



Contents lists available at [Journal IICET](https://journal.iicet.org)

Jurnal EDUCATIO (Jurnal Pendidikan Indonesia)

ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)

Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



Application of blended learning in Islamic cultural history subjects to increase student learning interest

Zaimudin Zaimudin^{*)}, Muhamad Ihza Pramudy

Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

Article Info

Article history:

Received Dec 29th, 2023

Revised Jan 26th, 2024

Accepted Feb 15th, 2024

Keyword:

Blended learning

History of Islam

Interest to learn

ABSTRACT

The background to this research is because students have low interest in learning, so this research aims to explore how to apply the blended learning method which seeks to increase students' interest in learning. The method used in this research uses classroom action assessment with a qualitative approach, and data collection is carried out on students in class 8.4 MTs. Annajah Jakarta. The primary source in this research is data obtained from observation and reinforced with secondary sources in the form of references from books, journal articles and various other references. The results of this research are in the form of applications carried out using the PBL (Problem-Based Learning) blended learning method and convey that, there is an increase in student interest in studying Islamic cultural history subjects so that the stimulus provided can be conveyed well without catching up with the teaching material presented. so that it can make students feel burdened by the learning carried out that day.



© 2024 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

Corresponding Author:

Zaimudin Zaimudin,

Universitas Islam Negeri Syarif Hidayatullah Jakarta

Email: zaimudin@uinjkt.ac.id

Introduction

Education has an important role in educating the nation's generations and advancing the development of a country. Education is also a continuous process and will not end, so that it can create sustainable quality, which is aimed at someone for the future, and is rooted in the nation's cultural values and Pancasila. (Cong Sujana, 2019).

To obtain good quality, the goals of education must be achieved. Based on the national education objectives contained in the Law of the Republic of Indonesia no. 20 of 2003 concerning the National education system, chapter II article 3 which states that national education has the function of ensuring that students are able to develop their abilities so that they can form a dignified national character and civilization as an effort to educate the life of the nation (Sri Nanda, 2019).

Hierarchically, educational goals consist of national education goals, institutional goals, curricular goals and instructional goals. Objective educational goals must be achieved step by step (Ranto Mulia et al., 2023). To achieve such lofty goals, education must continue to be developed and updated so that all kinds of educational activities can answer the various needs and various kinds of challenges that will arise around education in the future. (Kakok Koerniantono, 2019).

To meet educational needs, various learning methods must also be used to achieve the goals of education. In carrying out a good learning process, the learning must actively involve students in participating in the

learning process. Learning that involves the role of students can make them enjoy it without feeling difficult and stressful, but meaningful activities that involve the entire learning content and lecturers or educators only as facilitators for students in developing creative ideas that have been found while following the learning process. (Sa'ida, 2022).

According to the KBBI, interest is a person's desire to do something. Interest is a mental tendency toward behavior that consists of various things, such as feelings of pleasure in paying attention, sincerity, motives, and goals in achieving what one wants to aim for (Putri et al., 2021).

Interest also means an awareness of a person, an object, a person, or a matter or intuition that is related to him. Therefore, interest must be seen as a response that the person is aware of, if not, then the interest has no meaning. Interest also means a state of someone who has attention to something and a desire to know and learn about it or prove it (Widiyanto & Pujaning Ati, 2019).

According to Pratiwi, interest in learning is important and receives special attention because interest in learning is one of the factors that can achieve student learning success. Students will learn well if they have a very high interest in learning. If students have a high interest in learning, they will be more active and if there is something they don't understand regarding learning, they will be active in asking questions. On the other hand, if students' interest in learning is low, students will become passive and this will have an impact on learning outcomes (Wicaksana et al., 2021).

Interest in learning is one of the factors needed in the process of educational attainment. A high interest in learning will direct his behavior in line with learning goals and succeed in getting optimal grades. However, in fact, each student has different learning interests which can hinder them in the process of achieving learning objectives (Reski, 2021).

Interest in learning also has indicators of success, including a feeling of interest in students, and also students having a sense of enjoyment in learning, activeness of students, attention of students, great concentration, positive atmosphere, continuous willingness to learn. increases, students feel more comfortable when studying, and have the capacity to make decisions related to the learning process they are undergoing (R. Yunitasari & Hanifah, 2020).

The delivery of learning material presented by educators can be a success factor in students' interest in learning, as many students feel active if they use game methods in learning which will attract students' interest in learning. Not only the use of methods, but the subject is also a factor in whether students' interest in learning is high or low, as is the case in mathematics, many of whom do not like this subject. In Islamic cultural history subjects, there is a lot of discussion about dynasties, Islamic figures and many others.

History in the KBBI is the origin or genealogy (descendants), events and all events that occurred in the past. Meanwhile, according to the KBBI, civilization itself is synonymous with physical and spiritual progress (intelligence and culture). History in Arabic is syajimah which means tree or genealogy. History in other Arabic languages is also called syarajah al-rasah which means genealogical tree (Tarigan et al., 2023).

History is a science that studies the past or period with a plot or genealogy so that you can find out events that occurred in the past and can also know the growth and development of a country, group or individual from the past to the present. Historical periodization is a characteristic of historical science which studies events in the context of time and place using various benchmarks. According to Prof. Dr. Harun Nasution and Nourouzzaman ash-Shiddiqi, the phases in Islamic history are divided into three periods, namely: First, the classical period, the medieval period, and the modern period (Khairul et al., 2022).

At the MTs (Madrasah Tsanawiyah) level, class VIII has discussions covering 1.) The transition period from the Umayyah Dynasty to the Abbasid Dynasty, 2.) The golden age of Islamic civilization during the Abbasid period, 3.) Muslim scientists and their roles in the progress of civilization Islam during the Islamic era. Abbasid, 4.) The role of ulama and their work during the Abbasid era. Furthermore, the Ministry of Religion's official website states that the Ministry of Religion has positioned SKI learning in madrasas from two angles. From the first point of view, namely from an educational perspective, learning the history of Islamic culture is very important in the formation of character values and can provide students with cognitive and psychomotor content that can be moved by the goals of national education and also in the formation of Muslim character that is rahmatan lil alamin. Furthermore, from the second point of view, namely from the point of view of historical facts, students are provided with various historical facts completely and clearly to strengthen an educational mission that is by the first point of view. Therefore, what is contained in the new curriculum should be improved or changed, namely only strengthening the point of view to explain the history of Islamic culture. However, academic historical facts must still be presented proportionally to students with a complete range of knowledge and it is also hoped that nothing will be reduced.

If previously the history of Islamic culture only focused on wars that were used as historical milestones, in the future, there will be more emphasis on the development of civilization and also on Islamic cultures. In this way, the history of Islamic culture can later be described so that students can be equipped with character values, cognitive values, and psychomotor values so that they can inherit their cultural ancestors regarding Islamic civilization from period to period regarding the struggle of the Prophet and also build the civilization of the people and also can spread peace as an application of Islam to become a religion that is *rahmatan lil alamin* (Umar, 2019).

Islamic cultural history subjects often discuss biographies of figures, the year the kingdom was founded, the progress or decline of kingdoms and many others. This makes students feel burdened because the material presented is too complicated and voluminous, causing students' interest in learning to decrease.

Low interest in learning can occur due to the inappropriate learning methods used, which can make students feel bored and the material being taught is not delivered perfectly. Therefore, it is important to carry out this research in order to find a solution to increase students' interest in learning in Islamic cultural history subjects. In conducting research, the author attempted to use the blended learning method as a means of increasing students' interest in learning in Islamic cultural history subjects. This research aims to determine the increase in students' interest in learning in Islamic cultural history subjects after the blended learning method was implemented. Apart from that, this research also aims to provide information regarding how to apply the blended learning method in Islamic cultural history subjects so as to help teaching staff to apply the blended learning method.

Learning using the blended learning method is learning carried out face to face in class which can utilize all information technology carried out online which has a combination of learning resources, learning methods, and also learning media. Students can also access learning from electronic media such as computers, laptops, or cellphones using the internet network based on guidance from student work activity sheets, students also understand examples of solving problems via internet videos and carry out assignments given by the teacher. Assignments given to students are not only carried out face-to-face but can be applied outside of class (Arifin & Maulidi, 2023).

Research conducted by Dziuban, Hartman, and Moskal shows that blended learning can improve learning outcomes and can increase students' interest in learning compared to full learning using online learning. It was also found that blended learning was better compared to face-to-face learning (W. Abdullah, 2018).

However, online learning has obstacles in carrying out the learning process. The obstacles faced in implementing online learning include network problems, lack of student focus when they are in the place where they study, lack of response from each student, and many other obstacles.

Blended learning can be applied in elementary schools and various schools by offline or hybrid learning. Online learning can be done using various online platforms such as home learning portals, Google Classroom, Edmodo, the web, Kipin School, and so on (Sari, 2021).

However, many schools and students still have shortcomings in carrying out blended learning, such as electronic devices, parents who still cannot afford to have smartphones (Android), difficult internet networks, and high internet quota costs which burden the family economy. Therefore, implementing blended learning is a solution to overcome this problem (S. S. Abdullah, 2021).

Blended learning is the right solution to overcome learning problems because the blended learning model combines two online and offline learning methods. Online learning outside of school makes students more effective in using their time, place, cell phone, or laptop for positive things because doing online learning invites students to continue learning wherever and whenever. After conducting online learning, students do not need to worry about confusion about the material that has been delivered, because the blended learning model applies offline learning so that students can ask directly if there is material that they have not understood when learning online. It can be concluded that the higher the implementation of blended learning, the higher the learning outcomes obtained (Atika et al., 2020).

Furthermore, the PBL (Problem-Based Learning) learning model is a learning model that is faced by students related to problems in the real world, the problems faced by students can attract students' attention and increase students' curiosity about learning (Ferdiansyah, 2022). The PBL (Problem-Based Learning) learning model can also help to create an atmosphere where all kinds of activities focus on the students themselves to increase their self-confidence, increase or add to their thinking patterns, and also be able to develop or build all their knowledge continuously or continuously. from problems in the real world (I. Yunitasari & Hardini, 2021).

Method

The method used is the classroom action assessment method, the data collection technique is carried out by direct field observation to determine conditions in the field. The data collection location was at Madrasah Tsanawiyah Annajah Jakarta with a sample of class 8.4 students in the history of Islamic culture subject. Data collection time was carried out on September 27-October 18 2023 by holding three class meetings. The data that has been collected is then analyzed and one of the data is taken that shows the results of the research. The research was carried out over three meetings, the first meeting was held to determine students' interest in learning before applying the blended learning method. Then at the second meeting to find out the process of implementing the method and at the third meeting to find out the results of applying the method.

Results and Discussions

The method used is the classroom action assessment method, the data collection technique is carried out by observing in the field directly to determine the conditions in the field. The data collection location was at Madrasah Tsanawiyah Annajah Jakarta with a sample of class 8.4 students in the history of Islamic culture subject. The time for data collection was carried out on September 27-October 18 2023 by holding three class meetings. The data that has been collected is then analyzed and one of the data is taken which indicates the results of the research.

Table 1 <Data Day 1>

Kegiatan	Uraian
To observe	<ul style="list-style-type: none"> Students read together and pay attention to the golden age of the Abbasids Students read a book that contains an explanation of the golden age of the Abbasids.
To ask	<ul style="list-style-type: none"> Through teacher stimulus, students ask about the golden age of the Abbasids. Each group creates a maximum of 2 questions and exchanges questions to answer each other.
To explore	<ul style="list-style-type: none"> Each group was given the task of discussing material about the golden age of the Abbasids. Each group makes a mind map related to the results of the discussion about the golden age of the Abbasids and then collects them together with the questions that have been answered
To associate	<ul style="list-style-type: none"> Explore the benefits and lessons from the golden era of the Abbasids.
To communication	<ul style="list-style-type: none"> Each group presents the results of a mind map about the golden era of the Abbasids. Appoint one person from each group to provide conclusions regarding today's overall learning outcomes

At the first meeting where the blended learning method was still not implemented, the aim was to find out the shortcomings of the learning methods usually used in this school and other schools. At the first meeting, a problem was discovered, namely a lack of time to deliver a lesson. The factor that influences the lack of time is that students want to write down the points conveyed on the PPT so it takes a long time to wait for students to take notes on the PPT and it is not enough to use other learning methods so they can only use lecture and question and answer methods. just. The next problem is that many students are sleepy and bored about learning at the first meeting.

In response to this, a solution was found to overcome this problem, namely by summarizing and dividing one chapter into two materials that would be presented, then the second material would be presented at the next meeting so that the material could be conveyed well and other learning methods could also be used instead. just a lecture and question-and-answer method.

Therefore, the results of the first meeting were in the form of delivering the material that had been taught, namely in chapter II (the golden age of the Abbasid dynasty) and the students already had notes related to learning on the first day, but the students still did not understand the material that had been taught.

Because many students still do not understand the material that has been taught due to being too focused on note-taking activities, the second meeting which was held on October 11, 2023, tended to review the lessons in the first meeting material. At the second meeting, the learning plan and data were found as follows:

Table 2 <Data Day 2>

Kegiatan	Uraian
To observe	<ul style="list-style-type: none"> Students read together and pay attention to the golden age of the Abbasids Students read a book that contains an explanation of the golden age of the Abbasids.
To ask	<ul style="list-style-type: none"> Through teacher stimulus, students ask about Muslim scientists and their role in the advancement of Islamic civilization during the Abbasid dynasty. Group representatives give questions to other groups that have been prepared by the teacher.
To explore	<ul style="list-style-type: none"> Each group was given the task of discussing material about Muslim scientists and their role in the advancement of Islamic civilization during the Abbasid dynasty. Each group works together to answer questions from other groups or questions given by the teacher.
To associate	<ul style="list-style-type: none"> Explore the benefits and wisdom of Muslim scientists and their role in the advancement of Islamic civilization in the Abbasid dynasty.
To communication	<ul style="list-style-type: none"> Each group throws questions to the other groups randomly. Each group appoints one group representative to come forward to have a turn playing educational games.

The data obtained from the second meeting revealed a problem, the problem was that many students still did not understand the material at the first meeting, because at the previous meeting, the students were too focused on note-taking activities. Therefore, the solution given is to review the lessons at the previous meeting and provide treatment to students who still find it difficult to understand the material being taught. At the second meeting, it was found that for the material in chapter II (the golden age of the Abbasid, dynasty) the students could already understand it so that there was no more repetition of the material to be conveyed.

To overcome the problems that occurred at the first and second meetings, the researcher invited students to study outside the school environment, by providing material that would be delivered at the third meeting through one of the students which would later be distributed via the WhatsApp group. Next, the researcher gave the task to the students to record the material that would be presented at the third meeting so that it was hoped that at the third meeting, the students would no longer focus on recording the material. It doesn't stop there, the researcher provides opportunities for students who want to ask questions about the material that has been sent or the assignments that have been given, with the hope of being able to filter out students who still don't understand the material at the third meeting later.

Before entering the third meeting, students are equipped with knowledge regarding the material that will be presented later. For further information, the learning plan and data found at the third meeting held on October 18 2023 were as Table 3.

From the Table 3 obtained at the third meeting, almost all of the students had recorded the lesson material so that students could focus on understanding the lesson material on what they did not yet understand. This means that there is still a lot of learning time remaining so that researchers can freely use students' large amounts of time to apply other learning methods such as jigsaws or making games related to learning.

To determine the development of students' interests, researchers made observations by asking students about the meeting that day using the blended learning method. The questions given are indicators related to the development of a person's interests, which students will answer well and honestly without any coercion. After the students answered questions from the researcher, the researcher then filled out a questionnaire containing indicators about the development of students' interests. From the results obtained, it was found that there was a development of student interest when the blended learning model was applied to the subject of Islamic cultural history.

Table 3 <Data Day 3>

Activity	Description
To observe	<ul style="list-style-type: none"> Students read together and pay attention to the golden age of the Abbasids Students read a book that contains an explanation of the golden age of the Abbasids.
To ask	<ul style="list-style-type: none"> Through teacher stimulus, students ask about Muslim scientists and their role in the advancement of Islamic civilization during the Abbasid dynasty. Group representatives give questions to other groups that have been prepared by the teacher.
To explore	<ul style="list-style-type: none"> Each group was given the task of discussing material about Muslim scientists and their role in the advancement of Islamic civilization during the Abbasid dynasty. Each group works together to answer questions from other groups or questions given by the teacher.
To associate	<ul style="list-style-type: none"> Explore the benefits and wisdom of Muslim scientists and their role in the advancement of Islamic civilization in the Abbasid dynasty.
To communication	<ul style="list-style-type: none"> Each group throws questions to the other groups randomly. Each group appoints one group representative to come forward to have a turn playing educational games.

Below is presented data in the form of calculations from the results of a research questionnaire which was answered by 30 students out of a total of 32 students. The questionnaire contains 6 indicator values regarding the development of student interests. To understand further, the following table is presented:

Table 4 <Indicator Values>

No.	Question Instrument	Yes	No
1.	Students enjoyed learning today	30	2
2.	Students become more active and enthusiastic with today's learning model	25	7
3.	Students do not feel burdened by the material that has been presented	30	2
4.	Students can better understand the material with today's learning model	24	8
5.	Students are more motivated in learning	30	2
6.	Students prefer today's learning model for the next meeting	28	4
Total		167	25

The results from the table above show that many students have an increased interest in studying the history of Islamic culture. The results of this data can be a reference regarding the increase in students' interest in learning by using the blended learning method based on PBL (Problem-Based Learning) in Islamic cultural history subjects.

Students' interest in learning is certainly something that must be considered by all teaching staff. Because it will have an impact on the child's future and can also result in a decline in education in a country. Education is important in efforts to make the nation's life more intelligent, improve the welfare of society, and increase the dignity of the country (Alpian et al., 2019). Because the teaching and learning process is a very important part of building the quality of a country. The higher the quality of education, the more advanced the nation itself will be (Pristiwanti et al., 2022). Furthermore, according to Ki Hajar Dewantara, education is a guide in the life of children's growth, the purpose of which is so that children as humans and as members of society can achieve the highest level of safety and happiness (Made Sugiarta et al., 2019). Children's happiness and well-being in the future really depends on the education they are currently pursuing. Education is a very fundamental right for a child, a right that must be fulfilled at least with the cooperation of at least the student's parents or educational institutions and the government (Suaidi, 2023). Basically, the development of education is to prepare the young generation of Indonesia to become active and productive citizens so that they can develop the lives of themselves, their communities and their nation (Hasan, 2019). There are many factors that can improve the quality of education for a child so that it can also improve the quality of education in a nation.

The quality of teaching staff is also a very important factor in improving the quality of education. Without the active participation of a teacher, education becomes meaningless so that the material and essence will be lost. In detail, if a teacher has innovation that supports a good system, then the quality of educational institutions will increase (Risdiyany, 2021). The personality competency of a teacher has a very important role and function in developing students' personalities in order to prepare and develop human resources (Salsabilah et al., 2021). The teacher's role in developing students' interests is very important in the learning process. However, in reality, many students are less interested in certain subjects due to the lack of role of the teacher (Ulfah & Arifudin, 2022). The teacher is the key to whether or not a learning process is interesting or effective, therefore a teacher is not only required to enliven the class atmosphere but can also turn learning into a process of improving the characteristics of his students (Sulastri et al., 2020). It is no longer the case that teachers still use lecture and rote memorization methods in carrying out the learning process. By using the right media and learning methods, students are better prepared and confident to face the various challenges and changes that exist in the era of industrial revolution 4.0 (Tafonao & Budi Ristiono, 2020).

Every teacher must have various strategies in dealing with problems in the classroom, because not all classes have the same character. Usually a class filled with high achieving students will be easier to organize and easier to understand the lessons than a class filled with students with little achievement. The strategy carried out by teachers seeks to increase students' interest in learning so that they can also improve the quality of education in an institution. Strategy is a pattern or arrangement during the learning process. A teacher really needs to have strategies because they can make the learning process easier (Humaira et al., n.d.). A teacher is likened to a craftsman, the better the teacher is at choosing the materials to use, the better the beautiful impression will be. Likewise with the learning process, the better the method used for learning, the students will have a different impression of the material provided by the teacher (Fauzi & Akhsin Yusuf, 2022). During adolescence, students tend to like new things and of course each student has different intelligence, there are students who are active, moderate or passive when in class. If the learning presented is less interesting, it will have a big impact on the final learning outcomes (Hasriadi, 2022). Learning methods have six principles, including: (1) Every learning method always has a purpose, (2) Selection of a learning method, (3) Learning methods will be more effective if assisted by learning media, (4) There is no perfect learning method. , however, a good method is one that can achieve learning objectives, (5) Each learning method can be assessed, whether the method is appropriate or harmonious, (6) The use of learning methods must be varied, educators should use a variety of methods and not just one (Hidayat et al., 2020). In determining whether the learning process is successful or not, a teacher must be able to determine the method he wants to apply according to students' interests so that students can be interested in participating in the learning process. (Primadoniati, 2020).

The results of the findings in this research illustrate that there was an increase in students' interest in learning after the blended learning method was implemented. It can be seen from the first findings that many of the students still did not understand the material presented, so repetition was carried out in presenting the material at the next meeting. Therefore, at the second meeting the students were invited to review the material at the previous meeting because many of the students still did not understand the material that had been presented. After repetition in delivering the material, the author began to apply the blended learning method by creating groups from all students. Next, each group is given a task to do when they get home from school. When the students arrived home, the author provided material for the third meeting where students were asked to first understand the material that would be presented before entering the third meeting. Furthermore, at the third meeting, the students entered the class already understanding the material that would be presented so that the author had plenty of time to use various other learning methods such as playing games to increase students' interest in learning. At the third meeting, most of the students already understood the material that had been presented so that when repeating the material, the author focused more on the small number of students who did not understand the material. At the end of the meeting, the author asked all students questions regarding the learning methods that had been prepared as indicators of success. The results of the interviews indicated that the majority of students liked the method that had been presented so that students had an interest in studying the history of Islamic culture.

This research was carried out over three meetings and used a sample of only one class. Of course, this research has many limitations and shortcomings, such as the very short time in conducting the research, so that a consistent increase in learning interest using blended learning has not been seen. Furthermore, the sample used was only one class, so there was a lack of significant data between interest in learning using the blended learning method and interest in learning not using the blended learning method. This is what makes the author recommend improving the quality of research related to the application of the blended method in increasing students' interest in learning.

Conclusions

Education is something that must be obtained by every society, especially children. The progress or decline of a country can be seen from the development of education in that country, because education can develop the potential of human resources (HR) in that country so that all fields can be managed well without any help from outside parties. Instilling education in children is the responsibility of many parties such as the government, educational institutions, and parents. An educator or teacher is also the party responsible for the education of a nation. Teachers must be clever in choosing strategies to use to deal with the various characteristics of different children when carrying out the learning process. Various methods will be used by teachers to attract attention to students whose goal is to achieve the results of learning objectives. Students' interest in learning is certainly different from other students, because each student has different characteristics. Low interest in learning can be caused by the existence of certain subjects which make it difficult for students to understand them, which can lead to feelings of laziness in participating in the learning process in those subjects. Islamic cultural history subjects have very extensive and complicated material so that students' interest in learning is low. Very little of the material presented in the history of Islamic culture can be implemented in real life, which is why students are less attracted to studying this subject. Therefore, a teacher must create mature and innovative learning strategies so that students' interest in learning can grow so that learning outcomes can be achieved well.

The methods used by teachers must be appropriate and adapted to the characteristics of the class. In this research, the method used to increase students' interest in learning in Islamic cultural history subjects is the blended learning method. The results of this research show an increase in students' interest in learning so that learning outcomes can be achieved well. The application of the blended learning method is also desired by the students to be applied at subsequent meetings, this indicates the attraction of students to take part in the learning process on the history of Islamic culture subject where before this method was applied, many students were passive and even left the class because not interested in these subjects.

In closing, the author advises readers, especially educators, to continue to be responsible for what they have fought for. The teaching and learning process is not only limited to delivering material, but also how to increase the learning potential of students, because with increased interest in learning, students will be encouraged to continue learning so that they can improve the quality of education in a country. Every problem has an answer, as well as problems in the learning process, there are many methods that can be used to answer problems during the learning process, therefore prepare the learning strategy well and the strategy must be appropriate and must first be adjusted to the needs of the students.

References

- Abdullah, S. S. (2021). Pembiasaan Nilai Karakter Disiplin Melalui Metode Pembelajaran Blended Learning di Sekolah Dasar. *Sistem-Among: Jurnal Pendidikan Sekolah Dasar*, 1(2), 41–47. <https://doi.org/10.56393/sistemamong.v1i2.320>
- Abdullah, W. (2018). Model blended learning dalam meningkatkan efektifitas pembelajaran. *FIKROTUNA: Jurnal Pendidikan Dan Manajemen Islam*, 7(Vol. 7 No. 1 (2018): Volume 7, No. 1, Juli 2018).
- Alpian, Y., Anggraeni, S. W., Wiharti, U., & Soleha, N. M. (2019). Pentingnya Pendidikan Bagi Indonesia. *Jurnal Buana Pengabdian*, 1(Vol 1 No 1 (2019): JURNAL BUANA PENGABDIAN), 66–72.
- Arifin, S., & Maulidi, A. (2023). Penerapan Blended Learning Dalam Proses Pembelajaran Di Masa Pandemi Covid-19. *Jurnal Jendela Pendidikan*, 3(Vol. 3 No. 02 (2023): Jurnal Jendela Pendidikan: Edisi Mei 2023), 272–279.
- Atika, A., Machmud, A., & Suwatno, S. (2020). Pendekatan Meta-Analisis : Blended Learning terhadap Hasil Belajar DI Era Covid-19. *Jurnal Basicedu*, 4(Vol. 4 No. 4 (2020): October, Pages 775-1467), 919–926. <https://doi.org/10.31004/basicedu.v4i4.488>
- Cong Sujana, I. W. (2019). Fungsi dan Tujuan Pendidikan Indonesia. *ADI WIDYA: Jurnal Pendidikan Dasar*, 4(2527–5445), 29–39.
- Fauzi, A., & Akhsin Yusuf, M. (2022). Implementasi metode pembelajaran blended learning era covid 19 dalam meningkatkan minat belajar siswa kelas viii pada mata pelajaran fiqh di MTs Al-Huda Sukorejo Banyuwangi. *MUMTAZ: Jurnal Pendidikan Agama Islam*, 2(Vol 2 No 1 (2022): (December 2022)), 21–36.
- Ferdiansyah, A. (2022). Penggunaan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Hasil Belajar Siswa Materi Fungs. *TEACHING: Jurnal Inovasi Keguruan Dan Ilmu Pendidikan*, 2(Vol. 2 No. 2 (2022)), 157–163.
- Hasan, S. H. (2019). Pendidikan sejarah untuk kehidupan abad ke 21. *HISTORIA: Jurnal Pendidikan Dan Penelitian Sejarah*, 2(2), 61–72.

- Hasriadi. (2022). Metode Pembelajaran Inovatif di Era Digitalisasi. *Jurnal Sinestesia*, 12(1), 136–151. <https://sinestesia.pustaka.my.id/journal/article/view/161>
- Hidayat, A., Sa'diyah, M., & Lisnawati, S. (2020). Metode Pembelajaran Aktif dan Kreatif Pada Madrasah Diniyah Taklimiyah di Kota Bogor. *Edukasi Islami: Jurnal Pendidikan Islam*, 9(1), 71–86.
- Humaira, M. A., Balqis, L. F., Rajagukguk, Z. F., & Nurrahmah, S. A. (n.d.). Strategi guru dalam pembelajaran daring: peningkatan keterampilan membaca siswa sekolah dasar. *Journal of Educational and Language Research*.
- Kakok Koerniantono, M. E. (2019). Pendidikan sebagai suatu sistem. *SAPA: Jurnal Kateketik Dan Pastoral*, 4(Vol. 4 No. 1 (2019)), 59–70.
- Khairul, A., Firza, N., Kabaekan, N., Sari Audya, P., & Putri Aulia, S. (2022). Periodisasi Perkembangan Peradaban Islam dan Ciri-Cirinya. *JPDK: Jurnal Pendidikan Dan Konseling*, 4(Vol. 4 No. 6 (2022): Jurnal Pendidikan dan Konseling: Special Issue (General)), 9654–9661.
- Made Sugiarta, I., Bagus Putu Mardana, I., Adiarta, A., & Wayan Artanayasa, I. (2019). Filsafat pendidikan ki hajar dewantara (tokoh timur). *Jurnal Filsafat Indonesia*, 2(Vol. 2 No. 3 (2019)), 124–136.
- Primadoniati, A. (2020). Pengaruh Metode Pembelajaran Problem Based Learning Terhadap Peningkatan Hasil Belajar Pendidikan Agama Islam. *DIDAKTIKA*, 9(1), 77–97. <https://jurnaldidaktika.org/77>
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling*, 4(Vol. 4 No. 6 (2022): Jurnal Pendidikan dan Konseling), 7911–7915. [http://repo.iain-](http://repo.iain-putri.ac.id/)
- Putri, A. R., Fakhruddin, M., & Yanuardi, M. H. (2021). Pengaruh Penggunaan Model Blended Learning Berbasis Microsoft Teams terhadap Minat Belajar Siswa pada Pembelajaran Sejarah di SMA Negeri 3 Bukittinggi. *Jurnal Pendidikan Tambusai*, 5, 3119–3126.
- Ranto Mulia, J., Nasution, B., Asmendri, & Sari, M. (2023). Peranan Kurikulum Dalam Mencapai Tujuan Pendidikan. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 09(Vol 9 No 2 (2023): El-Idare), 34–40. <http://jurnal.radenfatah.ac.id/index.php/El-idare>
- Reski, N. (2021). Tingkat minat belajar siswa kelas IX SMPN 11 kota Sungai Penuh. *JIP: Jurnal Inovasi Pendidikan*, 1(Vol. 1, No.11), 2485–2590.
- Risdiany, H. (2021). Pengembangan profesionalisme guru dalam mewujudkan kualitas pendidikan di Indonesia. *Jurnal AL-HIKMAH*, 3(Vol. 3 No. 2 (2021): Jurnal Pendidikan dan Pendidikan Agama Islam), 194–202.
- Sa'ida, I. A. (2022). Pengaruh model project based learning pada mata kuliah pendidikan kewarganegaraan terhadap karakter integrasi nasional mahasiswa teknik informatika. *Edu Research: Jurnal Penelitian Pendidikan*, 3(Vol 3 No 2 (2022): EDU RESEARCH), 35–47.
- Salsabilah, A. S., Dewi, D. A., & Furnamasari, Y. F. (2021). Peran Guru Dalam Mewujudkan Pendidikan Karakter. *Jurnal Pendidikan Tambusai*, 5(Volume 5 Nomor 3 Tahun 2021), 7158–7163.
- Sari, I. K. (2021). Blended Learning sebagai Alternatif Model Pembelajaran Inovatif di Masa Post-Pandemi di Sekolah Dasar. *Jurnal Basicedu*, 5(Vol. 5 No. 4 (2021): August Pages 1683-3000), 2156–2163. <https://doi.org/10.31004/basicedu.v5i4.1137>
- Sri Nanda, A. (2019). Supervisi Pendidikan Dalam Mewujudkan Tujuan Nasional Pendidikan dan Meningkatkan Mutu Pendidikan. *INA-Rxiv Papers*, 1–3.
- Suaidi. (2023). Urgensi pendidikan anak dalam upaya meraih kesuksesan di masa DEPAN. *Journal of Innovation Research and Knowledge*, 2(Vol. 2 No. 11: April 2023), 4333–4350.
- Sulastri, Fitria, H., & Martha, A. (2020). Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan. *Journal of Education Research*, 1(Journal of Education Research, 1(3), 2020, Pages 258-264), 258–264.
- Tafonao, T., & Budi Ristiono, Y. (2020). Peran Guru Agama dalam Meningkatkan Mutu Pembelajaran dengan Bantuan Multimedia. *Jurnal Komunikasi Pendidikan*, 4(1), 9–17. www.jurnal.univetbantara.ac.id/index.php/komdik
- Tarigan, M., Audry, F., Az-Zahra, F., Tambunan, S., Pujiati, P., Badariah, N., & Rohani, T. (2023). Sejarah Peradaban Islam dan Metode Kajian Sejarah. *Jurnal Pendidikan Tambusai*, 7(Volume 7 Nomor 1 Tahun 2023), 1658–1663.
- Ulfah, & Arifudin, O. (2022). Peran guru dalam upaya pengembangan bakat dan minat peserta didik. *Jurnal Al-Amar (JAA)*, 3(1), 9–16.
- Umar. (2019). kemenag_ski. <https://Pendis.Kemenag.Go.Id/Read/Kemenag-Akan-Ganti-Materi-Mapel-Ski>, 1–1.
- Wicaksana, E. J., Atmadja, P., & Muthia, G. A. (2021). E-learning edmodo dengan model pbl untuk meningkatkan minat belajar siswa pada masa pandemi covid-19. *JPB: Jurnal Pendidikan Biologi*, 12(1), 22. <https://doi.org/10.17977/um052v12i1p22-29>

- Widiyanto, S., & Pujaning Ati, A. (2019). Judika (jurnal pendidikan unsika) pengaruh metode snow ball throwing dan minat belajar terhadap keterampilan menulis kalimat argumen siswa smk insan mulia kota Bekasi. *JUDIKA : Jurnal Pendidikan UNSIKA*, 7(Vol. 7 No. 1 (2019): JUDIKA (JURNAL PENDIDIKAN UNSIKA)), 36–45. <http://journal.unsika.ac.id/index.php/judika>
- Yunitasari, I., & Hardini, A. T. A. (2021). Penerapan Model PBL Untuk Meningkatkan Keaktifan Peserta Didik Dalam Pembelajaran Daring Di Sekolah Dasar. *Jurnal Basicedu*, 5(Vol. 5 No. 4 (2021): August Pages 1683-3000), 1700–1708. <https://doi.org/10.31004/basicedu.v5i4.983>
- Yunitasari, R., & Hanifah, U. (2020). Pengaruh Pembelajaran Daring terhadap Minat Belajar Siswa pada Masa COVID 19. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 2(3), 232–243. <https://doi.org/10.31004/edukatif.v2i3.142>