The Implementation of Blended Learning in Studying Islamic Religion During Covid-19 Pandemic

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Abstract

Now days, Learning Faces Blanded learning due to any pandemic that is scatteret in the world, implementing blended learning during Covid-19 pandemic is a method to continue the teaching and learning process. Based on phenomenom, the researcher is interested in investigating the implementation of the blended learning method in studying Islamic Religion during the covid-19 pandemic. The researcher conducted an interview and documentary, to implement a blended learning method to continue the teaching and learning process. The data analyzed consist of the three main steps data reduction, data display and conclusion drawing and verification. The resulting data revealed that blended learning is a useful method in the learning activity during the covid-19 pandemic. Besides the result showed that the blended learning method is very good for improving the student and do the assignment, while in the class they have limited time to do the practice and to finish the assignment. They have more opportunities by opening the wides access to books and other internet resources or asking experts. The student can increase Islamic Religion indirectly through this method.

Key words: blended learning, covid-19 pandemic, implementation, islamic religion

Introduction

Teaching and learning activities during the Covid-19 pandemic changed drastically, including the methods and facilities used by teachers when teaching. The teacher must look for the method how to teach Islamic Religion during pandemic. Based on pre-survey at SD Alwldan Islamic School Tangerang and interview the Islamic Religion teacher during online class that the teachers experienced a little difficulty in implementing online classes because the teachers had not optimally utilized the internet in learning.

Then the teacher has difficulty controlling which students are serious in taking lessons and which are not because there is no interaction between the teacher and students during the learning process. Face-to-face learning also has weaknesses such as the learning model tends to be passive, such as the lack of student response to the teacher when the learning process takes place. Then, the duration of face-to-face learning is very short, only 30 minutes in 1 lesson hour so that the delivery of the material is less effective.

Therefore, nowadays there is a teaching model called Blended Learning which is combining traditional teaching methodologies with the online one. Blended Learning process is carried out face-to-face in the classroom enabling teachers to assess students' affective competencies, transfer values, and monitor students' moral growth. Blended
learning is the most logical and natural evolution of learning agenda (Thorne 2003). It provides solution to the challenges of tailored learning and development to the needs of individuals.

Blended learning is a learning model that combines the online learning system with conventional learning models (Bonk and Graham, 2004). The idea that Blended Learning is the combination of instruction from two historically separate models of teaching and learning: traditional face to face learning systems and distributed learning systems. In implementing Blended Learning, it is needed to know about to the procedure of this model. There are three stages emerging as the important elements of blended learning process; 1) seeking of information; 2) acquisition of information; 3) Synthesizing of knowledge. The research analyze and describe the implementation of Blended Learning used by Islamic Religion teacher in teaching learning process.

Methods

The design of this research was descriptive research. The researcher chose this design because the research wanted to analyze and describe the implementation of Blended Learning used by Islamic Religion teacher in teaching learning process at SD Alwildan Islamic School. The research used purposive sampling to take the participant. Purposive sampling is referred to as judgment sampling in selecting sample that is believed to be representative of a given population (Gay, E. Mills, and Arisian 2012).

There were two teachers as participant in this research. The researcher only focused on identifying implementation of Blended Learning used by English teachers in teaching Islamic Religion (Gay, E. Mills, and Arisian 2012). The research used instrument as tools to collect the data. Instrument is a tool or something that used to collect the data (Gay et al. 2012). The researcher used observation checklist, field notes, and video as the instruments. After collecting the data, the researcher analyzed the data based on the instrumentation given. There were four steps of analyzing the data; reading / memoing, describing, classifying and interpreting (Gay et al. 2012).

Results & Discussion

implementing Blended Learning at SD Alwildan Islamic School Tangerang. The participants of the research were the Islamic Religion teachers at the school. There were two teachers that had observed. The researcher described the data connected to the Islamic Religion teacher’s ways in implementing Blended Learning at SD Alwildan Islamic School Tangerang. The participants of the research were the Islamic Religion teachers at the school. There were two teachers that had observed.

The data was gotten through observation. For observation, the data was recorded by using digital camera. Also, the researcher used observation checklist to complete the data that had been gotten from video. The researcher did the research activities from 12th July until 7th August 2022. The researcher found that both the teachers implement the Blended Learning. Moreover, the explanation about the finding of this research could be seen as follow:

Offline Learning Seeking of information

In seeking of information there were two sub indicator that should be implemented by the teachers. They were:

Teachers convey competencies and learning objectives
In this sub indicator, the teacher B told about the new material. Only the teacher B gave the students learning objectives. The teacher A told about the new material did not gave the students convey competencies and learning objectives. It could be concluded that the teacher B had implemented in this sub indicator.

Teachers guide students in the process of finding information related to the material
The teacher A guided the students to find the expression of “Kisah Nabi Muhammad Saw”. The teacher B gave a picture about “AlQuran”. Then the teacher B guided the students in the process of finding information about “Nabi Muhammad Saw”. It described that the teachers did this indicators to make students have a new information related to the material. Acquisition of Information The teachers explained and discussed with students to record information both individually or groups. In these indicators the teachers did some steps.

Teacher guides students in writing the results of information related to the material
In this sub indicator, the teachers got to do the students to write a information that they got. The teacher did not guide the students in writing the result of information. Thus, this sub indicator was not implemented by the teacher.
**Teachers guides students in the process of finding information related to the material**
The teacher A gave the students examples related to the material but the teacher did not give strengthening to students ideas. Teacher B gave students about what were the generic structure of recount text. It described the teachers did not implemented this sub indicator.

**Teachers guides students to share their opinion.**
The teacher A got to do the students to make an example about related to the material. After that the teacher guided the students to tell their example. The teacher B got to do the students answered the question about biography. The teacher B did not guide the students to share their opinion. It described only the teacher A implemented this sub indicator.

**Teacher guides students to do assignment**
The teachers A gave assignment to the students but the teacher did not guided the students. Teacher B gave the students assignment, after that the teacher guided the students answered the question. It was also seen, there were many ways of the teachers in explained the tasks. It described the teacher B had implemented this sub indicator.

**Teacher gives assignments to students which was open-ended problems**
The teachers gave the students the tasks. The tasks that the teachers had given to students was from a textbook. The teachers gave assignments to students which were open-ended problems such as the questions needed students opinion and reason. It described both of the teachers had implemented this indicator. Synthesizing of knowledge.

**Teacher gives strengthening between the results of information and learning materials**
The teachers did not give strengthening between the results of informations and learned materials. The teachers emphasized the ideas to ensure the students about the material. It described the teachers did not implemented this indicator.

**Teacher guides students to combine knowledge of the material**
The teachers A and B asked more about material. But only the teacher B guided the students to combine knowledge of the material. After that, the teacher B and the students concluded the material and the students got feedback by the teachers about the material that they had been learned. It described only the teacher B had implemented this indicator.

**Teachers concluded the material**
The teachers helped students to improve their knowledge. That showed when the teachers asked again about the material that teachers delivered. With their understood of the material could be improved their knowledge. It described the teachers had implemented this indicator:

**Online Learning Seeking of information**
Search for information through blogs and sources. In this indicator the teacher A gave a video to the students. But teacher B gave material to the students. The teacher B searched the material from the internet. It can be seen this indicator had implemented by the teachers.

**Acquisition of Information**
The second indicator, the teacher and the students should be discussed material by posting comments on educator blogs. But the teachers only gave the students material that they got from internet. The teachers did not implemented this indicator.

**Synthesizing of knowledge.**
The third indicator, the teacher gave the students times to collect the assignment until the next week. The students upload assignments to educator’s blog.

**Conclusion**
The result of the research finding proved that The Implementation of Blended Learning at Primary School that the participant used all indicators were seeking of information, acquisition of information and synthesizing of knowledge that had implement in offline learning but in online learning the participants did two indicators were seeking of
information and synthesizing of knowledge. So, the result of the research finding was teacher implement Blended Learning optimally.

References

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