Implementation of blended learning model in the ISMUBA curriculum during Covid-19 Pandemic

Aulia Rohmana[a],[1],[*]

[a] Jl. Berbah-Krikilan No.20, Krikilan, Tegaltirto, Kec. Berbah, Kabupaten Sleman, D.I. Yogyakarta, 55573, Indonesia
[1] aulia.rohmana51@gmail.com
[*] corresponding author

ARTICLE INFO

ABSTRACT

The learning model during the pandemic has changed along with the prohibition of face-to-face to avoid transmission of the Corona virus. This has led to various adjustments by teachers and students to keep the curriculum running, including the ISMUBA curriculum. This study aims to describe the implementation of blended learning in the ISMUBA curriculum as a form of adjustment during a pandemic. Since the implementation of learning from home, the blended learning method is the right method to be used in this day. Blended learning is a combination of face-to-face learning and learning that utilizes affirmation technology in its implementation. This study used a qualitative descriptive method, all data in this study were obtained through a series of interviews with informant. The informant is ISMUBA teacher. The results showed that blended learning can be used as an alternative learning strategy in the ISMUBA curriculum.

ABSTRAK

Model pembelajaran di masa pandemic berubah seiring dilarangnya tatap muka langsung untuk menghindari penularan virus Corona. Hal ini menyebabkan terjadinya berbagai penyesuaian oleh guru dan siswa agar kurikulum tetap berjalan, tidak terkecuali kurikulum ISMUBA. Penelitian ini bertujuan mendeskripsikan implementasi blended learning pada kurikulum ISMUBA sebagai salah satu bentuk penyesuaian di masa pandemi. Sejak diberlakukan belajar dari rumah, metode blended learning merupakan metode yang tepat untuk digunakan di masa sekarang ini. Blended learning merupakan perpaduan antara pembelajaran tatap muka dan pembelajaran yang memanfaatkan teknologi infirmasi dalam pelaksanannya. Penelitian ini menggunakaan metode deskriptif kualitatif, seluruh data dalam penelitian ini diperoleh melalui serangkaian wawancara kepada informan. Informan di sini ialah guru ISMUBA. Hasil penelitian menujukkan bahwa pembelajaran blended learning dapat digunakan sebagai alternatif strategi pembelajaran pada kurikulum ISMUBA.

1. Introduction

Along with the development of technology, the implementation of internet utilization can be used as a learning model, one of which is e-learning. E-learning is an effective learning process that is produced by combining the delivery of digital materials consisting of support and services in learning [1]. Several studies have found that blended learning can improve learning outcomes equal to or higher than students who study conventionally or fully online, although success rates

vary between disciplines [2]. The success of a learning process can be seen from changes in student attitudes, behavior and learning outcomes [3]. Learning is a process of compiling students' knowledge, and students will learn to interpret activities based on concepts that are compiled through thinking and action [4]. Learning is an activity designed to gain knowledge, acquire certain abilities, and shape one's attitudes and behavior. The nature of learning is the process of constructing the concept of knowledge based on the experiences that students have gained so that they can experience the learning process, for this an activity that includes learning experiences is needed. Learning is a combination of several elements, including people, materials, facilitators, equipment, and processes that affect the achievement of goals [5] [6].

The implementation of the learning process requires certain strategies and curriculum to achieve learning objectives. Each curriculum has components to support the running of the curriculum at the education unit level. The curriculum is a pattern of delivering material in the learning process that is organized and implemented by all elements in education, because education is a human need [7]. In these kinds of curriculum organization, we will get a little picture of how the curriculum pattern should be implemented in educational institutions while still considering the interests, talents and abilities of existing students. With the selection of the right form of organization will facilitate the learning process and with optimal results as expected [8].

The field of education is one of the charities of the Islamic organization Muhammadiyah. The ISMUBA curriculum is one of the curricula that must exist in Muhammadiyah educational institutions. ISMUBA has the aim of fostering faith through the practice and habituation of *al-Islam*, realizing religiously devout humans and *akhlaqul karimah*, namely humans who are knowledgeable, diligent in worship, intelligent, honest, disciplined, creative and developing Islamic culture in the community [9]. ISMUBA is a subject that must be pursued by every Muhamdiyah student. The lessons included in ISMUBA are *Aqidah Akhlak*, *Fiqh Ibadah*, *Tarikh*, *Qur'an Hadith*, Muhammadiyas and Arabic Language which are special subjects for students in Muhamamdiyah schools specifically designed to overcome and answer students' curiosity in the field of religion [8]. In order for ISMUBA goals to be achieved, teachers should look at and analyze the basic competencies that must be achieved and then develop them into indicators of achievement, so that learning becomes directed, on target, and effective [10].

One of the efforts to meet student learning needs in pandemic conditions is to create a learning plan that combines various models that can be applied [11]. Lesson planning during the pandemic certainly needs to be prepared in an appropriate manner, so that it can be used and help students gain maximum learning [11]. Including ISMUBA, planning also needs to be prepared so that the goal is to form individuals who have faith and piety, have noble character, and implement Islamic teachings according to the Qur'an and As-Sunnah with fun, effective and efficient learning. During the pandemic, educational institutions are required to adopt the best learning model so that the learning process continues. This condition is due to the implementation of large-scale social restrictions (PSBB) to reduce the increase in the number of covid-19 patient cases by the government of the Republic of Indonesia. This restriction applies to all activities outside the home, including religious activities, companies, and education.

The Covid-19 pandemic that has attacked various countries including Indonesia has changed the way people do their daily activities. Various steps have been taken by the Government to prevent the transmission of Covid-19. One of the sectors affected by the spread of the corona virus is the education sector. Where as a result all educational institutions are forced to eliminate direct learning, there is no classroom learning, resource gaps and the learning process feels heavy. In the education sector to protect the nation's generation from the transmission of Covid-19, the government issued a policy of organizing learning online or distance learning. Online learning or distance learning implemented during the pandemic has not been fully effective, this can be seen from the lack of enthusiasm and motivation of students to learn. At the school level, distance learning is highly constrained by logistical problems that have a major influence on the effectiveness of the learning process.

Although face-to-face learning is eliminated during the pandemic, the learning process must still be carried out, considering that education is one of the factors for the progress of a nation, so education must still be provided even in an emergency. The government's effort to overcome

problems in the world of education is to make a new policy contained in the decision of the Minister of Education and Culture Number 719 / P / 2020 concerning Guidelines for Implementing the Curriculum in Education Units in Special Conditions. The regulation explains that teachers are no longer required to fulfill a workload of 24 face-to-face hours a week and teachers can innovate and choose methods and media to be used for the learning process from home. Learning from home (BDR) is a challenge for teachers to be more creative in developing the learning process to remain effective and efficient. During the pandemic, teachers are required to have the right strategies in the learning process as well as being proactive and creative in order to carry out teaching and learning activities as effectively as face-to-face [12]. One of the learning models that can be used to learn from home is online. Online learning still raises many pros and cons, because there are many complaints from teachers such as the difficulty of controlling children remotely and not all parents understand about child development so that the learning process is mostly not conveyed optimally [11].

Online learning can be referred to as one of the ways that can make the learning process more student-centered, more innovative, and flexible, because in online learning students experience synchronous and or asynchronous learning by using telephone and laptop devices with internet access. It is the integrity of various technologies with learning innovation that characterizes online learning that supports the learning process during the pandemic [13].

Learning models have a big role in student achievement and motivation. Teachers must be good at modifying learning with innovative and creative models. The applied learning must be able to be used by students and teachers and comply with health protocol standards. One of the learning models that can be done to meet these demands is a combination learning model or known as blended learning [11].

Blended Learning is a dynamic that brings together developments and updates into online learning and conventional learning with different interactions [14]. According to Clement, et al [15], in their article entitled "Blended learning design: a shared experience" there are several important values that must be considered in designing a form of blended learning, among others,

by creating a curriculum. According to Yongxing [16] In the design of learning content, there are 2 types of activities that teachers must try at the beginning of implementing coaching, the 2 types of activities tried in this step are identifying problems philosophically and developing features. The result of both activities is the utilization of assistive media. One of the assistive media that has an impact on the blended learning model is Google Classroom which uses flat building learning materials.

The blended learning model then also affects the variables of mathematical literacy and mathematical communication. This is also in line with Heinze's statement that students who use hybrid learning outperform those who use traditional or fully online learning, although the level of success achieved varies by subject [17].

The blended learning model in learning during the pandemic has been widely studied by researchers. Some of the studies that researchers summarize in this article are as follows; R. C. I. Prahmana, et al who wrote an article entitled, "Community radio-based blended learning model: A promising learning model in remote areas during pandemic era" [18]. Another research was conducted by S. M. AlNajdi who wrote an article entitled, "Design a Blended Learning Environment to Teach Arabic Alphabet for Non-Arabic Speaker Children Based on ASSURE Model [19]. The next research was conducted by N. Aznam, et al, who discussed about, "The Implementation of Blended Learning and Peer Tutor Strategies in Pandemic Era: A Systematic Review [20]. Then the research conducted by A. Karlina, S., & Sudarman, which was poured in an article entitled "Implementation of blended learning in early childhood character education during the Covid-19 pandemic [11]. The last research was conducted by M. H. Putri, et al, which discussed the "Effect of Using the Microsoft Teams-Based Blended Learning Model on Student Learning Interest in History Learning at SMA Negeri 3 Bukittinggi". [21]. These studies have produced various blended learning models that are applied in various student conditions, ranging from students in remote areas, early childhood students, to high school students who certainly have different challenges and application utilization. However, even though there have been many studies on blended learning, this study still has differences from these previous studies,

especially in the ISMUBA curriculum and the implementation of blended learning in schools to run the curriculum.

Based on what has been described in the introduction above, this research aims to describe the implementation of the blended learning model in the ISMUBA subject, so that it can give a more pleasant, active and efficient impression in learning and the objectives of ISMUBA in forming a person who is faithful and pious, has noble character, and implements Islamic teachings according to the Koran and As-Sunnah can be realized.

2. Method

Research methodology is an effort to obtain facts, discover, design, and test. Trials carried out by recording, collecting and analyzing data in a structured manner and meeting scientific principles in order to get the results of the research [22]. This research is descriptive qualitative research, which describes various conditions found in the field about various matters related to the implementation of the blended learning model in the ISMUBA subject in the pandemic era. The research and data collection process uses observation, interview and documentation techniques as research documents. Interviews were conducted with ISMUBA teachers. The data obtained was then analyzed descriptively.

3. Results and Discussion

3.1. ISMUBA Lesson

Since its inception, Muhammadiyah schools and Madrasahs have designed a modern Islamic education system that is integrative-holistic, leveled, and Islamic religion, Muhamamadiyas and Arabic. The community assesses and places great hopes on Muhammadiyah education precisely because of these special characteristics and advantages. This ISMUBA curriculum was compiled and developed with the aim of: 1. To become a quality standard for education management in Muhammadiyah schools 2. To become an operational reference for school principals and teachers in compiling and managing the curriculum at the education unit level optimally 3. To be an operational reference for the Primary and Secondary Education Council in coordinating and supervising the preparation and management of the curriculum in each education unit. The structure of the ISMUBA Curriculum at Muhamamdiyah Junior High School is as follows: [23] 1. Al-Quran Hadith (*Tahsin, Tilawah, Tahfidz*) 2. *Aqidah Akhlak* education 3. *Fiqh* education 4. *Tarikh* education 5. Muhammadiyas education 6. Arabic language education.

3.2. Blended Learning

Historically in the world of education, Friesen revealed that initially the term blended learning was defined as 'almost any combination of technologies, pedagogies and even job tasks'. It is definitively explained that there is no instruction on the integrity of technology use in blended learning at all, the use of technology is seen as one of the learning methods and not directly mentioned as part of blended learning. At the beginning of its development, the main focus of blended learning is to combine two or more learning methods to create innovation [24].

Blended learning can use information and communication technology in its implementation. The concept of blended learning began to develop after several experts elaborated and described the blended learning model. Among them is Jamey Fitzpatrick who states that blended learning is a combination of online learning with face-to-face learning in the classroom. Garrison said that blended learning is a model that can be used in any subject because there is a combination of learning with various presentation models. Teaching that can be done in online learning and face-to-face learning. Semler said that blended learning combines online learning, face-to-face learning and life practice [21].

It combines aspects of blended learning such as web-based learning, video streaming, synchronous and asynchronous audio communication with traditional "face-to-face" learning. The purpose of blended learning is to combine the best features of classroom learning (face-to-face) and the best features of online learning to enhance active self-learning by students and

reduce the amount of face-to-face time in the classroom. Blended courses are focused on changing the classic form of learning so that students are more active in learning the learning material inside and outside the classroom. Blended learning is learning that combines face-to-face learning and computer-based learning (online and offline) [25]. Learning implementation is a process that is organized in such a way according to certain steps so that the implementation achieves the expected results [26].

The ultimate goal is to improve students' understanding of the learning material which is shown by the increase in subject grades. Thus, the objectives of using blended learning can be formulated as follows: (1) helping students to develop better in the learning process according to their learning styles and preferences; (2) providing practical and realistic opportunities for teachers and students for independent, rewarding and continuously evolving learning and (3) increasing scheduling flexibility for students, by combining the best aspects of face-to-face and online learning. The cognitive domain is concerned with the outcomes of knowledge, ability and intellectual proficiency. The cognitive domain includes the following categories; (1) remember, (2) understand, (3) apply, (4) analyze, (5) evaluate, (6) create. The results in the cognitive domain of this study include the ability of students to remember, understand the use of formulas and functions, apply formulas and functions, analyze the use of formulas and functions and create simple number processing documents.

Based on the definition of blended learning above, it can be concluded that blended learning is a combination of face-to-face learning that physically presents teachers and students with online learning that utilizes technology and can be done with flexible time and place, as describe figure 1. Definitively, there is no standard instruction on the proportion between online and offline learning. It is up to the teachers to customize blended learning according to their needs. This freedom is based on the concept of boundary between the terms stated by Friesen and Graham, that in blended learning there are two main elements of learning, namely 'face to face' or 'copresent' which is offline and computer-based learning element which is online [24]. The advantage of blended learning is that it will make it easier for students to explore the material more thoroughly. Software that can be used by students include Android phones, Tabs, iPods, iPads, Laptops, and computers that are all connected to the internet or WiFi.
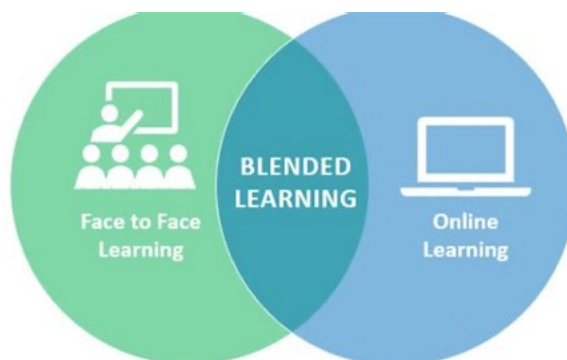

Fig. 1. Concept of Blended Learning Model

3.3. Implementation of Bended Learning Model in ISMUBA Subjects

According to Staker and Horn [27] There are 4 blended learning models, they are; *First,* Rotation model, students learn from one learning center to another according to a predetermined schedule or syllabus. Students learn in a cycle of learning activities, for example attending teaching and learning activities (KBM) in class, small group discussions, online learning, working on collaborative assignments and then returning to class. The application of this model if applied in the ISMUBA curriculum can be applied to the subjects of Al-Quran Hadith, Muhammadiyas Education, and Arabic Language Education. These subjects certainly cannot be separated from the schedule or syllabus that has been set. So that learning activities are carried out in the classroom by forming a group using technological media, namely cellphones. One of

the methods used in the blended learning strategy is Station Rotation. This station rotation model combines the three stations or spots in one face-to-face hour divided into three. Suppose one face-to-face consists of 90 minutes, then the 90-minute face-to-face time is divided into three times for each stage in different spots of 30 minutes. the three spots consist of online instruction, Teacher-led instruction, and Collaborative activities and stations. This activity can be seen in Figure 2.

Fig. 2. Implementation of Blended Learning Model in Arabic Language Subject

Second, Flex model, lesson plans and learning materials are designed online. Teachers will only provide face-to-face learning support if it is needed by students. The application of this model if applied in the ISMUBA curriculum can be applied to the subjects of Tarikh and Muhammadiyas. These subjects can be done online. Tarikh and Muhammadiyas materials are more about telling histories. The media used in the blended learning model are Google Classroom, Google Meet or Zoom. This activity can be seen in Figure 3.

Fig. 3. Implementation of Blended Learning Model in *Tarikh* and Muhammadiyas Subjects

Third, Self-blend model, students independently take the initiative to take online classes both at school and outside school. Online classes are attended by students to complement face-to-face classes at school. Students combine online learning activities and face-to-face learning activities

in class. The subjects that can be implemented with the Self-blend model are Fiqh Education and Aqidah Akhlak. In Fiqh subject, there is a lot of material that focuses on worship activities. The material can be delivered during online learning while the implementation is done face-to-face as shown in Figure 4.

Fig. 4. Implementation of Blended Learning Model in *Fiqh* Subject

Fourth, Enriched virtual model, students learn together in class and at other times learn remotely online. The subjects that can be implemented with the Enriched virtual model are Al-Quran Hadith, Aqidah Akhlak Education and Arabic Language. In these subjects, the material can be conveyed by learning together in the classroom until the children understand the material. The teacher as an educator gives time to students to ask about material that has not been understood. Then at another time, the addition of further material can be done online as shown in Figure 5.

Fig. 5. The implementatio of Blended Learning model in Akidah Akhlak Subject

Blended learning is expected to be a solution so that learning in the classroom is not boring and can generate student interest in learning. If students already have an interest in the lesson, it will be easier to absorb the material provided. Due to the rapid development of technology, most humans are not separated from the technology.

From the explanation of the blended learning models that have been implemented above, it can be understood that the implementation of the ISMUBA curriculum can continue even in emergency conditions such as a pandemic. Although at the beginning of the pandemic the adaptation to the use of technology was difficult, with time both teachers and students became more accustomed to it. Moreover, many studies have proven the success of learning with this blended learning model, although with varying degrees of success. This shows that blended learning as a learning model is worth using at any time even outside the pandemic, making learning more enjoyable because it avoids monotonous patterns and teachers are motivated to be innovative and creative.

4. Conclusion

The blended learning method is the right method to use during the pandemic. Blended learning is a combination of face-to-face learning and learning that utilizes information technology in its implementation. During the pandemic, the implementation of Blanded Learning in the ISMUBA curriculum was carried out by combining face-to-face learning with online

learning. This aims to form a person who has faith and piety, has noble character, and implements Islamic teachings according to the Koran and As-Sunnah with fun, effective and efficient learning.

References

[1] Barbara, S., Wagner P., "Vienna E-Lecturing (VEL): Learning How to Learn Selft-regulated in an Internet based Blanded Learning Setting," *Int. J. e-learning*, 2008.

[2] A. Heinze, "Blended learning: An Interpretive Action Reseach Study." Disertasi Doktor, tidak dipublikasikan, University of Salford, Salford, UK, 2008.

[3] A. R. Riyanda, "Kreativitas Belajar, Tingkat Pendidikan Orang Tua, Dan Pendapatan Orang Tua Terhadap Motivasi Belajar Siswa Smk Al-Huda Jatimulyo Kabupaten Lampung Selatan," *J. Inov. Pendidik. Dan Teknol. Inf.*, vol. 1, no. 2, pp. 56–61, 2020.

[4] D. Winataputra, U. S., Delfi, R., Pannen, P., & Mustafa, "Hakikat Belajar Dan Pembelajaran. Hakikat Belajar Dan Pembelajaran," pp. 1–46, 2014.

[5] L. Arfani, "Mengurai Hakikat Pendidikan, Belajar Dan Pembelajaran," *Pelita Bangsa Pelestari Pancasila*, vol. 11, no. 2, 2018.

[6] F. H. Riyanda, A. R., Jalinus, N., Abdullah, R., Ranuharja, F., Islami, S., Adi, N. H., & Aminuddin, "The New Paradigm Of Technical And Vocational Education And Training (Tvet)," *Edukatif J. Ilmu Pendidik.*, vol. 4, no. 1, pp. 364–371, 2022.

[7] T. Triwiyanto, *Pengantar Pendidikan*. Jakarta: PT. Bumi Aksara, 2015.

[8] F. E. Widayanti, "Implementasi Kurikulum Ismuba Di Mi Unggulan Muhammadiyah Lemahdadi," *Al-Tadzkiyyah J. Pendidik. Islam*, 2019.

[9] W. Nursayati, "Peran ISMBUBA (al Islam, Kemuhammadiyahan dan Bahasa Arab) dalam Menumbuhkan Sikap Tanggung Jawab Berorganisasi di SMA Muhammadiyah Pakem," *J. Chem. Inf. Model.*, vol. 53, no. 9, pp. 1689–1699, 2019.

[10] A. Saefuddin and K. Berdiati, *Pembelajaran Efektif*. Bandung: PT Remaja Rosdakarya, 2014.

[11] A. Karlina, S., & Sudarman, "Implementasi blended learning pada pendidikan karakter anak usia dini masa pandemi Covid-19," *J. Pendidik. Tambusai*, 2021.

[12] R. T. Hadi and R. A. Nursa, "Implikasi Wabah COVID-19 dalam kegiatan pembelajaran Pendidikan Agama Islam daring," *J. Islam. Educ. Innov.*, vol. 2, no. 2, pp. 133–142, 2021.

[13] A. E. Hariyadi, E., & Sejati, "Efektivitas Model Pembelajaran Blended Learning Berbasis WhatsApp Di Masa Adaptasi Kebiasaan Baru Pandemi COVID-19 Pada Pembelajaran Mata Pelajaran," *J. Pendidik. Tambusai*, 2022.

[14] D. Kifta, D. A., Riyanda, A. R., Simatupang, W., Muskhir, M., & Irfan, "Analysis Of The Effect Of Blended Learning Model On Employee Class Students Learning Motivation," *J.Pendidik. Mipa*, vol. 22, no. 2, pp. 226–234, 2021.

[15] T. Clement, M., Vandeput, L., & Osaer, "Blended Learning Design: A Shared Experience," *Procedia_Social Behav. Sci.*, vol. 22, no. 8, pp. 582–586, 2016.

[16] W. Yongxing, "Blended Learning Design For Software Engineering Course Design," *2008 Int. Conf. Comput. Sci. Softw. Eng.*, vol. 5, pp. 345–348, 2008.

[17] N. Hockly, "Blended Learning," *Elt J.*, vol. 72, no. 1, pp. 97–101, 2018.

[18] R. C. I. Prahmana, D. Hartanto, D. A. Kusumaningtyas, R. M. Ali, and Muchlas, "Community radio-based blended learning model: A promising learning model in remote area during pandemic era," *Heliyon*, vol. 7, no. 7, p. e07511, 2021, doi: 10.1016/j.heliyon.2021.e07511.

[19] S. M. AlNajdi, "Design a Blended Learning Environment to Teach Arabic Alphabet for Non-Arabic Speaker Children Based on ASSURE Model," *Int. J. Inf. Educ. Technol.*, vol. 8, no. 2, pp. 128–132, 2018, doi: 10.18178/ijiet.2018.8.2.1021.

[20] N. Aznam, R. Perdana, J. Jumadi, H. Nurcahyo, and Y. Wiyatmo, "The Implementation of Blended Learning and Peer Tutor Strategies in Pandemic Era: A Systematic Review," *Proc. 6th Int. Semin. Sci. Educ. (ISSE 2020)*, vol. 541, no. Isse 2020, pp. 906–914, 2021, doi: 10.2991/assehr.k.210326.130.

[21] M. H. Putri, A. R., Fakhruddin, M., & Yanuardi, "Pengaruh Penggunaan Model Blended Learning Berbasis Microsoft Teams terhadap Minat Belajar Siswa pada Pembelajaran Sejarah di SMA Negeri 3 Bukittinggi," *J. Pendidik. Tambusai*, 2021.

[22] S. Lestari, "Pengembangan Kurikulum Al-Islam Kemuhammadiyahan dan Bahasa Arab (ISMUBA) di SD Muhammadiyah Bendo Kulon Progo," *Equilib. J. Pendidik.*, 2022.

[23] M. P. D. D. M. P. P. Muhammadiyah, *Kurikulum Pendidikan Islam, Kemuhammadiyahan Dan Bahasa Arab (ISMUBA)*. 2017.

[24] N. Gusmawan, D. M., & Priatna, "Pengembangan Bahan Ajar Model Pembelajaran Blended Learning Berbantuan Geogebra untuk Meningkatkan Kemampuan Berpikir Kritis Matematis Siswa," *J. Pendidik. Multimed.*, 2020.

[25] W. D. Dwiyogo, *Pembelajaran Berbasis Blended Learning*. Depok: Raja Grafindo, 2018.

[26] N. Sudjana, *Dasar-dasar Proses Belajar*. Bandung: Sinar Baru, 2010.

[27] M. B. Horn and H. clayton Staker, *Classifying K – 12 Blended Learning*, no. May. 2012.