

E-Proceedings

International Conference on Innovation in Education: Opportunities and Challenges in Southeast Asia

Co-presented by the United Board for Christian Higher Education
in Asia and Soegijapranata Catholic University

Editors:

Cecilia Tibeck Murniati M.A., Ph.D

Dr. Heny Hartono, SS., M.Pd



**Soegijapranata
Catholic University**
October 29 - 30, 2019

Venue: Thomas Aquinas Building 3rd Floor



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Kevin Henderson, Director, Digital Content and Programming,
United Board, New York
Dr. Nancy Chapman, President, United Board, New York
Dr. Ridwan Sanjaya, Rector, Soegijapranata Catholic University

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FOREWORD

The advancement of technology has tremendously transformed today's teaching and learning. Teachers have a plethora of ways to keep students engaged and empowered. Technology allows both students and teachers to interact better and more effectively. Changing student demography, changing teaching paradigms, and changing needs of today's students necessitate the integration of technology in the universities. Universities undoubtedly have to seek innovative methods in delivering courses to increase students' engagement and to attain their teaching goals.

This proceeding is a collection of papers presented in the International Conference on Innovation in Education: Challenges and Opportunities in Southeast Asia. Co-presented by the United board and Soegijapranata Catholic University, the conference discussed the unique challenges and opportunities facing the Asian region, with sessions designed to highlight the innovative ways in which colleges and universities leverage technological advances for the promotion of whole person education.

The themes in this conference centers around massive open online course, online, distance, virtual, and augmented reality learning, faculty development and digital pedagogy, social media and social networking in education.

In the first part of the proceeding, the papers focus on various online, distance, virtual, augmented reality-based methods used to engage students in the classrooms. In the second part of the proceeding, the papers center on the innovative ways to deliver course materials. The papers in the last part of the proceeding highlight how social media and social networking are adopted in the classroom.

We hope that the insights and ideas put forward in this proceeding will greatly contribute to the scholarly discussions of how digital technology is adopted to meet the needs of today's young generations and teachers in the universities.

Editors

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From Field to Virtual: Developing Hybrid-Learning Media of Earthquake and Tsunami Disaster Resilience Strategy of Fishing Village Community in Bandar Lampung

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Abstract: Indonesia is an earthquake and tsunami prone area, therefore, disaster resilience strategy is important for surviving and living. The topic of disaster resilience strategy of earthquake and tsunami and case study at Kangkung village in Bandar Lampung then become a topic of hybrid-learning for students with videos as media. It brings a case study of earthquake and tsunami disaster resilience strategy from field to the class by virtual learning media. The research conducted by mix method of (1) Fieldwork approach; (2) Hybrid-learning media production; and (3) Qualitative approach. Fieldwork conducted by observation and documentation (pictures and movies) of Kangkung fishing village community in Bandar Lampung while qualitative approach conducted by questionnaires and in-depth interview to students of Department of Infrastructure and Environmental Engineering, Soegijapranata Catholic University. The results have been analyzed by scoring method. Several conclusions can be described as: (1) five aspects of attractiveness,

delivery, learning atmosphere, understanding, and motivation inflicted, can be applied in scoring method; and (2) hybrid-learning media is very good to implemented to learn disaster resilience strategy of earthquake and tsunami at Kangkung fishing village in Bandar Lampung.

Key words: hybrid-learning, media, disaster, resilience, strategy, earthquake, tsunami.

INTRODUCTION

It is a fact that Indonesia is vulnerable to earthquake and tsunami. Several earthquakes followed by big tsunami had destroyed coastal areas happened such as in Palu 2018. Early warning system of tsunami generated by earthquake even announced in August 2, 2019, with magnitude of 6.9 SR, 48 km depth and epicentrum in Pandeglang, West Java. Some coastal cities from Lampung in Sumatera to Purworejo suffered the impact of the earthquake vibration. More than 100 houses collapse and people run for evacuation to higher land.

Fishing villages along the earthquake prone coastal line are the most vulnerable areas to the earthquake and tsunami. The hazard of earthquake and tsunami must be coping with good Disaster Risk Reduction (DRR) for resilience. Since the fishing villages and coastal community in Indonesia generally have some characteristic of poverty, bad livelihoods, and low educational level (Gai, et.al., 2018; Susilorini, et.al., 2019), their future and sustainability being uncertain. Hence, this research conducted to picture out the resilience strategy of earthquake and tsunami in coastal area, especially in fishing village community in Bandar Lampung, by delivering hybrid learning media to the students. The students may not experience those disasters by themselves, but they will learn from hybrid-learning media as clear and good explanation of the course delivered to them.

It is important to know that we have field experience that which was delivered to students and helped them to have better learning session in Department of Infrastructure and Environmental Engineering. We expected that our field investigation can also be experienced by students “virtually” which increase their understanding of the course and achieve the learning outcome. Therefore, the research is aimed to increase student motivation and

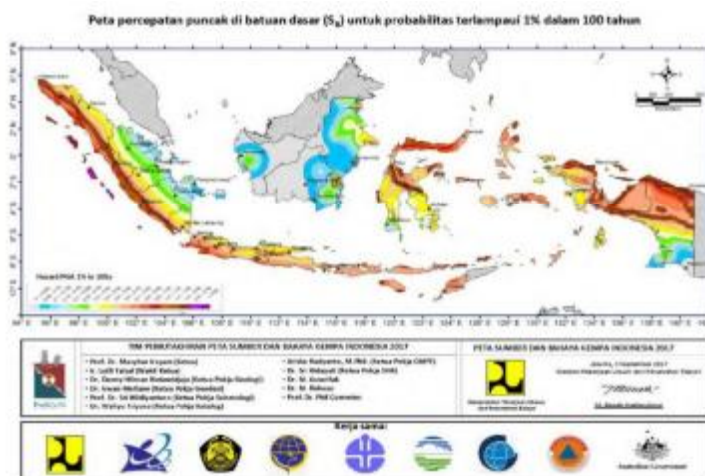
awareness of earthquake and tsunami at fishing village community related to earthquake and tsunami disaster issue in Bandar Lampung.

Hence, prior to the goals, the objectives of the the research can be determined as: (1) To develop hybrid-learning media for learning program in Department of Infrastructure and Environmental Engineering with topic of earthquake and tsunami disaster resilience strategy of fishing village community in Bandar Lampung. The hybrid-learning media will provide audio visual media that is accessible in Youtube and contains knowledge and science earthquake and tsunami disaster resilience strategy of fishing village community as whole person education also become an issue to explore; (2) To implement the hybrid learning media with topic of earthquake and tsunami disaster resilience strategy of fishing village community in Bandar Lampung in Course Program of “Introduction of Infrastructure Engineering” at Department of Infrastructure and Environmental Engineering; and (3) To review and to analyze the implementation of hybrid learning in Department of Infrastructure and Environmental Engineering with topic of earthquake and tsunami disaster resilience strategy of fishing village community in Bandar Lampung.

LITERATURE REVIEW

A. Disaster and Resilience Strategy of Earthquake and Tsunami

Figure 1:
Map of source and hazard of earthquake in Indonesia in 2017
(Pusat Studi Gempa Nasional, 2017)



Indonesia is a prone area of earthquake (Figure 1) and tsunami (Figure 2). Since few centuries, those disasters have taken many lives and destroyed buildings, city, infrastructure, etc. We still believe that Palu earthquake and tsunami in 2018 was a big shock and gave great lesson about the importance of resilience strategy of earthquake and tsunami.

Figure 2:
Map of tsunami prone area in Indonesia in 2017
(BNPB)



People should implement resilience strategy of disaster as part of Disaster Risk Reduction (DRR). A community with good disaster resilience has the best safety, knowledge to design and to build in disaster hazards context, and minimize the vulnerability by maximize the application of DRR counting (Twigg, 2009). Hence, they will survive and has capability to live with disaster. Disaster resilience strategy of earthquake and tsunami have to be learnt by students in engineering Faculties to make them have awareness and good ethics in designing and planning. Therefore, learning from Kungkung fishing village, Bandar Lampung, that is earthquake and tsunami prone area, is very good experience for students, although they have it by hybrid-learning.

B. Hybrid-Learning in Higher Education Development

Learning should be a fun and interesting processes to gain knowledge. By creativity and imaginative development of technology based learning, collaborative learning system on campus experience may be improved and supported students with many personal learning style preference. It is obvious that by implementing hybrid-learning system, students have an opportunity to adopt and feel different learning experience and gain a community because they have unlimited access to the face-to-face virtual campus without mind about distance and self-learning experience through audio visual media technology that can be accessed anytime and anywhere or so called *ubiquitous learning environment* (Hwang & Chen,2017).

Media and technology take students to the different learning atmosphere which can give a positive values of internet era, such as students will have an opportunity to learn, discuss, and collaborate in problem solving both in class or even in outside of class (Halili, et al., 2015). As the young generation nowadays demand more knowledge more than they got in the classroom and the needs of various learning atmosphere, it necessary to higher education and other educational institution to provide an access for students to get those experience to encourage students to study independently to sharpen students critical thinking in solving problems.

Hybrid-learning is an alternative method that is highly relevant to applied in recent digital era with integrates the conventional learning method and audio visual or multimedia technology. Traditional and conventional learning method which only focusing on teacher or lecturer as a center of learning process and knowledge is no longer relevant in this digital era and should be supported by the technology (Wang & Heffernan, 2010). Hybrid-learning is one of the learning methods where teacher is a facilitator, motivator, and even classmate on the learning process. On this learning method, teacher or lecturer share their ideas and share knowledge with students. Hence, hybrid-learning inflict students to learn as flexible as needed, critical thinking in problem solving, through well-planned learning material (Zainuddin & Attaran, 2015).

C. Hybrid-Learning Pros and Cons

Hybrid learning will supports students to interact not only physically in the classroom but also through online connection outside the classroom. Through discussion activities which take place either offline in class or online outside of classroom learning session to discuss the learning materials.

The discussion activities take place both between learners with teachers and among the students themselves in unlimited time (Kuo et al., 2014).

In the last decades, hybrid learning becomes an interesting alternative approach to replace the face-to-face learning method (Graham 2005). With hybrid-learning, students will be more active and have more chance to develop their ideas. Many education experts believe that hybrid-learning will make the learning process more interesting, fun, accessible, and effective for university students. Despite of the advantage of this learning method, hybrid-learning also has shortcomings that must be considered. The challenge of hybrid-learning method implementation in the real-learning activity is preparation of the teachers or lecturer to apply this method. Teachers or lecturers should have skills in using technology and should be well prepared. Hence, it is important that teachers or lecturers prepare materials from various digital sources like multimedia, or audio visual animation and those preparation need more time than the conventional teaching method. One thing that should be considered is if the teacher or lecturer do not obtain sufficient training to do this method, the implementation of hybrid learning method will be failed. Other thing that should be focused in using hybrid learning method is the understanding ability and the awareness of the students. Teacher as the facilitator and motivator need to motivate students to use technology and explore their curiosity in many ways. In the same way, students also being motivated to use technology for entertainment purpose, this is why teacher need to give students understanding about other function of technology and creates interesting course material.

There is no doubt of advantage of hybrid-learning, but not all students have same learning habit and styles. Problems appear when not all students able to learn independently outside the classroom. Most students still need guidance or even stop watching the course material uploaded online because the course material looks unattractive and boring (Woo et al, 2008). The problems will become big challenge for researchers and teachers to be able to design course material and hybrid learning implementation in an interesting and fun for the students.

D. Scientific Principle of Soegijapranata University

Soegijapranata Catholic University has Academic Scientific Principal of “*Eco-Settlement*” that is implemented by Department of Infrastructure and Environmental Engineering in motto of “*Embracing Ecological Infrastructure*”, especially in field of civil engineering, urban design and planning, and

environmental science and engineering. The motto has become fundamental reference in academic atmosphere and activities in the Department as emphasized in vision and mission and stated in learning outcomes.

According to “*Eco-Settlement*”, innovation on learning system is a must and conducted very progressive by Soegijapranata Catholic University. Learning system in Soegijapranata Catholic University follows the development of latest issue of information technology that is hybrid-learning or blended learning as regulated by Ministry of Research, Technology, and Higher Education, General Directorate of Learning and Students Affair. It is also supported by MOOC and Speda, which is very promising in introducing AR (Augmented Reality) in modern virtual library. Every Department has driven to thrive and develop contents for Speda. Therefore, Department of Infrastructure and Environmental Engineering by this project conducted a hybrid learning media with topic of earthquake and tsunami disaster resilience strategy of fishing village in Bandar Lampung for Speda that will be implemented in “Student Orientation Program” and Course Program (“Introduction of Infrastructure Engineering”).

The fundamental issue of this research is humanity in engineering and technology. It means that the project will conducted in engineering way but basically it talks about human being, nature, and passion in embracing the “poor” by educating young generation (the students) to be completely whole person. It talks about earthquake and tsunami disaster and how the people can get to be resilience and how we can educate young generation to have knowledge and science of earthquake and tsunami disaster and fishing village as well as have empathy, awareness, and passion to embrace “the poor”.

METHODOLOGY

A. Research approaches

The research conducted by mix-method approaches, they are: (1) Fieldwork approach; (2) Hybrid-learning media production; and (3) Qualitative approach. Fieldwork conducted by observation and documentation (pictures and movies) of Kangkung fishing village community in Bandar Lampung while qualitative approach conducted by questionnaire and in-depth interview to students of Department of Infrastructure and Environmental Engineering, Soegijapranata Catholic University.

B. Research subjects

Fieldwork conducted by observation and documentation of Kangkung fishing village (Figure 3, the area surroundings red circle) in Bandar Lampung. The observation and documentation have become material to produce hybrid-learning media.

Figure 3:

Research site at Kangkung fishing village in Bandar Lampung city
(<https://earth.google.com/web/@-5.4505617,105.26638622,6.65727664a,1119.95300444d,35y,4.13359096h,48.4449195t,0r/data=ChYaFAoML2cvMXowc3A5eF9kGAEGASgC>)



Production of hybrid-learning media included 2 videos. First video contained slides and movie, and the second video contained movies without slides. Materials for hybrid-learning media obtained from fieldwork at Kangkung fishing village in Bandar Lampung and also some slides and movies about knowledge of earthquake and tsunami.

Questionnaires have been distributed to survey participants and in-depth interview conducted to the same persons. Survey participants selected by purposive-sampling technique, they are 4 and 3 students (for first and second questionnaires) of Department of Infrastructure and Environmental, Soegijapranata Catholic University.

C. Research procedure

The research activities consisted of 4 stages that took place at Kangkung fishing village in Bandar Lampung for first activity, and Department of

Infrastructure and Environmental, Soegijapranata Catholic University for others following activities.

1. Fieldwork
This activities included observation by researchers and supported by documentation (pictures and videos).
2. Hybrid-Learning media production
This activities conducted in Urban Development Laboratory at Department of Infrastructure and Environmental, Soegijapranata Catholic University. There were 2 videos production as explained above.
3. Questionnaires
There are two questionnaires for surveys that were attended by 4 survey participants (first survey) and 3 survey participants (second survey). The survey participants were first grade students of Department of Infrastructure and Environmental Engineering, around 18-19 years old.
4. In-depth Interview
Same survey participants also had in-depth interview. First in-depth interview involved 4 survey participants while second in-depth interview involved 3 survey participants. It is also noted that tThe survey participants were also first grade studentsof Department of Infrastructure and Environmental Engineering Department of Infrastructure and Environmental Engineering, around 18-19 years old.

RESULTS AND DISCUSSIONS

A. Results

The fieldwork has documented Kangkung fishing village and the activities of the community living there. Documentation was taken as pictures and videos. Some pictures (Figure 4) may describe about the Kangkung fishing village. It is obvious that Kangkung fishing village is a slum area and 95% of the population are fishermen. Although Bandar Lampung city is earthquake and tsunami prone area, surprisingly, the population in Kangkung fishing village are not worry about the hazard of earthquake and tsunami as they said in the observation. It is still uncertain, if they have already implemented the disaster resilience strategy or have little awareness about the disaster.

Figure 4:
Kangkung fishing village in Bandar Lampung city



Documentation of Kangkung fishing village then became material for hybrid-learning media production, combined with other supporting materials such as text slides, animation movie, etc. Two videos produced by this research can be found by link <https://drive.google.com/open?id=1SQDPs-p9dUSIm-7q92FWIpHj9taJWKS3> for first video; and <https://drive.google.com/open?id=171Fg7iExVgGFHmQp4ZtZLGz5jwDsWVCU> for second video.

The activity after the hybrid-learning media production is survey with questionnaires. There were two questionnaires were distributed to survey participants prior to in-depth interview with time interval of one month. Response of survey participants were recorded by Table 1 (for first video) and Table 2 (for second video).

Table 1:
Response of survey participants of Video No. 1

NO	RESPONSE	VG	G	F	P	VP	TOTAL RESPONSE
1	attractiveness	0	3	1	0	0	4
2	learning atmosphere	1	0	0	3	0	4
3	delivery	0	0	3	1	0	4
4	understanding	0	0	0	3	1	4
5	motivation inflicted	0	0	1	3	0	4

Table 2:
Response of survey participants Video No. 2

NO	RESPONSE	VG	G	F	P	VP	TOTAL RESPONSE
1	attractiveness	3	0	0	0	0	3
2	learning atmosphere	0	0	3	0	0	3
3	delivery	1	2	0	0	0	3
4	understanding	1	0	2	0	0	3
5	motivation inflicted	0	2	1	0	0	3

The analysis of in-depth interview will be discussed in the next sub-chapter. Response of survey participants were marked by 5 criterias, they are: VG = very good; G = good; F = fair; P = poor; and VP = very poor. Result shown by Figure 1 tell us that most survey participants have noted the first video contained slides and movies was poor in learning atmosphere, delivery, understanding and also motivation inflicted. It was even very poor in understanding (even the slides were in Indonesia language). There are only few participants remarked the first video good or very good in attractiveness and learning atmosphere. However, survey participants remarks for second video. Most survey participants have remarked as ‘fair’ to learning atmosphere, understanding, and motivation conflicted to second video, and similar number of participants gave very good remarks on attractiveness, delivery, and understanding.

B. Discussion

Primary data of survey participants response doesn't perform very good to characterize the responses. Hence, the result needs certain score which includes weighting to deeper analysis of survey participants response to both videos. Scoring analysis can be found by equation (1) as follow.

$$S=(NR \times R_{\max} \times w)/NP \tag{1}$$

Where:

S = score

NR = number of response

R_{max} = maximum remark

w = weighting (see Table 3)

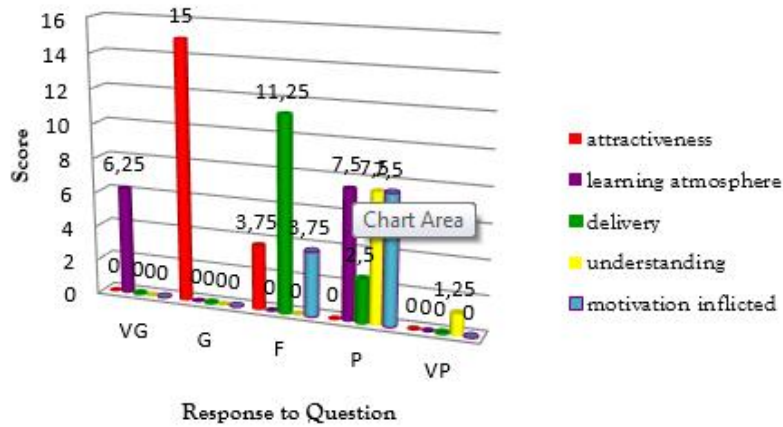
NP = number of survey participant

Table 3:
Analysis of survey participants response to hybrid-learning media

FACTOR	WEIGHTING				
	VG	G	F	P	VP
remark	5	4	3	2	1

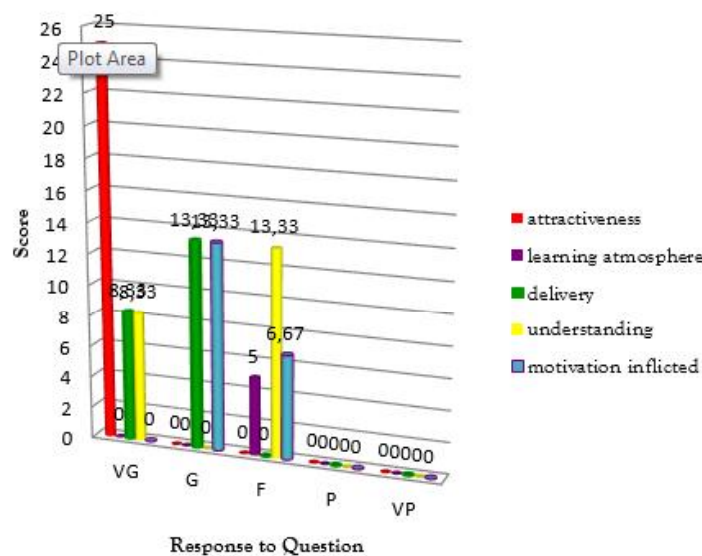
Figure 5 describes that good attractiveness has highest score compare to other responses of survey participant (15). The highest score of attractiveness followed by fair delivery (11.25). Three bad responses (7.5) of poor learning atmosphere, understanding, and motivated inflicted take position after the fair delivery and followed by very good learning atmosphere (6.25). Fair attractiveness and motivation inflicted take the next lower position after very good learning atmosphere (3.75). Poor delivery (2.5) and very poor understanding (1.25) have become the lowest positions in response scoring for first video. It is interesting that very good learning atmosphere was the best response but the core was lower than Three bad responses of poor learning atmosphere, understanding, and motivated inflicted.

Figure 5 :
Response scoring of survey participants of Video No. 1



Result of participants responses to second video (Figure 6) is better than first video since there was improvement in materials. Response of very good attractiveness still takes first place or the highest score of response. Very good attractiveness has followed by good delivery (13.33) and good motivation inflicted (13.33) and also fair understanding (13.33) as lower responses. It was also found that lower responses after the very good attractiveness (8.33) were very good delivery and understanding (8.33). The lowest responses were fair motivation inflicted (6.67) and fair learning atmosphere (5). It is obvious that in the second video, there is a big gap between very good attractiveness to other responses of survey participants.

Figure 6:
Response scoring of survey participants of Video No. 2



Learning the disaster resilience strategy of earthquake and tsunami was expected easier and more attractive by delivering those two videos. However, in-depth interview to the survey participants revealed that there were obstacles in delivering the media to the students (as survey participants) as described by Table 4. This research found that several aspects give hard impact to the hybrid-learning implementation which delivered one new topic for the students. When students have zero knowledge about the topic, especially new and rather ‘difficult’ topic, they feel uncomfortable, great independency, and difficulty in understanding caused by language barrier (English versus Indonesia language).

Table 4:
Analysis of survey participants response to hybrid-learning media

NO	RESPONSE	VIDEO 1	VIDEO 2	ANALYSIS
1	attractiveness	N/A	interesting animation and story, easy to understand	Animation (vision and movement) and also sound (hearing) stimulate attractiveness to the learning media and attract the students. The human senses take important role in attract the students to the learning media.
2	learning atmosphere	no lecture, uncondusive situation, no supervision	no session of Q&A would be obstacle in learning and understanding	Student needs supervision of lecture as well ass Q&A session to build understanding of the learning media. The existance of lecturer will give comfortable feeling during the learning session.

3	delivery	prefer to Indonesia language	need explanation by lecture instead of video	Language is a problem and will became obstacle to achieve learning outcome. Since there is difficulty to understand the material, the assistance of lecture may be very important.
4	understanding	hard to understand because there is no lecture to supervise, the slide show is too fast	prefer to Indonesia language	The need of supervisor/fasilitator is very crucial for student during the session. The understanding become more difficult while the media delivered to them in English. It looks like unindependency happened as well as fearness and unconvidence to learn by themselves.
5	motivation inflicted	need fasilitator to supervise and give explanation, need explanation of aim of the video and inflict motivation	the absence of lecturer decrease the motivation to attend the session	The role of supervisor/fasilitator is very important to inflict student motivation to attend and understand the learning media. It doesn't sound good since less motivation may bring unsuccessfull learning outcome.

The research has noted that responses affected the hybrid-learning implementation (Figure 3 and ; Table 4) on topic of earthquake and tsunami disaster resilience strategy of fishing village community in Bandar Lampung. Those responses are attractiveness, delivery, learning atmosphere, understanding, and motivation inflicted. Since the topic is specific, then the responses of survey participants can be explained by order from the most affected as follow.

1. Attractiveness

Students will be attracted by hybrid-learning when the media contains materials which is stimulating the senses, especially vision, hearing, and movement. It is also emphasized that to attract the students more, it needs movie, rather than slide show. However, the movie content could be not interesting when it is monotonic and have 'bad' scenario. Attractiveness is comfort feeling and satisfactory that grow intention to get the things which is served. We have to make sure that our hybrid-learning media attract the students for successful learning outcome achievement. In this case, first video failed to perform attractive description of the hazard of earthquake and tsunami and the importance of disaster resilience strategy. However, the second video generated more attractiveness because there were animation of tsunami which was fun and enjoyable to watch and learn as well as the video of people activity in Kangkung fishing village.

2. Delivery

The topic of earthquake and tsunami disaster resilience strategy of fishing village community in Bandar Lampung is new and rather difficult to understand for first grade students, hence the delivery is the key of successful hybrid-learning of this topic. When language is a big constraint in delivery of the topic of earthquake and tsunami, the students must be prepared for English proficiency. Then, the understanding and the development of students creativity will come along the learning process. Materials are also important aspect in delivery, since materials become tools to make students understand easier. Delivery also needs infrastructure such us techonoly, information, and communication, hence, strong efforts should

be done for fulfilling the needs. It should be noted that the survey participants still need supervisor who can assist them in learning process, that mean this kind of delivery is not suitable for them, or they actually didn't ready to have independent study.

3. Learning atmosphere

Both student and lecturer need good learning atmosphere to achieve the learning outcome. After delivery issue, we face that learning atmosphere is one issue that should be generated and even created. Good delivery needs conducive learning atmosphere. Hence, when the hybrid-learning is an activity where in some events students must learn independently, so they must used to learn with absence of lecturer and no supervision. The lecturers still take care of the students by facilitating rather than teaching or supervising. Independent study perhaps 'new' for some persons, but it build independency, creativity, and dynamics. With good learning atmosphere, students will be more comfortable as well as the lecturers, and the learning outcome can be achieved. It seems that bringing fieldwork in Kangkung fishing village to the classroom has no obstacle in learning atmosphere, since the survey participants remain experiencing the events virtually and achieving the learning outcome.

4. Understanding

It is important to understand the materials of hybrid-learning media. In this research, the media is video. In-depth interview tell us that language was barrier to understand the content. It was also difficult to understand the topic because there is no supervision by the lecture. The slides were also running too fast, that make the students cannot understand the explanation or the text in the slides. It is not easy to have deep understanding of earthquake, tunami, and disaster resilience strategy, when everything in the movie have just passed by in second. When the students have lack information of the topic, they may have different interpretation of the topic. Therefore, it is better to supply some references that students must read before they watch the video. When students have difficulties in understanding the video because of language barrier, they should be prepared to improve their English proficiency. Understanding is important

aspect, so it is also better when the knowledge of earthquake and tsunami can be a media that is 'easy-read' and 'easy-understand'. First video was too fast in showing slides that make uncomfortable to watch and understand. The second video, as self-evaluation, it seems that some scenes of case studi in Kangkung fishing village could be improved and developed better than only show unstructured scenario.

5. Motivation inflicted

The four responses mentioned above are supporting aspects to build motivation inflicted. By good attractiveness, delivery, learning atmosphere, understanding, the motivation may be inflicted. Hence every constraint should be removed and each problem should be solved, the the four responses will generate motivation inflicted.

CONCLUSION

This research meet conclusion that: (1) Learning the disaster resilience strategy of earthquake and tsunami in Kangkung fishing village in Bandar Lampung can be delivered by hybrid-learning media such as video and delier to the student virtually; (2) There are five aspects that hardly affected to the hybrid-learning media, they are attractiveness, delivery, learning atmosphere, understanding, and motivation inflict. Each aspect should be improve to make other aspects also being improved; (3) Language is barrier in understanding the hybrid-learning media, then the students must be prepared to improve their English proficiency; (4) The independency of student is very important in hybrid-learning, since the lecturer wil take care them as fasilitator rather than teacher or supervisor; (5) Materials of hybrid-learning media should be well prepared and structured to make learning outcome achieved.

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