



THE EFFECTIVENESS OF PAI LEARNING WITH BLENDED LEARNING MODELS AT PRIVATE ISLAMIC HIGH SCHOOLS IN RALANGKA RAYA

Abdurrohim¹, Normuslim², Muhammad Syabrina³

^{1,2,3,4} Department of Tarbiyah, Faculty of Tarbiyah and Teacher Training, IAIN Palangka Raya, Central Kalimantan, Indonesia

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Abstract

This research is based on learning problems that cannot be carried out face-to-face because of the prolonged Covid-19 pandemic condition until now, so learning must be carried out by blended learning or face-to-face distance at private Islamic high schools throughout Palangka Raya to reduce the spread of the virus. Covid-19 continues to increase. For this reason, the formulation of the problem in this study is 1) How is the effectiveness of PAI learning with blended learning models in private Islamic high schools throughout Palangka Raya? 2) What are the teacher's obstacles in the PAI learning process with the blended learning model in private Islamic high schools throughout Palangka Raya? This study aims to describe the effectiveness of PAI learning with the blended learning model and the teacher's obstacles in the learning process at private Islamic high schools throughout Palangka Raya. This research was conducted using the descriptive qualitative method. This research was conducted at SMA Muhammadiyah 1 Palangka Raya, SMA Muhammadiyah 2 Palangka Raya and SMA Nahdatul Ulama Palangka Raya. The subjects of this research are teachers who teach PAI subjects. For data collection using observation techniques, interviews, and documentation. The data validation technique uses persistence and constancy of observation and triangulation. Meanwhile, data analysis was carried out using data collection, data reduction, data display, and conclusion drawing/verification. The results of this study indicate that: 1) The effectiveness of PAI learning with the blended learning model in private Islamic high schools throughout Palangka Raya is still not maximized because students' interest and motivation to learn decreases and students feel bored with the distance learning model or blended learning so that the strategy used by the teacher in teaching can not run optimally. In addition, the small allocation of learning time also causes the explanation of the material to be less effective. 2) The teacher's obstacle in the learning process is

the lack of student participation in learning. This is because the main obstacles that occur are the difficulty of the signal and the weak internet network that occurs to students. In addition, the limited quota is also an obstacle for students who have economic limitations.

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Corresponding Author:

Abdurrohim

IAIN Palangka Raya, Menteng, Jekan Raya, Palangka Raya City, Central Kalimantan
73112, Indonesia

abdurrohim09bnt@gmail.com

INTRODUCTION

Suitable learning methods are essential in supporting education not only as a means of building human resources in a country, but it is also hoped that students will be able to manage life problems and problems rooted in society by engaging in community and being able to compete in the era of globalization. In the age of globalization, science and technology are developing very rapidly, without any limitations of space and time. All parties can feel the impact, including the increasing spread of various information globally. Its influence is also extensive in multiple aspects and fields of life, including education. The effect that is happening to education today is during the Covid-19 pandemic experienced throughout the world, including Indonesia. The Indonesian government has begun to respond quickly to carry out physical distancing (restrictions on interaction) and adhere to health protocols when doing their activities. However, due to the increasingly widespread Covid-19 outbreak, which impacts important sectors in Indonesia, including the education sector, activities that make many people gather are starting to be limited in Indonesia, such as schools, worship, and so on.

This causes learning cannot be done face-to-face as usual. Quoted from the [kompas.com](#) page regarding the rules for face-to-face schools opened in July, The President of the Republic of Indonesia, Joko Widodo, through the Minister of Health Budi Gunadi, said there were restrictions on the number, schedule, and duration ([Rizal, 2021](#)). Among them, the number of students who may attend face-to-face learning at school will be a maximum of 25 percent of the total students. The school entry schedule during face-to-face learning is limited to a maximum of two days a week. Meanwhile, restrictions are also imposed on the duration of learning in schools, a maximum of two hours a day. However, with the PPKM (Enforcement of Community Activity Restrictions), face-to-face schools in Palangka Raya have been temporarily postponed according to the instructions of the Palangka Raya City Education Office based on Circular Number 420/521/870.UM-PEG/VIX/2021. Likewise, teaching and learning

activities at private Islamic high schools throughout Palangka Raya due to the prolonged Coronavirus Disease (Covid-19) pandemic were forced to learn using a blended learning model, namely knowing carried out by distance meetings. Based on the problems above, the authors are interested in researching PAI Learning Effectiveness with Blended Learning in Private Islamic High Schools throughout Palangka Raya.

METHOD

This research uses descriptive qualitative research. Bogdan and (Moloeng, 2007) define qualitative research as a research procedure that produces descriptive data in written or spoken words from people and observed behavior from phenomena that occur. Furthermore, (Moloeng 2007) suggests that descriptive research emphasizes data consisting of words, pictures, and numbers caused by applying qualitative methods. In addition, everything collected has the opportunity to be the key to what has been researched (Setiawan, 2015). Meanwhile, descriptive research is a form of research proposed to describe or describe existing phenomena, both natural phenomena and human engineering (Meloeng, 2007).

The researcher uses this descriptive qualitative research method because the researcher can describe the implementation and learning constraints of Islamic Religious Education in private Islamic high schools throughout Palangka Raya in depth. At the same time, the subjects in this study were teachers of Islamic Religious Education subjects. This research was conducted in three private Islamic high schools throughout Palangka Raya, namely SMA Muhammadiyah 1 Palangka Raya, SMA Muhammadiyah 2 Palangka Raya and SMA Nahdatul Ulama Palangka Raya. Data collection techniques used by researchers are observation, interviews, and documentation. Data collection techniques are the most crucial step in research because the study's primary purpose is to obtain data. According to (Sugiyono, 2007), when viewed in terms of data collection methods or techniques, data collection techniques can be carried out by observation, interviews, and documentation. However, in this study, the data collection techniques carried out by researchers used three methods:

1. *Observation*. The observation method (observation) is a data collection technique that requires researchers to go to the field to observe things related to space, place, actors, activities, objects, time, events, goals, and feelings (Almanshur, 2012).
2. *Interview*. The interview is a method of collecting data by asking an informant or respondent. Interviews can be conducted using interview guidelines or direct question and answer (Saebani, 2012). Interviews can be used as a data collection technique with the intention of researchers to conduct a preliminary study to find problems that must be investigated by digging up data using this method.
3. *Documentation*. Documentation is a data collection technique by studying

the notes of each written material, film, and picture that can provide information about what will be learned (Fatoni, 2006).

RESULT

Based on the findings of researchers conducted in the field about the effectiveness of PAI learning with the blended learning model in private Islamic high schools throughout Palangka Raya, which was carried out from July 8 to August 8, 2021. Researchers used interviews, observations, and documentation as data collection techniques. Furthermore, the data is presented in the form of a description accompanied by descriptions and adjusted to the order of the problems in this study.

Effectiveness of PAI Learning with Blended Learning Models in Private Islamic High Schools throughout Palangka Raya

According to Supardi, effectiveness is an effort to achieve the goals set following what is needed and according to the plan, through certain activities both physically and non-physically to obtain maximum results (Supardi, 2013). In realizing effective learning, according to (Santoso, 2013), it is necessary to pay attention to several aspects, including:

1. Teachers must make systematic teaching preparations.
2. A good learning process can be seen from the systematic delivery of material, variations in delivery, both media, models, or sounds.
3. Time during the learning process is used effectively.
4. Teachers and students have high motivation in carrying out learning activities.
5. Teachers and students have a good interaction relationship so that if students have learning difficulties, they can be addressed immediately.

Meanwhile, according to Moebs and Weibelzahl, blended learning blended online and face-to-face meetings in an integrated learning activity (Husamah, 2014). From this understanding, the effectiveness of blended learning is a learning effort carried out to achieve targets according to needs. It can be implemented by meeting physically (face to face) or non-physically (distance) or a combination of the two to obtain maximum results. Thus, the effectiveness of PAI learning with the blended learning model can be interpreted as mixed learning carried out in one place or type of implementation according to needs and circumstances to obtain maximum results.

In this study, the effectiveness of PAI learning using blended learning models during the pandemic and PPKM as it is now is intended as an alternative to implementing learning without having to face to face to reduce the spread of COVID-19. However, the learning is carried out remotely with two-way communication, meaning that students can communicate directly with the teacher during or after learning hours are over. This is in line with (Nazaruddin, 2021) that blended learning combines the application of traditional learning in the classroom with online learning that utilizes information technology. And there was a time when face-to-face learning was carried out either face-to-face in

one place or face-to-face using multimedia where educators and students could interact directly so that distance constraints could be overcome with the help of multimedia equipment or learning technology. So, can it be said that blended learning is one solution to the problems in conventional learning and e-learning-based learning and the use of learning technology in it? Referring to the above, to determine the effectiveness of PAI learning with the blended learning model, the researchers grouped them into five aspects:

1. *Systematic Teaching Preparation*

Based on observations made by researchers in three schools, namely SMA Muhammadiyah 1 Palangka Raya, SMA Muhammadiyah 2 Palangka Raya, and SMA Nahdatul Palangka Raya. The implementation of learning during the pandemic and PPKM as it is today using a blended learning model. This is evidenced by the online lesson plans used by the teachers in the three schools. In line with the results of observations, the statements of the Head of SMA Muhammadiyah 1 Palangka Raya, Head of SMA Muhammadiyah 2 Palangka Raya, and Head of SMA Nahdatul Palangka Raya about the implementation of learning that is being carried out now are an alternative way or solution so that learning can continue even with the ongoing pandemic conditions. until now even though teachers and students are bored with distance learning and expect learning to return to normal as usual, however, even though the learning is blended or distance learning, the teacher must continue to learn and try as much as possible.

2. *Learning Process*

According to the teacher, face-to-face learning cannot be replaced with any blended learning model. However, during the Covid-19 pandemic, as it is now, knowledge cannot be done face-to-face because there is no instruction from the Ministry of Education and Culture to conduct face-to-face learning. In addition, it is still in the PPKM period. Therefore, teachers and students must adapt to this blended learning model. The reason teachers say that face-to-face learning cannot be replaced, one of them with blended learning or online models, is because teachers cannot guide and supervise students directly. If the teaching is done face-to-face (offline), the teacher can now control and supervise students who are not active in education. Due to online, blended learning, or online learning, teachers must have their strategies to make students more active when learning takes place.

An example of a strategy used by Mrs. AY, a PAI teacher at SMA Muhammadiyah 1 Palangka Raya, to make her students more active when learning blended learning is to appoint silent or not communicate directly. This makes students more active when learning, especially when Mrs. AY gives a reward in the form of different grades for students who can answer her questions. Mr. SP used a different strategy as a PAI teacher at SMA Muhammadiyah 2 Palangka Raya. He, Mr. SP, is more collective and flexible towards students. For example, when Mr. SP asked students to submit their assignments to school, students who lived far from school did not need to come by simply entrusting

their projects to friends. Another way that Mr. SP did so that students could understand the material presented was by giving them assignments in videos. For example, in reading the Qur'an, students are given the task of making a video reading the Qur'an following recitation. This is one of the ways Mr. SP makes students active in learning. Unlike the case with Mrs. AY and Mr. SP, Mr. H as PAI teacher at SMA Nahdatul Ulama Palangka Raya, to make students functional, Mr. H emphasizes students always to be present and fill in absences. Then to make students active, Mr. H used the question and answer method with students. If students respond when asked, it means following the lesson. The last way, Mr. H also asked students always to do the assignments given as proof that students understand the material that has been explained.

3. Allocation of Study Time

The time for delivering material during online learning is not as much as face-to-face learning. According to Mr. H as a PAI teacher at SMA Nahdatul Ulama Palangka Raya, the duration of online education is only 1 hour, which is 1 x 60 minutes. In contrast to the previous one, the learning time for PAI subjects was 135 minutes or 3x45 minutes. This learning duration also applies to SMA Muhammadiyah 1 Palangka Raya and SMA Muhammadiyah 2 Palangka Raya. This happened because of the policy of the Department. With a relatively short learning duration, teachers must be good at maximizing learning, and students can understand the material presented.

4. Motivation of teachers and students

All the strategies used by the teacher will not run optimally without a sincere desire to learn from the students. Therefore, even though students feel bored with blended learning, students must have motivation because education is essential. According to (Supardi, 2013: 164), education is effective if the teaching can increase interest and motivation. After learning, students become more motivated to study harder and obtain better learning outcomes.

Based on the theory above, the results of interviews between researchers with their students said they were motivated to learn even though they felt bored. If they were not motivated to learn, they would lose themselves and would miss the material presented by the teacher. Mrs. AY, a PAI teacher at SMA Muhammadiyah 1 Palangka Raya, explained that students could be self-motivated if learning is carried out face-to-face. However, during a pandemic like now, students need to be motivated first so that they are encouraged to keep learning even though they feel bored because they are online. Meanwhile, at SMA Muhammadiyah 2 Palangka Raya, Mr. SP as a PAI teacher, revealed that the most optimal learning is face-to-face learning because students can meet their friends, making their spirit of learning for them. During a pandemic like now, Mr. SP said that students' motivation to learn during blended learning decreased, especially for students in the village who had difficulty signaling. Meanwhile, according to Mr. H as a PAI teacher at SMA Nahdatul Ulama Palangka Raya, all models depend on the situation and the cooperation between teachers and students. For student motivation, Mr. H revealed that he often made students

aware and reminded them, even though the current learning conditions are online, students must continue to study actively.

5. *The interaction relationship between teachers and students*

The interaction between teachers and students is an essential component of learning. Without good interaction, education cannot run well and optimally. Like during the current pandemic, the interaction between teachers and students significantly affects the effectiveness of PAI learning with the blended learning model. As a PAI teacher at SMA Muhammadiyah 1 Palangka Raya, Mrs. AY stated good communication with students. If there is a problem, students can report directly to Mrs. AY or meet her at school.

As the head of class XI SMA Muhammadiyah 1 Palangka Raya, ASR admitted that he rarely interacted with teachers during online learning. This is because ASR feels embarrassed, especially when asking questions during the lesson. Meanwhile, Mr. SP as a PAI teacher at SMA Muhammadiyah 2 Palangka Raya, said he has a good relationship with students. If you have a problem, whether you don't understand the material or are constrained by the network, or have economic limitations so that the quota for learning is denied, students can contact Mr. SP or come directly to the school to be helped to provide solutions.

An as the head of class XI SMA Muhammadiyah 2, Palangka Raya revealed that there was a good relationship between students and teachers. For example, suppose A does not understand the subject matter is explained. In that case, A contacts the teacher to better understand the material that the teacher has conveyed. Meanwhile, Mr. H as a PAI teacher at SMA Nahdatul Ulama Palangka Raya, revealed a good relationship between teachers and students. Suppose there are difficulties, a material that is not understood, or the assignment is unclear. In that case, students can directly contact him via WhatsApp, and he immediately responds to students. Then if students collect duties, Mr. H gives applause as a sign of his appreciation for students. As the head of class XI SMA Nahdatul Ulama Palangka Raya, R said that he and the teacher had good interactions. For example, R does not understand the material presented by the teacher. So, R immediately asked the teacher about the material he did not understand. And Mr. H immediately answered the question.

Based on the discussion of the research results, to make learning with an effective blended learning model, the teacher must have innovative and fun learning strategies and models to remain enthusiastic in education. In addition, cooperation between teachers, students, and parents or guardians of students is very influential in implementing this learning model. Therefore, good relations between teachers, students, and parents or guardians of students must be well established.

Teacher Obstacles in PAI Learning Process with Blended Learning Model at Private Islamic High Schools throughout Palangka Raya

Obstacles or obstacles are common in learning. Especially during a pandemic like now, of course, there are various obstacles in the implementation of learning

using new models, such as the blended learning model. With this new learning model, of course, the teacher must be able to adapt to maximize learning. The blocks experienced and the teacher's efforts in the PAI learning process at Private Islamic High Schools throughout Palangka Raya are as follows:

1. *Muhammadiyah 1 High School Palangka Raya*

The obstacles experienced by the PAI teacher, namely Mrs. AY, are many of the students. For example, the network is unstable and challenging, student cellphones are rusan, etc. In addition, the supervision and guidance carried out by teachers in blended learning is very limited, so it isn't easy to make students active in education. While the efforts made by Mrs. AY to overcome the obstacles faced are to provide facilities that the school has offered to students. Students can come to school to do online learning using school computers and school wifi. Then Mrs. AY gave motivation and understanding to students so that they remained enthusiastic and active in learning even in the current state of the epidemic. And for students who have network problems can't follow the lesson can contact Mrs. AY via WhatsApp for confirmation. Then, the teacher gives additional assignments so that the student does not miss the study

2. *Muhammadiyah 2 High School Palangka Raya*

According to Mr. SP as a PAI subject teacher, the obstacles experienced in blended learning are the many reasons students have such difficulty signaling. This causes blended learning conducted with Google Meet. The attendance of students is only about 60%. So, the knowledge is not optimal. The efforts made by Mr. SP as a PAI teacher to overcome the obstacles experienced are the importance of the role of parents or guardians of students at home in supervising and guiding them so that students continue to follow learning well. Although actually, the best is face-to-face learning. However, due to the pandemic and PPKM, face-to-face learning cannot be carried out.

3. *Nahdatul Ulama High School Palangka Raya*

The obstacles experienced by Mr. H as a PAI subject teacher include the difficulty of supervising student activity because the communication is through long distances, plus each child's grasping power is different as for other obstacles, such as slow student cellphones and various other reasons. Usually, the most frequent block is in the data package (quota). Efforts made by Mr. H include direct contact with students who are not present using video calls. The second way emphasizes that students always fill in the absences and always collect assignments as evidence that students are active in learning. If the student is not absent and does not collect duties, the student is considered inactive, and there is no wisdom from the teacher regarding this matter if there is no report to WhatsApps Mr. H. In addition, students can also tell the obstacles or problems they are facing to the teacher and then find a solution. For students who have complex financial, economic constraints, fees for studying should be provided, such as data packages (learning quotas). If they still find it difficult, students can come to school and use its wifi network or school computer. Then if the student's

cellphone is still being repaired, please come to the school to meet the teacher and ask for additional assignments so that you don't miss the material and instead don't follow the lesson. Based on the research findings, the obstacles that often occur are the difficulty of the network and the limited learning quota.

Table 1. Percentage of Students Participating in Online Learning

No	Name of School	Student Percentage
1	Muhammadiyah 1 High School Palangka Raya	70%
2	Muhammadiyah 2 High School Palangka Raya	60%
3	Nahdatul Ulama High School Palangka Raya	65%

Source: Teachers and Principals

DISCUSSION

Based on the presentation of the research data above, learning during the COVID-19 pandemic cannot be done face-to-face as usual. To reduce the spread of COVID-19, learning is carried out using a blended learning model, namely, distance-learning or online learning. The duration of learning for Islamic Religious Education subjects is only 1 lesson hour or 1 x 60 minutes. Even with a bit of time, the teacher must use it as much as possible to achieve the learning objectives. Blended learning conducted in private Islamic high schools throughout Palangka Raya has not been effective. This happens because learning with the blended learning model during the pandemic has not increased student interest and motivation in learning. These findings align with the theory (Supardi, 2013) that knowledge is practical if the teaching can increase interest and motivation. After learning, students become more motivated to study harder and obtain better learning outcomes.

Blended learning is an alternative or learning model solution that is safe and considered more effective when used remotely or online. However, in its application, this learning model has not been maximized due to several obstacles, such as the network's difficulty, especially in rural areas. In addition, the unequal distribution of learning quota assistance from the Ministry of Education and Culture for students is a significant problem for underprivileged students and has limited quotas for studying.

Based on the results of the research and explanation above, it can be concluded that the blended learning model used by schools during the COVID-19 pandemic is online learning with two-way communication or a mixture of face-to-face learning (conventional) and online learning (e-learning). Although it is undeniable that face-to-face learning is more optimal because teachers can guide and supervise students directly. Unlike the case with blended learning, the teacher cannot manage and drive due to time and distance limitations. Therefore, in blended learning, parents or guardians of students are needed to supervise and guide students so that they remain enthusiastic and motivated to study actively to achieve learning objectives.

Then blended learning is a new learning model used by teachers and students during a pandemic like now so that there are still some obstacles such as the network, which is sometimes tricky. Also, the economic limitations of parents of students to buy learning quotas are obstacles that often occur in the implementation of learning with the blended learning model. In addition, obstacles in learning that are carried out remotely make it difficult for teachers to guide and supervise students directly. Student motivation decreases because they are getting bored with online learning.

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