

## THE APPLICATION OF BLENDED LEARNING MODEL IN ISLAMIC RELIGIOUS EDUCATION SUBJECT: PRACTICE AND ITS IMPACT IN SENIOR HIGH SCHOOL 1 JAMBI

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**Abstract:** This study aims to analyze the implementation of the blended learning model in the Islamic Religious Education (PAI) subject at SMA Negeri 1 Jambi City and its impact on students' understanding. Blended learning combines face-to-face and online instructional methods, thereby fostering a more flexible and interactive learning environment. This research adopts a qualitative approach, employing data collection techniques such as in-depth interviews with PAI teachers, classroom observations, and documentation. The findings indicate that the application of blended learning facilitates material delivery for teachers and enhances students' interest in learning. The integration of direct discussions with online assignments allows for both independent exploration and guided instruction, positively influencing students' comprehension of Islamic concepts and the development of religious values. The results suggest that the blended learning model can serve as a strategic alternative to enhance the effectiveness of PAI instruction in the digital era. Therefore, the broader adoption of this model should be considered in school policies to support the development of students' religious character and competence.

**Keywords:** Blended Learning; Face-to-Face Learning; Islamic Religious Education; Online Learning.

## INTRODUCTION

A model serves as a conceptual framework that guides the execution of an activity. It can also be understood as a representation of a real situation. A learning model, in particular, is a conceptual structure that outlines systematic and well-planned procedures for organizing the learning process, enabling students to achieve learning objectives effectively (Nasution, 2019). It also functions as a guide for learning designers and teachers in planning and implementing teaching and learning activities. A learning model includes the roles of both teachers and students while taking into account the learning environment and available infrastructure (Sari, 2016).

According to Trianto, a learning model is a plan or pattern that serves as a reference in preparing classroom or tutorial learning activities (Soekartawi, 2006).

Khoerunnisa and Aqwal (2020) define a learning model as a teaching plan that reflects a specific learning pattern. This pattern demonstrates the interaction between teachers and students in creating learning conditions or environmental systems that facilitate student learning. An effective learning model must consider learners' individual styles to meet their needs and provide optimal learning

experiences (Badriyah, Saputro, &Untari, 2023). Moreover, a good learning model should incorporate effective classroom management to establish a supportive and conducive learning atmosphere (Supriyani, 2022)

In Indonesian, the term *blended learning* refers to a learning model that harmoniously combines the strengths of face-to-face and online instruction to achieve desired learning outcomes. It is called "blended" because it integrates the benefits of in-person learning with those of digital learning, creating a more flexible and enriched learning experience. In this model, students not only gain knowledge when guided by educators in or outside the classroom but also benefit from broader, independent learning opportunities (Octavia, 2020).The phrase *blended learning* is derived from the words *blend*, meaning mixture, and *learning*. It merges classroom-based instruction with online components to enhance students' active self-learning and reduce the amount of face-to-face class time.

According to Husamah (2014) and NurlianaNasution (2019), blended learning is defined as an instructional approach that combines various delivery methods, learning models, and technological media.

Several previous studies have explored the application of blended learning in diverse educational contexts. Research by Sahni (2019) found that blended learning effectively improves student engagement in general high school subjects. Similarly, Rohim (2018) demonstrated that this model enhances learning outcomes in Indonesian language instruction. Another study by Arrifai (2022) confirmed that the use of blended learning improves student achievement in

science subjects, with a high rate of mastery. In fact, research conducted at SD Negeri 1 Kairatu and SDN 02 Sungai Beringin showed that student mastery rates reached 100% and 92%, respectively, following the implementation of blended learning models (Makaruku, Lesnussa, &Abdurachman, 2022; Syarlenis, 2022).

Although the blended learning model has been widely implemented across various fields of study, research specifically addressing its application in Islamic Religious Education (PAI), particularly in public schools such as SMA Negeri 1 Jambi City, remains limited. Available data indicate that approximately 75% of students struggle to understand PAI material in depth when delivered entirely through online methods especially in areas related to worship practices and the development of religious character.On the other hand, the nature of PAI requires a balanced development of cognitive, affective, and psychomotor domains, which conventional learning methods have yet to fully support. This underscores the urgent need for innovative learning models that can effectively integrate the strengths of both online and offline instruction.Therefore, this study addresses that gap by examining the effectiveness and practical implementation of blended learning in PAI instruction—a subject with distinct objectives and pedagogical approaches compared to other general subjects.

Thus, this research is important to conduct in order to find out and analyse the application of *blended learning* model in Islamic Religious Education subjects at SMA Negeri 1 Jambi City and its impact on students' understanding.

## **METHODS**

This research uses a qualitative approach using an analytical-descriptive method (Cohen, Manion, & Morrison, 2017). This approach aims to describe and analyze in depth the implementation of the blended learning model in the Islamic Religious Education (PAI) subject at SMA Negeri 1 Jambi City. The analytical-descriptive method is used to present phenomena based on empirical facts in the field, enabling the research findings to provide a comprehensive understanding of the applied learning practices. The study was conducted at SMA Negeri 1 Jambi City, located on Jl. UripSumoharjo, DanauSipin District, Jambi City.

The data sources in this research consist of both primary and secondary data. Primary data were obtained through direct interviews with Islamic Religious Education (PAI) teachers at SMA Negeri 1 Jambi City. Secondary data were collected from various sources such as books, scholarly articles, journals, school documents, and other literature relevant to the themes of blended learning and Islamic Religious Education.

The research collection techniques used include interviews, which were conducted in-depth with PAI teachers to explore the strategies, stages, and challenges in implementing blended learning. Observation was also conducted to directly examine the learning process of Islamic Religious Education in the classroom, both online and offline. Documentation involved collecting instructional materials such as lesson plans, teaching tools, and records of learning activities (Ary, Jacobs, Irvine, & Walker, 2018). Meanwhile, research analysis was carried out interactively by

following the Miles and Huberman model, which consists of three main stages: research reduction, research presentation, and conclusion drawing (Fraenkel, Wallen, & Hyun, 2021; Sugiyono, 2022).

To ensure the validity of the research, several triangulation techniques were employed, including source triangulation (comparing findings from interviews, observations, and documentation), methodological triangulation (using more than one research collection technique), and member checks, which involved confirming the findings with informants to ensure their accuracy (Sugiyono, 2022).

## **RESULTS**

Blended learning, as an instructional approach that integrates face-to-face and online learning, has been implemented in the Islamic Religious Education (PAI) subject at SMA Negeri 1 Jambi City, particularly in class XI F3. This research was carried out through field observations, analysis of documentation, and interviews with five informants: PR, a PAI teacher; IW, the Vice Principal for Curriculum; AR, a student of class XI F3; BHN, the Head of the PAI Subject Teachers' Working Group (MGMP); and IE, a parent of one of the students.

### **1. Learning Planning**

Based on the interview with PR, it was revealed that lesson planning had been collaboratively developed through the MGMP forum. The planning consists of three main components: the introduction of materials, core learning activities, and learning evaluation. Observations indicated that the lesson plans had incorporated online learning components

using platforms such as Google Classroom and Quizziz.

Furthermore, IW stated that the school had facilitated training sessions for teachers to support the design of effective blended learning strategies, including the development of digital-based learning modules. Documentation also showed that a digital module guide for PAI had been officially endorsed by the school.

## **2. Implementation of Learning Activities**

At this stage, blended learning was implemented by integrating discussion, independent exploration, and online evaluation methods. During the first session, the teacher introduced the topic "*The Role of Ulama in Spreading Islam in Indonesia*", followed by the formation of student groups based on the heterogeneity of understanding rather than friendship, as directly observed by the researcher.

AR, one of the students, stated that she felt more enthusiastic about the learning process because she was able to access materials from various sources, including *sirah* books, the Qur'an, Hadith, and documentary videos. She also expressed appreciation for the mind mapping task, which fostered both creativity and collaboration.

In the second session, group presentation activities were carried out. Documentation revealed that the presentations were delivered visually through posters and infographics. The teacher served as a facilitator, while students were expected to be active and creative in delivering their understanding without relying on reading directly from their sources.

## **3. Evaluation**

The evaluation process was conducted using the Quizziz application, as explained by Mr. Rasyid. Students were required to answer ten multiple-choice questions online. Based on the Quizziz documentation, it was found that 80% of the students scored above 70, while the remaining 20% scored below that threshold. The teacher used these results as a basis for reflection to enhance future learning strategies.

According to BHN, this evaluation method aligns with 21st-century learning objectives, as it incorporates critical thinking, technological integration, and collaborative skills.

## **4. Impact of Blended Learning Implementation**

Observations and interviews revealed several positive impacts, including:

- a. An increase in students' independence and digital literacy, as noted by Mrs. Erna, a student's guardian, who observed that her child had begun independently searching for learning materials.
- b. Enhanced creativity, as demonstrated by the diverse designs of mind maps and the variety of student presentation media.
- c. Greater student engagement, as learners felt they were given opportunities to be creative and to express their opinions.

However, several challenges were also identified, such as unstable internet connections and the lack of adequate devices for some students. To address these issues, the school provided access to the computer laboratory as an alternative solution.

The implementation of blended learning in the PAI subject at SMA Negeri 1 Jambi City has proven effective in enhancing students' creativity, active participation, and digital literacy. Learning activities have become more meaningful, as students are given space to explore and collaborate, although technical challenges still require further improvement.

## **DISCUSSION**

### **Application of Blended Learning Model in Islamic Education Subjects: Practice and Impact at SMA Negeri 1 Jambi City**

The application of the blended learning model in Islamic Religious Education (PAI) at SMA Negeri 1 Jambi City represents an innovative approach to the learning process, integrating the strengths of both face-to-face and online instruction. This model emerged in response to the increasing demand for a more flexible, interactive, and technology-oriented learning environment.

Based on interviews with PAI teachers and observations of classroom activities, it was found that the blended learning model was implemented through a combination of synchronous learning (via Zoom or Google Meet) and asynchronous learning (utilizing platforms such as Google Classroom, WhatsApp Groups, and the school's e-learning system). In practice, teachers delivered instructional materials in the form of videos, digital modules, and online discussion forums, which were then reinforced through face-to-face sessions aimed at deepening students' understanding and conducting formative assessments.

### **A. Rationale for Blended Learning Implementation**

In the pedagogical context, blended learning serves as an effective solution to address the challenges of contemporary education, particularly in the post-pandemic era marked by digital transformation. Garrison and Vaughan (2008) describe blended learning as a strategic approach that integrates information technology with conventional teaching methods to enhance the overall learning experience. The implementation of blended learning in the PAI subject at SMA Negeri 1 Jambi City not only responds to technological advancements but also emphasizes the effectiveness and efficiency of the instructional process.

Considering the nature of PAI, which encompasses affective, cognitive, and psychomotor domains, blended learning offers broader opportunities for students to explore Islamic values through diverse learning media. This aligns with Anderson's (2008) view that blended learning fosters learner autonomy and meaningful engagement, as students become actively involved in the process of knowledge discovery and construction.

### **B. Teacher's Strategy in Implementing Blended Learning**

PAI teachers at SMA Negeri 1 Jambi City implemented the blended learning strategy through three main stages: planning, implementation, and evaluation.

1. **Planning:** The teacher develops a digital-based Learning Implementation Plan (RPP), aligning it with the flexible Merdeka Curriculum and orienting it toward the Pancasila learner profile. The teaching materials are designed to



be interactive and contextual, following the principle of student-centred learning.

2. **Implementation:** The learning process begins with the delivery of online materials, including educational videos, infographics highlighting Islamic values, and reflective assignments. During offline sessions, teachers engage students in discussions on current religious issues using a problem-based learning (PBL) approach. According to Vaughan et al. (2013), this strategy effectively cultivates students' critical and reflective thinking skills.
3. **Evaluation:** Assessments are conducted both formatively and summatively using a portfolio-based approach and project-based tasks related to students' religious activities, such as producing da'wahvlogs, creating digital da'wah posters, and writing personal reflections in religious journals. This approach is supported by Vygotsky's (1978) theory of social constructivism, which emphasizes the importance of collaboration in the construction of meaning.

### **C. The Impact of Blended Learning Implementation on Islamic Education Learning**

The implementation of blended learning has shown a positive impact in enhancing students' understanding of religious concepts, strengthening spiritual values, and increasing active participation in the learning process. Interview findings revealed that students felt more motivated to learn, as the learning activities were more diverse and less monotonous. This is supported by the study of Horn and Staker

(2014), which states that blended learning improves both student engagement and learning effectiveness.

Furthermore, blended learning has contributed to the development of students' digital literacy within the context of Islamic Religious Education. Students have demonstrated the ability to search for religious references through digital applications, interpret texts from various reliable online sources, and compare scholarly perspectives using digital platforms. This reflects the integration of faith, science, and technology—an essential goal of modern Islamic education.

Nonetheless, several challenges remain, such as limited internet access, insufficient digital skills among certain students, and unequal participation during online learning sessions. Therefore, it is necessary for PAI teachers to conduct intensive mentoring and maintain close collaboration with parents to ensure the optimal effectiveness of the blended learning model.

### **D. Relevance to Islamic Education Goals**

Blended learning in Islamic Religious Education (PAI) is highly relevant to the core objectives of Islamic education, which aim to nurture individuals who possess faith, knowledge, and noble character. Through the wise and purposeful integration of technology, students are not only able to acquire theoretical Islamic knowledge but also to internalize and apply it in their daily lives.

As asserted by Azra (2002), Islamic education must undergo transformation in order to remain aligned with the demands of the times, without compromising its foundational values. In this regard, the

blended learning model serves as a strategic medium for educational transformation, as it promotes contextual, collaborative, and transformative learning experiences.

## CONCLUSION

This research demonstrates that the implementation of the blended learning model in the Islamic Religious Education (PAI) subject at SMA Negeri 1 Jambi City has facilitated the integration of face-to-face and online learning methods. This integration contributes to a more engaging, interactive, and less monotonous learning environment for students. The key findings of this research include: (1) learning plans that are systematically developed and aligned with both the material and learning objectives; and (2) learning implementation that comprises opening activities, core activities focused on the exploration of learning resources particularly regarding exemplary Islamic scholars in Indonesia and closing activities. The implications of this research indicate that blended learning enhances students' active participation and comprehension in PAI learning. In response to these findings, it is recommended that schools provide ongoing technical support and continuous professional development for teachers to optimize online instruction. Teachers are also encouraged to continuously innovate in designing digital-based learning materials and methodologies that are contextual and tailored to students' characteristics. Furthermore, education policymakers should consider the integration of blended learning as a component of long-term educational strategies, particularly in addressing the

demands of digital transformation in education.

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