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IMPLEMENTATION OF *BLENDED LEARNING* IN IMPROVING THE CHARACTER OF STUDENTS THROUGH ISLAMIC RELIGIOUS EDUCATION SUBJECTS

Unik Hanifah Salsabila¹, Hibban Ahsanal Fata², Krisna Rasyid Alfittoh³, Kory Aznam Ashari⁴, Muhammad Rayyan Eriza⁵

^{1,2,3,4,5}Prodi Pendidikan Agama Islam, Fakultas Agama Islam, Universitas Ahmad Dahlan

unik.salsabila@pai.uad.ac.id, hibban2000031036@webmail.uad.ac.id,
krisna2000031020@webmail.uad.ac.id, kory2000031022@webmail.uad.ac.id,
muhammad2000031231@webmail.uad.ac.id

Abstract

During the pandemic, the learning process in schools was considered less effective. The lack of involvement of students in the learning process makes learning activities only focus on the teacher. This happens because students need to adapt to the online learning process at home. Therefore, the government issued a policy for schools to implement a blended learning learning system as an effort to maximize learning, including Islamic Religious Education (PAI) lessons during the ongoing pandemic. The purpose of carrying out this research was to explore information related to the implementation of blended learning in improving the character of students through PAI subjects and direct it with library research. This research process was also carried out by exploring various kinds of data sourced from material in relevant journals in various media on the internet. This study describes the results that blended learning has been successfully used as an effective solution to optimize the PAI learning process and can overcome the deficiencies that exist in captivating and courageous learning to develop students' character. The conclusions of this study are 1) there is an effect of blended learning on optimal PAI learning objectives, 2) the need for various types of media designed in the implementation of blended learning as a form of effort to shape the character of students and learning can be achieved as well as possible.

Keywords: *Blended learning, Character Building, Islamic education.*

Abstrak

Pada masa pandemi, proses pembelajaran di sekolah dinilai kurang efektif. Kurangnya keterlibatan peserta didik dalam proses pembelajaran menjadikan kegiatan pembelajaran hanya dipusatkan pada guru saja. Hal tersebut terjadi karena peserta didik perlu beradaptasi dengan pelaksanaan proses pembelajaran secara online di rumah. Oleh karena itu, pemerintah mengeluarkan kebijakan kepada sekolah untuk menerapkan sistem pembelajaran blended learning sebagai upaya untuk memaksimalkan pembelajaran termasuk pada pelajaran Pendidikan Agama Islam (PAI) saat masa pandemi berlangsung. Tujuan dari dilaksanakannya penelitian ini ialah untuk menggali informasi yang berkaitan dengan implementasi blended learning dalam meningkatkan karakter peserta didik melalui mata pelajaran PAI dan dilangsungkan dengan studi pustaka (library research). Proses penelitian ini dilakukan juga dengan menggali berbagai macam data yang bersumber dari materi pada jurnal-jurnal yang relevan di dalam berbagai media dalam internet. Penelitian ini memaparkan hasil bahwasannya blended learning berhasil digunakan sebagai solusi efektif untuk mengoptimalkan proses pembelajaran PAI serta dapat mengatasi kekurangan yang ada dalam pembelajaran luring dan daring untuk mengembangkan karakter peserta didik. Simpulan penelitian ini adalah 1) adanya pengaruh blended learning.

Kata Kunci: Blended learning, Pendidikan karakter, Pendidikan Agama Islam.



INTRODUCTION

Education is an important component in building a country. Education is an open and broad process of acquiring knowledge. National education in Indonesia aims to develop character. Character education itself is defined as an effort that can be planned to realize students by integrating the values of Pancasila, so that character education can be applied in the hope that education will be carried out as character building. Therefore, education itself is not enough to be focused only on knowledge, but must be balanced by observing the character of children, especially everything related to faith, piety, and good behavior or attitude (Karlina & Sudarman, 2021a).

When learning activities at school run, that's where the character of students is formed. To build good student character can be done through a learning activity that uses strategies. The point is to achieve goals in the character building process. The character of students cannot be formed instantly, but can be formed through habituation activities. Character education has three important components, namely knowledge of good attitudes or morals, feelings of burning spirit, and its application in life. These components are needed so that children can understand, feel and do a good character that will be formed. Character education is not effective if it is not done directly (M. Annisa & Meidawati, 2020).

The *Covid-19* pandemic has made people urged not to do activities outside the home. Therefore, the WFH (*Work From Home*) policy is implemented so that with the policy so that educational activities cannot be carried out as usual. So that character building in character education cannot be carried out optimally. The existence of the WFH policy also requires teachers, parents or students to be able to master digital-based learning technology that will be used. In order for education to continue to run and learning continues to be carried out, this *blended learning* is applied with the help of various media such as *Zoom*, *Google Classroom*, *Youtube*, *Google Meet*, *Google Form* etc. *Blended learning* is one of the procedures in learning that can be used to learn character education studies during a pandemic (N. Annisa & Kusmajid, 2022)

Blended learning is a new concept in the world of education. This concept realizes the merging of online learning with offline learning as the use of increasingly sophisticated technology. The word *blended learning* is taken from English which means blended learning. This learning concept is also called hybrid learning. To realize smooth and easy learning of new concepts, a curriculum that is in accordance with the needs and learning conditions in schools is needed. This *blended learning* can be used as an effort to build the character of students when the study of Islamic Religious Education in schools takes place (Siti et al., 2022)



Islamic religious education is called comprehensive teaching consisting of several aspects, namely, social, spiritual, skills, knowledge. However, there are some aspects that are less effective if taught online, because there are some materials that cannot be controlled directly such as prayer practices, reading the Qur'an and some practical materials that need direct supervision and assessment. Therefore, to maximize assessment in Islamic Religious Education which aims to shape character in students, it is necessary to apply *blended learning* (Siti et al., 2022).

RESEARCH METHODS

This research was completed using library research, namely research design by reviewing all concepts and theories that have been used in accordance with the literature used. The literature includes in the form of writings published in scientific journals and theories that are compatible with the problems in this study. The data picked in this research process was sourced from material in journals on the internet such as through Google Scholar (M. Annisa & Meidawati, 2020).

This data unification technique is used with a literature data model, namely by collecting library material in accordance with the topic of discussion taken from 21 journal literatures. The steps taken: 1) editing, namely re-examining the data that has been obtained both from the aspects of integrity, clarity of meaning and cohesiveness with other meanings. 2) organizing, tidying up the data that has been obtained. 3) conduct research to see the results of data preparation (Achmad & Aisyah, 2019).

RESULTS AND DISCUSSION

Blended Learning

Blended learning is basically defined as a process of interaction, content, students, and society. *Blended learning* is the same as a learning model that can unite the face-to-face learning process with the learning process. *Blended learning* is also defined as a new learning system where the delivery of material can be done in class and outside the classroom through digital media (*online*) (Romansyah et al., 2019). The application of face-to-face learning with the use of *e-learning* will overcome educators to avoid various kinds of obstacles such as limited time in teaching, easy for students to feel bored or bored in the learning process and the demands of a growing technology (Deklara et al., 2018).

Learning that can occur through the process of interaction between students and teachers, creating this interaction is very challenging, especially in the implementation of online learning and teaching, because when learning and teaching with an online system, teachers are usually very minimal for students to pay attention to, teachers are also very difficult to pay attention to students what is being done in the online application, Then there are also many students who are saturated in the online learning process, unlike when face-to-face a teacher can supervise more broadly on students. In face-to-face learning



students and a teacher can interact with each other because of physical presence, while in learning through media or online students cannot interact directly (Aritonang & Safitri, 2021). In the *blended learning* method, students can play an active role in what method is given by an educator and must also be able to condition students well (Rachmah, 2019).

Blended learning has an assessment character that is accompanied by limits and distances. This learning model is carried out by using several kinds of media for different purposes (Istiningsih & Hasbullah, 2015). *Blended learning* is now often used. This learning was originally face-to-face because previously there was no post-pandemic. Then direct teacher and student interaction. *Blended Learning* exists after the development of information technology that can make it easier for students to find various resources or learning materials that can be accessed both *online* and *offline*. In addition, the implementation of this learning is by combining face-to-face, print technology, and audio technology (Akhmadi, 2021).

The characteristics of *blended learning* are the existence of mixing or unifying by means of delivery of teaching styles and learning models and being able to access various media from various technologies. *Blended learning* is a combination with direct teaching. *Blended learning* will build motivation in students to do independent learning (*Characteristics of Blended Learning*, 2021).

The mention of *blended learning* used to be known as learning that starts the learning process directly, *online*, and *offline*. After that, all of that changed to a *blended learning system*. *Blended* is defined by mixture or can be called by the term combination while learning is learning. According to Musa in the journal *Model Blended Learning: from Walib Abdullah*, *blended learning* is an online learning with the use of e-learning included by direct or *face-to-face learning* methods. The implementation of this learning is using the internet network accompanied by a web-based teaching and learning system (Safitri et al., 2022).

Learning that uses this online system can also be called distance learning because when learning takes place, educators and students are not in the classroom or not in the same place. Educators provide teaching systems with task models or others where it is included in the online category where all material delivered by the teacher can be accessed through the internet network (Abdullah, 2018).

Character Education

Character education is education with efforts to shape a person's personality to have good morals, which will be applied to behavior and real life such as honesty, kindness, responsibility, perseverance, respect for others and so on. Instilling a positive attitude into students can make these students have an educated character as well as the instillation of positive values that contain intelligence, will, awareness, and effort in applying these attitudes to the creator, others, the environment, or nationality. Character



education is an activity that contains an educational behavior and is intended for the next generation. From the beginning, educational activities have been used as a way of behaving to the community. Someone has lowered the value of values that are interested in the culture of the community in which they live and then pass it on to the next generation (Rohendi, 2016).

In the Roman era, character education refers more to the importance of family aspects to character values. The real form begins with the provision of moral values such as giving honor to ancestral traditions in each generation's successor. The element that exists in Roman character education is the provision of values such as prioritizing loyalty, kindness, and behaving according to existing norms in society (Liska et al., 2021). The purpose of character education is to facilitate students to be able to use knowledge, internalize and study and personalize values, develop social skills that are likely to grow and develop noble behavior in students as well as implement it in their daily lives, in diverse lifelong socio-culture. Another goal is to form self-perfection continuously as well as train individual abilities in a better direction. It can be interpreted that a character education is mainly to facilitate students to be able to use knowledge, internalize and study also personalize values, develop social skills that will manifest noble behavior in students and be implemented in their daily lives (Sudrajat, 2011).

According to character education experts, the implementation of character education in the school environment has several methods, namely: 1) coaching methods. This coaching is in the form of a way for students to be fostered through character education which includes understanding, liking and having the awareness to always do good consistently and intensively. This method can be evaluated if something that is carried out is in accordance with comprehensive awareness, then it is called character education. Comprehensive awareness is something that is consciously done, desired, and loved. This is where a person's character emerges completely (Liska et al., 2021). 2) habituation method. Habituation will function as reinforcement of material and objects that have been received by students. In this method, students are provoked to be aware of certain characters, then when these characters are desired and realized, they must be familiarized in their daily lives. With such a process, exercises carried out with self-awareness, over time will become a personality and character that must be preserved so that it will unite in the learners. This habituation process is needed in shaping the character of students because even though the behavior is in accordance with what is taught, a person's heart is very easy to change (Salsabila et al., 2021).



In the implementation of character education, there are at least 5 ways that must be done, namely:

1. Teaching character, which is to provide an understanding to students about certain value structures, their benefits, virtues, uses, benefits, dangers and disadvantages if not implemented. In this way of teaching, educators give opportunities to learners.
2. The main tool in education is example. In character education, exemplary development must be carried out by parents in the family environment, teachers in schools, scholars and community leaders as well as national leaders.
3. The evaluation process is determined by priorities that will affect the success or failure of character education.
4. Verification should be made by the institution to see how far priority can be applied within the educational institution.
5. Reflection or poured on oneself. This reflection is called a reflection, claiming to be a situation that has been done, then reflecting on what he has learned and done (Rohendi, 2016).

Blended Learning in Islamic Education

The term blended learning was initially applied when going to use a learning that connects learning and teaching with face-to-face (online) and online (offline) (Maskur Dwiputro et al., 2021). The blended learning design is then developed by experts who develop and describe the blended learning method. Chaeruman defines blended learning as a learning framework by properly linking synchronous learning strategies with asynchronous learning for the implementation of predetermined learning objectives (Usman, 2019).

Synchronous learning is a learning that is carried out by educators and students simultaneously even though the implementation is not in the same place. The learning has two types, namely face-to-face types in class and synchronous online such as audio, chat, and so on. While asynchronous learning is the implementation of learning that allows learning to be carried out by different students getting the same teaching material and in different times and places. In Islamic Religious Education learning, teachers can apply blended learning using the Zoom application, Google Meet and others. In its application, teachers can guide directly to students in schools such as in the practice of ablution, prayer, and other materials that require involvement learners in an effort to improve their character (Hildani & Safitri, 2021). While *blended learning* in general education is applied from theories related to health in science lessons, general skills such as, computers and so on.

Blended learning has several categorization models, including the following:



- a) Rotation model, which is the intermingling of online learning with face-to-face in class under the supervision of educators whose time will be rotated according to a predetermined schedule.
- b) Flex model, learning is given through the internet with the hope that the objectives of the learning process itself can be achieved.
- c) Self blend, where students are given the opportunity to carry out learning outside the classroom according to what is offered by each school.
- d) Enriched virtual, where students need a face-to-face learning process and then complete unfulfilled material remotely.

The stages to prepare blended learning for good results are as follows:

1. Determining teaching materials and materials Teaching materials should be made by making it easier for students to interact with online learning.
2. Determine the blended learning design to be used.
3. Determine the format of online learning to find out the media that can be used in the implementation of online learning.
4. Experiment with designs that have been made.
5. Carry out blended learning well and optimally.
6. Prepare criteria for evaluation.
7. Barriers and solutions to the application of blended learning in Islamic Education learning. (Graduated et al., 2021).

Obstacles in the blended learning process are things that become an evaluation. The obstacles that are usually found in blended learning Islamic Religious Education are: the characteristics of diverse students so that it will be difficult to establish a learning system that is suitable for use for all students, the decline in achievement because learning in online learning students are not free to get material, especially when the material requires practice (prayer practice, and others), as well as difficult to determine the assessment criteria. The solution to these obstacles is to analyze the profile of students to find out and respond to some students who have difficulty in carrying out online learning due to lack of facilities by providing waivers such as being given the task of collecting assignments, and educators can provide full offline services.

Implementation of *Blended* Learning in Improving Character through PAI Learning

Islam is defined by an education in the form of knowledge and direction in the form of religious guidance so that individuals believe in the existence of Allah SWT, and obey all his commands and fear his prohibitions. PAI can also improve the character of students, however, due to this pandemic, learning



cannot be carried out completely face-to-face, so blended learning is implemented in order to facilitate students in the process of receiving PAI material. The teaching materials used in blended learning are videos and ebooks for online learning, and printed books for offline learning. The implementation of blended learning to improve character through PAI learning is carried out so that the learning can be conveyed optimally and the character to be formed to students can be carried out optimally (Risky, 2021).

The implementation of blended learning in character education through PAI learning is as follows:

a. *Online learning.*

Learning is carried out online, students do learning that is done online by opening the material to be learned and given by the teacher through the Whatsapp application, Google form and the like. Students and teachers can do learning via Zoom or *Google Meet*. Learning materials that have been delivered online will be learned and practiced during *offline* learning. However, as an assignment after online learning, teachers can give instructions to students so that they can use or practice the learning material that has been delivered and will be discussed and strengthened when doing direct learning. In online learning, students are also asked to collect assignments in accordance with the specified time. For assignment collection, teachers provide collection rooms that are usually used, namely Whatsapp groups and google forms.

b. *Offline learning.*

The learning process offline or face-to-face is carried out as usual, namely in the classroom, so that the formation and improvement of student character can be carried out directly to students by guiding and directing students through good habituation that is carried out regularly. Usually, this good habituation is applied when entering the room or starting something. Examples are praying when starting and ending learning and other activities, saying greetings when entering and leaving the classroom, respecting teachers and friends (M. Annisa & Meidawati, 2020).

An effort in implementing blended learning makes every educator must have the responsibility to instill good character in students, every learning activity both online and offline teachers are responsible for providing character education to students aiming to form positive character. Teachers' efforts in improving the character of students through PAI learning are by implementing the materials that have been delivered into learning activities and daily life (N. Annisa & Kusmajid, 2022).

The steps for implementing Blended Learning in improving the character of students through PAI subjects are:

- 1) Designing learning by adjusting for offline or online learning, teachers prepare learning and materials about PAI.



- 2) Selection of learning materials that will be carried out online and offline. For example, those taught offline perform the sequence of ablution, ablution procedures, rules in the implementation of prayers and materials necessary for other practices. While what is taught online is like the history of Islamic culture.
- 3) Teachers make schedules to conduct online or offline learning according to the material to be taught.
- 4) Carry out learning based on learning implementation plans, both online and offline, by always applying the formation of student character (Karlina & Sudarman, 2021b).

The blended learning model can function as an effective option and solution to overcome the shortcomings that exist in offline and online learning, so as to optimize the chain of learning processes that are fun, efficient, effective and easy for offline and online so that the objectives of this learning can be achieved as well as possible (Halik, 2021).

CONCLUSION

The *blended learning* model can be used to improve the character of each student, especially in Islamic Religious Education lessons. The benefits obtained by teachers in using this learning method include being more practical in embedding material and giving assignments because it can be done when only and in any place, and can function as an effective solution to overcome the shortcomings that exist in offline and online learning. With that, the purpose of learning and the process in improving the character of students can be pursued as well as possible. While some of the benefits that can be obtained by students include increased learning satisfaction and good learning outcomes, as well as being able to access and carry out activities Self-customizable learning. In addition, this learning can provide benefits for teachers and students to be able to adapt and adapt to the increasingly sophisticated technological era .

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