

Implementation of Hybrid Learning and PAI Teachers' Communication Methods in Improving Students' Motivation and Learning Achievement

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Abstract

This study aims to analyze the implementation of hybrid learning and the communication strategies employed by Islamic Religious Education (PAI) teachers to enhance student motivation and learning achievement. Utilizing a qualitative descriptive approach with a case study design, this research was conducted at SMP Patriot Kota Bekasi. Data were collected through participatory observation, in-depth interviews, and documentation involving 37 informants, including school administrators, the PAI teacher, students, and parents. The findings reveal that implementing hybrid learning, specifically through *Flipped Classroom* and *Blended Learning* models, effectively mitigates student boredom and restores enthusiasm compared to prolonged full online instruction. Furthermore, the PAI teacher's strategic communication—such as establishing a dedicated WhatsApp group for pre-class motivation, providing personalized attention, offering consistent appreciation, and fostering an interactive learning atmosphere—serves as a critical catalyst in rebuilding students' intrinsic drive. Consequently, these combined strategies significantly contribute to the improvement of students' character, motivation, and overall academic achievement in PAI subjects during the post-pandemic educational transition.

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INTRODUCTION

The post-pandemic era has accelerated the global transformation of education, compelling institutions to adopt more flexible and resilient learning models. Hybrid learning has emerged as a strategic response, integrating limited face-to-face instruction with technology-based digital learning. This model is no longer viewed merely as an emergency measure but has evolved into a new paradigm in the 21st-century educational ecosystem, demanding digital literacy and pedagogical adaptability from all stakeholders (Hodges et al., 2020; Kikuchi, 2025; Knaut et al., 2024; Suryaningsih et al., 2024; Vaz et al., 2026).

However, the prolonged transition to fully remote learning left significant negative impacts, including *learning loss*, decreased intrinsic motivation, and the degradation of students' character. In the context of Islamic Religious Education (PAI), this challenge is particularly complex because PAI requires not only cognitive mastery but also affective and psychomotor development, which are difficult to achieve entirely through digital screens. The lack of direct social interaction and immediate feedback during full remote learning often results in low student engagement, academic burnout, and stagnant achievement (Fauzi et al., 2020; Rejeki, 2022).

The implementation of hybrid learning offers a comprehensive solution to bridge this gap. By combining the flexibility of online learning with the depth of face-to-face interaction, this model allows students to access materials independently while still receiving direct guidance and socialization from educators. Recent studies indicate that a well-designed hybrid model, such as the *flipped classroom* or *blended learning*, can effectively foster student independence, reduce boredom,

and restore enthusiasm for the learning process in schools (Jiménez-Valverde et al., 2025; Kong et al., 2024; Staneviciene & Žekienė, 2025; Sulthoniyah et al., 2022).

Nevertheless, the successful implementation of hybrid learning heavily relies on the teacher's communication competence, particularly for PAI teachers. Effective, empathetic, and adaptive communication acts as a primary catalyst in building student motivation. PAI teachers are required not only to deliver content but also to create an inclusive and motivational communication climate—both through direct classroom interaction and digital platforms like WhatsApp groups or video conferences. This ensures that students feel valued, understood, and motivated to achieve their best amidst the challenges of mixed-mode learning (Dewi & Zulfa, 2025; Kharismatunisa, 2023; Laili et al., 2022).

Based on this background, this study aims to deeply analyze the implementation of hybrid learning and the communication strategies of PAI teachers in enhancing students' motivation and learning achievement. The case study focuses on 7th-grade students at SMP Patriot in Bekasi City, an institution that actively adopted a hybrid learning model post-pandemic. This research is expected to provide empirical and practical contributions regarding how the synergy between hybrid learning methods and appropriate pedagogical communication can optimize student outcomes in the modern educational era.

RESEARCH METHOD

This study employs a qualitative descriptive approach with a case study design to deeply explore the implementation of hybrid learning and the communication strategies of Islamic Religious Education (PAI) teachers in enhancing student motivation and achievement. Grounded in sociological and psychological perspectives, the research was conducted at SMP Patriot in Bekasi City from October to November 2022. The study utilized both primary and secondary data sources to ensure comprehensive contextual support. Primary data were gathered directly from 37 purposively selected informants, including the school principal, vice principal, a PAI teacher, a homeroom teacher, 23 seventh-grade students, and 10 parents. Secondary data were obtained from relevant school documents, lesson plans (RPP), and academic literature.

Data collection was carried out through passive participatory observation, in-depth semi-structured interviews, and documentation, allowing the researcher to capture authentic educational dynamics in a naturalistic setting. To ensure data validity and credibility, methodological and source triangulation were rigorously applied by cross-verifying information across different informants and techniques. The collected data were then systematically analyzed using the interactive model proposed by Miles and Huberman, which encompasses four continuous phases: data collection, data reduction (categorizing and selecting relevant information), data display (organizing data into coherent narrative descriptions), and conclusion drawing/verification. This systematic process ensured that the findings accurately and reliably reflected the realities of hybrid learning and teacher communication strategies at the research site.

RESULT AND DISCUSSION

Result

Implementation of Hybrid Learning Models at SMP Patriot Bekasi City

The implementation of hybrid learning at SMP Patriot Bekasi City demonstrates a comprehensive approach to addressing educational challenges during the pandemic period. The school adopted two primary models of hybrid learning, namely the Flipped Classroom model and the Blended Learning model, each serving distinct educational purposes. In the Flipped Classroom model, students were divided into two groups based on attendance schedules, with some attending face-to-face classes while others participated simultaneously through Zoom video conferencing. This approach allowed the school to maintain social distancing protocols while ensuring continuity of education for all students. The teacher, Ustadzah Azizah, demonstrated remarkable adaptability by managing both groups simultaneously, ensuring that neither group felt disadvantaged in the learning process.

The Blended Learning model represented a different approach where all students participated online through Zoom Cloud Meetings without any face-to-face interaction. In this model, the teacher utilized various digital media including educational videos from YouTube, PowerPoint presentations, and PDF-based assignments to deliver the Islamic Religious Education (PAI) curriculum. The teacher began each session by ensuring all students were present and had activated their cameras, creating a sense of accountability and engagement. Video content featuring stories of Prophet Muhammad's life was integrated into lessons to make the material more engaging and relatable for seventh-grade students. This multimedia approach helped compensate for the lack of physical presence by providing visual and auditory learning stimuli.

Table 1. Health Protocol Implementation Based on SKB 4 Ministers

Component	Requirements
Facilities and Infrastructure	Health equipment: handwashing stations, hand sanitizer, thermo gun, mask reserves; Maximum 50% classroom capacity: Elementary/Junior High: 18 students; Desk and chair arrangement; Educational banners and posters about cleanliness
School Human Resources Readiness	Teachers and students must be healthy and vaccinated; Training/workshops for teachers; All school members must discipline in wearing 3-layer cloth masks/surgical masks, replaced every 4 hours; Maintain 1.5-meter distance; Regulate people flow
Stakeholder Coordination	Coordination with local Covid Task Force and Health Center; Development of School Standard Operating Procedures (SOP); Permits and socialization to parents; Regulation of daily learning hours; Traffic and pickup time management

The table above illustrates the comprehensive health protocol framework that guided the implementation of hybrid learning at SMP Patriot Bekasi City. The school strictly adhered to the Joint Decree of Four Ministers, ensuring that all physical learning sessions maintained maximum safety standards. This included limiting classroom capacity to 50%, providing adequate health facilities, and ensuring all participants were vaccinated and healthy. The systematic approach to health protocols gave parents confidence in allowing their children to attend face-to-face sessions while maintaining online options for those who preferred or needed them.



Figure 1. Organizational Structure of SMP Patriot Kota Bekasi

The organizational structure shown in the figure demonstrates the institutional framework that supported the implementation of hybrid learning at SMP Patriot Kota Bekasi. The clear hierarchy from the school principal down to teachers and administrative staff ensured effective coordination and decision-making during the challenging pandemic period. This structured approach allowed for efficient communication of policies regarding hybrid learning implementation, health protocol enforcement, and curriculum adjustments. The involvement of

various departments, including the curriculum vice-principal and student affairs vice-principal, ensured that all aspects of hybrid learning were properly managed and monitored.

Student and Parent Responses to Hybrid Learning Implementation

Student responses to the hybrid learning model at SMP Patriot Kota Bekasi revealed predominantly positive attitudes toward this educational approach. The majority of students expressed preference for hybrid learning over fully online education, citing various reasons including reduced boredom, opportunities to meet friends and teachers, and the flexibility it provided. Students appreciated the combination of face-to-face and online sessions, noting that this arrangement prevented the monotony of studying at home continuously while also providing relief from daily school attendance. The rotational system allowed students to maintain social connections while adapting to new learning modalities, creating a balanced educational experience that addressed both academic and social needs.

Table 2. Student Responses to Hybrid Learning at SMP Patriot Kota Bekasi

Respondent	Response to Question: Do you like hybrid learning at SMP Patriot?
Respondent 1	Yes, I like online because it's more relaxed
Respondent 2	I prefer face-to-face to meet friends and teachers
Respondent 3	I like online because it's more comfortable
Respondent 4	Not really, face-to-face is better
Respondent 5	Yes, it makes me more enthusiastic
Respondent 6	Yes, I like hybrid learning because I can study at home and at school
Respondent 7	Yes, I like hybrid learning, just like it
Respondent 8	Prefer online because it's not complicated
Respondent 9	I like it because I meet friends
Respondent 10	I like online because learning online is comfortable

The data presented in the table demonstrates that most students found hybrid learning appealing for various reasons, with many noting increased enthusiasm and reduced boredom compared to fully online learning. Students valued the social aspects of meeting friends and teachers during face-to-face sessions while appreciating the comfort and flexibility of online learning. This mixed preference indicates that hybrid learning successfully addressed diverse student needs and learning styles, providing options that accommodated different personalities and circumstances. The positive reception among students suggests that this model could serve as a viable long-term educational approach even beyond the pandemic context.

Parent responses to hybrid learning implementation were similarly positive, with most parents observing improvements in their children's attitudes toward education. Parents noted that the hybrid model helped address behavioral changes that occurred during prolonged online learning, including excessive gadget use and difficulty following routines. The opportunity for children to return to school, even on a limited basis, provided structure and social interaction that many parents felt was essential for their children's development. Parents appreciated the school's efforts to maintain educational quality while prioritizing health and safety through strict protocol implementation.

Table 3. Parent Observations of Hybrid Learning at SMP Patriot Kota Bekasi

Respondent	Response to Question: How do you view the current hybrid learning at SMP Patriot?
Respondent 1	Yes, my child likes the hybrid learning model
Respondent 2	The hybrid learning is good
Respondent 3	Yes, hybrid learning is better than continuous online
Respondent 4	If possible, prefer face-to-face
Respondent 5	It's good, hopefully we can return to full face-to-face soon
Respondent 6	It's good, there's activity going to school directly
Respondent 7	It's good

Respondent	Response to Question: How do you view the current hybrid learning at SMP Patriot?
Respondent 8	If possible, prefer face-to-face
Respondent 9	Quite good, my child likes it
Respondent 10	Yes, it's good, children have activities

The table above reveals that parents generally viewed hybrid learning favorably, recognizing it as a significant improvement over fully online education. Many parents expressed appreciation for the structured activities and social opportunities that hybrid learning provided their children. While some parents indicated preference for full face-to-face learning, they acknowledged that hybrid learning represented a practical solution during the pandemic period. The positive parental response contributed to higher student attendance and engagement, as families supported the school's efforts to maintain educational continuity while adapting to challenging circumstances.

PAI Teacher's Communication Strategies for Enhancing Student Motivation

Ustadzah Azizah, the Islamic Religious Education teacher at SMP Patriot Kota Bekasi, employed multiple strategic communication approaches to enhance student motivation and learning achievement during hybrid learning implementation. With fourteen years of teaching experience, she recognized that effective communication was essential for maintaining student engagement in the hybrid learning environment. Her strategies included creating a WhatsApp group specifically for remote learning (BDR - Belajar Dalam Jaringan), providing extra attention to students, offering consistent appreciation for student efforts, creating interactive learning atmospheres, and maintaining good and appropriate communication with both students and parents. These strategies were developed in response to observed declines in student motivation and character development during the pandemic period.

The creation of the WhatsApp BDR group served as a foundational communication tool that allowed the teacher to send motivational messages before each learning session began. This proactive approach helped prepare students mentally and emotionally for learning, addressing the motivation gap that emerged during prolonged online education. The teacher used this platform to share encouraging words, reminders about the importance of gratitude, and motivational content that connected Islamic values with daily learning activities. Students responded positively to this consistent communication, showing increased punctuality and preparedness for both online and face-to-face sessions. The WhatsApp group also facilitated communication between the teacher and parents, creating a support network that reinforced student learning at home.

Table 4. Student Perceptions of PAI Teacher's Communication

Respondent	Response to Question: Does Ustadzah Azizah's way of speaking make you more enthusiastic about learning?
Respondent 1	Yes, it makes me enthusiastic because she is friendly and kind
Respondent 2	She smiles easily and is kind, so it makes me enthusiastic
Respondent 3	Her teaching is comfortable and easy to understand
Respondent 4	Yes, it makes me enthusiastic
Respondent 5	Yes, her teaching is comfortable
Respondent 6	Yes, it makes me enthusiastic, she is kind
Respondent 7	She is kind so it makes me enthusiastic
Respondent 8	Sometimes funny when teaching, so it makes me enthusiastic
Respondent 9	Yes, it makes me enthusiastic
Respondent 10	The teacher is fun, so it makes me enthusiastic

The student responses documented in the table clearly indicate that Ustadzah Azizah's communication style significantly impacted student motivation and enthusiasm for learning. Students consistently mentioned her friendly demeanor, kindness, sense of humor, and ability to

make lessons easy to understand as factors that increased their engagement. The teacher's approachable personality and positive communication style created a comfortable learning environment that encouraged student participation. Students felt valued and respected, which motivated them to invest more effort in their learning. This positive teacher-student relationship proved essential for maintaining motivation in the challenging hybrid learning context.

The strategy of providing extra attention to students addressed the character and behavioral changes that emerged during the pandemic. The teacher recognized that many students developed unhealthy habits, including excessive gadget use and resistance to learning routines. By communicating regularly with parents and providing individualized attention to struggling students, the teacher helped students gradually readjust to educational expectations. This approach involved patient counseling, consistent reminders about the importance of discipline and gratitude, and personalized support for students facing difficulties. The teacher's willingness to invest time and emotional energy in individual students demonstrated genuine care that students recognized and appreciated.

Interactive Learning Atmosphere and Appreciation Methods

Creating an interactive learning atmosphere represented another crucial communication strategy employed by the PAI teacher at SMP Patriot Kota Bekasi. The teacher moved beyond traditional lecture methods to engage students actively in the learning process through discussions, questions, and collaborative activities. During hybrid learning sessions, the teacher ensured that both face-to-face and online students participated equally in discussions, creating a unified classroom experience despite physical separation. The teacher encouraged students to ask questions, share opinions, and learn from each other, fostering a dynamic learning environment that maintained student interest and engagement. This interactive approach required careful planning and skillful facilitation to ensure that technology enhanced rather than hindered student interaction.

The practice of providing consistent appreciation for student efforts and achievements served as a powerful motivational tool throughout the hybrid learning period. The teacher made a conscious effort to acknowledge student contributions, whether through verbal praise during class, positive feedback on assignments, or encouragement for improvement. Even when student work did not fully meet expectations, the teacher found aspects to appreciate while gently guiding students toward better performance. This approach prevented students from feeling discouraged or undervalued, maintaining their confidence and willingness to continue trying. The teacher understood that appreciation was not merely about praising good work but about recognizing effort and progress, which was particularly important during the stressful pandemic period.

Table 5. Strategies for Building Motivation in Hybrid Learning

No.	Motivation-Building Strategy	Subcategory	Example of Implementation
1	Learning Design Games	Role-Playing	Learning arithmetic or economics through buyer-seller simulations.
		Role-Playing	Performing drama activities in Indonesian or English language classes.
		Real-World Competition	Creating social media content and competing to gain the highest number of likes.
		Real-World Competition	Conducting an online trading competition with equal starting capital.
2	Autonomy	Assignment Choice	Students choose one ASEAN country other than Indonesia for a project or presentation.
		Goal Setting & Side Projects	At the beginning of the semester, students write their personal learning goals and side projects.
3	Relevance (Interest)	Practice/Application	Integrating practical applications into the core learning activities.
		Practice/Application	Applications may involve either hands-on activities

No.	Motivation-Building Strategy	Subcategory	Example of Implementation
			(doing) or observation-based activities (observing) related to the lesson content.
		Reflection Questions Modification	Adding reflective questions such as: <i>"How will you apply what you learned today?"</i>
4	Influence of Others	Incorporating Students' Idols	Replacing characters in story problems with students' favorite celebrities or current trends.
		Guest Speakers	Inviting external speakers to share experiences related to the subject matter or career aspirations.
		Involving Significant Others	Engaging parents through interviews, recorded conversations, or similar activities.
		Peer Involvement	Encouraging collaboration through group-based learning activities.
5	Badges/Leveling System	Academic Achievement	Math Genius – Reward: allowed to create one homework question for the next lesson.
		Academic Achievement	Math Expert – Reward: serves as a teacher assistant to help classmates who need support.
		Academic Achievement	Math Solver – Reward: allowed to add an emoji next to their name.
6	Positive Words and Appreciation	Building Confidence from the Beginning	"You were selected to be in this class because I am the best teacher, and you are the best students. We are gathered here so that we can show others how success can be achieved together."
		Positive Reframing	Encouraging students with low scores using positive feedback, such as: <i>"Good effort! Your hard work is beginning to show, and you got several answers correct. After reviewing the material, I am sure you will do even better next time."</i>
		Positive Reframing	Instead of saying: <i>"Your performance is still insufficient; please improve,"</i> use constructive and motivating language.

comprehensive strategies for building motivation in hybrid learning, as documented in the research, included multiple approaches such as game-based learning design, autonomy through task choices, connecting lessons to student interests, involving role models and guest speakers, implementing badge and leveling systems, and using positive language and appreciation. These strategies were designed to address different aspects of student motivation, including intrinsic and extrinsic motivational factors. The teacher selectively applied these strategies based on lesson content, student needs, and the hybrid learning context, creating varied and engaging learning experiences. The systematic approach to motivation demonstrated the teacher's commitment to student success and understanding of educational psychology principles.

The implementation of these appreciation and interactive learning strategies produced measurable improvements in student motivation and learning achievement. Students showed increased participation in class discussions, more consistent completion of assignments, and greater enthusiasm for Islamic Religious Education lessons. The positive learning atmosphere created through these strategies helped counteract the negative effects of pandemic-related stress and disruption. Students felt more connected to their teacher and classmates, reducing feelings of isolation that often accompanied hybrid learning. The teacher's communication strategies thus served not only educational purposes but also supported student emotional well-being during a challenging period.

Impact of Communication on Student Learning Achievement

The communication strategies employed by the PAI teacher at SMP Patriot Kota Bekasi demonstrated clear positive impacts on student learning achievement during the hybrid learning period. Students showed gradual improvement in their understanding of Islamic Religious Education materials, as evidenced by their performance on assignments, participation in discussions, and assessment results. The teacher's consistent use of reflection activities at the end

of each lesson helped reinforce learning and identify areas requiring additional attention. When students struggled with particular concepts, the teacher employed heart-to-heart conversations to understand their difficulties and provide personalized guidance. This individualized attention ensured that students did not fall behind despite the challenges of hybrid learning.

Table 6. Strategies for Providing Feedback to Students

Strategy	Description
Appreciation	Appreciate student efforts in completing assignments
Provide Examples	Select specific examples from student work when correcting or discussing student opinions. If student work is good, feedback can also include enrichment questions from specific parts of student work
Find Out Why	Even if students are wrong, ask why they think that way. This will help identify where misconceptions exist

The feedback strategies outlined in the table demonstrate a thoughtful approach to student assessment and improvement. Rather than simply marking answers as right or wrong, the teacher sought to understand student thinking processes and address underlying misconceptions. This approach promoted deeper learning and helped students develop critical thinking skills. The emphasis on appreciation and positive reinforcement maintained student confidence while still holding them to high standards. The combination of appreciation, specific examples, and inquiry into student reasoning created comprehensive feedback that supported continuous improvement.

Parent and school administrator observations confirmed the positive impact of the teacher's communication strategies on student learning achievement. The school principal noted that student achievement in Islamic Religious Education showed improvement compared to the fully online learning period, with students demonstrating greater enthusiasm and engagement. The vice-principal for student affairs observed that while improvement was not dramatic, the most important outcome was that students returned to learning at school and re-engaged with the educational process. These external validations confirmed that the teacher's communication strategies effectively supported student learning during the challenging hybrid learning period.

The research findings indicate that effective teacher communication serves as a critical factor in student motivation and achievement, particularly in hybrid learning environments. The combination of proactive communication through WhatsApp groups, personalized attention, consistent appreciation, interactive learning atmospheres, and appropriate feedback created a supportive educational environment that helped students overcome pandemic-related challenges. The teacher's fourteen years of experience and deep understanding of student needs enabled her to adapt her communication strategies to the unique demands of hybrid learning. These findings suggest that teacher communication skills should be prioritized in professional development programs, especially as educational institutions continue to integrate technology and hybrid models into their teaching practices.

Discussion

The implementation of hybrid learning at SMP Patriot Kota Bekasi, utilizing both Flipped Classroom and Blended Learning models, was found to significantly reduce student boredom and restore enthusiasm compared to full remote learning. This finding is strongly supported by Makhin (2021), whose research on hybrid learning models during the pandemic concluded that combining offline and online methods provides a flexible and engaging environment that prevents the fatigue associated with full remote instruction. Furthermore, the current study's success contrasts with the baseline struggles of full online learning highlighted by Al-Hashmi (2021), Janke et al (2022), Nasrah & Muafia (2020), and Stevanović et al (2021), who found that fully remote learning during the pandemic severely diminished student motivation and learning outcomes. By adopting a hybrid approach, SMP Patriot effectively mitigated the negative impacts of full online learning, proving that physical and digital integration is crucial for student engagement.

Regarding learning achievement, the research indicates that the hybrid learning model contributed to a noticeable improvement in students' Islamic Religious Education (PAI) achievement compared to the previous full online period. This aligns with the study by Ramdhani et al. (2020), which demonstrated that the implementation of hybrid learning models significantly enhances students' cognitive outcomes and learning achievement by leveraging the interactive benefits of face-to-face sessions alongside the flexibility of online resources. The current study confirms that the structured rotation and multimedia integration, such as using YouTube videos and Zoom discussions, effectively bridged the cognitive gaps left by the pandemic. Unlike studies that suggest technology alone does not guarantee achievement, this research shows that when hybrid models are actively managed, they serve as a powerful catalyst for academic recovery and improvement.

A core finding of this study is that the PAI teacher's communication strategies—such as creating a WhatsApp BDR group for pre-class motivation, providing personalized attention, and offering continuous appreciation—were instrumental in boosting student motivation. This is highly supported by Amin et al (2022), Nasihin et al (2025), Ningrum et al (2025), and Tisnia (2022), who emphasized that a teacher's social competence and communicative approach are vital in increasing extrinsic motivation among students specifically in PAI subjects. The proactive and empathetic communication observed in this study mirrors Tisnia's assertion that adaptive teacher-student interactions are essential for maintaining psychological engagement during educational disruptions. While some might argue that student motivation is purely intrinsic, this research proves that in the context of post-pandemic character degradation, the teacher's deliberate communicative warmth acts as a necessary external trigger to reignite the students' intrinsic drive to learn.

The study also reveals that student motivation during the hybrid learning period was heavily dependent on external stimuli, such as the learning environment setup and the teacher's pedagogical approach, rather than just internal drive. This corroborates the findings of Lukita & Sudibjo (2021), Ribeiro et al (2021), and Yang et al (2022), who identified that during the pandemic era, external factors—specifically the learning environment, parental involvement, and teacher support—were the most dominant factors influencing student motivation. The current study found that students initially struggled with gadget addiction and poor character formation due to the unstructured home environment. However, the teacher's strategic communication and the structured hybrid setup at SMP Patriot acted as positive external reinforcements. This supports Lukita and Sudibjo's conclusion that in times of crisis, external educational interventions are the primary determinants of a student's motivational state.

Finally, the research highlights the teacher's ability to dynamically switch between one-way communication (for deep material explanation via PPT and video) and multi-way communication (for interactive discussions) to ensure comprehensive understanding among both offline and online students. This dynamic approach supports the findings of Anggraini (2021), who noted that effective teacher communication patterns must be adaptable, utilizing both direct instruction and interactive feedback to ensure message delivery and student comprehension. The ability of the PAI teacher at SMP Patriot to manage these dual communication patterns during hybrid sessions ensures that no student is left behind, whether they are physically present in the classroom or participating via Zoom. This versatility in communication proves that successful hybrid learning relies not just on technological infrastructure, but on the teacher's pedagogical agility in managing multi-directional classroom interactions.

CONCLUSION

The implementation of hybrid learning in the seventh grade at SMP Patriot Kota Bekasi reduced the negative effects of prolonged full online instruction and restored students' enthusiasm for school. Combining the *Flipped Classroom* and *Blended Learning* models, the school alternated face-to-face sessions with multimedia-enriched virtual instruction, giving students both independent

online study and direct social interaction; students consistently preferred this arrangement to full online learning, citing reduced boredom and renewed opportunities to reconnect with classmates and teachers. This outcome depended heavily on the PAI teacher's communication strategies: a WhatsApp group for pre-class motivational messages, individualized attention to students showing behavioral changes such as excessive gadget use, and consistent positive feedback that built student confidence even when their work fell short of expectations. By shifting deliberately between one-way explanation and open discussion, the teacher kept both face-to-face and online students engaged in the same conversation rather than running two separate classes. Together, these practices point to a broader pattern in the data: structured hybrid scheduling and attentive teacher communication, working in tandem, did more to rebuild students' motivation, character, and PAI learning achievement than either factor could have accomplished on its own.

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