Munaddhomah: Jurnal Manajemen Pendidikan Islam
e-ISSN: 2775-2933
Volume 6, Issue 2, 2025, pp. 192-207

Out-In Model Hybrid Learning Management in Improving Scientific Publications

Suharyanto H. Soro[1*] Endang Komara[2] Khoirul Fathoni[3] Rinesti Witasari[4]

[1] *Universitas Islam Nusantara, Indonesia*
[2] *Universitas Islam Nusantara, Indonesia*
[3] *Institut Agama Islam Sunan Giri Ponorogo, Indonesia*
[4] *Institut Agama Islam Sunan Giri Ponorogo, Indonesia*
e-mail: suharyantosoro@uninus.ac.id, endang_komara@yahoo.com, khoirulfathoni@insuriponorogo.ac.id, rinesti@insuriponorogo.ac.id

Submitted: 18-10-2024 Revised : 20-03-2025 Accepted: 16-04-2025

ABSTRAK. This research aims to explore the ideal model of hybrid learning management to improve the scientific publication of Graduate School Students. The researcher uses a qualitative research paradigm with a case study approach. The data collection method uses observation, questionnaire, and interview methods. The sample in this study is Muslim Postgraduate students. Sample selection was carried out by purposive sampling. The sample number was 35 people consisting of 20 women and 15 men. This sample was chosen because (1) They are Muslims; (2) They come from the island of West Java (Subang, Sumedang, Bandung City, Bandung Regency, Purwakarta Regency); (3) They have the status of teachers. The researcher took a sample of research from second-semester students at the Graduate School of the Islamic University of Nusantara Bandung, West Java. Research activities will be carried out in the 2023-2024 academic year. The findings of the study show that (1) hybrid learning management can improve scientific publications by using the OUTIN model. The IN model refers to the lecture process on campus, while the OUT model refers to student activities in the field in the context of collecting research data. (2) Hybrid learning management is carried out in five stages, namely the identification, planning, implementation, evaluation, and follow-up stages; (3) Lecturers have different teaching styles and most graduate students respond positively with different percentage levels. The results of this research make a positive contribution to lecturers and students, especially for each course so that they can form a culture of writing and publishing the results of their thoughts in the form of journals or ISBN books so that they can increase the number of scientific publications.

Keywords: *Management, Hybrid Learning, Scientific Publications.*

https://doi.org/10.31538/munaddhomah.v6i2.1665

How to Cite H. Soro, S., Komara, E., Fathoni, K., & Witasari, R. (2025). Out-In Model Hybrid Learning Management in Improving Scientific Publications. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(2), 192–207.

INTRODUCTION

Hybrid learning management plays an important role in order to increase the scientific publication of Graduate School Students (Al Amiri, 2024; Azouri & Karam, 2023; Gleason & Greenhow, 2017) Therefore, its implementation is required to use the ideal model so that it can be maximized to give birth to a product (Nashir & Laili, 2022) Learning management has been driven in offline and online forms, but has not yet found an ideal model at the Graduate Program level (Wang, 2024) In other words, lecturers do not improvise and create in these hybrid learning

activities, which has an impact on decreasing the level of scientific publications (Bornmann et al., 2020) Hybrid learning methods need to be contextualized so that students gain high knowledge and experience (Putri Uleng et al., 2022; Ramesh Kashyap et al., 2023). In simple terms, management is one of the efforts that is carried out consciously starting with planning, implementation, and ending with evaluation in an educational organization (Basri & Hasri, 2024; Dina et al., 2023; Firman et al., 2024; Syamsi et al., 2023). Management activities require the ability to manage activities properly so that they run according to plan (Marito Br Tamba et al., 2022; Wahyudi et al., 2023). This is one of the problems to find the right and correct solution so that the quality of educational outcomes can be achieved (Wahid et al., 2020) In other words, if the learning process is carried out without being accompanied by proper and correct management functions, then it is certain that the educational goals will not be achieved optimallyl(L. Chen & Abdullah, 2023; Kovalenko et al., 2021; Omarova et al., 2021).

Learning involves two main activities, namely learning and teaching (Aftab et al., 2021) Learning is defined as a conscious process to obtain behavior change, from uneducated to knowledgeable, from negative to positive, and from uncreative to creative (Mukhibat, 2023) (Pramana et al., 2024). In the academic environment, learning involves lecturers, students, facilities, and infrastructure by following the rules and norms that apply at the university (Prakasha et al., 2022) Lecturers and students are required to trust each other and avoid negative attitudes, because the learning process can run smoothly and successfully if done together in creating a safe, orderly, and fun learning environment (Ogata & Usagawa, 2017) Hybrid learning, which includes both face-to-face and distance learning, involves at least two actors, namely lecturers as teachers and students as students (Segbenya & Anokye, 2023).

Various aspects of hybrid learning in the context of higher education have been widely studied. For example, research by (Wang, 2024) highlights challenges in the implementation of hybrid learning that have not yet found an ideal model at the graduate level. (Garrison & Vaughan, 2018) highlights the importance of a community approach in blended learning, where learning success is determined by active interaction between lecturers and students in a complementary online and offline environment. (Hrastinski, 2019) discusses how synchronous and asynchronous communication strategies in hybrid learning can improve students' understanding of concepts and involvement in academic discussions. Another study by (Nashir & Laili, 2022) emphasizes the importance of careful planning in product-based learning to improve the quality of academic output. In addition, research by (Rizvi et al., 2020) shows that blended learning can overcome the limitations of online learning, but still requires an effective management strategy to achieve maximum results. In contrast to previous research, this study will explore product-based hybrid learning management in improving the scientific publications of graduate students with a hybrid learning management approach combined with an emphasis on scientific publications as the output of the learning process.

Based on the description above, hybrid learning management plays an important role in increasing scientific publications of Postgraduate Program students. To maximize the potential of hybrid learning, it is necessary to implement an ideal model that includes aspects of planning, implementation, and evaluation effectively. Although hybrid learning has been implemented in offline and online forms, the ideal model has not been found, especially at the Postgraduate Program level, which has an impact on the low level of scientific publications. Effective hybrid learning requires close collaboration between lecturers and students, with the application of contextual methods to achieve maximum results, including improving the quality of scientific publications. Previous research has shown that careful planning and the use of appropriate communication strategies in hybrid learning are very important to achieve these goals. Therefore, effective hybrid learning management, which emphasizes the results in the form of scientific publications, is very necessary to create a successful and productive academic environment.

The research focus includes how hybrid learning management can improve scientific publications by using the OUTIN model, the stages of hybrid learning management and the

teaching style possessed by lecturers. This research is important to carry out considering that scientific publications are the main indicator in assessing the academic quality of postgraduate students. By finding an effective hybrid learning management model, it is hoped that students can be more productive in producing quality scientific publications.

METHOD

The researcher uses a qualitative research paradigm with a case study approach, while the data collection method uses observation, interview, and questionnaire methods. In other words, the data in this study was obtained through these three methods. The case study approach refers to scientific activities that are carried out consciously on both single and multiple problems using observational data collection methods, interviews, questionnaires, and documentation or the like so that they can describe and exploit the findings comprehensively and in-depth. From the perspective and social dominance, the data used as a source of analysis for this research is included in the realm of education.

The researcher categorizes to facilitate and simplify data analysis. In other words, the data obtained through observation, questionnaires, and interviews are then trigulated. This is done in order to ensure that the results of the analysis based on the three data collection methods (observation, interview, and documentation) are valid and academically accountable.

The researchers who took samples in this study were Muslim Postgraduate Students. The number of samples was 35 people, consisting of 20 women and 15 men. Sample selection was carried out by purposive sampling. In other words, these samples were chosen because (1) They are Muslim; (2) They come from the island of West Java (Subang, Sumedang, Bandung City, Bandung Regency, Purwakarta Regency); (3) They have the status of teachers. The researcher took a research sample of second-semester students at the Graduate School of the Islamic University of Nusantara Bandung, West Java. Research activities will be carried out in the 2023-2024 academic year.

The researcher needs to explain that the data was collected using observation, questionnaire, and interview methods in different contexts. Observation in this context is participatory observation. In other words, the researcher positions himself as an actor (participatory), i.e. directly involved or taking part in the learning process. Samples selected from social situations were used as data in this study. From the sample, the researcher elaborated on things that could be interpreted according to the title and purpose of the research. Meanwhile, the interview method was carried out in depth with respondents. This is done to dig up the information needed to reach the saturation point. In the learning process, of course, there are many events that must be passed through and observed. These events occur based on academic settings, for example in the learning process, lecturers and students make agreements about the procedures and techniques for implementation. For example, lecturers give syllabus to students. Furthermore, lecturers offer lecture methods for one semester, both offline and online

Researchers uphold ethics and morals based on research principles. In other words, researchers must be honest to exploit the research findings. Those participants involved in the study objective were volunteers and they did so for three months. Researchers handle participant interactions carefully to encourage and smooth information sharing and create a safe conditional environment for obtaining valuable and credible data collection.

The data analysis in this study refers to the process of systematically searching and compiling data from observations, questionnaires and interviews. In the perspective of qualitative research, data analysis activities are carried out by systematically searching for and compiling information or data obtained in the field by organizing, applying, describing, synthesizing, compiling patterns, choosing important ones as primary sources, and drawing conclusions from field data. The purpose of data analysis in this study is to interpret the data according to the title of the research so that new findings can be made (produced). The researcher interprets the data through three stages, namely: Deconstruction is the activity of breaking data into component parts by rereading the results of observations, questionnaires and interviews or research transcripts and

then breaking the data into categories or codes. Interpretation is the activity of looking for similarities and differences between titles, comparing findings with other studies, exploring theories that can explain the relationship between titles, discussions or findings and conclusions (exploring research results). Reconstruction is the reinvention of prominent codes and titles by showing relationships and explaining them in more depth based on knowledge and theoretical perspectives.

RESULT AND DISCUSSION

Result

Hybrid Learning Management OUT-IN Model

Learning management in improving scientific publications is carried out with the OUT model referring to student activities in the field in the context of collecting research data according to needs and IN on campus. Based on the results of interviews, observations, and documentation excavations conducted by researchers from primary and secondary data sources. At the time of observation, it was seen that education management was carried out in several stages starting from identification, planning, implementation, evaluation, and follow-up. Strengthened through direct interviews with lecturers, revealed that:

> "... So far, I have carried out stages in education management with five stages starting from identification, planning, implementation, evaluation, and follow-up. It also continues to develop and it is likely that in the coming years there will be more additions because the world of education in this context is the management of educational units continues to develop according to the times"

> He also added that "... Hybrid learning management has so far been able to increase scientific publications through the application of the OUTIN model, namely by combining academic activities in off-campus (OUT) and on-campus (IN) research activities. This model is time-limited with a minimum of three meetings and a maximum of five meetings. Lecturers are advised to always monitor the progress achieved by their students so that when the final semester exam (UAS) schedule is scheduled, lecturers have received part or all of the acceptance letter (LOA) or ISBN books from journal managers and book publishers"

Based on the data obtained from the interview results, the use of this model is 100% approved by students as one of the independent learning and independent training in conducting scientific research and publications in Sinta journals and publishers consisting of IKAPI members. This is based on direct interviews with a number of students;

> " … In principle, this hybrid lecture model is an alternative and also an effect of covid. As a student, I certainly follow the campus policy that I believe in and it is not careless applied to the students. So I believe that this hybrid lecture is implemented with careful consideration by the campus. Of course, I personally feel that the simple language is quite good because there is a division of time between face-to-face lectures on campus and online lectures. In addition, there are also mini research activities implemented by lecturers. So I think it's positive even though it's not perfect, even though there are still shortcomings. That's what I think and I think my classmates agree with what I said or put forward."

Meanwhile, the IN model focuses on the lecture process that takes place in the classroom with a discussion, presentation, and critical analysis based learning approach that equips students with the theory, methodology, and academic insights needed to conduct research and is limited to a minimum of five meetings and a maximum of seven meetings. Based on the interview:

> " … So you can't make separate rules related to lecture activities. In other words, learning management for postgraduate students is carried out based on a circular letter from the

rector. One of the points of the circular is that lectures were held 16 times. The technique of implementing lectures is completely left to the lecturer who teaches the course. Students and lecturers before starting lectures were presented with a circular letter related to the technicalities of implementing offline and online lectures. This is an official letter issued by the Director of the Graduate School to be used as a reference or written document.

Based on interviews and learning observations conducted by postgraduate program students, it is different from undergraduate program students. Although the same course is taught again in graduate programs, the treatment must be different. At the postgraduate level, lecture materials are deepened so that products are produced in the form of publications in Sinta and Scopus journals, as well as books with ISBNs. Graduate students are given enough time to explore science through their final coursework. This final project can be given individually or in groups. Based on findings in the field, graduate students are happy and 100% agree if the lecturer in charge of the course divides the learning model with the sipt system, namely the first meeting to the seventh meeting held on campus. Furthermore, students of the eighth to 12th meeting were given the opportunity to go to the field to collect research data. The 13th and 14th meetings returned to campus to store their research results. For the 15th and 16th meetings, the report was a mini research result and submitted to the Sinta journal. According to interviews with students:

> " … In essence, I agree with this model because it provides direct experience related to research activities and also the results of this research are published in the Sinta journal. Even if sinta four and five. We also have valuable experience in writing articles for publication to national journals. We learned directly from the mistakes we made in writing research reports. This happened because it was guided directly by the lecturer in charge of the course.

> " … Yes, that's right because we are required to have the results of our mini research or field research published in the Sinta journal. This makes sense to increase the frequency of scientific publications. For example, in this class there are 11 groups, so there are 11 research titles that will be published in the Sinta journal. I guess that's my response."

Stages of Hybrid Learning Management

Based on data obtained from observations and interviews with lecturers, it was found that education management is carried out through five stages, namely, identification, planning, implementation, evaluation, and follow-up. The following is an explanation of each stage and examples in the micro-scale learning process.

> **"...** Education management is carried out in five stages starting from identification, planning, implementation, evaluation, and follow-up. This is the result of my thinking based on data and facts and events that occur in the world of education. It is certain that this stage will continue to develop with rules and changes. This means that as long as it is still connected to the previous stages, it is legal. This is also the result of data analysis obtained in the field. I agree with the stage and this is realistic.

Based on observations, interviews and documentation, it was found that hybrid learning was carried out in 5 stages, including;

Identification

Identification is carried out through the collection, mapping, and determination of factors that contribute positively to the educational unit in a certain period of time. The goal is to obtain valid information as a reference in the preparation of short, medium, and long-term work plans. The information that has been obtained is categorized according to needs, while weak or inaccurate data is set aside so as not to cause bias in planning. Identification is carried out objectively to ensure the validity of the data without subjective influence. Based on interviews with lecturers that;

"… Identification is carried out objectively. This aims to ensure that the information obtained is valid without frills. There are two types of identification, namely internal and external identification. Internal identification refers to information within the environment itself, starting from the environment of the educational unit to the implementation of learning in the classroom and outside the classroom. Examples of infrastructure, facilities, and learning climate implemented by the school. Meanwhile, external identification refers to information obtained from outside the educational unit. such as identifying the perception of the surrounding community about educational activities at the school.

Figure 1. Identification Stage

Planning

Planning is carried out referring to activities that will be carried out in the future (future tense).

According to interviews with several lecturers, it is confirmed that;

" … Good planning is a plan that is made or prepared based on: (1) data or information from the results of identification; (2) necessity is not a desire; (3) common sense (the plan is realistic, i.e. it can be done); (4) objectivity; (5) factual. Making a plan is not an easy thing, it takes sharpness of thinking to formulate various main components that can be accepted and implemented by the academic community (educational unit)"

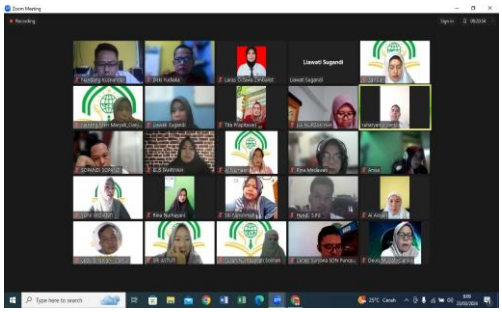
"… In lectures, a lecturer is required to make a Semester Learning Plan (RPS). The university has provided a model and example of RPS that must be followed by the lecturer in charge of the course. Usually a week before starting lectures, a meeting of lecturers is held with the leaders of the faculty or graduate school. This is done to ensure that lecturers who are directly involved in the learning process have prepared various strategies and renewable knowledge to be actualized to their students."

Implementation

Implementation refers to the form of real action on the ground. The implementation of educational activities is manifested in the form of learning involving teachers and students. Learning activities in the context of formal education follow government regulations, in this case regulations of the Minister of Education and Culture of the Republic of Indonesia. However, in general, education units make internal policies in accordance with the context and culture of the region, as well as the religion believed by the region. It is based on interviews that:

" … In general, the campus makes internal policies in accordance with the regional culture and religion that is believed. For example, the school's policy to carry out circumcision prayers for all Muslim students before starting learning activities"

The implementation of learning activities in both primary and secondary education units and higher education emphasizes cognitive, affective, and psychomotor domains. A lecturer designs lecture materials by paying attention to the portions of each realm with a hybrid learning model, namely offline and online.



Figures 2 and 3. Implementation Stage of Offline and Online Teaching (Hybrid Learning)

Evaluation

Evaluation as an instrument to measure the level of success that has been achieved in learning. Evaluation is carried out based on the results of measurement, and assessment. Therefore, it is important to pay attention to each item or component of measurement and assessment with the right and correct weight in accordance with the criteria that have been determined. Thus, the decisions taken based on the evaluation are correct and valid. Based on interviews with lecturers and students, it was found that:

> "… At the evaluation stage, lecturers generally make measurement components in the form of (1) student attendance in lectures; (2) structured tasks; (3) mid-semester exams; (4) Final Semester Exam. Each measurement component has a different weight. This aims to map and provide justice that is proportional to students' cognitive, affective, and psychomotor abilities during the lecture process. Evaluation has a positive impact on learning activities. The results of the evaluation reflect the level of success and excellence of a lecturer in educating his students. The final score given to students is a measure of the success of the lecturer who is responsible for the course.

> "… Lecturers at the end of each lecture meeting evaluate the level of students' understanding of the material that has been presented by asking three different questions to students. If the number of men in the class is more than women, the lecturer distributes questions, namely two questions for male students and one question for female students.

Follow-up

In the follow-up stage in hybrid lectures with the OUTIN model, students are given mini-research tasks that must be completed within a certain time, starting from the selection of titles to the preparation of proposals that are closely supervised by lecturers to ensure the authenticity of the work and prevent plagiarism. Lecturers provide initial guidance on proposal writing strategies as well as research formats, focusing on the background of the issue that is not exaggerated in theoretical citations. After the proposal is approved, students are given time to collect field data before the research results are evaluated and improved in the next lecture session. If the research has met scientific standards, lecturers encourage the publication of results in Sinta or Scopus journals, as well as books containing ISBNs, making this lecture process not only theoretical learning but also research practice oriented towards scientific publications

Follow-up is carried out by paying attention to scientific principles by making the course a bridge to scientific publications. Lecturers are required to maintain the purity of each mini research title. In other words, lecturers are required to correct and carefully observe every sentence written in the mini research proposal. This is done so that students avoid plagiarism or coffee paste from other sources. Lecturers with more than two years of teaching experience with the same course are sure to understand and even memorize every chapter written by their students. Therefore, lecturers before telling students to write mini research proposals must provide initial knowledge about how and how to start writing research proposals. In this context, lecturers need to set aside approximately 35 minutes to explain the format and important points in each chapter. Example of chapter one about the background of the problem. In this section, it is mandatory to raise the problem that is the focus of the research and it is recommended not to have many quotes, just five quotes as the basis of the theory.

During the interview with the students, information was obtained that:

> "… It is true that this OUTIN model can increase scientific publication because we are required to have the results of our mini research or field research published in the Sinta journal. This makes sense to increase the frequency of scientific publications. For example, in this class there are 11 groups, then there are 11 research titles that will be published in the Sinta journal"

The learning carried out in postgraduate program students is certainly different from undergraduate program students. Even though the same course is taught again in the postgraduate program, the treatment must be different. At the postgraduate level, lecture materials are deepened so that they give birth to products in the form of publications in Sinta and Scopus journals, as well as books with ISBNs. Postgraduate students are given enough time to explore science through the final project of lectures. This final project can be given individually or in groups. Based on the findings in the field, it was found that the Hybrid Out-In learning management model in Increasing Scientific Publications is found as shown in the following figure:

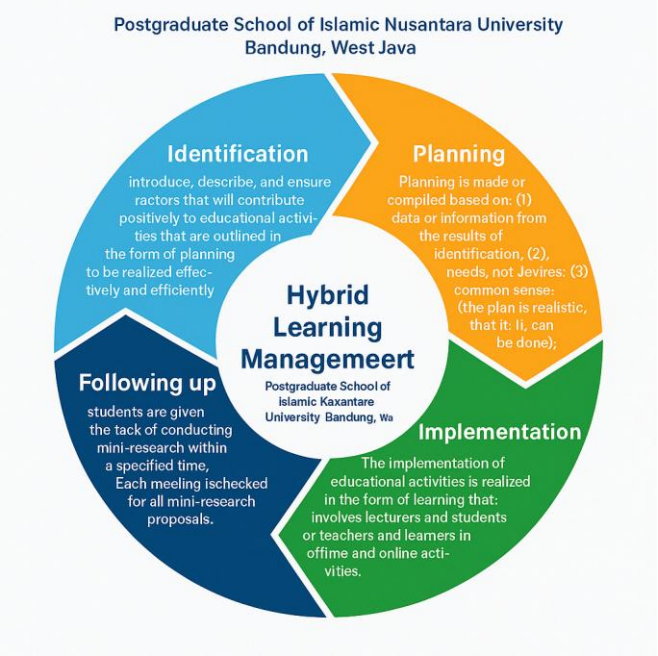


Figure 4. Hybrid Learning Management of the Graduate School of the Islamic University of Nusantara Bandung, West Java.

This image shows the five main stages in hybrid learning management at the Graduate School of the Islamic University of Nusantara, Bandung, West Java. Each stage is cyclically interrelated to ensure the effectiveness and efficiency of the educational process. 1) **Identification,** this stage emphasizes the importance of recognizing and ascertaining supporting factors that contribute positively to educational activities. These factors are used as the basis for the preparation of lesson plans. 2) **Planning,** Planning is carried out based on the results of identification by taking into account real needs, common sense, objectivity, and factual data. The plan is realistic and workable. 3) **Implementation**, the implementation of the learning process both offline and online that actively involves teachers and students. 4) **Evaluation, the** evaluation process is carried out proportionally to the cognitive, affective, and psychomotor aspects of students. Evaluation reflects fairness and accuracy in assessing student learning outcomes. 5) **Following Up,** as a follow-up, students are given a small research task (mini research) with a certain deadline. Each meeting is used to monitor and check the progress of their research proposals.

Discussion

In this study, the application of the OUTIN hybrid learning model in improving students' scientific publications was obtained. The OUTIN model combines off-campus research activities (OUT) and on-campus learning (IN) that can improve students' research competence and scientific publications. Hybrid learning management with the OUTIN model is seen to be effective in increasing the scientific publication of Graduate School students. Hybrid learning is an approach that combines face-to-face learning with online learning (Azouri & Karam, 2023; Gleason & Greenhow, 2017; Gnaur et al., 2020; Lauthan & Saurty, 2024) (Gleason & Greenhow, 2017) states that hybrid learning can integrate the advantages of traditional and online learning to create a more effective learning experience. In addition, (Bates & Sangrà, 2011) emphasized the importance of technology management in higher education to support the successful implementation of hybrid learning. The OUTIN model allows students to develop research skills independently. Limiting the number of meetings in each model (IN: 5–7 meetings, OUT: 3–5 meetings) is the optimal strategy to support learning effectiveness. The success of this model can be seen from 100% of students who agree with its application as part of the concept of Freedom of Learning, where they are better prepared to conduct research and scientific publications in SINTA journals and IKAPI member publishers. The implementation of the OUTIN model involves several stages: identification, planning, implementation, evaluation, and follow-up.

Identification stage

Identification is the activity of collecting, mapping, and ascertaining factors that contribute positively to the educational unit in a certain period of time (Esteban-Guitart, 2019) As an initial step in educational planning, identification plays an important role in developing effective and efficient strategies. On a micro scale, a lecturer identifies teaching materials based on the real conditions of students so that the learning methods applied are more relevant and on target. This ensures that the learning process runs optimally according to the needs of students. Identification is carried out objectively to ensure the validity of the data without subjective influence. In general, there are two types of identification: internal and external. Internal identification includes aspects within the educational unit, such as infrastructure and learning environment, while external identification includes external factors, such as public perception of schools (Flum & Kaplan, 2012) As an initial step in educational planning, identification plays an important role in developing effective and efficient strategies. On a micro scale, a lecturer identifies teaching materials based on the real conditions of students so that the learning methods applied are more relevant and on target. This ensures that the learning process runs optimally according to the needs of students. Factors that support the learning and research process are identified to develop an effective work plan. As in research that states that identification is an important thing to do before planning to get careful planning (Carrión-Barco et al., 2024; Ghosh et al., 2018; Liao, 2024; Rauner et al., 2016).

Planning Stage

Planning refers to activities that will be carried out in the future (future tense). Good planning is a plan that is made or prepared based on: (1) data or information from the results of identification; (2) necessity is not a desire; (3) common sense (the plan is realistic, i.e. it can be done); (4) objectivity; (5) factual. This is done in the preparation of a Semester Learning Plan (RPS) that is tailored to the needs of students (Sapri et al., 2024; Wahyono & Widiyanto, 2024; Yunanto et al., 2021) Making a plan is not an easy thing, it takes sharpness of thought to formulate various main components that can be accepted and implemented by the academic community (educational unit). In lectures, a lecturer is required to make a Semester Learning Plan (RPS). The university has provided RPS models and examples that must be followed by the lecturer in charge of the course. Usually a week before starting lectures, a meeting of lecturers is held with the leaders of the faculty or graduate school. This is done to ensure that lecturers who are directly involved in the learning process have prepared various strategies and renewable knowledge to be actualized to their students. In lectures, a lecturer is required to make a Semester Learning Plan (RPS).

Implementation Stage

Implementation refers to the form of real action on the ground. The implementation of educational activities is manifested in the form of learning involving teachers and students (Hafid et al., 2022; Omarova et al., 2021; Syamsi et al., 2023). Learning activities in the context of formal education follow government regulations, in this case regulations of the Minister of Education and Culture of the Republic of Indonesia. In general, education units make internal policies in accordance with the regional context and culture, as well as the religion believed by the region. Example of school policy to perform circumcision prayers for all Muslim students before starting learning activities (Budiya, 2021; Kurniawan et al., 2022). Based on the data obtained from observation, it was found that by asking three types of questions to students, it can be concluded that students have understood or did not understand the material that had been presented. Students are involved in field research activities (OUT) and classroom learning (IN). The implementation of a work program is generally carried out in accordance with/based on a plan that has been prepared/made beforehand. In the context of lectures, lecturers follow the topic for each meeting. In other words, the lecture material for each meeting is delivered by the lecturer to the students at the first meeting. Lecturers must be consistent and committed to the program that has been planned. This means that lecturers and students are committed to carrying out the lecture process by completing all items (discussion topics) that have been mutually agreed. So it can be concluded that implementation is the realization, implementation, and real action of planning that has been made objectively beforehand.

Evaluation Stage

The correct evaluation is carried out thoroughly and follows the principles and theories of the evaluation itself. One of the principles of evaluation is objectivity. A lecturer in evaluating learning activities is required to apply and follow the results of all measurement components (Weng et al., 2024) In general, lecturers make measurement components in the form of (1) student attendance in lectures; (2) structured tasks; (3) mid-semester exams; (4) Final Semester Exam. Each measurement component has a different weight. This aims to map and provide justice in proportion to students' cognitive, affective, and psychomotor abilities during the lecture process. Evaluations are conducted to assess students' understanding and progress, while follow-up focuses on the publication of student research results in accredited journals or book publishers with ISBNs. The use of the OUTIN model is approved by 100% of students as a form of independent learning and training in conducting research and scientific publications. In addition, students showed a preference for the teaching method where the lecturer opened the lecture by asking for an understanding of the material to be delivered, with 78% of respondents agreeing with this method. This suggests that an interactive and participatory approach to learning can increase student engagement and

motivation (Azizah & Mardiana, 2024; Sbaffi & Zhao, 2022) Evaluation has a positive impact on learning activities. The results of the evaluation reflect the level of success and excellence of a lecturer in educating his students. The final score given to students is a measure of the success of a lecturer in charge of the course. Lecturers at the end of each lecture meeting evaluate the level of students' understanding of the material that has been presented by asking three different questions to students. If the number of men in the class is more than women, the lecturer distributes questions, namely two questions for male students and one question for female students.

Follow-up

At this stage, students are given the task of making a mini research with a predetermined time. At the first meeting, the lecturer directly tells students to choose a mini research title according to the course taught. Students are given time to make a mini research proposal until the seventh meeting. Lecturers are required to monitor the development of proposals written by students. Each meeting is checked for all mini-research proposals. Follow-up is carried out by paying attention to scientific principles by making the course a bridge to scientific publications (Bunari et al., 2024; Dina et al., 2023; Marito Br Tamba et al., 2022) Lecturers are required to maintain the purity of each mini-research title. In other words, lecturers are required to carefully correct and observe every sentence written in the mini research proposal. This is done so that students avoid plagiarism or copy paste from other sources. Lecturers with more than two years of teaching practice with the same courses will definitely understand and even memorize every chapter written by their students. Therefore, lecturers before telling students to write mini research proposals are required to provide initial knowledge about how and strategies to start writing research proposals. Follow-up focuses on the elements of progress one step ahead of the evaluation results (Dina et al., 2023) So it can be concluded that the follow-up in the lecture process is the final assignment given that needs to be published in the Sinta or Scopus journal and the ISBN book.

In the realm of learning styles, lecturers have different teaching styles and most graduate school students respond positively with different percentage levels. Students' learning styles are closely related to the way they absorb information and interact with the learning material. Lecturers with different teaching styles, influencing student responses and engagement (D.-C. Chen et al., 2022; Coterón et al., 2024; El-Saftawy et al., 2024; Knight & Wood, 2005) In this study, most students responded positively to the variation in teaching styles applied by lecturers, although with different percentage levels. Learning style theory as proposed by Kolb in (Asmawati, 2023; Botelho et al., 2016; Muscat & Mollicone, 2012) that in their Experiential Learning Model shows that students have different learning styles, namely concrete, abstract, active, and reflective. Therefore, lecturers who are able to adapt their teaching style according to the needs of students tend to be more effective in improving learning outcomes. Research by (Almulla & Al-Rahmi, 2023; Girado-Sierra et al., 2024; Grant et al., 2023) show that teaching that accommodates different learning styles will be more successful in increasing student engagement.

Previous research has explored various aspects of hybrid learning and its impact on student motivation and learning outcomes. For example, research by Septiana et al. (2023) examined the adoption of technology in hybrid education and found that hybrid learning offers harmonization, digital skills development, and better collaboration and interaction. In addition, research by (Azouri & Karam, 2023; L. Chen & Abdullah, 2023; Gnaur et al., 2020; Rizvi et al., 2020) show that hybrid learning and blended learning models are effective in increasing students' motivation to learn. However, these studies have not specifically highlighted the OUTIN model that integrates field research activities with classroom learning to improve students' scientific publications. Thus, this research offers a new perspective in the application of hybrid learning that focuses on improving students' research competence and scientific publications.

These findings highlight the importance of the development and implementation of the OUTIN model that combines off-campus research activities and on-campus learning to improve students' scientific publications. This approach not only increases students' involvement in the

research process but also encourages them to publish their research results, which is an important step in their academic and professional development. Thus, the OUTIN model can be an effective alternative in hybrid learning to improve students' research and scientific publication competence, which in turn can improve the overall quality of higher education.

CONCLUSION

Hybrid learning management with the OUTIN model has proven to be effective in improving the scientific publications of Graduate School students. The IN model refers to the lecture process on campus, while the OUT model refers to student activities in the field in order to collect research data. Hybrid learning management is carried out in five stages, namely the identification, planning, implementation, evaluation, and follow-up stages. Lecturers have different teaching styles and most graduate school students respond positively with different percentage levels. This research makes a theoretical contribution by enriching the concept of hybrid learning through the OUTIN model, which integrates field research and academic discussion as a research-based learning strategy. Practically, this model provides implementation guidelines for lecturers and students in managing more systematic research and improving the results of scientific publications. Implicitly, this approach can be one of the solutions to improve the academic quality of students at the postgraduate level and encourage a publication culture in the university environment.

Although the OUTIN model has been shown to be effective, the study has some limitations, such as variations in lecturers' teaching styles that may affect the effectiveness of the implementation of this model. In addition, the duration and intensity of guidance in the OUT model still need to be adjusted to the specific needs of each discipline. Therefore, further research is recommended to explore the adaptation of the OUTIN model in a broader field of study as well as evaluate its impact on the quality of scientific publications in the long term.

ACKNOWLEDGMENT

The researcher expressed his gratitude to Allah SWT for the enjoyment of faith and health so that the manuscript of this journal could be completed, although there were still many shortcomings and others. May the results bring blessings. Amen. Thank you to the rector of the Islamic University of Nusantara Bandung for providing support and advice as well as motivation in achieving goals.

REFERENCES

Aftab, M., Abadi, A. M., Nahar, S., Ahmed, R. A., Mahmood, S. E., Madaan, M., & Ahmad, A. (2021). COVID-19 pandemic affects the medical students' learning process and assaults their psychological wellbeing. *International Journal of Environmental Research and Public Health*, *18*(11). https://doi.org/10.3390/ijerph18115792

Al Amiri, N. (2024). Integrating effective journal club activities into knowledge management processes to enhance evidence-based practice, service quality, research skills, and innovation among nurses: A literature review. *Knowledge Management and E-Learning*, *16*(2), 379–397. https://doi.org/10.34105/j.kmel.2024.16.018

Almulla, M. A., & Al-Rahmi, W. M. (2023). Integrated Social Cognitive Theory with Learning Input Factors: The Effects of Problem-Solving Skills and Critical Thinking Skills on Learning Performance Sustainability. *Sustainability (Switzerland)*, *15*(5). https://doi.org/10.3390/su15053978

Asmawati, L. (2023). The Development of Puzzle Games for Early Childhood Based on the Banten Local Culture. *Jurnal Ilmiah Peuradeun*, *11*(2), Article 2. https://doi.org/10.26811/peuradeun.v11i2.895

Azizah, I., & Mardiana, D. (2024). Learning Transformation: Increasing Student Achievement through Discovery Learning. *Dirasah International Journal of Islamic Studies*, *2*(2), Article 2. https://doi.org/10.59373/drs.v2i2.42

Azouri, M., & Karam, J. (2023). From in-person to hybrid learning mode. In *Governance in Higher Education: Global Reform and Trends in the MENA Region*. Springer Nature. https://doi.org/10.1007/978-3-031-40586-0_4

Basri, H., & Hasri, S. (2024). Modern Education Management: Challenges , Strategies Towards a Future of Continuing Education. *Munadhoma:Jurnal Manajemen Pendidikan Islam*, *5*, 260–269.

Bates, A. W., & Sangrà, A. (2011). *Mengelola Teknologi di Pendidikan Tinggi: Strategi Transformasi Pengajaran dan Pembelajaran*. Jossey-Bass.

Bornmann, L., Devarakonda, S., Tekles, A., & Chacko, G. (2020). Are disruption index indicators convergently valid? The comparison of several indicator variants with assessments by peers. *Quantitative Science Studies*, *1*(3), 1242–1259. https://doi.org/10.1162/qss_a_00068

Botelho, W. T., Marietto, M. D. G. B., Ferreira, J. C. D. M., & Pimentel, E. P. (2016). Kolb's experiential learning theory and Belhot's learning cycle guiding the use of computer simulation in engineering education: A pedagogical proposal to shift toward an experiential pedagogy. *Computer Applications in Engineering Education*, *24*(1), 79–88. https://doi.org/10.1002/cae.21674

Budiya, B. (2021). Manajemen Pengelolaan Kelas Masa Pandemi di SD Ta'miriyah Surabaya. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *4*(1), Article 1. https://doi.org/10.54069/attadrib.v4i1.129

Bunari, B., Setiawan, J., Ma'arif, M. A., Purnamasari, R., Hadisaputra, H., & Sudirman, S. (2024). The influence of flipbook learning media, learning interest, and learning motivation on learning outcomes. *Journal of Education and Learning (EduLearn)*, *18*(2), Article 2. https://doi.org/10.11591/edulearn.v18i2.21059

Carrión-Barco, G., Remaycuna-Vasquez, A., Espinoza-Porras, F. R., Izquierdo-Marín, S. S., Rodríguez-Balcázar, S. C., Reyes-Pastor, G. E., & Heredia-Carhuapoma, N. L. (2024). Challenging Stereotypes: Exploring the Influence of Sociodemographic Factors and Study Habits on College Students' Academic Achievement. *Journal of Educational and Social Research*, *14*(4), 160–169. https://doi.org/10.36941/jesr-2024-0093

Chen, D.-C., Lai, B.-Y., & Chen, C.-P. (2022). Stimulating the Influence of Teaching Effectiveness and Students' Learning Motivation by Using the Hierarchical Linear Model. *Sustainability (Switzerland)*, *14*(15). https://doi.org/10.3390/su14159191

Chen, L., & Abdullah, N. S. M. (2023). Ethics of hybrid learning in higher education. In *Cases on Responsive and Responsible Learning in Higher Education*. IGI Global. https://doi.org/10.4018/978-1-6684-6076-4.ch019

Coterón, J., Fernández-Caballero, J., Martín-Hoz, L., & Franco, E. (2024). The Interplay of Structuring and Controlling Teaching Styles in Physical Education and Its Impact on Students' Motivation and Engagement. *Behavioral Sciences*, *14*(9). https://doi.org/10.3390/bs14090836

Dina, S., Phangesti, D. S., & Hafizh, M. (2023). Manajemen Strategik Pengembangan Budaya Akademik Perguruan. *Munadhoma:Jurnal Manajemen Pendidikan Islam*, *4*, 569–580.

El-Saftawy, E., Latif, A. A. A., ShamsEldeen, A. M., Alghamdi, M. A., Mahfoz, A. M., & Aboulhoda, B. E. (2024). Influence of applying VARK learning styles on enhancing teaching skills: Application of learning theories. *BMC Medical Education*, *24*(1). https://doi.org/10.1186/s12909-024-05979-x

Esteban-Guitart, M. (2019). Identity in education and education in identities: Connecting curriculum and school practice to students' lives and identities. In P. Hviid & M. Märtsin (Eds.), *Cultural Psychology of Education* (Vol. 10, pp. 159–175). Springer International Publishing. https://doi.org/10.1007/978-3-030-28412-1_10

Firman, M., Sauri, R. S., & Wasliman, I. (2024). Manajemen Pembelajaran Terintegrasi dalam Model Pembelajaran Blended Learning , Learning Management System. *Munadhoma:Jurnal Manajemen Pendidikan Islam*, *4*(20), 1038–1046.

Flum, H., & Kaplan, A. (2012). Identity formation in educational settings: A contextualized view of theory and research in practice. *Contemporary Educational Psychology*, *37*(3), 240–245. https://doi.org/10.1016/j.cedpsych.2012.01.003

Garrison, D. R., & Vaughan, N. D. (2018). Blended Learning in Higher Education: Framework, Principles, and Guidelines. In *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. https://doi.org/10.1002/9781118269558

Ghosh, L., Kar, R., Konar, A., Chakraborty, A., & Nagar, A. K. (2018). Identification of Brain Activation Regions in Inductive Learning Based Scientific Creativity Test. In S. S. (Ed.), *Proceedings of the 2018 IEEE Symposium Series on Computational Intelligence, SSCI 2018* (pp. 950–957). Institute of Electrical and Electronics Engineers Inc. https://doi.org/10.1109/SSCI.2018.8628779

Girado-Sierra, J. D., Gallego-Ortiz, M. C., & Thoene, U. (2024). Aristotelian versus Platonic and Machiavellian interpretations of phronesis: A critical reflection on leadership and management education. *International Social Science Journal*, *74*(254), 1577–1592. https://doi.org/10.1111/issj.12527

Gleason, B., & Greenhow, C. (2017). Hybrid learning in higher education: The potential of teaching and learning with robot-mediated communication. *Online Learning Journal*, *21*(4), 159–176. https://doi.org/10.24059/olj.v21i4.1276

Gnaur, D., Hindhede, A. L., & Andersen, V. H. (2020). Towards hybrid learning in higher education in the wake of the COVID-19 crisis. In B. C., S. M., & W. T. (Eds.), *Proceedings of the European Conference on e-Learning, ECEL* (Vols. 2020-Octob, pp. 205–211). Academic Conferences and Publishing International Limited. https://doi.org/10.34190/EEL.20.093

Grant, A. L., Torti, J., & Goldszmidt, M. (2023). "Influential" Intraoperative Educators and Variability of Teaching Styles. *Journal of Surgical Education*, *80*(2), 276–287. https://doi.org/10.1016/j.jsurg.2022.10.002

Hafid, H., Barnoto, B., Shonhadji, & Abuhsin, J. (2022). Manajemen Pembelajaran Kelas Digital Berbasis Google Workspace for Education. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, *1*(1), Article 1. https://doi.org/10.59373/kharisma.v1i1.5

Hrastinski, S. (2019). What Do We Mean by Blended Learning? *TechTrends*, *63*(5), 564–569. https://doi.org/10.1007/s11528-019-00375-5

Knight, J. K., & Wood, W. B. (2005). Teaching more by lecturing less. *Cell Biology Education*, *4*(WINTER), 298–310. https://doi.org/10.1187/05-06-0082

Kovalenko, O., Palamarchuk, Y., & Yatskovska, R. (2021). Assessing the level of maturity of the automated management system of a higher education institution. *International Scientific and Technical Conference on Computer Sciences and Information Technologies*, *2*, 167–172. https://doi.org/10.1109/CSIT52700.2021.9648663

Kurniawan, E., Nizzam, M., Fatikh, M. A., & Rofiq, M. H. (2022). Pengaruh Penggunaan Media Audio Visual Terhadap Hasil Belajar Kosa Kata Bahasa Inggris Siswa Kelas II MI Dwi Dasa Warsa. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *5*(1), Article 1. https://doi.org/10.54069/attadrib.v5i1.226

Lauthan, S., & Saurty, K. M. (2024). A Goal-Oriented Approach to Hybrid Learning in Higher Education Through the Use of the Ecosystem Model: A Case Study. *Lecture Notes in Networks and Systems*, *1*, 349–359. https://doi.org/10.1007/978-981-99-5015-7_29

Liao, X. (2024). An Equation Model for the Career Maturity and Learning Confidence of Students in Interdisciplinary Programs Integrated With Modern Technologies. *International Journal of Web-Based Learning and Teaching Technologies*, *19*(1). https://doi.org/10.4018/IJWLTT.359360

Marito Br Tamba, J. S., Munir, M., & Hartini, N. (2022). The Success of the Management of the Remote Area Mobilization Teacher Program in Improving the Quality of Education in the Mappi District. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, *14*(2), 649–670. https://doi.org/10.37680/qalamuna.v14i2.3366

Mukhibat. (2023). Differentiate Learning Management To Optimize Student Needs And Learning Outcomes In An Independent Curriculum. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, *15*(1), 73–82. https://doi.org/10.37680/qalamuna.v15i1.2386

Muscat, M., & Mollicone, P. (2012). Using Kolb's learning cycle to enhance the teaching and learning of mechanics of materials. *International Journal of Mechanical Engineering Education*, *40*(1), 66–78. https://doi.org/10.7227/IJMEE.40.1.10

Nashir, M., & Laili, R. (2022). Hybrid Learning Model In Learning English (Effectiveness & Advantages). *International Linguistics and TESOL Journal | 5 International Linguistics and TESOL Journal*, *1*(1), 2022.

Ogata, K., & Usagawa, T. (2017). Lecture management of parallel classes in a blended learning style: The case of Digital Signal Processing i as a compulsory course. *Acoustical Science and Technology*, *38*(4), 203–212. https://doi.org/10.1250/ast.38.203

Omarova, N. O., Omarov, & Osmanova. (2021). Design and Implementation of Pedagogical Innovations Based on Digital Technologies. In S. D.P., N. D.K., & T. Y. (Eds.), *Springer Proceedings in Business and Economics* (pp. 371–378). Springer Science and Business Media B.V. https://doi.org/10.1007/978-3-030-57065-1_37

Prakasha, G. S., Sangeetha, R., Almeida, S. M., & Chellasamy, A. (2022). Examining University Students' Attitude towards e-Learning and Their Academic Achievement during COVID-19. *International Journal of Information and Education Technology*, *12*(10), 1056–1064. https://doi.org/10.18178/ijiet.2022.12.10.1720

Pramana, A., Syafa'at, A. M., Khotimah, K., & Susarno, L. H. (2024). The Influence of Teaching Talent on Student Learning Outcomes. *Jurnal Komunikasi Pendidikan*, *8*(1), 1–11. https://doi.org/10.32585/jurnalkomdik.v8i1.4585

Putri Uleng, B. P., Mahfuddin, M., & Nurhidayah, N. (2022). Blended Learning as an Effective Learning Solution on Intensive English Program in the New Normal Era. *Jurnal Andi Djemma : Jurnal Pendidikan*, *5*(2), 56. https://doi.org/10.35914/jad.v5i2.1303

Ramesh Kashyap, A., Yang, Y., & Kan, M. Y. (2023). Scientific document processing: Challenges for modern learning methods. *International Journal on Digital Libraries*, *24*(4), 283–309. https://doi.org/10.1007/s00799-023-00352-7

Rauner, M., Niessner, H., Sasse, L., Tomic, K., Neville, K., Pope, A., & O'Riordan, S. (2016). Decision Support for Strategic Disaster Management: First Release of a Wiki. *Dynamic Modeling and Econometrics in Economics and Finance*, *22*, 413–439. https://doi.org/10.1007/978-3-319-39120-5_23

Rizvi, S. T. R., Dengel, A., & Ahmed, S. (2020). A Hybrid Approach and Unified Framework for Bibliographic Reference Extraction. *IEEE Access*, *8*, 217231–217245. https://doi.org/10.1109/ACCESS.2020.3042455

Sapri, J., Agustriana, N., & Kusumah, R. G. T. (2024). Educational Experience Developing An Online-Based Lecturing Strategy To Increase The Absorption Of Lecturing Materials For Postgraduate Students. *Artseduca*, *2024*(38), 216–225. https://doi.org/10.58262/ArtsEduca.3816

Sbaffi, L., & Zhao, X. (2022). Evaluating a pedagogical approach to promoting academic integrity in higher education: An online induction program. *Frontiers in Psychology*, *13*(October), 1–12. https://doi.org/10.3389/fpsyg.2022.1009305

Segbenya, M., & Anokye, F. A. (2023). Challenges and coping strategies among distance education learners: Implication for human resources managers. *Current Psychology*, *42*(31), 27694–27708. https://doi.org/10.1007/s12144-022-03794-5

Syamsi, B., Fauzan, U., Malihah, N., Islam, U., Sultan, N., Muhammad, A., Samarinda, I., Islam, U., & Salatiga, N. (2023). Implementasi Peningkatan Mutu Pendidikan dengan Pendekatan. *Munadhoma:Jurnal Manajemen Pendidikan Islam*, *4*, 888–902.

Wahid, M. A., Lee, W. K., & Baharudin, F. (2020). Implementing project-based learning for sustainability management course at postgraduate level. *Asian Journal of University Education*, *16*(2), 84–92. https://doi.org/10.24191/AJUE.V16I2.10300

Wahyono, H., & Widiyanto, D. (2024). Development of RPS preparation model in Tidar University general course. In A. A., C. B., A. B., A. D., W. F.C., B. M.A.H., P. S., & S. L.A. (Eds.), *AIP Conference Proceedings* (Vol. 3116, Issue 1). American Institute of Physics. https://doi.org/10.1063/5.0210316

Wahyudi, A., Mantik, A., Windayanti, W., Muhtarom, M., & Kusuma, N. (2023). School-Based Management in Efforts to Develop Student Life Skills in Community. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, *15*(2), 533–542. https://doi.org/10.37680/qalamuna.v15i2.2701

Wang, M. (2024). Rethinking how people learn: A holistic framework for effective learning design. *Knowledge Management and E-Learning*, *16*(2), 208–216. https://doi.org/10.34105/j.kmel.2024.16.010

Weng, J., Hu, Y., & Huang, H. (2024). LPSA: Online educational video evaluation considering cognitive and teaching style. *Computer Applications in Engineering Education*, *32*(1). https://doi.org/10.1002/cae.22662

Yunanto, A. A., Rochimah, S., Arifiani, S., & Dhuha, M. S. (2021). Design and Implementation of Rencana Pembelajaran Semester (RPS) Document Generation System. *2021 International Conference on Advanced Mechatronics, Intelligent Manufacture and Industrial Automation, ICAMIMIA 2021 - Proceeding*, 125–130. https://doi.org/10.1109/ICAMIMIA54022.2021.9807731