, at first it was difficult for most people. There are many obstacles in the field such as internet connection, habit of learning through laptop or cellphone media, etc. However, in recent times, these obstacles have gradually subsided because many parties have provided solutions. That means, if we are in an emergency, humans as intelligent beings are able to find a way out to overcome the problems they face, including in learning.*

The same thing was conveyed by Ahmad Izzuddin (2022) as the coordinator for public relations.

About online learning at Ma'had Aly UIN Malang, he said:

*Online learning is a relatively new thing at Ma'had Aly, especially during the pandemic. Although some people/institutions have implemented online. For education, I think it's new. Because it is new, it requires adaptation, adjustment to technology, online applications, teaching materials that must be converted to digital, readiness of human resources and infrastructure, policies and rules of the game when*



*online, etc. Well, this preparation requires hard work, from mapping needs, planning, organizing, evaluating, etc.*

*Therefore, the cost for online learning is actually also expensive. However, we are grateful that it turns out that online implementation can also be carried out and become an option / choice as a substitute for offline learning during a pandemic.*

*I see, this online model will still exist, even if the pandemic ends and things return to normal. How to learn and communicate with zoom, WA, etc. will definitely in the future alternate (hybrid) between online and offline. Just now, we know that conferences, seminars, etc. are online, even though things are back to normal. That means, going online during the pandemic yesterday turned out to bring wisdom, namely the existence of new traditions and models in communication and education, including in Ma'had Aly.*

Meanwhile, Abdul Fattah (2022) as a murabbi who is directly involved in the Mabna (dormitory) of Ma'had Aly UIN Malang and also a FITK lecturer, expressed his opinion about online learning by saying:

*We know, now is the digital era. After all, online learning is important, pandemic or not. It's just that, with the pandemic, everyone in the field of education can only feel and experience online learning. That may be one of the lessons of the pandemic.*

With all its advantages and disadvantages, online learning reminds us of the need to utilize modern technology in teaching and learning. We have become aware that electronic devices such as cell phones, which have been used only for communication, games, or entertainment, can actually be used for learning. From online learning, we are also aware that there is a learning system that is cheap and easier to implement than offline. With online, we don't need to drive to campus, we don't need classrooms, lecture halls, whiteboards, etc. That's clearly part of the advantages of online learning that one day can completely replace offline learning.

The researcher also interviewed one musyrifah named Arina Elma Husna (2022) who claimed to be happy with online learning at Ma'had Aly. Musyrifah who is also a fifth semester student of FITK UIN Malang said:

*I love hybrid learning and new technologies in learning. That means, models and media in the world of education continue to develop, regardless of the presence or absence of a pandemic. As a musyrifah who accompanies students daily, it is clear that our duties are slightly reduced. Usually, we communicate directly by word of mouth, nowadays, we are becoming more and more often through cell phones.*

*I see all campus leaders and ma'had continue to provide support for the implementation of education at Ma'had Aly. This is what I think is important. If the leaders, teachers and all those involved in Ma'had Aly do not provide support, are not optimal in helping, then surely any learning model, including hybrid learning, will not succeed.*

From the four informants above, the researchers found the same common thread, that mudir, murabbi and musyrifah did not object to the hybrid learning model and online learning applied at Ma'had Aly. They admit that online learning at this time is not just a trend, but has become a necessity along with the use of technology in education.

In terms of implementing the hybrid learning model at Ma'had Aly UIN Malang, Dr. H.

Syuhadak (2022) admitted that he is grateful for the existence of hybrid learning and online learning because this is an alternative choice that is important in the midst of a pandemic emergency. In the interview, he said:

*Hybrid Learning or combining online and offline learning at Ma'had Aly runs relatively well, although not very well or satisfactory. In the process, there are teachers who are forced to not be able to meet face-to-face in class or at ma'had so they have to deliver material via zoom. This is indeed good, from the aspect of delivering information, understanding the contents of the yellow book lesson to students. However, in other aspects, such as the psychological aspect that requires teachers to be close to students, they are neglected online, even though they are equipped with zoom, etc.*

That is, in the aspect of education, especially at Ma'had Aly which is a boarding school, it is clear that many aspects and goals have not been achieved even though the hybrid learning model has been implemented, let alone full online / full online. Management functions such as supervision, coordination, and evaluation of the Ma'had Aly program did not run optimally. However, of course, I am still grateful to be able to carry out learning in the pandemic season that has not been fully completed thanks to the hybrid learning model.

Ahmad Izzuddin (2022) as the mudir stated that the implementation of the hybrid learning model at Ma'had Aly UIN Malang went well, of course with advantages and disadvantages. In full, he said:

*The implementation of Hybrid Learning at Ma'had Aly I think is going well, of course with all its shortcomings. However, the important things that were targeted by Ma'had Aly, have been achieved, although not all of them.*

*Hybrid Learning at Ma'had Aly was carried out thanks to the cohesiveness and common vision, mission and strategy of all parties involved in Ma'had Aly, from the Chancellor, Mudir, Korbid, Murabbi, Musyrif, Mahasantri, Walisantri, all of whom contributed and supported the Ma'had program. had Aly, with any strategy and model, including the hybrid learning model.*

Abdul Fattah (2022) as the murabbi in the field admitted that the application of the hybrid learning model was difficult at first, but after walking and getting used to it, it was felt that this model facilitated the learning process at Ma'had Aly as an alternative to learning in the pandemic era. He said:

*I who was in the field, in the middle of Ma'had mabna with the musyrif and the mahasantri, at first indeed found it difficult to implement hybrid learning. It takes adaptation, socialization and training to really understand and apply Hybrid Learning.*

Therefore, at Ma'had Aly UIN Malang, before the students arrived, we had carried out all preparations with careful planning. We held several coordination and training meetings prior to the implementation of Hybrid Learning. We have to make sure all the people and equipment needed are ready and functioning properly. Of course at that time by implementing strict health protocols.

A different thing was conveyed by Arina Elma Husna (2022) as the musyrifah of Ma'had Aly UIN Malang. This student also admitted that there were no obstacles in implementing the hybrid learning model at Ma'had Aly. The researcher feels that this different recognition is due to the fact that he has mastered the media and is familiar with gadgets and applications so that when the hybrid learning model was implemented, he did not encounter any significant obstacles. In

his confession, he said:

The implementation of hybrid learning in Ma'had Aly for us, there are no serious obstacles. Learning continues and teaching materials are also delivered even through the YouTube channel, teleconference via Zoom, G-Meet, etc. The directions we received from mudir and murabbi about hybrid learning were clear and easy to implement.

From the results of interviews with the four respondents above, the researcher can conclude that the implementation of the hybrid learning model is:

1. Multimedia and internet based by utilizing multimedia and social media such as Zoom, Google Classroom, G-Meet, WhatsAps Group, E-Learning UIN Malang, YouTube, etc. and implement various strategies such as: Project Based Learning, Problem Based Learning, etc.
2. Strictly adhere to health protocols because during the past pandemic, the implementation of the hybrid learning model must still refer to the Rector's Decree which requires the implementation of health protocols, vaccinations, health facilities and medical personnel, permission of student guardians, etc.
3. Blended Learning, which combines offline and online. Offline for students in dormitories and online for students outside the dormitory who are constrained by the pandemic and others.

Stay integrated with the university system because Ma'had Aly is part of the University so that the Hybrid Learning system remains integrated with the University system, Faculties and Study Programs.

## DISCUSSION

## مناقشة

The investigation into the implementation of the Hybrid Learning Model at Ma'had Aly UIN Malang, along with an exploration of supporting and inhibiting factors, as well as the effects on learning, reveals a comprehensive perspective on the educational landscape in the face of the challenges posed by the Covid-19 pandemic.

### ***Implementation of Hybrid Learning Model at Ma'had Aly UIN Malang***

1. Multimedia and Internet-Based Approach.

The adoption of the Hybrid Learning Model at Ma'had Aly is characterized by a multimedia and internet-based strategy. Utilizing platforms such as Zoom, Google Classroom, G-Meet, WhatsApp Group, E-Learning UIN Malang, and YouTube, the model incorporates various pedagogical approaches like Project-Based Learning and Problem-Based Learning.

2. Adherence to Health Protocols

A crucial aspect of the implementation involves strict adherence to health protocols. In compliance with the Rector's Decree, the model necessitates vaccinations, health facilities, medical personnel, and permissions from student guardians, ensuring a safe learning environment during the pandemic.

3. Blended Learning

The Hybrid Learning Model embraces a blended approach, combining offline and online elements. While students in dormitories experience face-to-face interactions, those outside the dormitory, constrained by the pandemic or other reasons, engage in online learning,



fostering inclusivity and flexibility.

#### 4. Integration with University System

Recognizing Ma'had Aly as an integral part of the University, the Hybrid Learning System remains seamlessly integrated with the broader university system, faculties, and study programs. This integration ensures a cohesive and coordinated approach to education.

### ***Supporting Factors for the Hybrid Learning Model at Ma'had Aly UIN Malang***

#### 1. Leadership Policy

Effective leadership policies contribute significantly to the success of the Hybrid Learning Model, providing a clear direction and framework for implementation.

#### 2. Synergy and Cohesiveness

The collaborative efforts and cohesion among all components involved in Ma'had Aly play a pivotal role in supporting the Hybrid Learning Model.

#### 3. Supporting Facilities and Infrastructure

Adequate facilities and infrastructure, both technological and physical, are crucial for the seamless functioning of the Hybrid Learning Model.

#### 4. Student Factor

Generation Z students, well-versed in technology, act as a driving force, enhancing the effectiveness of the Hybrid Learning Model.

### ***Inhibiting Factors of Hybrid Learning Model at Ma'had Aly UIN Malang***

#### 1. Covid-19 Pandemic

The ongoing pandemic remains a significant hindrance, posing challenges to the implementation and disrupting the regular learning environment.

#### 2. Media Limitations

Constraints in terms of media availability and accessibility pose obstacles to the full realization of the Hybrid Learning Model.

#### 3. Communication Challenges

Suboptimal communication hampers the effectiveness of the Hybrid Learning Model, requiring innovative solutions to enhance connectivity.

#### 4. Human Resources and Active Participation

Despite the model's potential, the maximization of human resources and the active involvement of all stakeholders are still areas that need improvement.

### ***The Effect of Hybrid Learning on Learning at Ma'had Aly UIN Malang***

#### 1. Development of New Learning Strategies

The Hybrid Learning model encourages the evolution of innovative learning strategies and methods, adapting to the changing educational landscape at Ma'had Aly.

#### 2. Provision of Adequate Facilities

Successful implementation of the Hybrid Learning Model prompts the establishment of

adequate facilities tailored for hybrid education, ensuring a conducive learning environment.

### 3. Technological Mastery and Positive Digital Content

The model catalyzes the mastery of technology among mudir, musyrif, and students, fostering the creation of positive digital content.

### 4. Preparation of Independent Learning

The Hybrid Learning Model supports the cultivation of independent learning skills, integrated seamlessly within the framework of Ma'had Aly.

### 5. Transformation of Ma'hadi Education

The model accelerates the transformation of Ma'hadi education, positioning Ma'had Aly as a transformative role model in the educational landscape.

### 6. Encouragement for Independence and Innovation

The Hybrid Learning Model serves as a catalyst, inspiring independence, creativity, and innovation among Ma'had Aly stakeholders and university leaders, fostering adaptability in the face of global competition.

In conclusion, the comprehensive evaluation of the Hybrid Learning Model at Ma'had Aly UIN Malang reveals its multifaceted impact on the educational ecosystem. While challenges persist, the model emerges as a dynamic and adaptive solution, shaping the future of education in the midst of unprecedented global challenges.

## CONCLUSSION

## خاتمة

Implementation of Hybrid Learning Model at Ma'had Aly UIN Malang: a. Multimedia and internet based by utilizing multimedia and social media such as Zoom, Google Classroom, G-Meet, WhatsAps Group, E- Learning UIN Malang, YouTube, etc. and implement various strategies such as: Project Based Learning, Problem Based Learning, etc. b) Adhering to health protocols strictly because during the past pandemic, the implementation of the hybrid learning model must still refer to the Rector's Decree which requires the implementation of health protocols, vaccinations, health facilities and medical personnel, permission of student guardians, etc., c) Blended Learning, which combines offline and online. Offline for students in dormitories and online for students outside the dormitory who are constrained by the pandemic and others., d) Stay integrated with the university system because Ma'had Aly is part of the University so that the Hybrid Learning system remains integrated with the University system, Faculties and Study Programs.

Supporting Factors for the Hybrid Learning Model at Ma'had Aly UIN Malang: a. Leadership policy; b. Synergy or cohesiveness of all components; c. The existence of supporting facilities and infrastructure; d. The student factor as generation Z who has mastered technology Inhibiting Factors of Hybrid Learning Model at Ma'had Aly UIN Malang: a. Covid-19 pandemic; b. Media limitations; c. Communication is not optimal; d. Human resources and the active role of all parties are still not maximized.

The Effect of Hybrid Learning on Learning at Ma'had Aly UIN Malang: a. The Hybrid Learning model encourages the development of new learning strategies and methods at Ma'had; b. The Hybrid Learning model encourages the provision of adequate facilities for Hybrid Learning; c. The

Hybrid Learning model triggers mudir, musyrif and students to master technology and produce positive digital content; d. The Hybrid Learning model supports the preparation of independent learning that is integrated with Ma'had Aly; e. Hybrid learning model helps accelerate the transformation of ma'hadi education as a transformative ma'had role model and f. The Hybrid Learning model encourages Ma'had (Mudir, Murabbi, Musyrif, Mahasantri) and also university leaders to be more independent, creative, innovative in facing global and open competition.

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