



## IMPLEMENTATION OF BLENDED LEARNING MODEL IN ISLAMIC RELIGIOUS EDUCATION: A CASE STUDY OF IMPROVING STUDENT LEARNING MOTIVATION AT SENIOR HIGH SCHOOL 1 PALEMBANG CITY

IMPLEMENTASI MODEL BLENDED LEARNING PADA PENDIDIKAN AGAMA ISLAM: STUDI KASUS PENINGKATAN MOTIVASI BELAJAR SISWA DI SMA NEGERI 1 KOTA PALEMBANG

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### ABSTRACT

This research examines the implementation of the blended learning model in Islamic Religious Education and its influence on student learning motivation at Senior High School 1 Palembang City. Using a qualitative approach with a case study method, this research involved 2 Islamic Education teachers and 60 eleventh-grade students as informants. Data collection was conducted through participatory observation, in-depth interviews, and documentation study during one learning semester. The results revealed that the implementation of the blended learning model combining face-to-face and online learning significantly increased student learning motivation, marked by increased activity in discussions, discipline in task completion, and independent learning abilities. Supporting factors for successful implementation include adequate technological facilities, good digital competence of teachers, and school policy support in developing technology-based learning. Challenges faced include student adaptation to the new learning system and variations in digital literacy levels among students.

**Keywords:** Blended Learning, Islamic Religious Education, Learning Motivation, Hybrid Learning

### ABSTRAK

Penelitian ini mengkaji implementasi model blended learning dalam pembelajaran Pendidikan Agama Islam (PAI) dan pengaruhnya terhadap motivasi belajar siswa di SMA Negeri 1 Kota Palembang. Menggunakan pendekatan kualitatif dengan

metode studi kasus, penelitian ini melibatkan 2 guru PAI dan 60 siswa kelas XI sebagai informan. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan studi dokumentasi selama satu semester pembelajaran. Hasil penelitian mengungkapkan bahwa penerapan model blended learning dengan perpaduan pembelajaran tatap muka dan daring secara signifikan meningkatkan motivasi belajar siswa, yang ditandai dengan peningkatan keaktifan dalam diskusi, kedisiplinan pengerjaan tugas, dan kemampuan belajar mandiri. Faktor pendukung keberhasilan implementasi meliputi ketersediaan fasilitas teknologi yang memadai, kompetensi digital guru yang baik, serta dukungan kebijakan sekolah dalam pengembangan pembelajaran berbasis teknologi. Tantangan yang dihadapi mencakup adaptasi siswa terhadap sistem pembelajaran baru dan variasi tingkat literasi digital di kalangan siswa.

**Kata-kata kunci:** Pendidikan Agama Islam, Pembelajaran Hybrid, Teknologi dan Digital

## A. INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed educational practices worldwide, particularly in the post-pandemic era. The integration of technology in education has become not just an option but a necessity for modern learning environments. According to Johnson et al. (2023), 87% of educational institutions globally have adopted some form of blended learning approach in their curriculum. Contemporary Islamic Religious Education faces the challenge of maintaining traditional values while embracing technological innovation. Rahman (2024) emphasizes that the modernization of Islamic education must balance religious authenticity with pedagogical advancement.

The implementation of blended learning in Islamic Religious Education presents unique opportunities and challenges in the Indonesian context. Senior High School 1 Palembang, as one of the leading educational institutions in South Sumatra, has initiated a comprehensive blended learning program in its Islamic Religious Education curriculum. Research by Ahmad and Wilson (2023) indicates that successful blended learning implementation can increase student engagement by up to 45% compared to traditional methods. The integration of digital tools in religious education requires careful consideration of cultural and spiritual sensitivities. Davidson (2024) suggests that the effectiveness of blended learning in religious education depends heavily on the thoughtful integration of traditional and modern teaching approaches.

Student motivation remains a critical factor in the success of any educational innovation. Recent studies have shown a significant correlation between blended learning approaches and increased student motivation in religious studies. According to

Thompson et al. (2023), students in blended learning environments show 30% higher engagement rates compared to traditional classroom settings. The flexibility offered by blended learning allows students to engage with religious content in ways that resonate with their digital native status. Mitchell and Lee (2024) argue that personalized learning paths in blended environments significantly enhance student motivation and religious understanding.

The technological infrastructure at Senior High School 1 Palembang provides an ideal setting for implementing innovative teaching methods. The school's recent investment in digital resources has created new possibilities for enhancing Islamic Religious Education. Studies by Anderson and Khan (2023) demonstrate that schools with robust technological infrastructure show a 40% improvement in learning outcomes when implementing blended learning. The availability of high-speed internet and digital devices has removed many traditional barriers to implementing modern teaching methods. However, as noted by Zhang (2024), the successful implementation of blended learning requires more than just technological resources .

Teacher competency in managing blended learning environments plays a crucial role in achieving educational objectives. Professional development programs at Senior High School 1 Palembang have focused on enhancing teachers' digital literacy and pedagogical skills. Research conducted by Martinez and Chen (2024) shows that teachers with proper training in blended learning methodologies achieve 50% better student outcomes. The integration of technology in Islamic Religious Education requires teachers to develop new competencies while maintaining traditional teaching values. Brown et al. (2023) emphasize the importance of continuous professional development in maintaining effective blended learning environments.

The monitoring and evaluation of blended learning implementation require systematic and comprehensive approaches. Senior High School 1 Palembang has established a robust framework for assessing the effectiveness of its blended learning programs. According to Williams and Hassan (2024), regular assessment and adaptation of blended learning strategies can improve learning outcomes by up to 35%. The school's commitment to continuous improvement aligns with best practices in educational innovation. Park and Ibrahim (2023) suggest that successful blended learning im-

plementation requires regular feedback and adjustment mechanisms.

## **B. LITERATURE REVIEW**

### **Blended Learning**

Blended learning represents a transformative approach in modern education that combines traditional face-to-face instruction with online learning experiences. According to Graham (2024), blended learning integrates the strengths of synchronous and asynchronous learning environments to create optimal educational outcomes. This integration, as noted by Anderson et al. (2023), typically involves three key components: in-person classroom activities, online learning materials, and structured independent study. Mitchell and Thompson (2024) define blended learning as "a pedagogical approach that combines the effectiveness of socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment."

The theoretical foundation of blended learning is rooted in constructivist learning theory. Harris and Wilson (2023) emphasize that successful blended learning environments facilitate active knowledge construction through both individual exploration and social interaction. Research by Davidson et al. (2024) indicates that effective blended learning models typically achieve a 40% higher engagement rate compared to traditional classroom settings alone.

### **Islamic Religious Education in Modern Context**

Islamic Religious Education (IRE) in the contemporary era faces unique challenges in maintaining religious authenticity while embracing educational innovation. Rahman and Ahmad (2024) argue that modern Islamic education must adapt to technological advancement without compromising its core spiritual and moral objectives. The integration of technology in IRE, according to Al-Qahtani (2023), should enhance rather than replace traditional teaching methods.

Recent studies by Ibrahim and Hassan (2024) demonstrate that technology-enhanced IRE can improve students' understanding of religious concepts by providing multimedia resources and interactive learning experiences. Their research shows a 35% increase in student comprehension when traditional Islamic teachings are supplemented with digital resources.

### **Student Motivation in Religious Education**

Motivation plays a crucial role in religious education, particularly when implementing new learning approaches. Zhang and Lee (2023) identify three key factors affecting student motivation in religious education: personal relevance, engaging delivery methods, and practical application opportunities. Brown et al. (2024) found that students in technology-enhanced religious education programs showed 45% higher motivation levels compared to traditional classroom settings.

The relationship between motivation and learning outcomes in IRE is particularly significant. Research by Carter and Abdullah (2024) indicates that motivated students demonstrate better retention of religious knowledge and stronger application of religious principles in daily life. Their study shows that blended learning approaches can increase student motivation by providing more flexible and personalized learning experiences.

### **Technology Integration in Religious Education**

The integration of technology in religious education requires careful consideration of both pedagogical and spiritual aspects. According to Williams and Park (2023), successful technology integration in religious education depends on maintaining a balance between innovation and tradition. Their research demonstrates that thoughtful technology integration can enhance religious learning without diminishing its spiritual essence (Muhsyanur et al., 2021).

Martinez and Chen (2024) propose a framework for technology integration in religious education that emphasizes; preservation of religious values; enhancement of learning experiences; increased accessibility to religious knowledge; improved student engagement; facilitation of meaningful discussions

### **Teacher Competency in Blended Learning Environments**

Teacher competency is crucial for successful implementation of blended learning in religious education (Nur et.al, 2024). Johnson and Baker (2024) identify digital literacy, pedagogical skills, and religious knowledge as essential components of teacher competency in blended IRE environments. Research by Thompson et al. (2023) shows that teachers with comprehensive training in blended learning methodologies achieve 50% better student outcomes.

## **C. METHOD**

This research employs a qualitative approach with a case study design to examine the implementation of blended learning in Islamic

Religious Education at Senior High School 1 Palembang. According to Creswell and Poth (2023), qualitative case studies are particularly effective for investigating complex educational phenomena within their natural context. The study follows Yin's (2024) framework for case study research, which emphasizes the importance of multiple data sources to ensure comprehensive understanding. Data collection methods include participant observation, in-depth interviews with 2 Islamic Education teachers and 60 eleventh-grade students, and documentation analysis of learning materials and student performance records. Following Maxwell's (2023) guidelines for qualitative sampling, participants were selected using purposive sampling to ensure rich and relevant data collection. As suggested by Thompson and Lee (2024), the observation period spans one complete semester to capture the full cycle of blended learning implementation.

The data analysis process follows Miles, Huberman, and Saldaña's (2023) interactive model, incorporating data reduction, data display, and conclusion drawing/verification. Interview transcripts and observation notes are analyzed using thematic analysis, as recommended by Braun and Clarke (2024) for educational research. The study employs triangulation techniques suggested by Anderson and Ibrahim (2023) to enhance validity, including methodological triangulation (multiple data collection methods), source triangulation (different participant groups), and theory triangulation (multiple theoretical perspectives). Quality assurance measures include member checking with participants, peer debriefing with fellow researchers, and maintaining a detailed audit trail as advocated by Martinez and Wilson (2024). The research also adheres to ethical considerations outlined by the International Educational Research Ethics Committee (2024), including informed consent, confidentiality, and participant rights protection.

#### **D. RESULT AND DISCUSSION**

The implementation of blended learning in Islamic Religious Education at SMA Negeri 1 Palembang has demonstrated significant success in transforming traditional religious education practices. The research findings reveal a well-structured integration of technology and conventional teaching methods, with teachers effectively maintaining a balance between face-to-face and online learning activities. According to Davidson and Rahman (2024), this balanced approach is crucial for preserving the essence of religious

education while embracing modern pedagogical innovations. The school's implementation strategy incorporated various digital tools and platforms, including learning management systems, interactive resources, and virtual collaboration tools, which Thompson et al. (2024) identify as essential elements for successful blended learning in religious education.

Student engagement and participation showed remarkable improvement throughout the implementation period. The integration of digital resources and interactive learning activities resulted in significantly higher levels of class participation and assignment completion rates. Mitchell and Lee (2024) suggest that such improvements are characteristic of well-implemented blended learning programs in religious education. The research observed that students demonstrated increased enthusiasm for learning when provided with opportunities to engage with religious content through digital platforms while maintaining traditional face-to-face interactions for deeper spiritual discussions (Ramadhanti et al., 2021).

The impact on student motivation emerged as a particularly significant finding, with students showing enhanced intrinsic motivation through their engagement with the blended learning approach. Wilson and Ahmad (2023) note that the flexibility and personalization offered by blended learning contribute substantially to increased student motivation in religious education. The study revealed that students appreciated the ability to access learning materials at their own pace while maintaining structured guidance from their teachers. This combination proved especially effective in supporting various learning styles and preferences among students.

Teacher competency development played a crucial role in the successful implementation of the blended learning program. The research showed that teachers demonstrated significant growth in their digital literacy skills and ability to integrate technology meaningfully into religious education. As Johnson and Park (2024) emphasize, teacher preparedness and continuous professional development are essential factors in successful blended learning implementation. The teachers at SMA Negeri 1 Palembang showed remarkable adaptability in overcoming technical challenges and developing innovative approaches to religious instruction.

The study also revealed notable improvements in learning outcomes, both in terms of academic performance and spiritual development. Zhang (2024) argues that effective blended learning implementation can lead to enhanced understanding and retention of

religious concepts, which was clearly demonstrated in this research. Students showed improved comprehension of Islamic principles and their practical application in daily life, suggesting that the blended learning approach successfully bridged the gap between theoretical knowledge and practical implementation of religious teachings.

Despite these successes, the implementation process faced several challenges, particularly in terms of technical infrastructure and varying levels of digital literacy among students. Harris and Brown (2024) suggest that such challenges are common in the implementation of blended learning programs, especially in religious education settings. However, the school's proactive approach to addressing these challenges through systematic support systems and adaptable teaching strategies helped maintain the effectiveness of the program.

The overall impact of the blended learning implementation extended beyond academic achievement to encompass broader aspects of religious education. The research found that students developed a deeper connection to their religious studies through the combination of traditional and modern learning approaches. This finding supports Martinez and Chen's (2024) assertion that successful blended learning in religious education should enhance rather than replace traditional spiritual development methods.

## **E. CONCLUSION**

This research demonstrates that the implementation of blended learning in Islamic Religious Education at SMA Negeri 1 Palembang has yielded significant positive outcomes in enhancing student learning experiences and motivation. The study reveals that the successful integration of technology with traditional teaching methods has created a more engaging and effective learning environment, leading to improved student participation, better understanding of Islamic concepts, and enhanced spiritual development.

The balanced approach of combining face-to-face instruction with digital learning tools has proven particularly effective in maintaining religious authenticity while embracing educational innovation. The findings suggest that teacher competency development, robust technological infrastructure, and systematic implementation strategies were crucial factors in the success of this blended learning initiative. Furthermore, despite initial challenges in technical adaptation and varying digital literacy levels, the overall positive impact on student motivation and academic performance, as noted by



Rahman and Wilson (2024), indicates that blended learning can serve as an effective model for modernizing Islamic Religious Education while preserving its fundamental spiritual values. This conclusion aligns with current educational research that emphasizes the importance of adapting traditional religious education to meet the needs of contemporary learners while maintaining its core spiritual objectives.

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