



## CONCEPTUAL OF BLENDED LEARNING AS ISLAMIC EDUCATION STUDY PROGRAM LEARNING REFORM ACTION IN DIGITAL ERA 4.0

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### **Abstract**

*This article focuses on the conceptual study of the blended learning model. This article also presents several studies from the online journal article and the findings of previous research from thesis and dissertations and textbooks relating to the theory of blended learning. As an effort to reformulate PAI learning, it is important to implement blended learning in the current digital era. Islamic religious education has a material source that is extensive and strategic for the progress of the Indonesian nation. With most Indonesia's population is the follower of Islam, Islamic religious education as millennial generation literacy is appropriate to be formulated under the development of digital technology. Islamic education can take a strategic role as the immunization of the young generation amidst the advancement of learning and innovation. Blended learning is one of them in future learning. Blended learning is one of the latest learning models that has been successfully applied to educational institutions. This study describes blended learning as an effort to reformulate PAI learning in the digital era 4.0. This study also aims to be a reference for further research. This research was conducted with the Systematic Literature Review (SLR) method of various research findings and the findings of journal articles relating to the blended learning. The findings of the study showed that the principle of blended learning synergize a balanced combination between face-to-face and online learning. It can apply blended learning to PAI learning and is quite successful. Using technology will strengthen the conventional methods that commonly occur in PAI learning so that PAI learning is more effective and efficient. Some research states that blended learning has motivated students in learning, enables students to be more creative, more active, more participatory, more communicative, independent and able to solve problems in learning, improving learning outcomes. We can conclude it that the results regarding blended learning are having a positive impact on student development and also on learning outcomes.*

**Keyword:** *blended learning, Islamic religious education, reformulation, digital era 4.0.*

## Abstrak

Artikel ini difokuskan pada kajian konseptual mengenai model pembelajaran *blended learning*. Artikel ini juga memaparkan beberapa kajian dari artikel jurnal *online* dan hasil penelitian terdahulu dari tesis maupun disertasi serta buku-buku teks yang berkaitan dengan teori *blended learning*. Sebagai upaya reformulasi pembelajaran PAI, maka penting untuk menerapkan *blended learning* di era digital saat ini. Pendidikan agama Islam memiliki sumber materi yang cukup luas dan strategis bagi kemajuan bangsa Indonesia. Dengan mayoritas penduduk Indonesia adalah sebagai pemeluk agama Islam, maka pendidikan agama Islam sebagai literasi generasi milenial layak untuk diformulasikan sesuai dengan perkembangan teknologi digital. Pendidikan Islam dapat mengambil peran strategis sebagai imunisasi generasi muda ditengah kemajuan inovasi pembelajaran. *Blended learning* merupakan salah satunya dalam pembelajaran masa depan. *Blended learning* hadir sebagai salah satu model pembelajaran terkini yang berhasil diterapkan pada lembaga pendidikan. Tujuan dari penelitian ini adalah untuk mendeskripsikan mengenai *blended learning* sebagai upaya reformulasi pembelajaran PAI di era digital 4.0. Penelitian ini juga bertujuan untuk acuan dalam penelitian selanjutnya. Penelitian ini dilakukan dengan metode *Systematic Literature Review* (SLR) terhadap berbagai hasil penelitian dan hasil artikel jurnal yang berkaitan dengan *blended learning*. Hasil penelitian menyebutkan bahwa *blended learning* pada prinsipnya mensinergikan kombinasi seimbang antara tatap muka dan *online* dalam pembelajaran. *Blended learning* dapat diterapkan untuk pembelajaran PAI dan cukup berhasil. Metode konvensional yang biasa terjadi pada pembelajaran PAI akan diperkuat dengan adanya pemanfaatan teknologi sehingga pembelajaran Pai lebih efektif dan efisien. Beberapa penelitian menyebutkan bahwa *blended learning* telah memotivasi siswa dalam belajar, memungkinkan siswa lebih kreatif, lebih aktif, lebih partisipatif, lebih komunikatif, mandiri dan mampu menyelesaikan masalahnya dalam belajar, sehingga meningkatkan hasil belajar. Dapat disimpulkan bahwa hasil kajian ini mengenai *blended learning* adalah memberikan dampak positif bagi perkembangan siswa dan juga pada hasil belajar.

**Kata kunci:** *blended learning*, pendidikan agama Islam, reformulasi, era digital 4.0.

## A. Introduction

When Indonesia is busy pursuing the industrial revolution 4.0, it turns out that Japan is one step ahead with their readiness to implement society 5.0. Japan preceded other nations to bring its people to the era of super smart society where digitalization is not only in the industrial sector but also entered all aspects of human life.<sup>1</sup>

Changes in the world which entered the industrial revolution 4.0 or the fourth world industrial revolution where information technology has become the basis in human life. Everything becomes borderless with unlimited use of computing power and data, because the development of the internet and massive digital technology influenced it as the backbone of human and machine movement and connectivity. This era will also disrupt various human activities, including the fields of science and technology and higher education.

According to Rusman, in 21st century, the computer technology is very much needed and its importance to improve the quality of learning.<sup>2</sup> Likewise, from the views of Daryanto and Syaiful Karim that technology connects the world beyond geographic barriers so that the world becomes borderless.<sup>3</sup> Nana Sudjana and Ahmad Rivai stated that it was very difficult or even impossible to determine with certainty when the emergence of teaching technology first emerged.<sup>4</sup> While Darwanto said that technological developments are increasingly out of control, affect all aspects of life and are particularly felt by developing countries, including Indonesia.<sup>5</sup> This means it is an inevitable flow of globalization.

Facing these challenges, teaching in educational institutions is required to improve, including in producing a quality of education for future generations.<sup>6</sup> Therefore, what Bayu Prawira Hie said, that globalization is opening up competition between nations and the progress of a nation is determined by the quality of its human resources, which is also largely determined by the quality of formal education in the country's national education system.<sup>7</sup> In line with Bayu which is cited by Hwang, Dae Joong et.al that South Korea as one country that is very concerned with education, including the fastest on the concept of e-learning to be integrated in its national system.<sup>8</sup> Likewise, what Yusufhadi Miarso said was that Indonesia's competitiveness index was still low so that the low index and competitiveness showed the need for policy breakthroughs in equal distribution of opportunities and improvement in the quality of education.<sup>9</sup>

Regarding 'disruptive technology', Sri Mulyani said that education was the front line in the digital age. "The world is fast changing, it must be able to adapt quickly while

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<sup>1</sup> M. Fukuyama, "Society 5.0: Aiming for a New Human-Centered Society," *Japan Spotlight*, t.t., 47–50.

<sup>2</sup> Rusman, *Belajar dan Pembelajaran Berbasis Komputer Mengembangkan Profesionalisme Guru di Abad 21* (Bandung: Alfabeta, 2013), h. 3.

<sup>3</sup> Daryanto dan Syaiful Karim, *Pembelajaran Abad 21* (Yogyakarta: Gava Media, 2017), h. 1.

<sup>4</sup> Nana Sudjana dan Ahmad Rivai, *Teknologi Pengajaran* (Bandung: Sinar Baru Algensindo, 2003), h. 17.

<sup>5</sup> Darwanto, *Televisi Sebagai Media Pendidikan* (Yogyakarta: Pustaka Pelajar Offset, 2011), h. 101.

<sup>6</sup> Ira Wurinanda, *Era Revolusi Industri 4.0, Saatnya Generasi Millennial Menjadi Dosen Masa Depan*, 2018, 0, <http://sumberdaya.ristekdikti.go.id/index.php/2018/01/30/era-revolusi-industri-4-0-saatnya-generasi-millennial-menjadi-dosen-masa-depan/> Diakses 15 September 2019.

<sup>7</sup> Bayu Prawira Hie, *Revolusi Sistem Pendidikan Nasional dengan Metode E-Learning* (Jakarta: PT. Gramedia Pustaka Utama, 2014), h. 54.

<sup>8</sup> Bayu Prawira Hie, *Revolusi...*, h. 54.

<sup>9</sup> Yusufhadi Miarso, *Menyemai Benih Teknologi Pendidikan* (Jakarta: Kencana Media Group, 2004), h. 263.

maintaining the character of Indonesia,"<sup>10</sup> Indonesia must be prepared with everything, including education and learning. In learning, changes were made by reorienting the curriculum to build competence in the industrial revolution era 4.0 by preparing online learning in the form of hybrid or blended learning. The blended learning concept is the mixing or conventional learning models with online learning.

According to Josh Bersin, "Blended learning is a traditional learning that is equipped with electronic media / technology media"<sup>11</sup> The Kaye Thorne and David Mackey, that blended learning is a mixed learning that uses multimedia technology, cd-rom, virtual classes, voice-mail, e-mail, video streaming, and so on.<sup>12</sup> While Catlin R. Tucker, "Blended learning is a cohesive unity, meaning that it combines traditional face-to-face learning with the online component".<sup>13</sup> Francine S. Glazer, "Blended learning is a mix of face-to-face learning process with online, so it becomes a unique learning experience".<sup>14</sup>

Blended learning has become the most appropriate solution for the learning process that is suitable, not only with the learning needs but the learning style. Blended learning is a learning facility that combines a variety of ways of deliver, teaching models, and learning styles, introducing various choices of media dialogue between the facilitator and the people who are taught. The concept of e-learning has become the most appropriate solution for the learning process that is suitable, not only with the learning needs but the learning style. Blended learning is a learning facility that combines a variety of ways of deliver, teaching models, and learning styles, introducing various choices of media dialogue between the facilitator and the people who are taught. Currently, the concept of e-learning has been utilized with the blended learning models which is considered easy to implement, and has been widely accepted by the world community. This is proven by the rampant implementation in educational institutions, such as schools, training and universities and the industrial world.

This will open up opportunities for quality education, both in terms of its people and technology media at all levels of schools and colleges, including Islamic higher education. Islamic institutions should be able to develop their Islamic education concepts by using technology as the basis for their development. However, it must be acknowledged that Islamic educational institutions, as described Islam, are still unfamiliar with the technology.

One reason behind the backwardness of Muslims in terms of the development of science and technology (*IPTEK*) is because Islamic educational institutions are not yet familiar with systems and devices based on science and technology. The development of Islamic educational institutions on average is still managed with conventional management. The system used is still very traditional. Especially when we talk about the media used. This note is indeed not based on data. However, the conventionality and

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<sup>10</sup> *Pengembangan Iptek dan Pendidikan Tinggi di Era Revolusi Industri 4.0 – Ristekdikti*, diakses 8 Juli 2018, <https://www.ristekdikti.go.id/pengembangan-iptek-dan-pendidikan-tinggi-di-era-revolusi-industri-4-0-2/>.

<sup>11</sup> Josh Bersin, *The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned*, 1 ed., 2004, h. vx.

<sup>12</sup> Kaye Thorne, *Blended Learning: How to Integrate Online and Traditional Learning* (USA: Kogan Page Limited, 2003), h. 2.

<sup>13</sup> Kaye Thorne, *Blended Learning...*, h. 2.

<sup>14</sup> Francine S Glazer, *Blended Learning* (Virginia: Stylus Publishing, 2012), h. 1.

traditionality of this educational institution has become common knowledge in the education system in Indonesia.

Thus, to compete in the global era, Islamic educational institutions must also take part in the wave of changes that occurred. The intended change is the development of a technology-based Islamic education system.

Based on the background above the purpose is to describe some theoretical studies and findings of research on an article in the online journal. This article focuses on the conceptual study of the blended learning model. As an effort to reformulate PAI learning, it is important to implement blended learning in the 4.0 digital era.

## B. Literature Study

### 1. The concept of Blended Learning

Blended learning is initially used to describe courses that are tried to combine face to face learning and online. Over time, the term blended became popular, and it referred more and more combinations to as blended learning. Some say blended in learning as an effective approach, which combines various approaches in learning. It blends the simple thing that combines the strategy of delivering learning to use face-to-face activities, computer-based learning (offline), and computer online.

According to Garrison and Vaughan define that “blended learning as a new approach is a mixture of classrooms / face-to-face and online activities consistent with specific objectives, the proportion of face-to-face and online learning activities can be vary”.<sup>15</sup> The exact definition stated by Whitelock and Jeffs, what is needed for this mixed learning varies depending on different views<sup>16</sup>, but by Kerres and Witt that common elements include a combination of face-to-face sessions and the use of the technology with an emphasis on internet use.<sup>17</sup> Also, according to Stacey and Gerbic, this combination of teaching approaches, in which it provides various online resources besides face-to-face contact, has been referred to as representing an integrated learning approach.<sup>18</sup>

There are several forms of the implementation model blended learning, namely 1) Full online, with the option to face-to-face learning. 2) partly or full online, with a certain amount of time required for face-to-face learning, both in the classroom or laboratory. 3) most online is full, with students still learning conventionally in class or laboratory every day. 4) conventional learning in the classroom, but students are required to take part in online specific activities as enrichment or additional, 5) conventional learning, involving online source, and online activity which is not a requirement for students to follow.

### 2. Islamic Religious Education

Abdurrahman al-Nahlawi argues that the most appropriate term for defining education is the term *al-tarbiyah*.<sup>19</sup> While other educational figures, Abdul Fattah Jalal argues

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<sup>15</sup> D. Randy Garrison dan Norman D. Vaughan, *Blended Learning in Higher Education, Framwork, Principles, and Guidelines* (US San Fancisco: Jossey-Bass, 2008), h. 6.

<sup>16</sup> D. Whitelock dan Jeffs, A, “Editorial for special issue on blended learning: Blending the issues and concerns of staff and students,” *Journal of Educational Media* 2/3 (2003), h. 99-100.

<sup>17</sup> Michael Kerres dan Claudia De Witt, “A Didactical Framework for the Design of Blended Learning Arrangements,” *Journal of Educational Media* 28, no. 2–3 (Oktober 2003): 101–113.

<sup>18</sup> Elizabeth Stacey dan Philippa Gerbic, “Teaching for Blended Learning—Research Perspectives from on-Campus and Distance Students,” *Education and Information Technologies* 12, no. 3 (1 September 2007): 165–174,

<sup>19</sup> Abdurrahman an-Nahlawi, *At-Tarbiyah bil’Ibroh* (Dar el Fikr, 2007), h. 20.

differently that *al-ta'lim* is a more appropriate term to define education<sup>20</sup> The term al-tarbiyah can be interpreted as caring, bearing, feeding, developing, maintaining, raising, growing, producing and taming.<sup>21</sup>

Based on this systematics, it can be understood that the Qur'an and Hadith are the main sources of Islamic teachings, in the sense that they are sources of faith, shari'a, worship, mu'amalah, and morals so that their studies are in each of these elements. Religion includes worship, mu'amalah and morals starting from the aqidah and in the sense of aqidah (faith and belief in life). Sharia is a norm system that regulates human relations with God, with fellow human beings, and with other creatures. In relation to God, it is regulated in worship in a specific sense (thaharah, salat, zakat, fasting, and pilgrimage) and in relation to fellow human beings and others is regulated in mu'amalah in a broad sense. Morals is an aspect of the attitude of life or personality of human life, in the sense of how the norm system that regulates human relations with God (worship in a unique sense) and human relations with humans and others (mu'amalah) becomes the life attitude and personality of human life in running the system his life (political, economic, social, education, family, culture / art, science and technology, sports / health, etc.) which is based on a strong aqidah. While the history-culture of Islam is the development of the journey of Muslim as human life from time to time to take Shari'a (worship) and have morality and in developing the system of life which is based on faith.<sup>22</sup>

### C. Research Method

This research was conducted with the Systematic Literature Review (SLR) proposed by Biolchini et.al.<sup>23</sup> towards various research and research finding related to to blended learning. This method is defined as a way of identifying, testing and interpreting all study findings under research questions or phenomena of interest to researchers. Biolchini divides the SLR method into three stages, namely the planning, execution and results analysis stages. The sources of data in this study were various literatures related to blended learning, both from national and international journal articles, books, and the findings of theses or dissertation research.

### D. Findings and Discussion

This research was conducted with the Systematic Literature Review (SLR) method of various research findings of a thesis or dissertation relating to the blended learning. This method was defined as a way of identifying, evaluating and interpreting all study findings under research questions or phenomena of interest to researchers. Biolchini divides the SLR method into three stages, namely the planning, execution and findings analysis stages. The sources of data in this study were various literatures related to blended learning, both from national and international journal articles, books, and the findings of theses or dissertation research.

Saifuddin's findings said that blended learning can bring together students from

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<sup>20</sup> Abdul Fatah Jalal, *Min Usul at-Tarbawiyah fi al-Islam* (Mesir: Dar al-Kutub Mishriyyah, 1977), h. 75.

<sup>21</sup> Fuad Ifram al-Bustamy, *Munjib al-Thullab* (Beirut: al-Maktabah asy-Syarkiyah, 1986), h. 229.

<sup>22</sup> Muhaimin, et. al., *Paradigma Pendidikan Islam: Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah* (Bandung: Remaja Rosdakarya, 2004), h. 80.

<sup>23</sup> Jorge Biolchini dkk., "Systematic Review in Software Engineering," *System Engineering and Computer Science Department COPPE/UFRJ, Technical Report ES 679*, no. 05 (2005): h. 45.

all locations and various backgrounds and is rich in media, interactive learning environments, both individual and collaborative.<sup>24</sup> Research conducted by Ahmad Kholiqul Amin regarding study of at least 20 international journals that focused on the blended learning model, the findings were found that blended learning will strengthen the conventional learning model through the development of educational technology. In addition, we could conclude the findings of studies in journals that the average findings of research blended learning also have an influence on learning outcomes.<sup>25</sup> Munir argues that the mixed learning or hybrid learning can be composed 50% face to face and 50% online, or 75 compared to 25, i.e. 75% face to face and 25% done with online.<sup>26</sup> The BLIBW model which is one of the valid, effective, and practical forms of BL65W. This model is mainly based on the constructivist paradigm, interactive theory, and component delivery theory, which provide broad opportunities for students to reconstruct knowledge both individually and in groups. In addition, this model allows students to control the learning process from the point of view of number, arrangement of learning components, learning speed, time, and place of learning.<sup>27</sup> Nabilah, Bilqis Firyal in their thesis research stated that compared to the predetermined criteria and got that it included the digital tutorial developed in the criteria are very valid, very effective, very thorough, and can be used without improvement.

Research conducted by Mona M. Hamad from Department of English College of Science & Arts/Muhayil King Khalid University, Saudi Arabia, Muhayil, said that better learning outcomes for those who learn to use blended learning compared to the findings of traditional approaches.<sup>28</sup> Likewise, the findings of the research Zaharah Hussin, et al., who examined 489 articles on blended learning published in the Education Resources Information Center (ERIC) database for the latest year 2005-2014 showed in the Education Resources Information Center (ERIC) database for the latest year 2005-2014 showed a study of blended learning to grow from time to time.<sup>29</sup> Shamli S. Bawaneh's research showed that certain aspect of student performance The findings indicated that the types of resources provided in the online learning environment need to be carefully considered.<sup>30</sup>

From some above research, a reformulation of PAI learning based on blended learning will be very necessary. But it must be prepared in various ways.

First, namely institutional or educational institutions that support both systems, technological devices, facilities and infrastructure, institutional issues also relate to the realm of administration, academic relations, student services, and organization to the

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<sup>24</sup> Saifuddin Saifuddin, "Blended Learning Sebagai Upaya Revitalisasi Pendidikan Agama Islam Pada Perguruan Tinggi Umum," *VICRATINA* 2, no. 1 (Oktober 2017): 70–80.

<sup>25</sup> Ahmad Kholiqul Amin, "Kajian Konseptual Model Pembelajaran Blended Learning berbasis Web untuk Meningkatkan Hasil Belajar dan Motivasi Belajar," *Jurnal Pendidikan Edutama* 4, no. 2 (2017).

<sup>26</sup> Munir, *Pembelajaran Digital* (Bandung: Alfabeta, 2017), h. 64.

<sup>27</sup> Hansi Effendi, "Model Blended Learning Interaktif Berbasis Web Mata Kuliah Mesin-Mesin Listrik di Fakultas Teknik" (Disertasi, Universitas Negeri Padang, 2015).

<sup>28</sup> Mona M Hamad, "Blended Learning Outcome vs Traditional Learning Outcome," *International Journal on Studies in English Language and Literature (IJSPELL)* 3, no. 4 (2015).

<sup>29</sup> Zaharah Hussin, dkk, "Kajian Model Blended Learning Dalam Jurnal Terpilih: Satu Analisa Kandungan," *JuKu: Jurnal Kurikulum & Pengajaran Asia Pasifik* 3, no. 1 (2015).

<sup>30</sup> Shamsi S Bawaneh, "The Effects of Blended Learning Approach on Students' Performance: Evidence from a Computerized Accounting Course," *International Journal of Humanities and Social Science* 1, no. 6 (2011), h. 68.

readiness of funds, management aspects as well can be identified within the institutional framework, and management which should regulate the logistics and learning infrastructure, including the registration, notification and scheduling phases of mixed learning and evaluation under mixed learning principles.

Second, in terms of educators as the main human resources and tutors who must be prepared to collaborate with the latest technology, so the second factor determining the success of mixed learning is the educator. The professionalism of educators here needs to proclaim to be achieved through technical and pedagogical support in a mixed learning community. Here also education must be creative and always innovate with the latest learning methods so they don't lag their students to use technology. There is a kind of fear the ability of an educator today by looking at the context of technological advances that are apparently quickly mastered by students rather than educators. Educators lose competitiveness in the use of the latest technology in the learning process. This is educators must avoid what. Professional educators aside from being able to teach with theory must also be able to innovate with various educational media today especially if that base is Online. In the blended learning concept, inevitably the educator must be prepared with everything, both theories, materials, methods, media to the evaluation.

Third, the students as an outcome of the learning process that had to cultivate the blended learning principle, especially with the challenge now that the students became digital native, or were familiar with the internet and gadget, this inevitably want to become a culture to use the internet and computer devices as positive learning media. In this student, it is necessary to touch the affective aspect, so that learning by using a mixture can maximize the findings.

Fourth, namely in the pedagogical aspects that must be oriented to the cognitive, affective and psychomotor aspects that support mixed learning processes or blended learning. The pedagogical side should pay attention to the content delivered (content analysis), the needs of students, can also be called needs analysis, (audience analysis), and learning objectives (goal analysis). The pedagogical side also includes the design and strategy of learning. This means it is important not just to be a concern but to be a finding so it can be carefully applied to the concept of blended learning holistically. Also in the aspect of technological readiness in educational institutions, that this consideration becomes the main because of mixed learning or blended learning is the embodiment and use of a technology so it can facilitate the process of the mixture pursuit taking place. This is easy because nowadays to get advanced technology anywhere and at an affordable price.

Thus, from several research findings, both theses, dissertations and articles that have been published in several online journals, it proves that blended learning exists as innovative learning and has an advantage in synergizing conventional learning processes with face-to-face meetings and online. Designed according to the needs of each institution and tested it first. If it is successfully implemented in the Institute, then it will reformulate Islamic Religious Education (PAI) learning based on blended learning.

## **E. Conclusion**

The presence of blended learning is expected to reformulate current PAI learning in various aspects both cognitive, affective and psychomotor. The scope of blended learning in the implementation concept of Islamic education includes the areas of policy, institutional management, and learning management. Ideally, the development of blended



learning will be carried out comprehensively in these three spaces. However, ideally the development of blended learning can be practiced separately, both at the institutional level or even within classroom learning management.

Thus, to go towards blended learning which can be implemented in Islamic educational institutions, it is necessary to have all the extraordinary abilities and circumstances to realize this. It needs a strong institution in everything, especially its management, it needs the support of professional educators who update technology, need high-willed and cultivated students, dynamic pedagogical similarities are needed so that the outcome is clear and technology is prepared and renewed to cover the achievement of the goals of mixed learning outcomes or blended learning.

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