

Implementation of Blended Learning in PAI Subjects To Increase Student Engagement In High School

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ARTICLE INFO

Article history

Received: March 12, 2024

Revised : April 12, 2024

Accepted : 30 April 2024

Keywords

PAI Learning Design

Face to face

Online

Blended Model

ABSTRACT

As technology develops, learning models have progressed, and learning in class and online has experienced significant developments. The combination of the two is called a blended learning model. The learning process cannot be separated from the touch of technology. In line with that, learning achievements in this technological era are carried out by updating the quality of learning, helping students develop participation, personalizing learning, emphasizing project or problem-based learning, encouraging collaboration and communication, increasing student involvement and motivation, cultivating creativity and innovation in learning, using appropriate learning tools, and designing learning activities that are relevant to the real world. So, this research aims to discover the blended model's meaning, components, composition, characteristics, types, implementation, and advantages and disadvantages. The author of this research used the literature study method. In the blended learning model, there are six stages. The first stage is determining the teaching materials. Second, the design of the blended model used must be determined. Third, determine the online learning format. Fourth, carry out design trials. Fifth, apply the model that has been designed and finally evaluate. The author used the RPP for Class XII odd semester PAI subjects from SMAN 1 Prambanan to implement these six stages as a sample. In general, the results have met the evaluation criteria starting in terms of ease of navigation, format/appearance, applicability, cost-effectiveness/value, and content in accordance with the learning objectives. However, there is some material whose study content is not complete.

Introduction

In the 21st century, the technological era is characterized by rapid science, research, and technology (Puspitarini, 2022). It is not uncommon for us to complain about the low quality of Indonesian education. Education can improve and develop the potential within humans because human resources are one of the assets to enhance the quality of a nation (Indriani et al., 2018). Several problems in Indonesian education include minimal teaching and learning materials and inadequate infrastructure.

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In education, you are certainly familiar with the term curriculum. Since 1947 until now, Indonesia has changed its curriculum ten times. Climate change is often influenced by political factors apart from the main factors and updating the education system in a better direction. Global and technological advances also complicate developing learning models while maintaining Islamic values (faizin et al., 2024).

In the learning process in the classroom or the broader scope, there is something called learning design. The fundamental functions of learning design include improving the ability of teachers or lecturers in the learning process, producing interesting learning resources, and developing teaching and learning systems to make them more effective. The development of education in the technological era will make it easier for students to gain more knowledge, and their insights will become broader. Here are several learning design models, including the *blended model*. The emergence of this model began with the development of digital technology. This starts with the emergence of the term *e-learning* in learning (Mawardah, 2021).

The term *blended learning* started to become popular around the 2000s. Experts see the potential of *blended learning*, a learning model that has advantages in that it combines the classical (*face-to-face*) model with an electronic learning model. This model includes various things, such as integrating technology, teaching techniques, and more varied tasks in the learning process. In Indonesia, the blended learning model has become increasingly popular since the post-COVID events around 2021 (Hanifah, 2021). Because face-to-face and complete online learning models have shortcomings in effectiveness, a blended model has been developed that is more flexible and relevant to The rapid development of technology today.

A key element of a blended course is that online resources are not used to replace face-to-face class time; they are intended to enhance and build on the concepts discussed in class. Blended learning and hybrid learning are used interchangeably, but there is a difference in that the online component of a hybrid course is intended to replace face-to-face class time. Online interactions in hybrid teaching media can be completed either synchronously using real-time meeting sessions or asynchronously where students interact at different times (Singh et al., 2021).

Method

The method used in this research is library research. Data sources were obtained from several electronic books, theses, journals, and data/reports as *files*

from an institution. The study was carried out in mid to late November 2022. In the initial stage, the author collected various sources of data that had been obtained. The data is sorted, and then information relevant to the topic/theme of discussion is compiled. Once the writing has been compiled and assembled, it is examined again, selecting anything that is not quite right and then eliminating it. In the final stage, the writing in article form is completed and ready to be collected and read by a wider audience.

Result and Discussion

The author uses a sample RPP (Learning Implementation Plan) from SMAN 1 Prambanan for the Islamic Religious Education and Character class XII odd semester subjects in this discussion section. There are six stages in implementing the *blended model*, including:

1. Determine teaching materials, both face-to-face and *online*

This includes the primary material at the first meeting, namely analyzing and solving the meaning of QS Ali Imran/3:190-191 and QS Ali Imran/3:159, as well as hadiths about critical thinking and democratic thinking. The RPP also describes the material students must study for the first meeting.

Meanwhile, when brave (*online*), a *link* has been prepared to access material about critical thinking and expressing democratic learning, namely <https://www.youtube.com/watch?v=572wkgW87Qg> and <https://www.youtube.com/watch?v=ncMKuw5eO30>, while the *link* containing the material is at <https://www.kangmasroer.com/2020/07/berikir-kritis-besar-qs-ali-imran-190- 191.html> and <https://www.kangmasroer.com/2020/07 /bersikap-democracy-besar-qs-al-imran-159.html>.

2. Determine the plan for the blended model used.

Blended/hybrid learning was carried out at SMAN 1 Prambanan. At this first meeting, a station rotation model was used, where there was a clearly arranged schedule for *students*, both face-to-face and bold (*online*). At face-to-face meetings, after an observation session on video shows about critical and democratic thinking, students were divided into several groups.

Each group was given the task of discussing the meaning and meaning of QS Ali Imran: 3 verses 159, 190-191 and related hadiths, and then each group presented the results of their discussion in class in turns and sequentially. Meanwhile, other groups responded to the discussion results presented in front of the class. In contrast to *online* learning, students are not

divided into several groups. However, the teacher directs students to discuss the results of an in-depth study of material related to the meaning of QS Ali Imran: 3 verses 159, 190-191, as well as hadiths regarding critical thinking and democratic quotations by providing writing (comments) in the comments column in *Google Classroom* on the menu 'task.'

Next, the teacher invites students to conclude the meaning and significance of QS Ali Imran: 3 verses 159, 190-191 as well as hadiths about critical thinking and democratic attitudes. Then, the teacher asks students to work on questions via *Google Forms* using the link <http://bit.ly/berthinkkritisdandemokratis>. The following are various media needed in the learning process :

- a. Laptop and *LCD projector*
- b. *PowerPoint* containing material about critical thinking and democratic wisdom
- c. Videos
- d. Blank card
- e. Stopwatch

Meanwhile, learning resources include:

- a. Al-Qur'an and its translation (Ministry of Religion of the Republic of Indonesia)
- b. PAI and Character Textbook for SMA/MA/SMK/MAK Class XII 2018 students (Kemendikbud RI)
- c. MGMP PAI SMA Klaten Regency, PAI and Character Module Class XII Semester I
- d. Book of Tafsir (al-Maraghi, Jalalain, etc.)
- e. The Bukuussittah Hadith Book
- f. Internet (www.kangmasroer.com)

3. Determine the online learning format.

The online learning format is used at the first meeting at SMAN 1. Prambanan used the *Google Classroom application*. Meanwhile, learning materials are videos that can be accessed via *YouTube* and explanations on a *website* with a predetermined address. At the end of the lesson, the teacher asks students to work on questions via *Google Form* to determine the extent of students' understanding of the material they have studied.

4. Carry out trials of the plans made.

5. Organize/implement the *blended model* that has been designed and planned well.

6. Meets evaluation criteria

- a. *Ease of navigation* is relatively easy in the *integrated model design* for class XII students of SMAN 1 Prambanan regarding providing and accessing material. This is proven by including a global description of the material in the RPP, which will be delivered to students during *face-to-face learning sessions*. Meanwhile, *a link* has been provided for online learning to access the material.
- b. In terms of content, the material listed is in accordance with the learning objectives, namely analyzing and interpreting the meaning of QS Ali Imran/3:190-191 and QS Ali Imran/3:159, as well as hadith about critical thinking and giving democratic signals. However, it is a bit incomplete because the interpretation point does not include the name of the interpretation taken as an explanation, and there is no hadith.
- c. In terms of *format/appearance*, the *blended* learning model implemented is quite interesting because there are group divisions for students in face-to-face sessions. Then, they were tasked with discussing and explaining the results of their discussion while analyzing the learning material. At the same time, the other groups were allowed to respond in turn. The schedule for *online* learning is also well planned, as evidenced by the provision of materials in the form of videos and writing. Next, there is a light evaluation by doing questions via *the Google form* that has also been provided.
- d. *Application*: a learning format that is relatively easy to apply and access. Like the *Google Class application*, you can download it from the Play Store or even the *YouTube application*, which is easier to access.
- e. *Cost-Effectiveness/Value*: In terms of costs, it is considered affordable because there are no extras beyond reasonable limits. Costs that need to be prepared for face-to-face learning, such as in general, include transportation because the school has prepared the learning media. Meanwhile, when learning *online*, what you have to prepare is the quota/data package/Wi-Fi.

Blended model PAI learning design is a composition of communication technology media as well as its content as an aid to the effective transfer of knowledge between educators and students regarding understanding, appreciation, and how to believe, *be devout*, and have noble morals in practicing Islamic teachings sourced from the Qur'an and Hadith by combining between face-to-face and online learning.

A blended model component consists of face-to-face, *online*, and independent learning. There are three divisions between face-to-face and *online* learning,

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namely 50/50, 75/25, and 25/75. Some of the characteristics of this model are that communication between students and lecturers can be done in one direction or two ways, as well as the availability of services such as learning center resources, teaching materials, and learning infrastructure.

The mixed model consists of several models: station rotation, lab rotation, individual rotation, and flexibility. The author applies six stages to the Class XII RPP odd semester of SMAN 1 Prambanan in this implementation model. The first stage is to determine open material, namely analyzing and solving the meaning of QS Ali Imran: 3 verses 159 and 190-191, as well as hadith about critical thinking and democratic intelligence. Second, the *blended model* used is *station rotation*; some of the required media are available.

The third stage, *the online learning* format used, is *Google Classroom*; apart from that, it is supported by *YouTube*, *the website*, and *Google Forms*. The fourth stage is *the design trial*. Fifth, the *blended model* that has been designed should be applied. The final evaluation, namely that the provision and access of material are relatively easy, *the format/appearance of the blended learning model* implemented is quite attractive, the costs are affordable, in terms of content/content it is by the learning objectives, namely analysis and evaluation of the meaning of QS Ali Imran: 3 verses 159 and 190- 191 and related hadiths, but the explanation of the interpretation is incomplete because the name/information related to the interpretation is not mentioned.

Conclusion

The advantage of this *blended model* is that it is more effective and efficient. Students have more freedom to study independently with the availability of various kinds of material on the internet (Poon, 2013; Rasmitadila et al., 2020). Students can also discuss with teachers or other students outside of face-to-face learning hours. Apart from that, this model also increases the attractiveness of learning. Meanwhile, there are drawbacks to the internet connection, which are sometimes unstable, thus hampering the learning process. If it is implemented in rural schools, it is not suitable because the level of technology knowledge there tends to be low.

This article was written on the definition, components, composition, characteristics, types, implementation, and advantages and disadvantages of the *blended model*. The author also strengthens the implementation of the *blended model* in class XII PAI odd semester subjects at SMAN 1 Prambanan. Therefore, the author hopes that those who participate in studies with similar themes will

add literature and ideas that are better developed. And especially to readers, to provide criticism and input so that this or other articles can become even better works.

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