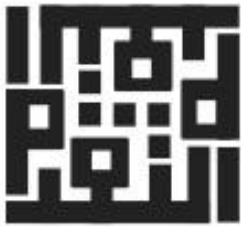


Application of Blended Learning Method in Learning Islamic Religious Education

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Introduction

Along with the development of the current era, it can be known that the era of two years ago became a polemic that was not easy to live through, both from social, cultural, and economic aspects and in the educational aspect itself. *The new normal* is a popular name or nickname that we call it, becoming a great encouragement for educated people to start thinking about

ABSTRACT

This study aims to determine how the blended learning method is applied in education, especially Islamic Religious Education, since the Covid-19 pandemic has changed the current educational landscape. The research method used in this study is library research, which refers to various sources to collect bibliographical data. This study's results will show that applying the blended learning method in education, especially Islamic Religious Education, is very important. Create a model that can later help foster the educational process using the blended learning method and have hopes of succeeding in the teaching and learning process. Therefore, in this article, we will discuss how to apply learning using the blended learning method for success in the learning process, both offline (face-to-face) and online models.

what it will be like in the future to do something. The existence of an outbreak that has disturbed all humans on this earth has resulted in various impacts; there have been a total of 24,444 waves of Covid-19 cases that have devastated educational infrastructure. This pandemic outbreak has taken many losses, especially in education; we must be able to accept new social interactions, for example, such as online education better known as online. This is by the Ministry of Education and

Culture's direction: all education systems rely on network systems, and all devices support it. All distances are limited by social distancing or physical distancing, but if human isolation is used to prevent the spread of the Covid-19 outbreak, internet network communication will be the dominant side (Muhajir, 2020).

The quality of learning is the result of situations of communicating and interacting directly while in the classroom by teachers and students, but currently, interaction is limited to virtual spaces. Looking at the current situation, the development of the learning process needs to be carried out effectively by teachers so that it does not lead to a decline in the quality of student learning. Educationally, motivation is the initial learning stage needed to develop a spirit of learning. A learning revolution is necessary for teachers to provide optimal learning and motivate students to achieve their goals. Teachers need an engaging learning process that uses technological developments to motivate students to learn. Therefore, in such situations, teachers should prioritize the quality of learning and focus on effective learning to stimulate students' enthusiasm for learning and enable them to achieve maximum learning outcomes (Lidya Angie Widyasari, 2021).

Indonesia is one of the many countries in the world that have been affected by the Covid-19 pandemic cases. All forms of efforts to prevent and handle the pandemic continue to be pursued by the Indonesian government and the community, including by maintaining mutual distance, both physical distancing and social *distancing*, as a result of which citizens' activities are

hampered, including teaching and learning at school. All efforts are made so that learning activities can occur and not stop there, including by using distance learning or *online*. Online learning is a long gap between educators and students without physical relationships. However, there are still conflicts that must be faced when online *learning applications*, including the delivery of less comprehensive material as a result of which students do not understand the material delivered by an educator, including in Islamic Religious Education learning. Some of the materials contained in Islamic Religious Education learning are less effective if delivered through online learning, such as prayer practice, reading and writing the Quran, and other material materials that require practice in learning. Therefore, on this occasion, the author will discuss the application of *blended learning* in Islamic Religious Education learning. (Fathurrahman, 2015).

Blended learning is the development of a learning method combining face-to-face traditional learning methods with *e-learning systems*. According to Uwes A. Chaeruman, blended learning is called learning that combines synchronous and asynchronous learning methods based on the realization of the learning goals to be achieved. Two different learning designs. A process that assumes that students are learning and engaging in learning activities simultaneously with an asynchronous learning design. In contrast, synchronous learning designs typically allow students to complete learning activities simultaneously at a specific time (Lidya Angie Widyasari, 2021).

Blended learning has four domains: *live*

synchronous, virtual synchronous, asynchronous cooperative, and self-paced *asynchronous*. This learning application is to facilitate learning as a teleconferencing medium as a substitute for face-to-face activities and as an alternative to classroom learning activities, namely by using Google Meet. Video conferencing should ensure that educator and student communication and interaction can occur during the distance learning process. Using or implementing *blended learning* also requires using a *Learning Management System (LMS)*. *Blended learning* must be supported by a *Learning Management System (LMS)* application that can handle e-learning. One is the Google Classroom application, accessed from all levels of Androids and laptops. Since it is very easy to use in such applications, it is very lightweight and even a student at home may have various limitations of the internet network. Accessing or otherwise (Lidya Angie Widyasari, 2021).

Research Method

In this study, we use a type of literature research method, namely collecting data or scientific articles for the object in the research or collecting literature data that is carried out to solve a certain problem, especially critically and in-depth. Analyze relevant library documents. This literature research is also the first step in preparing a research framework for similar research, deepening theoretical studies, or refining methodologies.

Result and Discussion

Blended Learning

The process of implementing Teaching and Learning Activities during this pandemic condition can be said to be not easy. Stronger efforts are needed to achieve

learning goals properly. An educator, a teacher is forced to always be creative and innovative. Learning must continue as usual, even in a pandemic that has not yet allowed face-to-face learning; this is one of the efforts to stop the spread of the Covid-19 virus. The *blended learning* method is one of the methods that can be used to carry out teaching during the pandemic.

Blended learning is the study of new concepts that convey learning material and is a way of learning that mixes two or more learning methods and strategies.

Blended learning is a combination of blended learning. This means blended means combined or blended, and learning itself means learning or practice by combining online media learning with face-to-face classes, which can be done anywhere and anytime. This is because students are bored during learning due to limited time, and due to the development of technology, this learning is a combination of online learning and face-to-face learning (Pamungkas Stiya Mulyani, 2020). As educators, teachers must have creative, adaptive, innovative, and solution-oriented skills to choose effective learning strategies, models, and methods. There are many extra efforts to ensure that learning goals are achieved because we must continue to learn in a pandemic situation where face-to-face classes have not yet made it possible to break the chain of transmission of Covid-19. *Blended learning* is another method that can be used to carry out learning during this pandemic. (M. Arif Khoiruddin, 2022).

The implementation of face-to-face activities will be carried out outside of face-to-face hours at school and will be coordinated with online assignments and

materials can be accessed through the Imlera application. Students also have different codes, so students can access them individually when dealing with detailed questions and documentation. Students' cognitive abilities will increase with the application of this learning model, and if the classroom is managed well, the students' learning outcomes will also be good. Teachers are also present during learning according to a schedule that has been set and agreed upon. The response to the implementation of this policy will involve teachers, students, and parents as the aspects directly affected. Their response was generally very supportive of holding face-to-face meetings at school because there was a pandemic for almost a year, and students who used online learning could not achieve the desired learning goals.

The change in the learning model makes parents feel helped and encouraged to carry out learning using *blended learning* because it can support the student learning process. All parents were of the opinion and felt helped by the support of various responses. Changes in outcomes can be seen in students' willingness to learn, as reported by homeroom teachers and parents of students, and changes in knowledge absorption are felt through direct interaction with teachers and peers (M. Arif Khoiruddin, 2022).

Blended Learning Method

Blended learning is learning that uses a blended method, which is a combination of several methods used in learning. *Blended learning* is a form of method that combines face-to-face (offline) learning with online learning (distance learning). Students will receive independent assignments at their

homes using the online learning method. In carrying out this learning, the role of parents is needed to support the success of students' learning, not only can support the success of learning but also be able to monitor students while studying at home. It can be understood that learning to support provides students with knowledge and the values of Islamic religious teachings. This method for learning Islamic religion in achieving educational goals, namely *learning to know*, *learning to do*, and *learning to be*, in using this method can be done by several methods.

Furthermore, the face-to-face or offline learning method is a face-to-face learning process that is carried out directly without using media in the form of the internet. Teachers give homework and learning activities to students and ask parents to supervise their children's learning until they are finished at home. The online learning method is non-face-to-face learning that is carried out indirectly through internet media, using *WhatsApp*, *Google Classroom*, *Google Forms*, *video*, *YouTube*, *zoom*, *Google Meet*, and *others*. In this concept, students can be independent in carrying out their responsibilities in learning. A situation in *blended learning* that requires students to show a more active attitude in learning. Students themselves can also form a design and material that can make an understanding of the student's personality. This *blended learning* method does not mean that it does not change the learning model in the classroom but is able to strengthen a learning model with development following the development of technology in education.

The Essence of Islamic Religious Education

The essence of the meaning of education is a process of change in values, knowledge, and skills. Islamic Religious Education says two things in this regard: training students to understand material about Islamic Religious Education in the order on the class syllabus they take; Islamic religious education is part of the coaching and development of students to become quality human beings. Judging from its definition, Islamic Religious Education identifies four things: (1) Development, which is to improve the quality of students' faith and piety, and (2) Education, which is the functional improvement of religious knowledge. (3) Environmental education, (4) Habituation; It consists of training students to practice Islamic teachings in the practice of *istiqoma* (continuously). In essence, Islamic Religious Education is an effort to internalize the value of Islamic teachings from generation to generation so that the next generation becomes a generation with noble character, strong faith, and broad knowledge. (Nugroho, 2021).

One of the goals of Islamic Religious Education in schools includes the aspects of knowing, doing, and becoming. The purpose of knowledge is limited to narrative, theory, and cognition. The purpose of the chapter is to create stories and theories, being religious to reflect the content of Islam that is implemented in daily life. Islamic Religious Education cannot be used or practiced only by being taught but also by being practiced, so an effective and comprehensive educational process is needed. Therefore, an Islamic Religious Education needs to find

solutions and new ideas in the learning process based on dual intelligence (Nugroho, 2021).

Elements *Blended Learning*

According to expert quotes, this blended learning *model* has three learning components combined into several forms of *blended learning*.

1. Online Learning

By paying attention to the concept of learning, namely being able to use access to technology in the means of the learning process and creating meaningful knowledge. Online learning is a component of *blended learning* where in its application it uses media such as the internet as a source of student learning. This online learning uses the internet and web-based technology to access learning materials and can facilitate learning interactions (Nugroho, 2021).

2. Face-to-face learning

A learning model that is still practiced and used in the learning process. A face-to-face learning process that aims to convey information to students. The following learning methods can be used in face-to-face classes, including the following:

1) Lecture Method (Ceramah)

The teacher conveys the content of the material in front of the class by communicating directly with students or using media aids.

2) Discussion method

This discussion method has the goal of being able to solve and find a solution to the problems found in learning.

3) Question and answer method

It is done by presenting a material in the form of a question that students

must answer. Meanwhile, the teacher himself does not only give a one-time opportunity to answer the question, but all students have the right to answer the question.

4) Demonstration Method

This demonstration method has the benefit of knowing a process of how something works that has a relationship with the material that will be taught to students (Ridho, 2019).

3. Independent learning (individual learning)

In carrying out learning, one of them is the formation of a learning model activity in *blended learning*, namely Individualized learning, this learning model encourages students to learn by searching for information on learning materials independently either using book media or internet access. By applying this attitude of independence, students are expected to have an attitude of responsibility in managing and an attitude of discipline that fosters the ability to learn of their own volition. That attitude of independence is very necessary and instilled in a student. This independent learning process can change the role of educators to become facilitators or intermediaries in the learning process, an educator or teacher assists students in dealing with learning difficulties. (Alim Ismoyo Haryanto).

4. *E-learning*

E-learning is a learning medium that can help implement the learning process, equipped with a series of electronic materials to distribute material content and guidance. According to Rossenbrug's opinion, e-learning is a learning medium that is used with access to internet

technology it so that it provides learning over a wide distance which consists of three basic criteria, including:

- a) *E-Learning* Networked, this e-learning is estimated to be able to quickly improve, store, or reappear and share learning and information.
- b) *E-learning* is delivered through technology and internet networks. The use of *E-learning* focuses on the broadest possible view of learning to anticipate learning that prioritizes traditional teaching in the application of learning.

Apart from that, the objectives of *blended learning* include: :

1. Helping students to develop their learning skills better according to their preferred learning methods.
2. Providing opportunities for teachers and students who are realistic, useful, and dynamic on an ongoing basis to learn independently.
3. Increased flexible scheduling for students by blending the most effective ideas from in-person and online instruction.
4. Able to solve a learning problem, especially by utilizing various learning techniques.
5. Development of a more flexible and lively learning environment.

One form of a learning model in blended learning is discrete learning. This discrete learning allows students to learn independently by using access to information and learning content online via the internet. The independent learning process creates changes to the role of a teacher or trainer to become a facilitator or designer of the learning process; teachers

can help students alleviate learning difficulties or know tutoring programs and task designs that require teachers to make changes to the material according to their respective learning patterns. We can conclude that self-paced learning is a learning process in which students have little or no support from teachers or coaches and have control over decisions about their own learning needs (Nugroho, 2021).

Elements *Blended Learning*

1. Face-to-face

In carrying out this face-to-face learning process which aims to provide students knowledge through traditional learning models. Most of the time, synchronous communication is used in the classroom to facilitate this learning, and there is active participation from teachers, students, and each other. Before the development of print, audiovisual and computer technology, learning was carried out directly, with the teacher as the main source of learning.

2. Self-study

Independent learning or learning on your own initiative without the help of others is different from studying on your own. Students in independent learning are free to learn without following the lessons given by the teacher in class.

3. Application

Using an app that actively defines a problem, searches for alternative solutions, and explores the concepts, principles, and steps needed to solve it, students will be actively involved in problem-based learning apps.

4. Tutorial

In the tutorial, one person acts as a tutor in the tutorial where the student takes an active role in communicating the problem they are facing. While technology can increase student engagement, the role of the teacher as a tutor is still necessary.

5. Collaborate

In *blended learning*, cooperation skills are something that must be instilled. Face-to-face learning in which students learn in the classroom and are controlled by the teacher, while in *blended learning*, students learn independently and collaborate with other students.

6. Evaluation / Assessment

Learning assessment with *the blended learning method* will differ from the assessment of learning that is carried out face-to-face. Assessment must be based on the process and results achieved by assessing students' performance against the portfolio. Assessment needs to involve teaching institutions, student self-assessment, and evaluation of other students.

Characteristics of *Blended Learning*

The blended learning *model* is based on the learning elements in its implementation. It can be seen that this blended learning model has characteristics including:

- a. The learning activity process and the learning activity process are separate.
- b. There are differences between students and a teacher on the spot, geographical distance and time, or a mixture of all three activities during the learning process.
- c. Can use print media in learning, for example, modules. Then, for electronic media in learning, for example, telephone, video, and computer.

d. The service system available for students and educators is fairly well-functioning.

e. Learning models are designed using one-way and two-way systems, for example, messaging and two-way learning models, such as *teleconference*.

f. The learning process applied is, on average used in groups.

g. The role of a teacher who is known as a facilitator for the students and the students themselves who are known as participants in this learning model.

Application of *Blended Learning* Methods in PAI Learning

Islamic Religious Education (PAI) is a process of producing values, knowledge, and skills. A teacher does not provide knowledge but must also teach a value, a set of skills, and social and spiritual skills. Therefore, an educator, especially Islamic Religious Education (PAI) teachers, choose to be creative and innovative in carrying out the learning process with *blended learning*. Blended learning is applied to complete several steps. The first step is preparation; in this step, teachers need to prepare tools for learning, especially the Learning Implementation Plan using *the blended learning* method. The second step is the stage of implementing learning using *the blended learning* method. The current step is assessment or evaluation, determining whether *blended learning* can be successful and effective in providing comprehensive Islamic Religious Education.

The application of blended learning by an Islamic Religious Education (PAI) teacher is needed to achieve the goals in the development of Islamic Religious Education so that it can be achieved

optimally. The learning purpose of Islamic religious education is *to know*; that is, students must know and understand the existing material. Through online methods, teachers can deliver material through online media platforms (*YouTube, WhatsApp, video teleconference, etc.*). Furthermore, what must be done is for students to do or practice Islamic Religious Education material taught through homework, which requires parents to always supervise their children while studying in their respective residences. *To be*, that is, students implement the material obtained into daily life by observing students' behavior, character, and fluency during face-to-face consultation. (Nugroho, 2021).

1. Preparation Stage

An educator, especially an Islamic Religious Education teacher, needs specific learning tools. The learning tools used are preparing Basic Competencies (KD) and Core Competencies (KI) related to the emergency curriculum, preparing lesson plan planning adapted to the *blended learning* method, and grouping materials according to what will be selected. Teachers determine the material and classify it into three parts, namely material that will be delivered online, offline, and face-to-face learning consultation materials.

2. Implementation Stage

In the implementation of PAI training, teachers provide material directly through online chat on *WhatsApp*, or through Google class videos, for example, such as Q.S At Tin material, then during face-to-face classes, teachers can ask students to write Q.S At Tin which is done by asking

for parental supervision and to help children spell the letter At Tin at home.

3. Assessment/Evaluation stage

This assessment can be carried out online through *Google Forms* and can be carried out through observation assessments during the learning process. In order to test students' skills and abilities in learning, both online and offline learning.

Advantages and Disadvantages of Blended Learning

The advantages of blended learning include:

- a. Save time
Students can access materials without being bound by time
- b. Cost-effective
When learning is carried out online, students whose homes are far from school will feel more cost-effective because they can reduce costs while at school.
- c. Learning is more efficient and effective
Students can learn without being bound by time and place
- d. Students have the convenience of finding learning materials
The learning materials that will be used to learn by students can be accessed through various sources, not only from books, but students can learn from other sources
- e. Students can learn independently
Students are able to learn learning materials more freely independently and with the learning resources that have been provided
- f. Increasing student activity
- g. Learning becomes more fun.

In addition to the advantages when using *the blended-learning method*, here are the

disadvantages that you have when using *the blended learning method* :

- a. Inadequate facilities
This will be difficult to implement if the facilities & infrastructure are inadequate.
- b. Difficulty accessing online learning materials
This can happen if students are constrained by a poor internet connection so that the material presented is not fully accepted by the students, a poor internet connection causes the teacher's explanation and learning materials and cycles to be disrupted and intermittent.
- c. Difficulty focusing while studying
Students have difficulty focusing on learning, for example, when learning takes place, students are often distracted by their surroundings, for example, the desire to open other applications, incoming calls, and others.

Efektivitas dalam Penerapan Metode Blended Learning saat Pembelajaran

Studying in any field definitely requires a plan. A normal study plan is not the same as the situation during the Covid-19 pandemic because a different strategy is needed in both situations. Assessment is a part of the learning process, aiming to help determine the level of performance of the learning process carried out, including using *Google Forms* and data obtained for learning evaluation. In addition, various kinds of grading systems can be used by educators; educators can use *Google Forms*, which can also save energy and time for teachers and students. The effectiveness of the implementation of this learning model is from the passage of time

in implementing this *Bleanded-Learning learning model*, the benchmark of success, whether this model is said to be successful or may still be lacking, and the need for evaluation.

A prerequisite for knowing and facing the rapid development of science and technology is the ability of students to think more progressively and have a visionary perspective. The intellect of students helps meet their intellectual needs and share their potential. The ability of individuals to think critically helps solve problems in a structured and logical manner according to existing information (Husaeri Ardika Dwi Putra, 2021). Teachers use and practice critical thinking, especially in the learning process. According to Richard Paul, critical thinking is a way of thinking that involves skillful reflection on one's own intellectual structure and standards. The right learning model in its application can improve students' critical thinking skills by thinking about everything considered.

The Impact of Implementing *Blended Learning*

Critical thinking is used and practiced by teachers, especially in the learning process. According to Richard Paul, critical thinking is a way of thinking that involves skillful reflection on one's own intellectual structure and standards. The right learning model in its application can improve students' critical thinking skills by thinking about everything considered.

In addition to the positive impact obtained, there is also a negative impact in the implementation of *blended learning*, namely, teachers are expected to achieve competency goals through online learning,

but in reality, the lack of material provided and communication facilities cause students many obstacles in learning. Obstacles that may be accepted by students, such as over time, the cost of the internet increases, poor internet signal connection, and unclear explanations by the teacher, result in the material not being received properly. This is due to the lack of preparation for the implementation of online learning. Facilities and infrastructure should be fully prepared to achieve the goals of learning. The online concept in its implementation poses significant implications and obstacles for both students and teachers as educators. (Suhueb1, 2022).

Conclusion

Based on this discussion, the *blended learning* method in the delivery of learning materials mixes several methods and determines the strategies used in teaching. *Blended learning* is learning that combines the use of face-to-face and online to create a unique learning experience. The learning environment used can be *Google Meet*, *WhatsApp Group*, *Google Classroom*, *PowerPoint*, and others. This method's application be done using various stages, starting from the preparation stage, application stage, and assessment stage. The advantages of using *the blended learning* method are that it can save time, save costs, learn more effectively and efficiently, and learn more fun, while the disadvantages are inadequate online facilities, difficulty accessing online learning materials, and difficulty focusing when learning online (Nugroho, 2021). An educator must have preparation in the implementation of learning with this method in order to achieve a good learning process. In

addition, to increase success, it is necessary to make a large effort by teachers as a tool for implementing *this blended-learning* model.

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