

Application of Blended Learning to Overcome Student Saturation in Class XI MAN 2 Parepare Arabic Learning

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Abstract

This study analyzes the "Application of Blended Learning to Overcome Student Saturation in Learning Arabic Class XI MAN 2 Parepare". Aims to find out the saturation of learning caused by learning Arabic that is not optimal. Blended learning combines face-to-face and online meeting learning to be an alternative to learning.

This study uses a qualitative research method that is descriptive in nature, namely to provide an overview of the situation factually, and systematically, by collecting data, and facts about learning saturation in learning Arabic at MAN 2 Parepare.

The combination of online and offline learning can produce effective and efficient learning. Effectively, blended learning is a balanced concept between increasing insight and knowledge online and increasing skills offline, while attitudes can be obtained from online and offline learning. Efficiently, students can arrange teaching materials in the form of multimedia with a wider and varied range of materials and students can easily access online materials wherever and whenever according to their needs and time availability.

The application of Blended learning at MAN 2 Parepare is carried out using the SIATI MADDUPA application. The effect of using this application, in general, is that students can access all the needs of a series of students in this one application only by having a student card that has been equipped with a barcode. With this student card, students can take attendance independently and have their attendance recorded in real-time, can access library books, and can access the school's internet for free with a barcode scan. This application has just been launched, with various features in this application that can be utilized by all school stakeholders. Even so, the use of this application is not maximized because it is still being developed so that it can be optimal in its use.

The implications of the whole series with various research objects based on facts, as well as various sources from all school stakeholders are very helpful in the process of writing this scientific paper.

Keywords: Application of blended learning, learning saturation

1. BACKGROUND

Learning Arabic is a teaching process that is directed at encouraging, guiding, developing and fostering students' Arabic language skills, both actively and passively and fostering a positive attitude. The atmosphere that should be created in the learning process is how students who learn really play an active role in the learning process. The teacher must create a learning atmosphere that is fun, interesting, and innovative so that it does not cause boredom in students in learning. Especially in learning Arabic, the goal is for the learner to be able to express his desires or what is in his mind perfectly and correctly, either orally or in writing and can understand what he is reading or listening to, and can participate in thinking according to his ability.¹

Learning today is different from ancient learning. Today's students are familiar with technology and its uses. Learners, both teachers and lecturers, are required to be able to adjust to the current development of the mindset of students, so there is a need to innovate in learning. Learning is more interesting and will be very meaningful if it is able to accommodate the needs and interests of students.

Blended learning combines face-to-face and online learning to be an alternative in learning. With the various advantages provided in face-to-face conventional learning that are not obtained from other learning systems, it is able to provide other situations in online learning with different interaction styles, both between students and students and students with other students.

The results of initial observations on learning Arabic at MAN 2 Parepare, it was found that during face-to-face learning more traditional learning models were used which in the process used more lecture and question-and-answer methods. During full online learning, students only get assignments from students that it piles up which causes students to be lazy and bored.

¹Fathur Rohman, Arabic Language Learning Methodology (Malang: Wisma kalimetro, 2015), p. 28.

Based on the background above, the researcher is interested in choosing a thesis entitled: "Application of Blended Learning to Overcome Student Saturation in Class XI MAN 2 Parepare Arabic Learning".

2. RESEARCH METHODOLOGY

This study uses a qualitative research design that is descriptive in nature, namely to provide an overview of the situation factually, and systematically, by collecting data, facts about learning saturation in learning Arabic at MAN 2 Parepare.

Descriptive qualitative research is research that describes and strengthens a phenomenon that applies to the bases obtained at the research location.²This study seeks to record, analyze, describe and conclude the data obtained from the results through observation, interviews, and documentation. From these results, it can provide a careful, systematic, and accurate description of the application of blended learning to overcome the saturation of class XI MAN 2 Parepare students.

3. RESULTS AND DISCUSSION

1. The Application of Blended Learning as an Effort to Overcome the Saturation of Learning Arabic for Class XI MAN 2 Parepare

In carrying out the learning process, of course, there are many ways or strategies that are pursued by students in order to achieve the expected learning objectives. The application of blended learning is one of the alternatives chosen by students in carrying out the learning process. Blended learning at MAN 2 Parepare was first carried out when the Covid 19 pandemic began to subside, which initially required learning to be carried out fully online. This is also the main reason why

²Sukardi, Educational Research Methodology (Competence and Practice), (Cet. VI; Jakarta: Bumi Karsa, 2008), h. 41

class XI students at MAN 2 Parepare experience extreme learning boredom. Considering that during class X these students received full online subject matter, coupled with the Arangic language subject which was always considered difficult. Then gradually limited face-to-face learning is carried out as the level of spread of this virus decreases,

Initially, the term Blended learning was also known as the concept of hybrid learning which combines face-to-face, online and offline learning, but recently changed to blended learning. Blended means a mixture or combination while learning is learning. Graham also stated that blended learning is a blend or combination of various learning, namely combining face-to-face learning with traditional learning concepts that are often carried out by learning practitioners by delivering direct material to students with online and offline learning that emphasizes technology utilization.³

Blended learning combines or mixes face-to-face learning with the help of Information and Communication Technology ICT with the following advantages:

1. Learners interact directly with the content of learning.
2. Can interact with friends.
3. Group discussion and exchange of opinions,
4. Accessing e-libraries, and virtual classes.
5. Online assessment.
6. E-tuitions.
7. Access and maintain learning blogs.
8. Online seminars (webinars).
9. See expert lecturers on YouTube.
10. Learn online through video and audio.

³Antony G. Piccianon, Charles D, Dziuban, Charles R. Graham. Blended learning Research Perspective.(New york: Routledge, 2014) , 4

11. Virtual laboratory.⁴

During online learning, students can present interesting content for students, which can be in the form of images, videos, audio, animations, and so on. Learners can take advantage of current technological sophistication. Like the rise of applications that can be used in learning. Most students will use applications that are popular in society, including using WhatsApp application, Google Classroom, video calls, YouTube, Google Forms, and so on.

The application of blended learning at MAN 2 Parepare starts in early 2020 until early 2022 even though during the implementation it was stopped and then continued again. The requirements that must be met before carrying out limited face-to-face learning are first, the availability of learning facilities and facilities according to adequate health protocols. To fulfill this, adjustments must be made which are considered to be lacking or not yet available, including, making a place for washing hands with running water in front of the school gate, providing body temperature measuring devices, adjusting classrooms to 50 percent of their capacity, making barriers interaction, to the way in and out of the school which is arranged in such a way as to limit the distance from one another, and of course, spraying disinfectant liquid in all corners of the school room. Second, the school must arrange a blended learning schedule according to existing regulations.

From the information above, we can understand that learning at MAN 2 Parepare is not entirely online nor is it fully carried out face-to-face. The learning that is applied is a mixture of face-to-face and online, in other words, MAN 2 Parepare applies a blended learning model.

2. Saturation of Students in Learning Arabic Class XI MAN 2 Parepare

⁴Lalima, Kiran Lata Dangwal, Blended learning: an innovative approach. Universal Journal Of Educational Research. Vol, 5.No. 1. 2017, 129-136

Saturation of learning is a mental condition of a person when experiencing extreme boredom and fatigue, resulting in a feeling of lethargy, not enthusiasm or enthusiasm for life to carry out learning activities.⁵

Every human being will definitely experience boredom, both including adults, teenagers, and children whose main job is to play. Likewise with students. Saturation can occur on the sidelines of the activities carried out. For students, following the learning process that is carried out continuously, as well as the pressures both within themselves and their environment to achieve maximum learning achievement, sometimes brings students to the limits of their physical abilities. This is what then triggers students to experience fatigue, boredom, and boredom in learning. The result is a decrease in the value of achievement, low interest in learning, undisciplined, unable to answer questions, do not do homework, and others. Although it must be admitted, boredom can be experienced by anyone, (Herdah et al., 2020)

Facts in the field that the researchers found after conducting observations and interviews with students stated that there were several reasons for the emergence of boredom experienced by students in class XI MAN 2 parepare, especially in learning Arabic, including:

- a. Interest in learning Arabic. The main factor influencing this interest is that some of the students find Arabic difficult to learn. There are several reasons students experience learning difficulties, especially in learning Arabic, the first, the background knowledge of Arabic from the students themselves. Some of them came from public schools where previously there were no Arabic subjects, not to mention the fact that they had to start learning Arabic fully online in class X. For example, Nurul Safira as a class XI student at MAN 2 Parepare argued that,
"I don't like learning Arabic because it's very difficult for me, it's just hard

⁵Hakim, T. Learn effectively, 2004, p. 62

to get into my mind."⁶

"I often feel bored or unenthusiastic in participating in learning Arabic because I have no foundation about Arabic, moreover learning Arabic for the first time through distance or online learning makes it difficult for me and causes me to be less interested"⁷

"The most frightening thing when learning Arabic comes when we are asked about vocabulary or just being greeted by our students. For example, when a new student enters the classroom after greeting, they immediately throw good morning greetings or just sayings that should sound as motivation are actually worrying for me because I don't understand them. After that start pointing to objects around to answer in Arabic"⁸

However, there are also some of them who really like learning Arabic even though they are constrained by the difficulty of understanding and writing hijaiyah letters, because indirectly for them learning Arabic makes it a place to learn to write and read. This is in accordance with the opinion of students on behalf of Rian Ferdiansa.

"I like learning Arabic because it can make me learn to read and write hijaiyah letters"⁹

- b. Limited textbooks and teaching materials that are classified as difficult. Textbooks in printed form are limited in number and are not distributed to students as a guide and the content of the material requires students to at least have a vocabulary that is ready to use in studying it. While most of the students

⁶Nurul Safirah, Nur Kifayah, Anggun Anugrah, Intan Anggraeni, Arabic students class XI MAN 2 Parepare, Interview. In parepare, 09 August 2023

⁷Muh. Alamsyah, Eka Putri, a class XI student at MAN 2 Parepare, interview. In Parepare on July 25, 2022

⁸Inayah Isfahani Syukri, student of class XI MAN 2 Parepare, interview. In parepare, 25 July 2022

⁹Rian Ferdiansa, Dela, Arabic student class XI MAN 2 Parepare, Interview. In parepare, 09 August 2023

in class XI MAN 2 Parepare come from public schools who do not learn anything about Arabic, this is supported by their first impression that learning Arabic must go fully online. As a result, students who were initially not interested, did not understand, or even liked learning Arabic, felt constrained and had difficulties. This is in accordance with the statement of the respondent as a class XI MAN 2 Parepare student.

"My first main obstacle was learning Arabic because I really didn't really like it, especially when learning online I didn't understand at all plus there was no textbook as a guide in learning Arabic."¹⁰

"The book that students use is difficult to understand because the content translates a lot of paragraphs, although usually they are asked to observe the pictures and then write daily activities according to the pictures and the theme of the paragraphs, after that they practice, while I am not fluent in reading Arabic."¹¹

Some of the respondents above are in line with the statement of Arabic language learners in class XI MAN 2 Parepare that:

"What is difficult is that we Arabic language learners must be able to adjust the abilities of students to the demands of the curriculum, because if a book fully follows the contents of the student book it will be more difficult, the content requires students to have the provision of Arabic vocabulary and rules. Not to mention that Arabic language books are very limited so students don't have a handle on it."¹²

"Actually it's not that there are no textbooks, it's just that the books are in digital form, so children are sent digital books in pdf format via WhatsApp,

¹⁰Fadhilah Azzahra, Arabic student class XI MAN 2 Parepare, Interview. In parepare, 09 August 2023

¹¹Sabriyadi, student of class XI MAN 2 Parepare, interview. In parepare, 25 July 2022

¹²Hj. Hidayah, student of class XI MAN 2 Parepare, interview. In parepare, 29 July 2022

but it's still a problem because sometimes those who are asked to open the book instead open other applications on their smartphone"¹³

From the opinion above, it can be concluded about learning Arabic in class XI MAN 2 Parepare that students use technology as a media aid in terms of the limited number of textbooks. For example, by sending pictures through the WA group to be observed, then the results are written in a book to be re-practiced by taking turns writing back on the board and reading alternately as well. This is done with the aim that students who are not used to or cannot even write Arabic learn slowly. Likewise in reading after students are directed to write on the blackboard alternately and then read the writing randomly.

For Arabic language learners in class XI MAN 2 Parepare it is a challenge in itself as well as provoking students' creativity in choosing methods and developing teaching materials according to student's abilities but still in line with the demands of the curriculum. Class XI MAN 2 Parepare students cannot fully teach the contents of the existing book.

c. Arabic learning models and learning methods that seem monotonous. This reason arose because what they felt so far was that they had to take part in full online learning which was then slowly applied to limited face-to-face learning. They think that full online learning is inefficient because sometimes students give material only as notes or assignments. Or for example when face-to-face meetings usually use the lecture and question and answer method.

Learning Arabic in class XI really demands the creativity of the learner in overcoming difficulties that trigger a loss of enthusiasm for learning or the emergence of boredom in participating in learning Arabic. According to Ms. Hj. Guidance as a class XI student that:

"When I teach, I don't give a lot of memorizing assignments to children for now because I see the condition of the students, so it stimulates or provokes a desire to learn first, for example, if there is a theme in a long

¹³Salmiah, student of class XI MAN 2 Parepare, interview. In parepare, 29 July 2022

reading book that should be translated and then the contents are studied, I usually don't ask them to translate students. In a book, if there's a paragraph that you want to translate, there's always a picture beside it. Usually, you're told to observe the picture, then make simple sentences based on the picture but in accordance with everyday life. For example, in a book there is a picture of a mini market, there are snacks, there are vegetables, etc. The children told me to find Arabic for me to go to the mini market, etc.¹⁴

The saturation of learning that occurs in class XI MAN 2 Parepare, especially in Arabic subjects, is caused by various reasons. Some of these students experienced learning burnout because from the beginning they were not interested in Arabic lessons so it was very difficult for them to understand the material presented, others argued that they experienced learning saturation because of the monotonous learning model. There are also those who say that learning Arabic becomes boring on certain materials which they think are difficult, and not a few say that learning full online or learning full offline is the main trigger for learning boredom to appear, especially in Arabic subjects which are considered difficult. .

Meanwhile, Arabic class XI MAN 2 Parepare students agree that:

"Study of learning is definitely there, considering that this is the first time in the history of learning in Indonesia to carry out full online learning. Moreover, Arabic lessons are always considered difficult for students who, even though they are taught directly, do not necessarily understand. Moreover, they must be taught online through learning videos or recordings of explanations that are sent, so sometimes the students leave, the students still don't understand."¹⁵

- d. Less effective learners in terms of the use of learning media. This phenomenon can be seen from the observations of researchers that students are given the opportunity to use their Android or smart phones to access digital books or search for vocabulary meanings via the internet, but many of the students

¹⁴Hj. Hidayah, student of class XI MAN 2 Parepare, interview. In parepare, 29 July 2022

¹⁵Hj. Hidayah, student of class XI MAN 2 Parepare, Interview. In Parepare on July 29, 2022

misuse this opportunity which results in non-optimal learning. This is due to the difficulty of the existing material, so students feel lazy or bored which makes them access the internet freely via Android when learning takes place.

- e. The lack of concentration of students in participating in Arabic learning can be seen from the attitude of students who are busy alone or talking with their desk mates, students in front of them and behind them when students deliver Arabic subject matter.
- f. Students often complain about the difficulty of memorizing vocabulary and forgetting easily. This is in accordance with the statement of a class XI MAN 2 Parepare student:

"When the children are asked for a vocabulary or when they are being tested about Arabic objects, objects around them immediately remain silent and do not respond, even though they have recently been told to memorize them, especially if they are asked to give them into sentences, they immediately go blank."¹⁶

- g. Allocation of learning time. Based on observations made by researchers, it was found that time allocation was also an obstacle that caused learning boredom to arise. For example, in class XI IIS 1 and XI IIS 2, the schedule for learning Arabic is from 10.40 to 12.00, while in class XI MIA 2 they study after midday prayers. According to the researchers, at this time, students start to get hungry, and sleepy, and the class atmosphere starts to get hot. This can be seen from the lack of comfort of the students in participating in the learning process, some of whom started looking for solutions to overcome the heat by using books as fans, there were also those who started yawning nonstop.
- h. Inadequate classrooms. Several classrooms at MAN 2 Parepare are inadequate in terms of size. There are classrooms that only use former laboratories where the tables are still laboratory tables that use partitions and are arranged close together which causes limited access for students to control the class. There are also those whose classes are relatively narrow or the classrooms are large but

¹⁶Hj. Hidayah, student of class XI MAN 2 Parepare, Interview. In Parepare on July 29, 2022

the number of students in them is also large, so that it remains an obstacle to the ongoing conducive learning.

- i. The mindset of students who consider learning Arabic is important for the reason that Arabic is not used in daily activities let alone for work. One of the students casually said that:

"I don't like Arabic because I don't know what to do with it, I don't wear it when I want to work, I don't use it at home either."¹⁷

3. The Contribution of the Application of Blended Learning to Learning Arabic for Class XI MAN 2 Parepare

In the application of blended learning according to Mrs. Hj. Hidayah and Mrs. Salmiah as students of class XI MAN 2 Parepare Arabic subjects that:

"Even though we are doing blended learning, we still maximize our efforts so that learning runs as efficiently as possible. For example, in the application of blended learning, we prepare a sheet lesson plan as an emergency device that seeks to adapt the needs of students to the suitability of learning objectives, although sometimes it is also just adjusting the normal lesson plan to a sheet lesson plan.

"Another effort that we are making is still preparing teaching materials or special materials for online classes which will be sent right before offline learning begins, as well as offline class materials. So when students get an online schedule, sometimes students are given the task of understanding the material or just getting the task of taking notes, so the explanation is done when it is their turn to get an offline schedule, and vice versa. Well, we are smart in dealing with it."¹⁸

The things that are considered quite effective from the existence of learning with the blended learning model include;

First, the establishment of effective communication can provide a good

¹⁷Agung, a student of class XI MAN 2 Parepare. Interview. In Parepare, 10 August 2022

¹⁸Hj. Hidayah and Salmiah, (Arabic language learners class XI MAN 2 Parepare), interview, in Parepare, July 27 2022

emotional relationship between students and students. Besides that, students can get to know each student's character better, especially class XI students who have not had the opportunity to interact directly with students intensely since the beginning of entering school. Emotional closeness can also affect enthusiasm in learning, so that learning can be carried out effectively.

Second, unravel boredom, boredom is the thing that most people complain about due to online learning that has taken too long. Face-to-face learning is considered as something that can reduce learning boredom, because by face-to-face they can meet their classmates so that they are more motivated to be more responsive in learning.

Third, catching up because there are some students who are not active in learning Arabic, and some others don't even take part in learning at all for various reasons. So that face-to-face is the right time for those who are left behind to have the opportunity to catch up and make up for their lag.

Hj's mother Hidayah as a class XI MAN 2 Parepare student stated that,

"The most visible and most beneficial thing for students is the ease of controlling students in terms of active learning and the accuracy of submitting assignments, because previously there were some students who disappeared without a trace. respond by asking and completing the tasks"¹⁹

Fourth, it facilitates understanding because not all material can be conveyed properly online. In fact, many students have difficulty understanding online material, especially practicum material. So that face-to-face is the right option to explain and practice things that are difficult to understand. Based on this description, it can be concluded that the results of applying blended learning at MAN 2 Parepare, especially in Arabic class XI subjects, are quite effective in overcoming various obstacles to online learning, especially the problem of learning saturation.

¹⁹Hj. Hidayah, (Arabic Language Learner Class XI MAN 2 Parepare), Interview, In Parepare, 05 August 2022

The advantages obtained with the benefits of blended-based learning for learning or training institutions are expanding the range of learning, ease of implementation, cost efficiency, optimal results, adapting to various student needs, and increasing the attractiveness of learning.²⁰

Other contributions obtained from the application of blended learning are:

1. Flexible

Elijah defines strategic flexibility as the behavior in switching strategies during the problem-solving process which includes various patterns of strategy changes.²¹Based on this opinion, it is argued that flexibility is one of the characteristics of creative thinking that emphasizes the ability to generate various alternative ideas in understanding problems, selecting and implementing the most efficient strategies, and being able to change mindsets spontaneously in switching strategies.

By using the blended learning method, students do not have to come to class every day. Learning can be done via the internet, then one day a week there is a meeting with students in the classroom, to get feedback on what has been learned. This flexibility becomes a trigger for students to keep trying to find ways to overcome the difficulties or problems they are facing. Especially in learning Arabic, students become accustomed to using the internet as the main medium for learning Arabic, both in finding out the meaning of vocabulary and in learning Arabic material.

For students, this flexibility is an opportunity to further improve the quality of their knowledge which is easily obtained from various kinds of seminars or workshops that can be attended without having to leave their main obligations as students.

²⁰HUSNI IDRIS – Blended Learning Model, Journal of Iqra' Vol.5. No.1, January – June 2011

²¹ Nur alvi Rahmawati, Thesis: "Profile of flexibility of junior high school students in solving linear equations of one variable in terms of gender differences", Surabaya : Surabaya State University, 2017.1

2. Save Cost & Time

Using the Blended learning model saves more costs and time. Learning to use the internet does not have to have a physical book because the material already exists online and participants only need to download it. In addition, students can also save time because they don't have to pay to come to school, by learning the blended learning method. It's just that, from the other side, students who don't go to school are often constrained by the many other activities at home, for example, they get assignments from their parents to look after their younger siblings, clean up, or just relax with their android so that the material that should be accessed is not done. While learning has a time limit in terms of collecting assignments.

3. Interactive Material

Subject matter presented via the internet is made into interactive media so that it is more detailed and attracts the attention of participants. The learning media can be used according to the learning method of each participant. For example, through interactive videos, explanatory videos from students, podcasts and written materials in e-book format. All of this is coupled with various live sessions, online chat with students and various other technological supports.

Presentation of this interactive material has not been fully implemented in the application of blended learning, but that does not mean it is not implemented. This is also due to the limitations of learners in using technology media and the internet.

4. Effective and Efficient

Every learner has a way of learning that is different from one another. There are participants who are comfortable studying in the morning, afternoon or even studying at night while relaxing and listening to music. There are also students who are more comfortable studying in their own room, in a coffee shop or in a classroom. That way, using this blended learning method, students become independent in terms of setting their own time and place of study.

The most visible contribution after the application of blended learning, especially in Arabic subjects, is that students become more simple in carrying out learning, both in terms of preparing teaching materials, materials, and how to evaluate learning. And for students, they are more flexible to access digital material. This is also supported by the existence of a digital platform that is used in schools that have just launched on May 23 and are only used internally in MAN 2 Parepare.

The name of this platform is SIATI MADDUPA. The SIATI MADDUPA platform is a digital information application for Madrasah Aliyah Negeri 2 Parepare which can be accessed by all school stakeholders, from students, students, madrasa staff, madrasa heads to parents of students. Some of the features of the SIATI MADDUPA application include:

a. The PPDB application, which is an online new student registration information system, is equipped with a Madrasah entrance exam selection system with automatic class division.

b. Values and e-learning applications that provide space for students, students, parents, principals to see each other's developments in Madrasahs. Some of the benefits obtained from this feature include students who can take advantage of this feature in order to see the history of student grades and report cards from the previous school year in even and odd semesters. Students can also input material, student assignments, and grades that will be displayed as learning progress which will be monitored by the homeroom teacher and the head of the madrasa. See the daily teaching schedule in each Student's account, as well as the Education calendar view that appears in the Dashboard section. Absences Attendance and absences teach students in class that have been adjusted to the teaching schedule, automatically with GTT salary calculation/hour. Filling in the UAS questions will be done online, the results from the UAS will automatically be included in the PAS / PAT scores, as well as the display of the results of filling out the questionnaire from students to students at the end of each semester as a self-evaluation for

students, and filling out the questionnaire for the Madrasah Principal.

In this feature, it is not only students who benefit, but students and their parents as well because they can freely access this feature, both in terms of seeing a recap of scores from each subject, with the condition that they have to fill out a questionnaire first for subject students and homeroom teachers. View the attendance of each subject, and students/parents can upload a sick note from the doctor if the student is unable to attend. See announcements from Madrasahs and class schedules every day, and also view the education calendar display in the Dashboard section. View and download materials that have been prepared by subject students, as well as view and upload the list of assignments given, accompanied by a chat form to communicate with subject students and their classmates.

The function of this feature for the head of the madrasah is to monitor the filling in of the daily grades of each subject student and homeroom teacher and to be able to see the ranking of students in each class. Seeing the results of filling out the questionnaire and students for the madrasah head as self-evaluation material. Monitoring student teaching attendance in each class, if someone is not present, there will be a report in the form of an SMS that includes the head of the madrasah number. Monitor the filling of material carried out by students, and be able to see the progress of achieving assignments for each student in one class. Receive and respond to messages in the form of criticism and suggestions from parents, as well as the general public.

One of the objectives of this feature is the openness of information and communication among school stakeholders and makes it easier for parents to monitor the condition of their child's learning development. Learners become motivated to be agile in using technology and the internet. The madrasah head is not overwhelmed in monitoring school activities even when he is on assignment outside of school.

c. This library application allows all kinds of library transactions to be

carried out electronically using student identification or student cards as well as library cards.

d. The independent madrasah pavilion functions as a form of service for students, students, parents, and madrasa guests, served by an independent pavilion system.

e. The Democracy week application is an application that is used by students in simultaneous election events carried out online for all organizations in the madrasah, equipped with a poll for candidates for OSIS chair before election day.

Based on the explanation above, it can be concluded that MAN 2 Parepare proves that it continues to update the learning system in it and of course this is included in the category of applying blended learning. Some of the advantages with the SIATI MADDUPA application are that the application can be accessed online for 24 hours non-stop, all madrasah services and administration in one application that are integrated in one centralized data equipped with reports in the form of SMS/WA Getway and can be viewed in real time. This also affects the use of time to work on the administrative system, and minimizes paper use. Even so, because the SIATI MADDUPA application is still relatively new, so until now it has not been used optimally. With this application the researcher thinks that this will be the next step to implement blended learning by maximizing the use of every feature in it. Because for researchers the presence of this application really supports the implementation of an optimal learning process, especially in terms of overcoming learning saturation. If this application is used according to the completeness of its features, it will have a very positive impact both in terms of the implementation of learning and in terms of controlling student activities as a whole.

4. Conclusion

The application of blended learning at MAN 2 Parepare is carried out by combining face-to-face learning and conventional learning simultaneously by using strategies that suit learning needs. Learners are free to use online media which are considered easy and accessible to all Arabic language learners, and most importantly adjust the use of online media to the needs of students. So as to prevent the emergence of boredom in the learning process.

To improve the quality of learning, students should be creative, accommodative, sensitive and dynamic to adapt to developments in information and communication technology. In conventional learning (face to face) it should shift or develop towards blended learning. Thus students are always required to be skilled in the use of electronic-based learning media, in order to maximize the application of blended learning.

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