Implementation of the blended learning model at Ma'arif Sintang Islamic College

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ABSTRACT

The blended learning model is a pedagogical approach that integrates face-to-face, offline, and online learning modalities. This model utilizes multimedia technologies such as CD-ROMs, Google, YouTube, email, and WhatsApp. The expansive nature of this model facilitates maximum student engagement and access to a wealth of information to enhance the teaching and learning processes. This study aims to understand the design and implementation of the blended learning model at Ma'arif Sintang Islamic College. This study employs a qualitative approach with a field research design. Data collection involves observation, interviews, and documentation. The data analysis follows Miles Huberman's interactive model, encompassing data reduction, data presentation, and drawing conclusions. The validity of the data is ensured through source triangulation and triangulation techniques. The research findings are as follows: (1) Before implementing the blended learning model, lecturers, particularly those less technologically adept due to age-related factors, underwent training at the beginning of each semester to enhance their technological competencies. The design phase involved setting learning objectives, selecting and defining learning strategies and methods, and identifying learning sources; (2) The execution of the blended learning model at Ma'arif Sintang Islamic College involved lecturers presenting core materials, followed by student group presentations using PowerPoint. Learning sources included PowerPoint presentations and materials from Google, YouTube, blogs, and college library books; (3) Evaluation of the blended learning model was conducted by lecturers at the end of each learning cycle, assessing the success of the learning process from initiation to conclusion. In summary, the blended learning model at Ma'arif Sintang Islamic College incorporates various technologies and strategies to create an engaging and effective learning environment.

Keywords: Blended Learning; online learning; face-to-face learning

1. INTRODUCTION

Society finds itself in the epoch of Society 5.0, which has evolved due to the Industrial Revolution 4.0. This shift is particularly pertinent against the backdrop of Japan, where a modest population and limited resources drive a vigorous pursuit of technological advancement. The primary objective is to harness technology to streamline and facilitate all facets of human activity. In this societal landscape, there is a pronounced inclination towards the immediate, the facile, the swift, and the pragmatic. Society 5.0 is positioned to address many challenges by leveraging the transformative technologies of the Industry 4.0 era. To effectively navigate this landscape, individuals must cultivate three essential skills: the capacity to resolve complex problems, the ability to engage in critical thinking, and a predisposition toward fostering creativity.[1]

Mastery of the third ability is insufficient to address the challenges in education. In the era of Society 5.0, all educational activities are directed towards utilizing technology for designed learning creatively and innovatively. This is essential to make the study interesting, capture the interest, and motivate the participants. As lecturers are at the forefront of education, they must be literate in technology, keep abreast of developments, and integrate technology into learning activities. It is important to remember that learning is no longer limited by space and time; it can be conducted anywhere, anytime, and without geographical constraints.[2]

This is in accordance with RI Law Number 20 of 2003 concerning the National Education System, Chapter 1 Article 1, which reads, "National education is business-conscious and planned to realize an atmosphere of learning and the learning process for participants in education in an actively developed manner to enhance their potential. This includes the spiritual power of education, religion, self-control, personality, intelligence, glorious morals, and the necessary skills for themselves, society, nation, and state.[3]

Learning models are generally described as a comprehensive approach to learning, encompassing the entire learning process from beginning to end. Learning models can be likened to a toolbox, each representing a distinct approach or strategy that manifests in outward appearances. Consequently, teachers must meticulously select the appropriate learning model tailored to their participants. The judicious application of the suitable learning model significantly impacts the success of the teaching and learning process. Proficiency in mastering the learning model affords the teacher the convenience of effectively imparting knowledge, attitudes, and skills, ensuring that the learning objectives are achieved successfully and appropriately.[4]

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[1]Iman Hidayat and Yusnidah , Higher Education *Revolution in the Industrial Age* , (Yogyakarta: deepublish , 2020), 212.

[2]Abdul Muis Joenaidy , *Learning Concepts and Strategies in the Revolutionary Era Industry 4.0* (Yogyakarta: Laksana , 2019), 11.

[3] Secretary of State, UU RI 20 Year 2003 regarding Sisdiknas .

[4]Maulana Arafat lubis and Nashran Azizan , *Learning Thematic SD/MI* , (Yogyakarta: Blue Ocean , 2019), p. 65.

Indonesia strives to create and implement innovative learning approaches by harnessing the continuous growth of modern technology. [5] Technology can enhance pedagogical competence from primary school to high school and college. The primary goal is to generate a competitive, creative, and innovative workforce. Technology can be employed to improve human well-being and comfort. The Qur'an affirms that the vast universe was created by Allah for humanity, by the Word of God, as stated in Surah Al-Jaatsyiah/45:13:

وَسَخَّرَ لَكُم مَّا فِى ٱلسَّمَٰوَٰتِ وَمَا فِى ٱلْأَرْضِ جَمِيعًا مِّنْهُ إِنَّ فِى ذَٰلِكَ لَءَايَٰتٍ لِّقَوْمٍ يَتَفَكَّرُونَ

(١٣)

"And He has made subservient to you whatsoever is in the heavens and whatsoever is in the earth, all, from Himself; most surely there are signs in this for a people who reflect."

A groundbreaking development in activity-based learning is the integration of blended learning. Thorne posits that blended learning represents a contemporary paradigm in education. This approach entails amalgamating conventional learning methods with information and communication technology to facilitate learning. Many educators have embraced this blended learning model for its efficacy in enhancing the learning experience.[6]

Utami argues that the development of a blended learning model represents an alternative approach designed to fulfill the needs of both students and teachers by incorporating information technology without forsaking the traditional face-to-face learning experience. [7] On the other hand, Pohan contends that, in tandem with the advancements in information and communication technology (ICT), blended learning is strategically positioned to drive digitization and leverage technology in transforming learning materials. This shift from conventional to online learning is viewed as an innovative strategy for fostering competitive learning environments. Moreover, it acquires information rapidly, effectively, and efficiently, aiming to empower participants as a source of skilled human capital in various fields of expertise.[8]

Blended learning involves the integration of traditional face-to-face learning with online methods, employing various techniques to enhance skill acquisition. [9] In blended

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[5] Rahmat Yusny and Ghufran Ibnu Yasa — *Developing Blended Learning (Learning) With System Environment Virtual Learning* (VLE) AT PTKIN, *Journal Islamic Scientific Futura* 19, no. 1 (October 12, 2019): p. 103,

[6]Thorne, K. 2003. *Blended learning: How To Integrate Online And Traditional Learning* . USA. h. 16

[7]Utami, IS 2017. *Testing The Validity of the Blended Learning Model in Schools Intermediate* Vocational . Journal Electrical Engineering Education Scientific . 2(1), 01-10.

[8] Pohan , SS 2016. Blended Learning as a Learning Strategy in the Digital Age. Proceedings meet National Scientific Teacher (Ting) VIII: 227-237. Banten, 26 November 2016: Open University.

[9] Husama , *Learning Mix (Blended Learning),* (Jakarta: Prestasi Pustaka, 2014) p.10

learning, models leverage advanced technologies, utilizing computers or mobile devices for video conferencing and online chat activities.

Blended Learning combines online learning and face-to-face instruction (face-to-face advancement). Through this method, blended learning enhances communication through three learning models: conventional, virtual, and a combination. From an understanding perspective, blended learning represents a form of learning that combines traditional methods with the use of available technology at the current moment. Blended learning has been referred to by various names over the years, including 1) hybrid instruction, 2) mediated learning, 3) technology-enhanced instruction, 4) web-enhanced instruction, and 5) web-assisted instruction.[10]

2. METHODS

1. Research Approach and Design

The research methodology employed in this study is qualitative. According to Sugiyono, qualitative research is interpreted as a philosophical approach rooted in postpositivism. This approach involves the researcher as a critical instrument in examining natural objects. The data collection technique employs triangulation, which combines multiple methods. The data analysis is inductive, and the qualitative study results emphasize the significance of findings over-generalizations.[11]

Mulyana characterizes qualitative research as interpretive, utilizing interpretation and involving various methods in the research process. This comprehensive approach, often called triangulation, aims to give researchers a holistic understanding of the phenomenon under investigation. [12] In the context of the research problem, this study is categorized as descriptive qualitative research. This type of research seeks to describe, record, analyze, and interpret factual information obtained through observation, interviews, and the examination of relevant documentation. [13]

2. Research Setting

The study was conducted at Ma'arif Sintang Islamic College in the West Kalimantan Province. The chosen location for this investigation was the Ma'arif Sintang Islamic High School, where a blended learning model is employed. The study took place from April to May 2023.

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[10]khan. AI, Noor- ul -Qayyum, Shaik. MS, Ali. AM. & Bebe . CV, *Study of Blended Learning Process in Education Context, IJ, Modern Education and Computer Science* , 2012, Vol 9, h. 25

[11] Sugiyono , *Method Study Combination (Mixed Methods)*. (Bandung: Alfabeta , 2018) h. 13-14

[12] Mulyana , D, *Methodology Study Qualitative* . (Bandung: Teen PT Rosdakarya , 2020) h. 7

[13] Mardalis , Method Research : A Proposal Approach (Cet. VII; Jakarta: Bumi Aksara , 2014), h. 26

3. Data Source

This study is conducted under the guidance of Mr. Muhammad Faisal, serving as the Chairman of STAI Ma'arif Sintang. Additionally, Mr. Zainal Fuadi assumes the role of Head of the Islamic Religious Education Study Program, and Mr. Amin Sodik holds the position of Head of the Islamic Family Law Study Program. The participants in this study comprise esteemed lecturers and dedicated students.

4. Data Collection Techniques

Researchers employ various techniques in data collection, such as interviews, observations, and documentation.

a. Interview

Interviews were conducted to gather data on the implementation of blended learning. The interviews involved the Head of STAI, Ma'arif Sintang, the Head of the Islamic Religious Education Study Program, and the Head of the Islamic Family Law Study Program, as well as lecturers and students. Before conducting interviews, researchers obtained the necessary permissions. During interviews, a tool was employed to facilitate note-taking and documentation.

b. Observation

The implementation of blended learning was observed at the location of STAI Ma'arif Sintang. Detailed notes were taken on incidents relevant to the study's phenomenon. The observational process focused on understanding the application of the blended learning model at STAI Ma'arif Sintang.

c. Documentation

Documentation involves collecting data from non-human resources, such as written materials, books, schedules, reports, and other relevant documents. This process aimed to obtain official data, particularly information describing STAI Ma'arif Sintang's general implementation of the blended learning model.

5. Data analysis techniques

Data analysis was conducted continuously throughout the research process. Analysis was performed after each interview and observation session. The results of each interview were analyzed, and conclusions were drawn accordingly. Qualitative analysis techniques were applied to interpret the gathered data.

6. Data Validity Examination Techniques

To ensure the credibility of the obtained data, the following techniques were employed:

a. Triangulation: According to Sugiyono, data credibility was tested by cross-referencing information from multiple sources. [14]

b. Check Back (Member Check): According to Sugiyono, member check involves checking the collected data with the participants to verify accuracy and alignment with their perspectives. [15]

Increased Perseverance: Continuous and careful observation was conducted to enhance the accuracy and systematic recording of data. The research involved sustained observations to ensure a comprehensive understanding of the incidents. [16]

3. RESULTS AND DISCUSSION

1. Draft of *blended learning* model learning

In a blended learning model design, certain essential steps must be taken. The required steps that need to be completed before proceeding with blended learning model implementation are as follows:

a. Stages Analysis

In the stages analysis, three crucial activities are conducted. These activities involve problem-solving analysis, identifying learning sources and constraints, and analyzing learner characteristics.

b. Level Plan Stages

Following the analysis stages, the next stage is design. Within this stage, three activities occur: setting learning objectives, choosing and implementing learning strategies, and developing learning resources. Covering the cognitive, affective, and psychomotor realms is imperative in determining the learning goals. This encompasses verbal information, intellectual skills, cognitive strategies, attitudes, and psychomotor skills.

In the cognitive realm, the focus is on the student's ability to master the learning material, while the affective realm pertains to the attitudes and behaviors of the student. The psychomotor aspect involves practically applying the taught material in everyday life.

2. The Implementation of *blended learning* model learning

The blended learning model integrates both face-to-face and online learning methodologies. In its implementation, blended learning minimizes direct contact with students during in-class learning sessions. The primary objective of blended learning is

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[14] Sugiyono , *Method Study Combination (Mixed Methods)*. (Bandung: Alfabeta , 2018) h. 370
[15] Sugiyono , *Method Study Combination (Mixed Methods)*. (Bandung: Alfabeta , 2018) h. 372
[16] Sugiyono . *Method Study Combination (Mixed Methods)*. (Bandung: Alfabeta , 2018) h. 368

to foster greater student engagement and independence without diminishing the time spent in physical classroom sessions. Various internet-based technological devices, such as mobile phones, laptops, computers, and other similar tools, are employed in the execution of blended learning.

According to an interview with Mr. Sobirin, M.Pd.I, he stated that I compile the learning design by planning its objectives before implementing my learning approach. Subsequently, I address material learning strategies and methods during the ongoing learning process. All the designs are incorporated into the Semester Learning Plan, which I finalize before the commencement of lectures.

The implemented learning process begins with an opening activity where I take attendance. To ascertain the presence of each student, I employ various techniques, such as calling out individual names or collectively addressing the entire class. Subsequently, after confirming average attendance, I initiate the session by providing motivational insights about the upcoming learning material, aiming to elucidate the key aspects students should master.

Moving into the core learning activities, I facilitate discussions on the selected material at the commencement of each session. Before the standard commencement of the learning process, I remind students of their responsibility to share previously prepared papers within the class WhatsApp group. This fosters proactive engagement among students, encouraging them to familiarize themselves with the forthcoming lecture topics beforehand.

During the ongoing material discussions, students are free to seek additional online resources, including but not limited to browsing Google and accessing e-journals. Upon the completion of presentations by the assigned student groups, discussions continue beyond the allotted hour to ensure active participation from all students. A main discussant is designated for each meeting, comprising 4 to 5 individuals to foster an inclusive learning environment. The session is divided into two segments, providing ample time for each group to engage in meaningful discussions. This rotation of discussants ensures that all students take on the role of the main discussant at some point, contributing to a well-rounded learning experience.

Furthermore, the responsibility of the main discussant goes beyond posing questions; they are tasked with responding to the speaker's points and fellow students' inquiries. This dual role requires asking insightful questions and providing thoughtful responses and input. Consequently, students are prompted to thoroughly prepare for their role as a discussant, enhancing their active and meaningful participation in the learning process.

In implementing the Blended Learning model, three distinct stages of learning must be acknowledged. The first stage involves activities initiated by the lecturer at the beginning of the learning process. The second stage comprises core learning activities, while the third involves concluding activities or coverage.

The interview results presented above are substantiated by field observations conducted by researchers on Thursday, April 6, 2023. During the initial stages of the lecture, the lecturer actively engages with students, particularly by inquiring about the attendance of those who were not present. At this point, two students, Asma'ul Husna and Nur Halimah, were identified as absent. Following this, Mr. Sobirin was motivated to instill a sense of enthusiasm and diligence among the students, even those observing fasting. He emphasized the potential rewards from dedicated study, which, according to him, are multiplied by Allah SWT.

Furthermore, Mr. Sobirin introduced the subject matter for the day, focusing on zakat and its conditions. Subsequently, a group presentation involving four individuals commenced. The presentation covered various aspects of zakat, including its meaning, legal obligations, provisions, and significance. During the discussion, students were encouraged to explore relevant materials through platforms such as Google, e-books, e-journals, or other sources. Four students, namely Asih, Ifni, Aldi, and Fitri, actively participated as discussants, posing questions to the presenter. In the third and fourth discussion sessions, all students present in the college participated. The discussions extended until the conclusion of Mr. Sobirin's lecture. He provided additional support, reinforcing key points and summarizing the discussed material.

Before concluding the meeting, Mr. Sobirin assigned an additional task to the students. They were required to seek out related materials on zakat, comprehend the content, and prepare a concise summary of 2 to 3 pages. These summaries were then collected through a designated platform. Once the task was completed, the lecture concluded with a farewell.

It is noteworthy that Mr. Sobirin's lectures were conducted in a traditional face-to-face manner and facilitated online. The scheduling of in-person or online lectures was not rigidly predetermined but adapted flexibly based on prevailing situations and conditions. This flexibility was established through agreements with the students. Despite the availability of online options, a significant portion of the lectures continued to be conducted in a face-to-face format due to the proximity of students to the campus, enhancing the overall learning experience.

In interviews conducted with Mr. Amin Sodik, he emphasized the significance of aligning learning implementation with specific strategies. Firstly, I initiate lectures by commencing with introductory remarks and proceeding to engage in a comprehensive reading of relevant literature. Following customary greetings and the recitation of al-Fatihah, I extend salutations to students and inquire about their well-being. Subsequently, I ascertained attendance by examining the KHK attendance form on the lecturer's table and signing it as necessary.

Upon confirming attendance, I commenced the lecture by delivering an introduction related to the subject matter to be covered. Simultaneously, I instruct students to actively participate in the discourse, maintain attentiveness, and refrain from disruptive behavior,

particularly those seated at the rear. Following this, I allocate time for designated groups to present the material prepared for the day, as outlined in previously distributed papers. To deepen their understanding, students are encouraged to explore current materials online before group discussions, a practice I advocate to enhance their mastery of the subject. Periodically, I assign additional readings from journals to supplement their knowledge.

The researcher's observations during the learning sessions corroborated the insights from the interview with Mr. Amin. The commencement of each session involves traditional greetings and the recitation of al-Fatihah as an opening prayer. Lecturers then provide explicit instructions regarding the learning methodologies, emphasizing discussion groups.

Before the commencement of these groups, lecturers ensure that all required materials have been distributed among the students to facilitate seamless engagement. The discussions are initiated with presentations by designated students, Khusnul and Rani, utilizing visually engaging tools such as PowerPoint presentations. In addition to the distributed papers and presentations, students are encouraged to independently explore online resources to deepen their understanding of the subject matter.

Once the instructional material was presented, the subsequent session concluded with an invitation for inquiries, responses, or discussions. However, unresolved material remained apparent, lacking clarity and comprehension. Following the initiation of the session for questions, two individuals posed inquiries during the initial segment, and a similar pattern was observed during the subsequent segment. No further student inquiries were raised as the learning session neared its conclusion. Consequently, the discussion was formally concluded, and the pertinent information was submitted to the lecturer.

3. The Evaluation of *blended learning* model learning

A critical component in stage learning that the lecturer should consider for assessing the effectiveness of learning is evaluation. The results can provide teachers feedback to improve and enhance learning programs and activities. In essence, evaluation is a report at the end of the learning process, mainly reporting on the development of student learning. Therefore, it can be said that evaluation holds the lecturer accountable for implementing the learning process.

In connection with the evaluation, researchers interviewed Mr. Zaenal Fuadi. He stated, "Evaluation of learning is done and assessed twice. Namely, the first evaluation occurs when learning is already underway, typically during the halfway point of the semester, known as the midterm or UTS examination. Meanwhile, the second evaluation occurs at the semester's end, known as the final examination or UAS. UTS and UAS are

administered to each lecturer, either in person or online, with an established timetable for their implementation. [17]

UTS and UAS are evaluated in-person or online, as individual lecturers choose. The implementation schedule is predetermined by the committee responsible for execution at the campus level.

Mr. Sobirin also expressed a similar sentiment: "The committee indeed arranges the timetable for the implementation of UTS and UAS, but lecturers can choose whether to conduct the assessments in person or online. I usually choose online, as it is simpler and can be done anywhere; we must adhere to the time constraints." [18]

Interviews were also conducted with Mr. Amin Sodik, who mentioned, "A committee designated by the campus already schedules the evaluation of learning. However, lecturers can choose between offline and online modes, depending on individual preferences, each with advantages and disadvantages." [19]

Mrs. Hema Malini, in her interview concerning UTS and UAS, emphasized that "The implementation of UTS and UAS provides lecturers with the option to choose between offline and online assessments. I usually prefer offline assessments as they allow for direct supervision, ensuring that students are focused and preventing any possibility of cheating or collaboration with their peers.

CONCLUSION

Based on the previous description, it can be concluded as follows:

a. Draft *blended learning* model learning

Before the *blended learning* model is implemented, there are 2 steps required, namely:

1) The analysis Stages. In the analysis stages, the activities carried out are analyzing needs, solving problems, identifying source learning and constraints, and analyzing learner characteristics.

2) Drafting Stages: three activities are carried out in stage design: setting objective learning, choosing and setting learning strategies, and developing source learning.

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[17] Zaenal Fuadi , Lecturer at STAI Ma'arif Sintang, interview , Sintang, 3 April 2023
[18] Sobirin , Lecturer at STAI Ma'arif Sintang, interview , Sintang, 7 April 2023
[19] Amin Sodik , Lecturer at STAI Ma'arif Sintang, interview , Sintang, 11 April 2023

b. Implementation of *blended learning* model learning

At the stages of implementation of the *blended learning* model, there are three stages of activity _ done by the lecturer: the first activity introduction, the second learning _ core learning activities, and the third activity end or activity cover.

At the stage introduction, the lecturer opens learning by saying greetings, reading Fatihah, holding absence, and motivation. Then, next, with introduction material lectures. Furthermore, at the core stage of learning with a discussion group, the moment discussion material, the student requested to look for material online using their respective mobile phones, browsing on Google, e-journal, and so on. After the discussion finished, and then on stage closing, the lecturer gave reinforcements and ended with greetings.

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