

## Blanded Learning Sebagai Alternatif Model Pembelajaran dalam Meningkatkan Hasil Belajar Siswa di Madrasah

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**ABSTRACT.** The teacher's WA group allows students to send files in the form of text, and videos, and even make group video calls, making it possible to maximize the use of WA and Google Meet groups in the delivery of material in this online class. The blended learning learning model is an innovative learning model that combines the use of technology in online classes and offline (face-to-face) classes. A requirement for madrasas in RI. era 4.0 is the renewal of learning models because madrasas are Islamic educational institutions whose existence is crucial because they are institutions that teach the fundamentals of Islamic knowledge that must be transmitted and followed by all generations of Muslims. This learning strategy attempts to achieve a more ideal meaning, especially in Fiqh subjects, which are significant in Islamic education and can be used as supplementary time, requiring only two hours of lectures or one face-to-face meeting per week. Study to make it simpler to accomplish learning goals. Additionally, a qualitative descriptive research approach is used in this study. The researcher discusses how the blended learning strategy was planned, put into practice, and evaluated in order to enhance student learning outcomes at MTs Miftahul Ulum Pandanwangi Tempeh Lumajang. The purpose is to describe how MTs Miftahul Ulum, which utilized a blended learning methodology, was implemented.

**Keywords:** *Blended Learning, Hasil Belajar, Madrasah.*



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### How to Cite

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## INTRODUCTION

Education in Indonesia has experienced a new wave of renewal in education, namely 21st Century Education and the Industrial Revolution 4.0 (RI 4.0). This period is closely related to the application of modern, digital technology, as well as the introduction of modern communication such as the use of smartphones in daily affairs, proving what the Prophet said in the Hadith of At-Tarmizi's History, namely "The atmosphere of an era in which time has become short, distances have become closer, and communication also becomes tighter" has become real (Basyari, 2013; Fatin Izati & Farah Hanan, 2021). Covid-19 has made changing the pattern of education not run as usual. The policy for studying from home or commonly known as online-based learning was issued in circular letter Number 4 of 2020 (Diknas, 2020). The teacher's limitation in dealing with online learning is a lack of preparation, many teachers never think that learning is not carried out in schools. In line with research conducted by (Nafrin & Hudaidah, 2021) who stated that during the Covid-19 pandemic, teachers were faced with various technical problems with online learning. Interview result (Utami et al., 2022) towards teachers, not all teachers are skilled in digital literacy, do not have minimal tools that can be used for online learning.

The Blended Learning learning model is a learning model that integrates technology in the learning process. Blended learning is a blended learning context that integrates physical and virtual components is seen as an important strategy for higher education institutions. Blended learning has been described as a mode of teaching that removes the barriers of time, place and situation while enabling high-quality interaction between teacher and students. Research shows that student experiences vary widely and result in varied learning experiences (Jeffrey et al., 2014). In Indonesia, especially elementary schools, the blended learning model is still rarely used by most teachers. Based on the initial research results (Widyangsih, 2020) 12 teachers from different schools in elementary schools with PNS status have never implemented Blended Learning because they are not aware of this learning model. meanwhile (Maskur et al., 2021) revealed that blended learning is carried out using limited face-to-face meetings and also using several learning platforms such as Google Classroom, Google Meet and also still using WhatsApp as the medium used. The benefits of using blended learning according to (Hadion Wijoyo, Audia Junita et al., 2016) Among other things, teachers and students can communicate easily through internet facilities on a regular basis or whenever communication activities are carried out without being limited by distance, place and time, structured and scheduled teaching materials or study instructions via the internet, students can study or review teaching materials every whenever and wherever needed, considering that the teaching materials have been stored on the computer. Changing the role of students who are usually passive to become active.

Learning outcomes are the results obtained by students after participating in a series of learning processes consisting of cognitive, affective and psychomotor domains (Muhson, 2019; Nande & Irman, 2021). The scope of learning outcomes are psychological behaviors that will be changed in the educational process. Psychological behavior is classified into three domains, namely cognitive, affective and psychomotor (Mahananingtyas, 2017). In the current conditions, the ability of Indonesian students is still low, but teachers should even immediately reduce students' abilities in routine cognitive and routine manuals, but increase them in the areas of higher order thinking and complex communication. This descriptive research aims to explain the learning outcomes and critical thinking skills of Madrasah Tsanawiyah students through scientific work (Hidayati, 2016; Kartiko, 2018)

Madrasa education (Alawiyah, 2014) Madrasas are considered as 'second class' education after formal education organized by the Ministry of Education and Culture. Education held in madrasas is considered to be of poor quality, its graduates are considered unable to compete with graduates of educational units of the same rank, and the governance of the institution is also not of high quality. Thus, some people still make madrasas as the last choice to study. One of the sciences taught in madrasas is fiqh. Jurisprudence is mandatory material for every Muslim because fiqh material is material that discusses laws and procedures in worship and muamalah, some of which are obligatory for Muslims such as prayer, zakat and others. So that studying Fiqh is also obligatory for all Muslims. Fiqh discusses the laws and also about the value of worship taught by Islamic syara' so that one can carry out a worship properly and correctly in accordance with the guidance of the shari'ah set forth in the Al-Qur'an and Hadith. Among the features of Islamic Jurisprudence which is said to be the shari'ah laws governing the actions and words of the mulatto, has a strong attachment to faith in Allah and other pillars of Islamic aqeedah.

Based on the description above, this article aims to describe the application of blended learning and its effect on students so that MTs Miftahul Ulum Pandanwangi Tempeh Lumajang teachers can be interested in developing and implementing Blended Learning learning models in their madrasah. Researching blended learning will also enrich the body of knowledge about learning choices during the Covid-19 endemic period and become an alternative learning option for schools or madrasahs to choose from. By understanding the problems and obstacles that occur with the use of blended learning, it can be used as a guideline for the implementation of blended learning and can be implemented optimally..

## **METHOD**

This study uses qualitative research methods because these methods are most appropriate for collecting data and analyzing data according to the problems studied. Qualitative research is carried out by making descriptions, systematic, factual and accurate descriptions of the facts, characteristics and relationships between various phenomena that are studied in depth. Qualitative descriptive research is very appropriate to describe in detail the phenomena that occur (Fadli, 2021; Sugiyono, 2017). This is because descriptive research has the main objective of providing an objective description or description of a situation (Given, 2012).

The data obtained from the observation sheet and also the results of the study test are qualitative data which show an assessment of student learning outcomes in three domains, namely the cognitive (educational) domain, the affective (attitude) domain, and also the psychomotor (skills) domain. Qualitative data processing techniques use simple descriptive statistics in the form of numbers such as the average value and completeness calculation of the three domains. While qualitative data analysis is used to describe data originating from field notes in the form of a whole series of learning observations where the data obtained is in the form of qualitative data. The research report contains quotations of data to give an overview of the presentation, the data may come from interview transcripts, notes or memos, and other official documents. (Slamet et al., 2022). Qualitative descriptive research utilizes questions with question words why, what reasons, and how it happened.

In this study the informants studied were teachers, homeroom teachers, principals and students. The selected informants are certainly in accordance with the focus of the research under study, so that an overview of the implementation of blended learning can be seen in detail. (Hanson et al., 2005). The selection of informants is certainly related to several reasons, apart from the selected informants understanding the problems being studied, these informants are also the main key in answering various research questions. (Moleong, j, 2006). As for viewing the informants' answers, the researcher also carried out a data cross-check and triangulation of sources, techniques and method triangulation. (Hanson et al., 2005). Thus the results of research both from interviews, documentation and observations can be accounted for scientifically and can be used as a reference that the results of research related to blended learning can be used as an illustration in viewing and analyzing problems related to the implementation of blended learning.

## **RESULT AND DISCUSSION**

### **Result**

This study implements an innovative way of learning, namely the Blended Learning Learning Model to improve student learning outcomes in the cognitive, affective, and psychomotor domains. learning activities using the Blended Learning Learning Model are uniting conventional learning models with learning models that use information and communication technology will later be able to have a good impact on learning at school or at home. The combination of these two learning models can be said to be Blended Learning if the proportion of the use of online media or information and communication technology of the entire learning time.

Based on the results of the research conducted, it can be seen that learning conducted at MTs Miftahul Ulum Pandanwangi Tempeh Lumajang is a way that can be done to implement ideal learning. Learning is carried out both offline and simultaneously online which requires teachers to master and use digital literacy so that learning is blended learning. can still be done. Based on the results of the research, it can be seen that the implementation of blended learning is still experiencing problems because this is indeed a new thing for the teacher so that overall in its implementation there are also many obstacles in its implementation.

Blended learning which was carried out at MT's Miftahul Ulum Pandanwangi Tempeh Lumajang was carried out using limited face-to-face meetings and also using several learning platforms such as Google Classroom, Google Meet and also still using Whatshap as the medium used. In the implementation of limited face-to-face learning, the number of students who can learn effectively in class is only 50 percent of the total students, while the other 50 percent use online learning. Based on the narrative of one of the teachers who teaches in class, it can be seen that learning is indeed more effective when using face-to-face learning, it's just that because conditions are not yet possible, it must still be carried out using online learning as well.

Based on the results of the study it can also be seen that learning with blended learning creates a new, fun atmosphere and students are more independent in doing assignments when participating in learning. It can also be seen that for several semesters students only carry out online learning, so students become happier when learning is carried out in person. Besides that, several variations of teaching carried out by the teacher make students more active in learning and eager to carry out all the activities carried out in class. In the implementation of blended learning learning it also allows students to be led to study independently and given learning materials designed in such a way that students are interested in learning. The application of information and communication technology in the world of education with a blended learning management system shows an effective increase in education with increased student interest.

Based on the results of the research that has been done, it can be understood that the obstacles to the implementation of blended learning are varied. Based on the narrative of the principal, it can be seen that the main learning obstacle is the use of the application because not all parents who accompany the students understand everything about using the Google Classroom application. According to the first-grade teacher at MT's Miftahul Ulum Pandanwangi Tempeh Lumajang, the obstacle to online learning is in how to convey material to children so that students understand because in general, first-grade students cannot understand material that is only in the form of writing or video without being explained by the teacher directly. In contrast to the second-grade homeroom teacher, who stated that the learning obstacle was in the habits of students who still like to play games during study hours so that when the assignments are collected, the assignments have not been completed. Meanwhile, according to the homeroom teacher, the third obstacle to learning is in the facilities because not all students hold mobile phones independently. The fourth grade teacher also stated that the lack of assistance from parents of students was because many parents were busy working.

## **Discussion**

Based on the results of the research conducted, it can be seen that the blended learning learning model has been implemented at MT's Miftahul Ulum Tempeh Lumajang which is one of the madrasas in Lumajang. This learning model is a way that can be implemented to implement ideal learning. teachers to master and use digital literacy so that blended learning can still be carried out. Based on the results of the research, it can be seen that the implementation of blended learning is not without problems because this is indeed a new thing for teachers to do so that overall in its implementation there are also many obstacles in its implementation.

The Blended learning learning model implemented is carried out using limited face-to-face and online using several learning platforms such as Google meet and also still using WhatsApp as the medium used. In the implementation of learning both online and offline (face to face) all students must still be followed, bearing in mind that at this time the Covid-19 pandemic has been abolished. Based on the narrative of one of the teachers who teaches in class, it can be seen that learning is indeed more effective when using face-to-face learning, it's just that fiqh material is important material and has a lot of material load which demands students not only to understand but also to be able to practice it, especially about worship and so on. Apart from that, because the

study time for fiqh haya is only 2 hours a week, it is very lacking, so with the sophistication of technology, especially the WA group or Google meet, it is very helpful and we can use it to improve student learning outcomes. And the use of learning online is done only as reinforcement or enrichment (Sholihah & Robikhah, 2023, 2023).

Based on the results of the study it can also be seen that learning with blended learning creates a new, fun atmosphere and students are more independent in doing assignments when participating in learning. It can also be seen that during several semesters students not only carried out online learning, but also face-to-face, so that students became happier and quickly understood the material being conveyed. In addition, several variations of teaching were carried out by teachers in online learning, increasingly making students active in learning and eager to carry out all activities carried out in class offline. Because offline learning is learning that continues from material delivered online. In the implementation of blended learning learning it also allows students to be led to study independently and given learning materials designed in such a way that students are interested in learning. The application of information and communication technology in the world of education with a blended learning management system shows an increase in effective and efficient education

Based on the results of the research, we can also see that the learning outcomes of students during the application of blended learning gave good responses, from the results of interviews with several students stated that the learning process was very enjoyable because learning was different from usual because it provided more variety, atmosphere and challenges in terms of independence and have more time to study fiqh. So that this blended learning model provides a more quality and relevant learning experience.

Based on the results of the research that has been done, it can be understood that the obstacles to the implementation of blended learning are varied. Based on the narrative of the school principal, it can be seen that the main learning obstacle is the internet network, which is not of the same strength from each region, so that sometimes some students enter late and even disappear in the middle of learning. In addition, the teacher experienced a little difficulty because the teacher did not yet have IT expertise (Sirojuddin et al., 2022; Sutrisno et al., 2023). Because you have to really prepare beforehand related to videos or material that will be shared with students so in this case the teacher is required to be more active and creative, so that he can provide a very enjoyable and meaningful learning experience for students. This must be pursued in such a way because if online learning is then implemented using a lecture model only then it will actually become very boring and will only waste time and energy because it will not provide significant learning outcomes (Badrus & Arifin, 2021; Prahmana et al., 2021; Waruwu et al., 2023).

Apart from that, based on the results of research through interviews with one of the fiqh teachers, we can see that after applying the blended learning model at MT's Miftahul Ulum Tempeh Lumajang in terms of learning outcomes there has been a significant increase this is due to the very high enthusiasm of students in follow all blended learning model learning schedules both online and offline. In addition, students have more time to understand one subject topic. So that learning outcomes experience significant developments both cognitive, affective and psychomotor. This can be seen from the assessment of student report cards. From all the research results above, we can understand that the blended learning model does indeed provide innovation in the world of education in madrasahs, with a more fun model, a different atmosphere and varied learning activities, meaning that students can not only learn directly with the teacher but can also develop their skills independently. independent as well as increased study time, so that students are more motivated to learn. And this can really provide significant learning outcomes in madrasahs as private institutions in the face of education modernization.

## CONCLUSION

Madrasas are Islamic educational institutions that teach the basics of Islamic knowledge as a form of obligation of Muslims towards the safety and success of the nation's generation so that they have a strong religious foundation, in order to realize this, madrasas have undertaken innovative educational renewal efforts by using electronic media in Supporting the teaching and learning process is very important today, one of which is the use of blended learning learning models, while the impact of implementing blended learning is that students are more active when compared to only using face-to-face learning. This can be seen from the enthusiasm of the students when the teacher explained that many asked questions and were able to answer various questions posed by the teacher.

The limitations of this researcher are the number of research objects which are relatively small, and are homogeneous, besides that it is also limited by time and social structure, so that future researchers can explore data with a wider object considering the number of madrasas in East Java is very large so it takes time. and higher costs. Theoretically, the results of this study are expected to be able to add to the treasury of research and can become a reference for similar research in the future.

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