

Implementation of Blended-Based Islamic Education Learning

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Abstract

This research is motivated by the technological sophistication that cannot be avoided, especially mobile phones that are more easily accessible by all groups and easy access to cyberspace, including students who are difficult to separate from their gadgets. This phenomenon requires us as lecturers or prospective lecturers of Islamic religious education to constantly innovate. One way that can be done without having to ask students to stay away from their cellphones is to implement blended learning. The purpose of this study was to determine the content of online learning media and the implementation of blended learning methods in Islamic education courses at the Islamic education study program at University of Muhammadiyah Gresik. The research method used is descriptive qualitative method in the form of case studies. While the data collection techniques used are: observation, interview and documentation. The results of this study are: 1) the content of online learning media can increase the enthusiasm of Islamic religious education learning for students, with lecturers that are classified as complete, consisting of material, videos, pictures, practice questions, discussions, and chat features; 2) The implementation of the Islamic religious education learning model can be said by researchers to be going well, because by using this learning model the researcher sees that almost all students are very enthusiastic and enjoy learning during class time.

Keywords: blended learning, moodle, tam, Islamic education

1. Introduction

Over time, the times are increasingly sophisticated with technology that is increasingly developing and becoming a current trend in various circles. The technological sophistication certainly brings various impacts, both positive and negative impacts. For example, in the field of communication technology, there are mobile phones whose features make it very easy for various things, such as surfing the internet, knowing the contents of the world without having to come to the location, the ease of social media to send messages via online and so on.

But besides having these positive impacts, there are also negative impacts, especially for the world of education. In the world of education, it seems that the attention of students began to split with the existence of technological sophistication and ease of access in surfing in cyberspace. Coupled with the existence of social media (facebook, twitter, instagram and so on) which is very interesting and seizes the attention of the generation of school age, so as if mobile phones have become a primary need that cannot be separated from them. Marcus, V. B. Et. al (2020, p. 4), e-service learning is a service-learning course when the instruction and/or the service occurs online gains popularity among educators as we are transitioning to online learning platforms.

This phenomenon requires students as educators or prospective Islamic education educators who live in the current millennial generation, must always innovate in the implementation of teaching and learning processes and should not be monotonous (just conveying, doing problems, then going home) so that students continue to enjoy Islamic education lessons. Because of that lesson, moral education, jurisprudence, and various other life guidelines are taught to the next generation of the nation. (Alkhunaizan, 2019) smartphones have become an important part of the human life from the beginning of the 21st century. Most of the people of different ages are using most modern smartphones.

But we cannot deny if the material presented in the Islamic education is very dense with reading, even though in it a lot of wisdom can be taken from the stories of the time of the Prophet and beyond. With so much material coupled with time constraints, it is probable that students will be more fed up because learning will take place monotonously without meaning, because the orientation is merely completing the material.

Changes in the education system are the demands of a nation to have quality human resources. In line with the development of Information and Communication Technology (ICT) as can be seen in the e-learning based learning environment, each individual student has the freedom to determine what he wants to learn, where and how the learning process is carried out. In a learner centered learning environment, various facilities are provided in such a way that each individual student can actively build his own knowledge structure based on his own initiatives and responsibilities (Maunah, 2020; Tubagus, Muslim, & Suriani, 2020), in the educational context, the necessity of recognizing the structure of relations among social and educational institutions by examining how individuals' different social and cultural experiences affect the educational learning outcomes towards global digital communication.

Therefore, one way that lecturers can do without having to ask students to stay away from their cellphones is to implement the blended learning method. Blended learning is a learning method that combines face to face learning methods (conventional) with online learning or e-learning that they can access anywhere via their mobile phones/laptops. (Peacock, Cowan, Irvine, & Williams, 2020), our initial findings emphasize its importance for them as online learners and have identified three significant themes: interaction/engagement, the culture of the learning, and support. These early findings highlight the importance of these three themes in promoting a sense of belonging and in ensuring that there are opportunities for meaningful group and peer interactions; they will be of interest to all engaged in online education.

In order to support online learning (e-learning), various software/applications that are generally web based are used, one of which is Moodle. Moodle is a software package that is open source and functions for internet-based learning activities and websites (Ambarita, 2016; Wei, Baharudin, Hussein, & Hilmi, 2019) nowadays, the advancement of technology makes the life easier and convenience. Smart home is one of the technology provide a better life environment for the residents.

This media is in the form of web pages that have features where the teacher can upload teaching materials, learning videos, powerpoint presentations, discussion forums, and quizzes related to special journal material in them.

Research Questions

The above goals lead to the research questions as follows:

1. How is the content of online learning media on Islamic religious education subjects in the Islamic religious education study program at University of Muhammadiyah Gresik?
2. How is the implementation of the blended learning method in Islamic religious education subjects in the Islamic religious education study program at University of Muhammadiyah Gresik?

2. Theoretical Framework

Blended Learning

Blended Learning consists of two words, namely blended (combination) and learning (learning). Another term that is often used is hybrid course (hybrid) (Wasis D. Dwiyoogo, 2016) In addition to these two terms, there are other terms that are often used that contain the same meaning that is integration, mixing or combination of learning. In order not to confuse, the problem was explained by Mainnen in Rusman who stated that blended learning has several alternative names, namely mixed learning, blended blended e-learning, and melted learning (Finnish)(Wasis D. Dwiyoogo, 2016) Thus, a cursory meaning implies learning patterns that contain elements of mixing, or merging between one pattern with another pattern. Elena Mosa in Rusman said that what was mixed were two main elements, namely classroom learning with online learning (Rusman, 2012).

Many experts have defined blended learning, including: 1) Moebs and Weibelzahl define blended learning as a mixture of online and face-to-face meetings (face to face meeting) in an integrated learning activity; 2) According to Thorne, blended learning is a combination of multimedia technology, CD ROM, video streaming, virtual classes, voice mail, e-mail, teleconferencing, and online text animation. All of this is combined with traditional forms of classroom training and individual training (Husamah Husamah, 2014) According to Heinze & Procter in Sudarman, the term blended learning implies the mixing or combination of learning or a combination of the elements of direct and online face to face learning in a harmonious and coherent ideal (sudarman, 2014) Blended learning based learning began since the invention of the computer, although before that there has also been a combination (blended). The occurrence of learning at first because of the face-to-face and interaction between instructors and learners. After a printing press is invented, students use print media. When audio visual media is discovered, learning resources in learning combine instructors, print media, and audio visual media. However, the term blended learning arises after the development of information technology so that resources can be accessed by learners offline and online (sudarman, 2014). The term blended learning was originally used to describe subjects that try to combine face-to-face learning with online learning. Blended learning based learning developed around 2000 and is now widely used in North America, England, Australia, universities and the training world. Blended learning can combine face-to-face learning with computer-based learning. That is, learning with a learning technology approach with a combination of face to face learning resources with instructors and those published in computer media, cell phones or i phones, satellite television channels, video conferencing, and other electronic media. Learners and instructors/facilitators work together to improve the quality of learning (Wasis D. Dwiyo, 2020)

When the term blended becomes popular, more and more combinations are referred to as blended learning. However, the notion of blended learning based learning is learning that combines learning delivery strategies using face to face activities, computer-based learning (offline), and online computers (internet and mobile learning). Blended learning based learning is done by combining face to face learning, print technology, audio technology, audio visual technology, computer technology, and m-learning technology (mobile learning) (Husamah Husamah, 2014)

Blended learning emerged as a result of the use of internet-based technology in the world of education. The internet promises ease and massive ability to present material. The internet is able to offer information acquisition quickly. But this technology cannot foster attitudes, give examples of good behavior, or develop creativity potential. These three examples are included in the realm of attitude or affective. To overcome this deficiency, a direct learning process (face to face) or instructor-led is needed. Teachers or teachers are able to give examples or foster creativity that is not offered by internet technology (Dewi Salma Prawiradilaga dkk, 2016)

Meanwhile, the main purpose of blended learning is to provide opportunities for a variety of characteristics of students to occur independent, sustainable, and lifelong learning, so that learning will become more effective, more efficient, and more attractive (Wasis D. Dwiyo, 2016)

Based on this explanation, many opinions describe the meaning of blended learning, but we can understand that blended learning is a learning model that combines two or more learning patterns, namely conventional learning or face to face with online learning that utilizes internet facilities or learning by utilizing computer facilities (offline).

Islamic Religious Education

Islamic religious education in which guidance and direction material in the form of religious teachings is intended so that people trust with the heart of the existence of God, obedient and submissive in carrying out His commands in the form of worship and noble character. Religious education is education that is directed to foster a sense of religious intuition that is in a person and then carry out his teachings with full submission. Religious education in its capacity as a support for national education activities, aims at least two aspects in educational and teaching activities: 1) The first aspect of religious education is that which is aimed at the soul or on the formation of personality. Students are given the awareness of the existence of God, then accustomed to do his commands and leave his prohibitions. 2) The second aspect of religious education is that which is addressed to the mind, namely the teaching of religion itself. Trust and faith in God will not be perfect if the contents of the religious teachings are not really known. Students must be shown what is told and what is forbidden to do in religious teachings (Abdurahman Shaleh, 2005).

Meanwhile (Zakiah Daradjat, 1992) argues that Islamic religious education is a conscious effort in the form of guidance and care for students so that after completion of education they can understand and practice the teachings of Islam and make it a way of life. Likewise with Marimba, A. D., (1989, p. 21) in his book also contributed to the understanding of Islamic religious education, which is a guidance both physically and spiritually

based on Islamic religious law towards the formation of the main personality according to measurements in Islamic teachings.

Based on these descriptions, it can be concluded that Islamic religious education is an effort made consciously in order to guide students to develop all their potentials which include cognitive, affective and psychomotor aspects as their future provisions in order to become human beings who believe in and fear God. and have awareness in the life of the nation and state.

Modular Object Oriented Dynamic Learning Environment

Moodle (Modular Object Oriented Dynamic Learning Environment) adalah suatu course content management (Deni Darmawan, 2016). Moodle is a website based e-learning application that can transform an offline learning medium into an online (web-based) form. This application allows students to enter digital classrooms to access learning materials. By using moodle, we can create learning materials, quizzes, electronic journals and others. Moodle is a free CMS application that can be downloaded, used or modified by anyone with a GNU (General Public License) license (Romadhon & ., 2018).

The moodle application was first developed by Martin Dougiamas in August 2002 with moodle version 1.0. by using moodle, we can build an education system with the concept of online learning or distance learning. Various forms of learning material can be included in this moodle application. Various sources can be attached as learning material. Texts written from Microsoft Word word processing applications, presentation materials from Microsoft Power Point, Flash animation, and even material in audio and video formats can be embedded as learning material (Husamah Husamah, 2014).

Learning Activities with Moodle. By using moodle, we can design and build an Education system with the concept of online learning that we want. Here are some learning activities supported by moodle, including: a) Assignment. This facility is used to provide assignments to participants of online learning. Learning participants can access the assignment material and collect the results of their assignments by sending a file of their work. b) Chat. This facility is used for chatting poses (online conversations). Between teachers and students can mutually dialogue in the form of text online. c). Forum. An online discussion forum that can be created in discussing a learning material. Between instructors and learning participants can discuss learning topics in a discussion forum. d) Quiz. With this facility, it is possible to do an exam or test online. e) Survey. This facility is used to conduct online polls (Husamah Husamah, 2014)

Moodle also provides convenience to change the display model (themes) of e-learning websites by using template techniques. In addition, several language options have also been provided by e-learning software moodle. 40.

Technology Acceptance Model

The Technology Acceptance Model (TAM) is an information technology system acceptance model that will be used by users. This technology acceptance model or TAM was developed by Davis et al. (1989) based on the TRA model. TAM aims to explain and estimate user acceptance of an information system. TAM provides a theoretical basis for knowing the factors that influence the acceptance of a technology in an organization. TAM explains the causal relationship between belief in the benefits of an information system and its ease of use and behavior, goals or needs, and the actual use of users of an information system (Glavee-Geo, Shaikh, & Karjaluto, 2017).

The TAM is a major research theory that explains user acceptance of information systems (IS) through a series of causal relationships, i.e., antecedents beliefs attitude behavioural intention actual behaviour, within an organizational context (Venkatesh & Davis, 2000), Two belief variables, namely, PU and PEOU, measure a user's subjective probability of engaging in IS adoption behaviour. PU measures a user's subjective opinion on whether an IS will improve job performance. PEOU measures the extent to which a user believes that adopting the IS will be effortless. Both belief variables have direct effects on attitudes, and the attitudes influence BI. Additionally, PU intervenes in the relationship between PEOU and attitudes, thereby making the TAM flexible for researchers to identify and manipulate the influences of antecedents on technology acceptance (Goh, Hii, Tan, & Rasli, 2020). TAM argues that individual acceptance of a technology system is determined by two constructs, namely perceived usefulness and perceived ease of use. Both have an influence on behavioral interest.

Technology users will have an interest in using technology (behavioral interest) if they find the technology system useful and easy to use (Glavee-Geo et al., 2017). The first unmodified Technology Acceptance Model (TAM) uses five main constructs. These five constructs are as follows: a) The perceived usefulness. Defined as the extent to which a person believes that using a technology will improve the performance of his work. Thus, if someone feels that the information system is less useful then he will not use it. b) Perceived Ease of Use. Define the extent to which a person believes that using a technology will be free of effort. If someone feels that the information system is easy to use, he will use it. Conversely, if someone feels that the information system is not easy to use then he will not use it. c) Attitudes towards behavior (attitude towards behavior) or attitudes using technology (attitude towards using technology). Defined by Davis et al. (1989) as positive or negative feelings

from someone if they have to do the behavior that will be determined. This attitude toward behavior is also defined by Mathieson (1991) as the user's evaluation of his interest in using the system. d) Behavioral intention or behavioral interest in using technology (behavioral intention to use). Is a desire (interest) someone to do a certain behavior. Someone will do a behavior (behavior) if you have the desire or interest (behavioral intention) to do it. e) Behavior (behavior) or the use of actual technology (actual technology use). Is an action taken by someone. In the context of the use of information technology systems, behavior is the actual use of technology (Glavee-Geo et al., 2017).

3. Methodology

Research Types and Design

In this study, researchers want to describe a process of educational activities based on what happens in the field (the process of implementing blended learning in the Islamic education course), as further study material to find the weaknesses and weaknesses of education, so that improvement can be determined. Therefore, if observed based on the approach, this study uses a qualitative approach. Meanwhile, qualitative research (qualitative research) is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups (Nana Syaodih Sukmadinata, 2016).

The research method used is descriptive qualitative method in the form of case studies. This method seeks to obtain a complete and detailed picture of certain events and phenomena on an object and subject that has specific characteristics. Thus the implementation of research using the case study method is to dig up as much and profound information as possible, then describe it in narrative form so as to provide a complete picture of the phenomena that occur.

Research Instruments

In qualitative research the instrument or research tool is the researcher himself. Therefore, researchers as instruments must also be validated to what extent qualitative researchers are ready to conduct further research in the field. Besides that in qualitative research, the researcher is the key instrument (Ismail Nawawi Uha, 2012).

Because this study uses a qualitative approach where researchers are required to go directly to the field to try to dig up as much information as possible and then describe it in narrative form so as to provide a complete picture of the phenomena that occur, then the research instrument or the main data collection tool that is the researcher himself. Meanwhile, researchers also continue to use interview guidelines, observation guidelines, documentation guidelines and validation sheets for online learning media and validation plans for semester learning plans as instruments in collecting data.

Data collection technique

Data collection conducted in this study is a natural condition or setting that occurs within the Islamic education study program in University of Muhammadiyah Gresik. This study uses primary data sources, where researchers directly went to the research location, namely the Islamic education study program in University of Muhammadiyah Gresik. While the data collection techniques used are: 1) participant observation, ie the researcher plays the role of Islamic education Lecturer in the Islamic education study program in University of Muhammadiyah Gresik, observing more deeply about the meaning and observant behavior; 2) in-depth interviews with the head of the Faculty of Islamic Religion of the Islamic education study program, and the Islamic education Lecturer concerned, and students as observants; 3) documentation, where researchers observe documents related to University of Muhammadiyah Gresik conditions, students, photos, and so on.

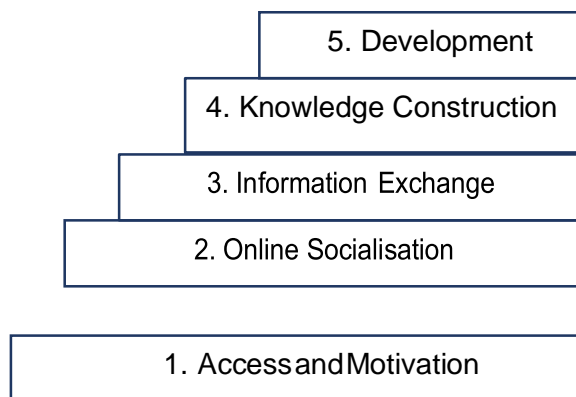
Data Analysis Technique

The data analysis technique in this study uses the data analysis technique of the interaction model proposed by Miles & Huberman. Interactive model data analysis techniques according to Miles & Huberman consist of four stages that must be carried out. The first stage is the stage of data collection, the second stage is the data reduction stage, the third stage is the data display stage, and the fourth stage is the stage of drawing conclusions and or the verification stage (Haris Herdiansyah, 2010)

4. Results

This stage of designing online learning media content refers to the 5 foundations of the learning pathway put forward by Salmon, as in the following figure:

Online Learning Flow (Salmon, G., 2002, p. 11)



The flow of learning according to Salmon can be explained as follows: 1) Level 1: Access and Motivation; is an opening activity that begins with an expression of welcome and motivation. This technically needs to be supported by setting up and accessing online systems. Usually this installation is done on the Learning Management System (LMS) used in online learning; 2) Level 2: Online Socialization; is a step to make participants learn more familiar and become a bridge between the social environment, culture and online learning. Technically it can be supported through sending and receiving messages; 3) Level 3: Information Exchange; is a step to facilitate the exchange of information by providing material and tasks or other supporting activities related to the mastery of the material. Technically, this can be done by providing personalizing software and searching facilities; 4) Level 4: Knowledge Construction; is a step to facilitate the construction of learning participants' knowledge. This, technically, can be supported through conference tools (conferencing tools); 5) Level 5: Knowledge Development; is a step to facilitate the development of learning participants' knowledge. This, technically can be supported by providing links, outside the conference(UWES ANIS CHAERUMAN, 2018).

Referring to the foundation stated by Salmon, at level 1, researchers will maximize the appearance of the moodle start page, then level 2, the researcher will maximize the chat and discussion features available in moodle, so that the activity of sending and receiving messages to be effective, with the hope the online learning process runs as expected. At level 3, researchers will provide material to be studied independently in their homes, short videos, and assignments or quizzes as exercises, and are equipped with chat features to maximize student independent learning. At level 4, after students study the material independently, then together with the lecturer, mutual active discussion, question and answer through conference tools provided by researchers in moodle, so that online learning is maximized. At the last level, after the online learning activities are over, lecturers or students can send links to each other to complete information, support opinions when discussing, and add insight, this is done in the conference tools provided (discussion).

After the researcher made an online media content design based on Salmon's opinion, the researcher then began designing the online learning media content to be used in learning. The steps taken by researchers when compiling online learning content are: 1) moodle installation; 2) create a user account; 3) create categories, sub categories, roles, and system roles; 4) create topics, include teaching materials, groups, and training materials.

The next stage after the preparation stage is complete, namely the content validation stage. Before the researcher conducts research using the developed learning media, the researcher first conducts the validation stage of the online learning media content, this is done so that the media to be used can be truly feasible and valid.

Validation is carried out by media experts. The validation sheet used is referring to the theory and perception in the TAM (Technology Acceptance Model). In the validation sheet of this study, the answers to the instrument items are classified into four choices. Each indicator measured is given a scale score of 1 to 4, which is 4 (very good/very appropriate/very feasible/very clear/does not need revision), 3 (good/appropriate/feasible/clear/no need for revision), 2 (not good/not suitable/not suitable/not clear/need revision), and 1 (not good/not suitable/not feasible/not clear/need revision). N. Liu and R. Yu (2017), according to the research conducted among Chinese smartphone users by applying Technology Acceptance Model (TAM), physical characteristics, and design can be considered to be one of the important factors of smartphone acceptance and use (Jamalova & Constantinovits, 2020)

Blended learning consists of two stages, namely learning that is done conventionally or commonly called face to face, in this learning the learning process carried out by lecturers and students takes place in the classroom, after the conventional learning process is finished, followed by independent online learning which is implemented by students in their respective homes using mobile phones or computers that are supported by internet facilities.

The conventional learning process is carried out three times face to face meeting. The first meeting, students were introduced about what is blended learning, moodle learning media, and the sharing of accounts and passwords that students will use to access moodle, the first meeting was ended by giving independent assignments at each home to read material about the growth of science, figures scientists and their roles, as well as the history of the development of Bani Abbasiyah culture, all of these materials can be accessed in moodle using the accounts and passwords that have been shared.

Based on the results of observations made by researchers, in this first meeting, all students have a personal mobile phone, so as to enable the implementation of this blended learning model; Furthermore, students said that they had never used moodle, all students were enthusiastic listening to the explanation. The obstacles encountered by researchers are, there are some students who are still confused about moodle, then through the question and answer session at the end they can understand it. The next obstacle is about internet quota, there are 4 students who claim not to have internet quota, because what they use is a data package for social media only, finally the solution is that they will use WiFi facilities around their homes.

Next, the second meeting of the lecturers discussed the material students had learned through moodle at their respective homes, then conducted group discussions and presented the results, then conducted questions and answers and delivered moral messages from what had been learned, the second meeting ended with giving assignments to students in the form of independent assignments and group assignments. The independent task is accessed at each home through moodle, namely reading the wisdom of studying the history of the growth of science during the Abbasids and working on the multiple choice tests available. While the group's task was to make a concept map about the history of the growth of science, Muslim scientific figures and their role, as well as the history of cultural development during the Abbasid era. Students can use the chat feature available in moodle when there are things that they want to ask about the material and will be responded by the lecturer, so that there is interaction or discussion related to the material.

Based on the researchers observations, at this meeting students listened to the teacher's explanation, then groups were formed, then asked 2 groups to be randomly selected to present their results to the class. The obstacle is that some children are joking, then the teacher approaches so that it is conducive. During the discussion, students were all active and enthusiastic, many students conducted question and answer with the group presenting. And the last meeting, the teacher and students discussed the material that had been previously studied online and independently in their homes through moodle, then discussed and presented the group assignments that had been given, then ended by reflecting on the learning that had been carried out.

Based on the researchers observations, at this meeting all groups worked on group assignments namely concept maps, each group had made a concept map about the growth of science during the Abbasids. When researchers ask the participation of group members in making concept maps, students respond that all children in the group participate in making the concept map. The discussion process (presentation of the results of the concept map made) went smoothly, the enthusiasm of students was high, the atmosphere of discussion was lively, where many students were actively asking questions. As for the obstacles encountered at this last meeting, there were 2 groups who lacked confidence in delivering the results of the concept map, then the lecturer gave direction and motivation, so they were willing to take the courage to present their presentations in the future. The online learning that they have done at home is still monitored by researchers, all students enthusiastically conduct discussions using the chat feature to exchange information or ask questions about the group's assignments. For independent assignments in the form of quizzes, all students have worked through the available quiz features, and the results can be directly seen. The average score obtained by students in the quiz is 9, with one student getting the lowest score of 6. As for the chat feature, many students discuss the assignments given in groups, namely related to the concept map task.

After all the learning process ends, the next stage is conducting interviews related to blended learning that is assisted by this moodle application to some predetermined participants. The first interview with a theme about moodle, and from all participants expressed a positive appreciation for this application. Because basically, human beings have a bored nature, especially if the material delivered to teenage students contains a lot of reading, so we need a solution to work around this, especially if the solution is to follow the progress of the times and the sophistication of today's technology. While for the blended learning model, the informants also stated the same thing, namely agreeing and liking the learning model, because it is undeniable that we are all in the era of technological sophistication, even students who cannot be separated from things digital things, such as smart phones, internet, WiFi, and so on. So it should be if the teaching and learning process that occurs also follows the conditions of the era.

5. Discussion

In this highly sophisticated era, it seems that technology is very closely related to our lives. The researcher's opinion is supported by the existence of research reported from the site detik.com, which said that according to the APJII report, from a total population of 264.14 million people, there were 171.17 million of them connected to the internet network throughout 2018. Compared the previous year, there was a growth of 27.9 million internet users in 2018. When speaking in terms of age, internet users were dominated by millennials. APJII Secretary General Henri Kasyfi Soemartono said that when viewed by age segment, apparently from the age of 15-19 years had the highest penetration (reaching 91%)(Agus Tri Haryanto, 2020)

In line with the study, researchers found conditions in the same field related to students with their smartphone technology. In the class studied, all students have a mobile phone along with their internet quota. It is as if demanding as an educator or prospective teacher to take part in including the sophistication of the times in the world of learning. One of them by utilizing moodle media that utilizes the internet as a means of online learning.

By using moodle, we can design and build an education system with the concept of online learning that we want. Based on the results of interviews and observations, students also showed enthusiasm when using this application. They said that learning by using moodle content was very interesting and the features were not confusing. The features are complete, there are material, video material, pictures, quizzes or practice questions, discussions and chat features that make it easy for them to discuss together in a flexible time, besides that students can also see the value of the results of the quiz they are working on.

As for online learning media content that utilizes the moodle application that has been applied for this research, validity tests have previously been conducted by media expert lecturers, and are declared eligible for use or without revision. But to further maximize this media, media experts add some suggestions/input.

Actually this is not the first online-based application that they have learned at school, there is a Socrative application that they first use when studying SBK and PJOK. Based on the results of the interview, unlike the case with moodle, in this application, specifically only exercises are available and the value of the results they are working on. They said that basically using the application more interests them to learn.

Based on the results of observations and interviews conducted by researchers, the implementation of the blended learning learning model in the Islamic education study program in University of Muhammadiyah Gresik can be said to be going well, because by using this learning model the researcher sees that almost all students are very enthusiastic and enjoy Islamic education learning during class hours. Students do not complain of being sleepy or bored. During the discussion, students were all active and enthusiastic, many of them doing questions and answers with the group presenting. But still encountered obstacles, namely there are still some students who joked, then the lecturer made an approach so that it was conducive again. There are some students who are still confused about moodle, then through the question session at the end they can understand it.

The next obstacle is about internet quota, there are 4 students who claim not to have internet quota, because what they use is a data package for social media only, finally the solution is that they will use WiFi facilities around their homes. Indeed, the basic thing needed if you want to carry out blended learning, is to ensure that your internet connection is owned. Because the online learning phase conducted by these researchers is carried out by students in their respective homes, the problem of internet quota no longer deals with University of Muhammadiyah Gresik facilities. Meanwhile, at University of Muhammadiyah Gresik, it already has WiFi facilities, it's just that there are speed constraints that are sometimes less stable.

Meanwhile, the blended learning model that has been implemented has fulfilled all the elements or components. The components consist of: 1) face to face learning; 2) Online learning; and 3) independent study. Basically, Blended learning emerged as an impact of the use of internet-based technology in the world of education. The internet promises ease and massive ability to present material. The internet is able to offer information acquisition quickly. But this technology cannot foster attitudes, give examples of good behavior, or develop creativity potential. These three examples are included in the realm of attitude or affective. To overcome this deficiency, a direct learning process (face to face) or instructor-led is needed(Dewi Salma Prawiradilaga dkk, 2016)

So from here, we can understand that the three elements of blended learning are complementary, in the sense that the teacher cannot only apply online learning, but there must still be a face-to-face meeting to convey meaning that has not been conveyed during online learning or to deepen the material and convey moral message. In addition, independent learning is also needed to train students' mindset and independence.

In accordance with the above theoretical concept that blended learning should be able to complement the shortcomings in face to face learning and online learning, researchers find a lot of benefits derived from this

blended learning model, in which the students can have discussions with teachers or other students outside clock face to face; learning activities undertaken by students outside face to face hours can be managed and controlled well by the teacher through the moodle application; teachers can add enrichment material through internet facilities, so that the time becomes more efficient; instructors can ask students to read the material, watch video material or take tests conducted online before face to face learning takes place; instructors can organize quizzes, provide feedback, and utilize test results effectively and efficiently; learners can share files with other students.

In addition, by expecting blended learning, the learning paradigm will no longer be centered on the teacher, but rather towards a new paradigm centered on students. And researchers agree with the writings of Wasid D. Dwiyoogo that blended learning enables learning to be more professional to handle learning needs in the most effective, efficient and high-interest way (Dewi Salma Prawiradilaga dkk, 2016) That is because it is similar to the observation and interview data that researchers obtained from Islamic education lecturers, the head of faculty religion Islamic, the head of the Islamic education study program, as well as some participants from the students that this learning can increase students' enthusiasm and motivation to learn, students do not feel bored, bored and sleepy when face to face learning, some students even say that learning with this blended learning model makes the learning atmosphere more lively, because they can become more active in learning. In addition students can also be independent in learning to read material through online that has been provided by lecturers.

But in addition to these benefits encountered by researchers, there are also deficiencies in the implementation of this blended learning model. Among them are: the limitations of internet packages affecting children to access moodle at home, especially most students who still use the internet package for social media, even though moodle uses internet data packages, then the solution can be with WiFi.

6. Conclusion

Online learning media content that utilizes the moodle application that has been applied for this study, had previously been tested for validity by media expert lecturers, and was declared fit for use or without the need for revision. But to further maximize this media, media experts add some suggestions/input. Based on the results of interviews and observations, students showed high enthusiasm when using this application. They said that learning by using this moodle application was very interesting and the features were not confusing. The features are complete, there are material, video material, pictures, quizzes or practice questions, discussions and chat features that make it easy for them to discuss together in a flexible time, besides that students can also see the value of the results of the quiz they are working on.

The implementation of the Islamic education learning model can be said by researchers to be going well, because by using this learning model the researcher sees that almost all students are very enthusiastic and enjoy learning Islamic Religious Education during class hours. By implementing blended learning, the learning paradigm is no longer centered on the teacher, but rather towards a new paradigm that is centered on students. Meanwhile, the blended learning model that has been implemented has fulfilled all the elements or components, which consist of: 1) face to face learning; 2) Online learning; and 3) independent study.

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