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## E-module Based on Blended Learning for Islamic Religious Education Learning

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### Abstract

Islamic religious education is teaching, guidance, and care for students, who are expected to understand, appreciate, and practice the teachings of Islam and make it a way of life for individuals and society. The Covid-19 pandemic changed the teaching patterns in class, giving birth to distance learning patterns facilitated by digital technology-based online learning media to deliver learning. One of the digital technology-based learning media that can make learning more meaningful is blended learning-based e-modules. This research aimed to develop e-modules based on blended learning that can be used in Islamic Religious Education learning and accessed through devices. The method used in this research was the research and development method with the ADDIE approach, which includes five stages, namely the needs analysis stage, the design stage, the development stage, the implementation stage and the evaluation stage. This e-module is written in a communicative language accompanied by pictures and videos. The e-module contains learning activities following the blended learning syntax. This research was to test the feasibility of the e-module. The validation test assessment was a Likert scale questionnaire with expert respondents (material and media) and trials with teacher and student respondents. The results of this research were blended learning-based e-modules, which were validated and tested. Based on the preliminary research results, the developed e-module was expected to be suitable as a meaningful learning medium for students.

### Keywords

ADDIE, blended learning, e-module

### Article History

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## Introduction

The subject of Islamic Religious Education is a conscious and planned effort to prepare students to believe, understand, live, and practice Islamic teachings through guidance, teaching, and training activities. Government Regulation stated that religious education is education that provides knowledge, forms attitudes, personality, and skills of students in practicing their religious teachings, which is carried out at least through subjects/lectures in all pathways, levels, and types of education (Ministry of Religious Affairs, MoRA, 2010).

Islamic Religious Education in public schools aims to increase students' faith, understanding, appreciation, and practice of Islamic religious teachings so that they become Muslim people who fear Allah and have a noble character in personal, social, national, and state life. Al-Qur'an Hadith is a cluster of Islamic religious education subjects given to students to understand the Al-Qur'an and Hadith as a source of Islamic religious teachings and practice their views as a guide and foundation in everyday life. Thus, Islamic religious education has a paramount role in shaping the nation's next generation whose noble character, character, and willingness to apply their knowledge for the good and progress of the person, society, nation, and state (Adzim & Anam, 2020).

For the goals of Islamic Religious Education to be achieved, it is necessary to have effective learning where appropriate learning strategies are used in learning, determine the steps for activities to be carried out and the facilities - infrastructure to be used, as well as the media to be used, the material to be delivered, as well as the methodology used in carrying out learning activities (Jalaluddin, 2016). The development of information and communication technology is very influential in learning. When the Covid-19 pandemic hit the world, learning switched to distance learning. Distance learning activities rely heavily on information and communication technology that bridges interaction, communication, and collaboration between teachers and students who are separated by distance. The use of information and communication technology during distance learning during the Covid-19 pandemic will encourage an increase in technological literacy, resulting in new habits in the learning process (Dziuban et al., 2018). Increasing information and communication technology literacy impacts the development of various learning media and provides easy access for students as a source of independent learning materials. One of the independent teaching materials is the module. The existence of technology in learning does not only affect teachers and students but also affects the value of the subject. The knowledge and skills of students related to technology will provide benefits to students in the learning process in the classroom. They can also contribute to solving daily life problems in the future (Cronje, 2020).

The use of blended learning is an alternative to learning activities. Blended learning embodies learning methods that eliminate the barriers of place, situation, and time and allows for high-quality interactions between teachers and students while implementing distance education practices emphasizing the flexibility of time, place, and learners' learning speed (Fatmianeri et al., 2021). Creating effective and interactive learning in learning Islamic Religious Education, which is considered a boring, uninteresting, and monotonous lesson,

makes learning ineffective and decreases student learning outcomes as learning evaluation material. For this reason, it is necessary to have the effort to explore, stimulate, and attract the attention and interest of students in learning so that motivation and learning outcomes are created by learning objectives (Abroto et al., 2021).

In addition, Riswan (2022) declared the students feel the practicality of the adaptive e-learning model designed that has met the expectations of students in the learning process. This model's success is due to carefully considering what has been suggested by some experts. The result of the achievement degree of the practicalities test showed the number ranged from 82, 1%. It meant that Blended Learning Model Web Centric Course (BLWCC) models had been able to meet the expectations of students towards Project Management Information Systems (IPMS) learning, both in terms of constructivism, interactivity, problem-based learning, and learning styles in a good category. The purpose of this research was to develop digital-based teaching materials that can be used in a variety of circumstances and situations. One of the digital-based teaching materials that will be developed is the e-module.

## **Literature Review**

### ***Module and electronic module***

The module is a type of independent learning material that is a program package arranged in the form of a definite unit and designed in such a way for students' learning interests. One module package usually has a teacher guide component, student activity sheets, student worksheets, and worksheet keys, test sheets, and test sheet keys. Modules are proven to be able to help students in the independent learning process. The module as a teaching material plays a vital role in the learning process, which can improve the quality of learning; with teaching materials such as modules, the teacher's role shifts to that of a facilitator. It is because modules as learning resources designed according to learning needs will make students active and independent learners. The learning process through modules requires students to try to understand the material's content, find sources of information, and solve problems independently. They are also invited to take more initiative in carrying out learning activities. Even though it carries independent learning, the module allows students to study and discuss with friends. The learning modules used in the learning process must be adapted to the goals and problems the teacher faces, whether printed or electronic.

It has been mentioned above that there are two types of modules: print and electronic. Electronic modules, better known as e-modules, are necessary, especially in the era of the Covid-19 pandemic, where access to learning media has shifted from print to electronic, which can be accessed through devices. The existence of electronic modules that utilize (ICT) Information and Communication Technology is expected to make students become independent learners.

E-modules can be used as electronic teaching materials at every level of education and every subject. In making the e-module, several things must be considered, namely, whether the e-module is self-instructional, self-contained, standalone, adaptive, and user-friendly. E-module can be made following the components of the learning model so the

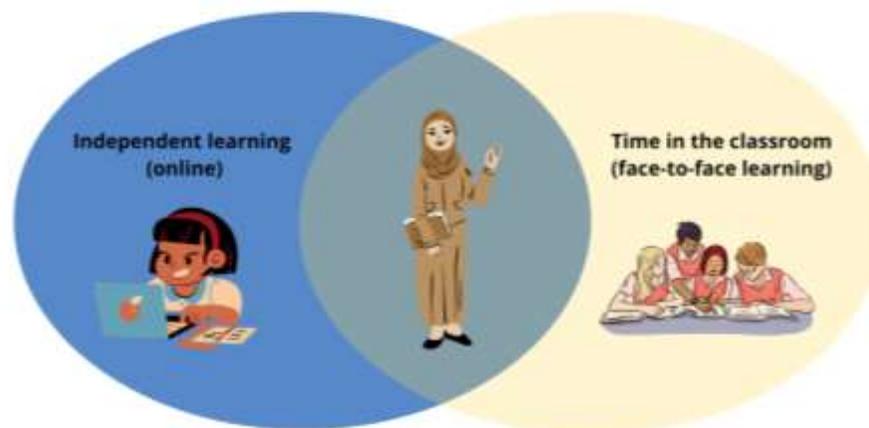
development is more meaningful. E-modules based on differentiated instruction for blended learning, for example, have increased students' interest in learning and helped them to access learning resources through devices during the distance learning process.

### *Blended learning*

Bonk and Graham (2006) stated that blended learning is the combination of instruction from two historically separate models of teaching and learning: Traditional learning systems and distributed learning systems. It emphasizes the central role of computer-based technologies in blended learning. Blended learning combines two learning models: traditional learning (face-to-face) and technology-based learning. Learning using Blended learning is considered more effective when compared to learning that only uses conventional methods and vice versa. Research by Stacey and Gerbic (2009) stated the differences between online and face-to-face discussions indicate three primary areas of difference, which result in strengths and weaknesses which may appeal to different learning needs and course goals:

- The presence or absence of phatic (visual/aural) cues which provide (a) a rich nonverbal communication environment, with high levels of monitoring and feedback, where the conversation is competitive and requires confidence, especially to disagree, and it is easier to build rapport and trust or (b) a more impersonal medium with reduced phatic, and social cues, where messages are more difficult to understand, where there is less social cohesion or less responsibility for the conversation, but also more free communication for some participants.
- Synchronous and asynchronous timing provide either (a) rapid spontaneous and free-flowing dialogue, generally on one subject, at a particular time and place, or (b) space to reflect and think at one's own pace, on multiple subjects, but often taking more time.
- Speech and text-based communication where (a) the emphasis is on listening and talking, communication is quick and easy for confident speakers of the language and ephemeral, and (b) the emphasis is on reading and writing, so there is a record, so messages are often carefully thought out and written, although participation takes time and can result in information overload.
- Blended learning is a learning facility that combines various ways of delivery, teaching models, and learning styles, using several dialogue media between the facilitator and the person receiving the teaching.

Figure 1. *The concept of blended learning*



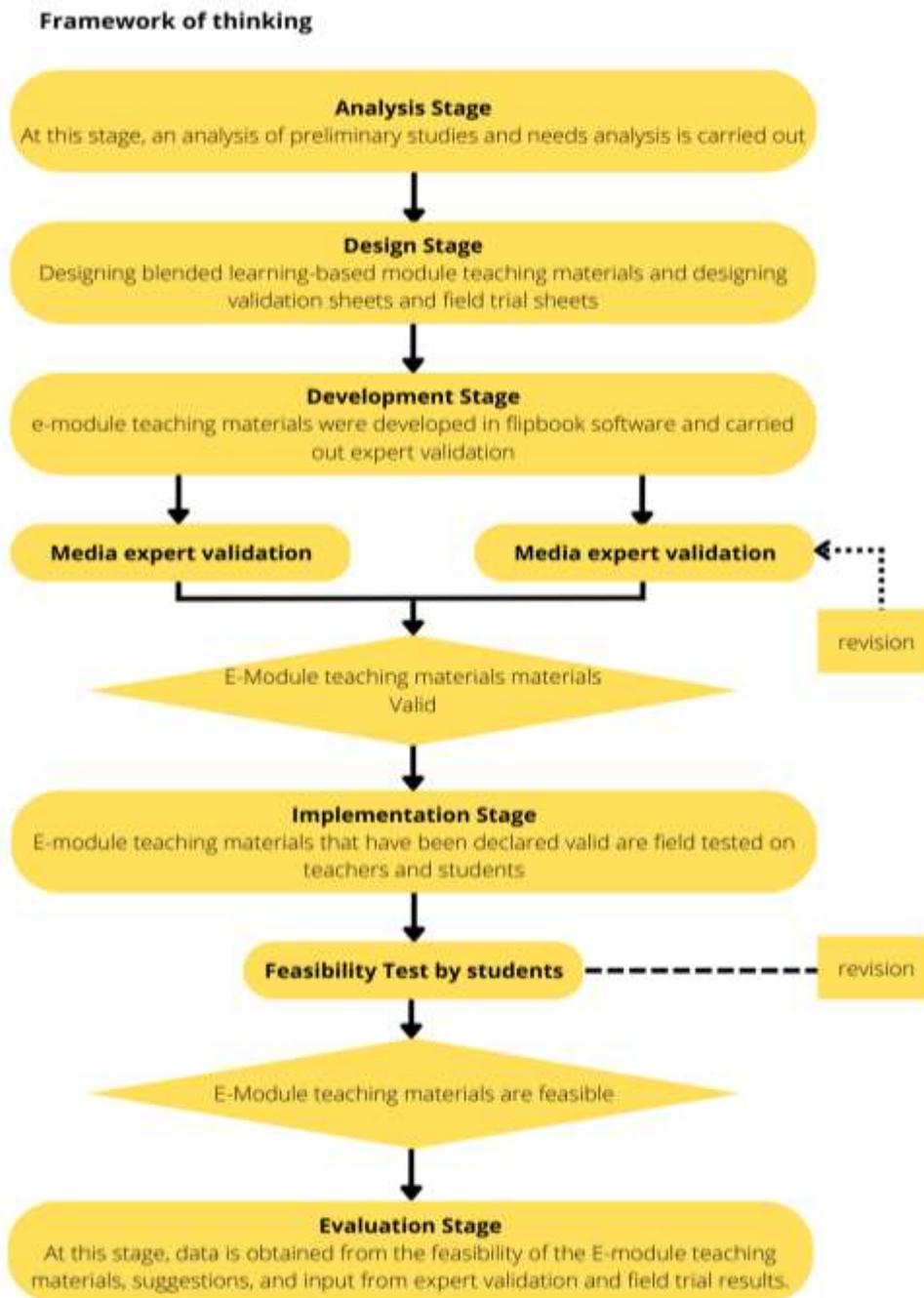
The advantages of using blended learning as a combination of face-to-face and online teaching, but more than that as an element of social interaction, are:

- There is an interaction between the teacher (teaching) and the students
- Teaching can be done face-to-face or online
- Blended learning = combining instructional modalities (or delivery media),
- Blended learning = combining instructional methods

According to Carman (2002), there are five keys to carrying out learning with blended learning, namely:

- **live events (face to face)**, direct or face-to-face learning is still the main pattern of educators in teaching. This face-to-face learning can be done directly or synchronously simultaneously but in different places.
- **self-paced learning**, in learning that allows students to learn anytime and anywhere online. Learning content needs to be specially designed for both text and multimedia.
- **collaboration**, it combines collaboration between teachers and cooperation between students. Collaboration can be packaged in communication tools such as forums, chatrooms, e-mail, websites, etc.
- **assessment (assessment of learning outcomes)**, it is an essential step in the implementation of the learning process. The assessment is carried out to know how far students have mastered competencies. Assessment is also a reference for teachers to follow up in implementing learning. Teachers must also be able to mix a combination of online and offline assessments, both tests and non-tests.
- **performance support materials**, teaching materials become an essential component in the learning process. Learning with blended learning should be packaged in digital and printed form so students can easily access it.

Figure 2. Flow on the ADDIE model



**Table 1.** *Variable operational definitions*

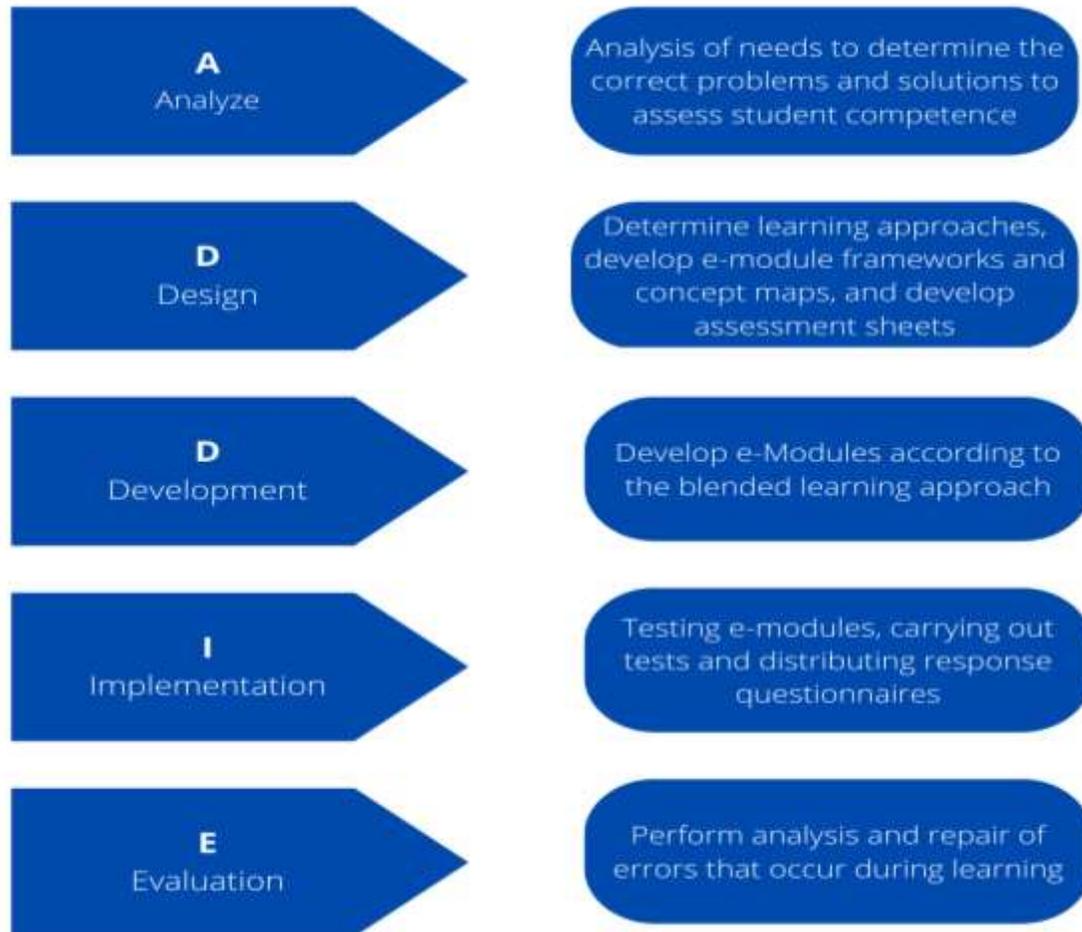
No.	Variables	Operational definition	Measuring method	Data scale
1.	Electronic module (e-module)	Independent teaching materials that are presented are ICT-based and can be accessed through devices that can load pictures and videos	Media expert validation questionnaire with aspects graphics Presentation Design Language and writing	Likert scale of 1-5
2.	Blended Learning	Blended learning is a learning facility that combines various ways of delivery, teaching models, and learning styles, using multiple dialogue media between the facilitator and the person receiving the teaching. Blended learning can also be said to be a combination of direct and online teaching.	Learning expert validation questionnaire with aspects Module components Design Language and writing graphics Contextual Evaluation instrument  Material expert validation questionnaire with aspects Module components Module content accuracy Presentation	Likert scale of 1-5
3.	E-module based on blended learning in PAI learning	The e-modules that have been developed are guided by the principles of blended learning and are then tested in the field	Field trial questionnaire with aspects Module components graphics Presentation Design Language and writing	Likert scale of 1-5

### Methodology

This research was research and development (Research and Development). The research design used was mixed (mixed method). The product of this development research was in the form of *blended learning*-based e-module teaching materials for class X students of SMA Muhammadiyah 1 Palembang for the 2022-2023 academic year.

The development design that will be used in this research is ADDIE (Branch, 2010). Below are the ADDIE design stages.

Figure 3. ADDIE design



The following is an explanation of the ADDIE research phase that researchers will conduct:

#### ***Analysis phase (analyze)***

The analysis stage is where the researcher analyzes the need for developing teaching materials and the feasibility and requirements for development. The author's stages of analysis cover three things: need analysis, curriculum analysis, and student analysis. The steps of analysis carried out by the author are as follows.

Needs analysis, students' lack of interest and motivation to understand and study the lessons of the Qur'an and Hadith is often an obstacle. Qur'an Hadith education in the Islamic Religious Education class is synonymous with boring lessons with teachers who tend to be elderly, so they only use classical or lecture learning methods. Based on a survey conducted by the author and students, there were 74% of students considered learning the Qur'an Hadith to be difficult and tedious in studying the Qur'an Hadith, especially material about Obedience to

Worship and Trustworthy Khalifatullah from textbooks that tend to be thick. For this reason, it is necessary to have a companion module as a means of independent learning to collaborate face-to-face and remote learning, especially during the Covid-19 pandemic or during the new normal as it is today.

Curriculum analysis is carried out to determine the material to be discussed in the e-module. Five basic competencies must be achieved by class X SMA Muhammadiyah 1 Palembang student, namely: *First*, living Islamic teachings about the role of humans as Abdullah and Khalifah fil 'ard, *Second*, behaving obediently and responsibly as a reflection of the meaning of Abdullah and khalifatullah fil ardh, *Third*, Reading QS. Al Baqarah: 30, QS. Adz Dzariyat: 56, An Nahl: 78 regarding human status as Abdullah and Khalifah fil 'ardh and related Hadiths, *Fourth* Demonstrating memorizing QS. Al Baqarah: 30, and or QS. Adz Dzariyat: 56, and An Nahl: 78 regarding the human situation as Abdullah and Khalifah fil 'ardh and related Hadiths, *Fifth* Presenting the relationship of QS. Al Baqarah: 30, QS. Adz Dzariyat: 56, and An Nahl: 78 regarding human status as Abdullah and Khalifah fil 'ardh and related Hadiths.

Characteristics of students, this analysis was carried out to see students' interest in the Qur'an Hadith Education lesson so that the development carried out was by the character of students at SMA Muhammadiyah 1 Palembang

### ***Design stage***

The second stage of the ADDIE model is designed. This stage starts with designing e-modules that will be developed according to the results of the analysis carried out previously. Furthermore, the design stage is carried out by determining the elements needed in the e-module. The e-module design that will be made includes the following:

- The opening section contains the cover with the editorial sentence of the e-module. Qur'an Hadith Education "Obeying Worship and Trustworthy Khalifah" Class X SMA Muhammadiyah 1 Palembang.
- The contents of the e-module section include Core Competency (KI), Basic Competency (KD), learning objectives, concept maps, learning materials, assignments, evaluation, and habituation.
- The Concluding Section includes reflections and references. At this stage, the researcher also compiled instruments that would be used to assess the developed e-module. The instrument was prepared by considering aspects of the e-module assessment, namely aspects of content feasibility, language feasibility, presentation feasibility, and suitability with the *blended learning approach*.

### ***Development stage (develop)***

E-modules are created using the flipbook maker application; the first created is a module using Microsoft Word 2010 with a simple and interactive design, then converted into an e-module with the flipbook maker application to make it easier for students to access the e-module.

***Implementation stage (implementation)***

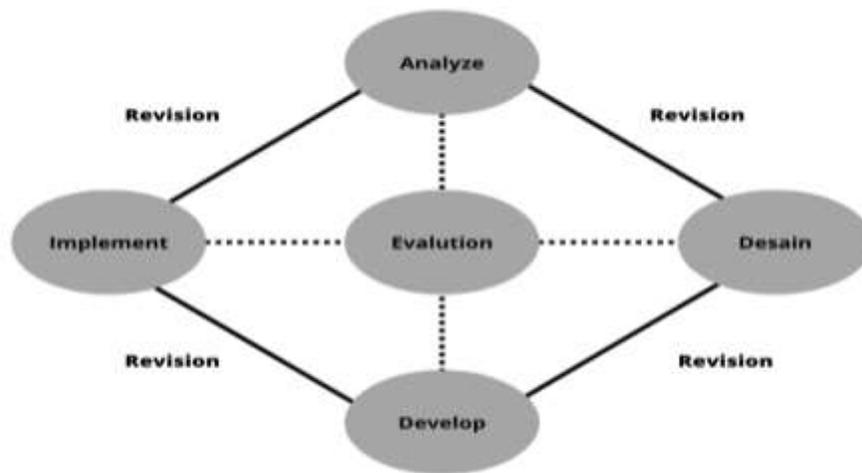
The e-module has been tested on a small scale containing 10 class X students at SMA Muhammadiyah 1 Palembang, then stretched on a large scale, namely one class at SMA Muhammadiyah 1 Palembang, with fascinating criteria.

***Evaluation stage (evaluation)***

After the interest test was carried out, the next step was effectiveness, as shown by the pretest and post-test on 20 students at SMA Muhammadiyah 1 Palembang, as a measure of the effectiveness of the E-module being developed. There are 15 items, and the value entered will be calculated by the formula.

$$\sum_i^{n=1} xi$$

**Figure 4.** ADDIE development model



***Research design, site, and participants***

The subjects of this research were students of class X.10 SMA Muhammadiyah 1 Palembang, while the object of this research was e-modules, based on blended learning for students of class X SMA Muhammadiyah.

***Data collection and analysis***

In this research, the instruments used are e-module assessment sheet and response questionnaire.

- E-module assessment sheet by material experts, the e-module assessment sheet by the material expert is given to a lecturer with specific expertise in the material being developed. This instrument aims to determine the validity value of the e-module, which was developed based on aspects of competence, content, and conformity with Islamic Religious Education. This e-module assessment sheet is structured with five (5) answers, namely: Absolutely Inappropriate (AI), Inappropriate (I), Slightly Appropriate (SA), Appropriate (A), and Absolutely Appropriate (AA).
- E-module assessment sheet by media experts, the e-module assessment sheet by the material expert is given to a lecturer with specifications in the media field. This instrument aims to determine the validity value of e-modules developed based on aspects of language, presentation, and graphics. Similar to the assessment by material experts, the evaluation by media experts was also prepared with five (5) answers, namely: Absolutely Inappropriate (AI), Inappropriate (I), Slightly Appropriate (SA), Appropriate (A), and Absolutely Appropriate (AA).
- Student response questionnaire which were given to students at the end of the study after the e-module had been tried out. The instrument aims to determine students' responses and responses to the e-module that has been developed.

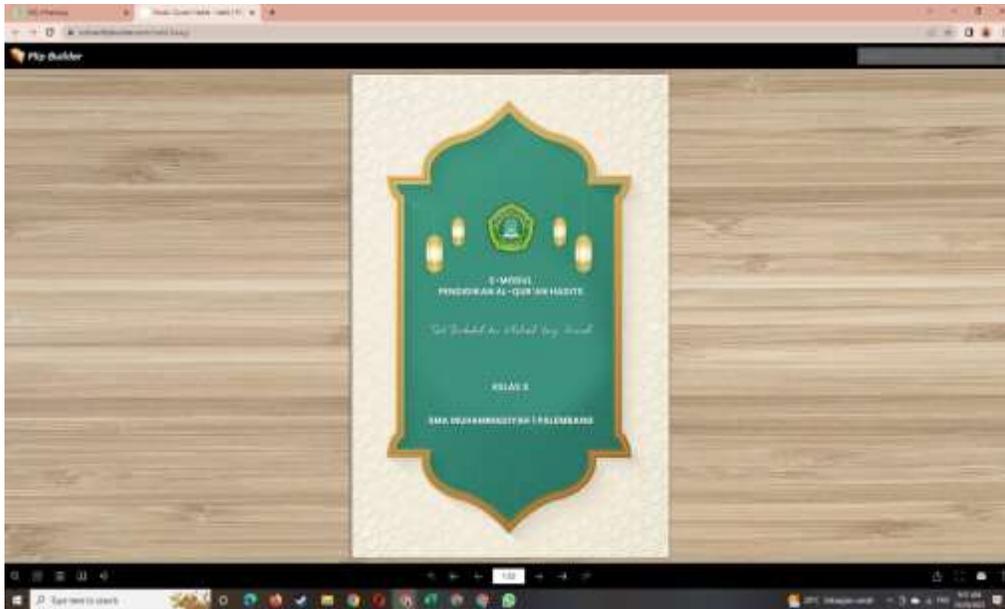
### **Findings and Discussion**

The module is one of several effective and efficient media and prioritizes student independence in learning material. [Istuningsih et al. \(2018\)](#) stated that a module is a package that contains teaching material concepts. According to [Istuningsih et al. \(2018\)](#), a module is a learning package that includes an image from teaching materials. In the era of digital technology, many technologies can provide various information. Technology grows with the times. With the rapid development of technology that is increasingly sophisticated and flexible, and accessible at an affordable price, the modules that have so far been printed have also changed. The current module is presented in digital form, which is also called an e-module.

By definition, a module is a self-learning package that includes a series of planned learning experiences. Modules are systematically designed to help students achieve learning objectives. Modules are specific learning materials arranged in an operational, systematic, and directed manner accompanied by guidelines of using so that students can use them to study independently. Modules have high adaptive power in developing science, then collaborating with technology. Adaptive here can be turned off, and modules can quickly and flexibly adjust according to developments in science and technology. Through modules, students can study independently, not depend on others, and the material can be fully explored.

This development research produced a product, namely an e-module based on blended learning on the Al-Qur'an Hadith Education material "obedient worship and a Trustworthy caliph" for class X SMA Muhammadiyah, after carrying out several stages of developing the ADDIE model. The e-module is created through the flip builder application and published on an HTML page with the link: <https://online.flipbuilder.com/stafd/keag/>

Figure 5. Cover page of e-module with flip builder



This e-module contains material about obedience to worship and a trustworthy caliph, intended for students as a companion to independent teaching materials that can be used during face-to-face and distance learning.

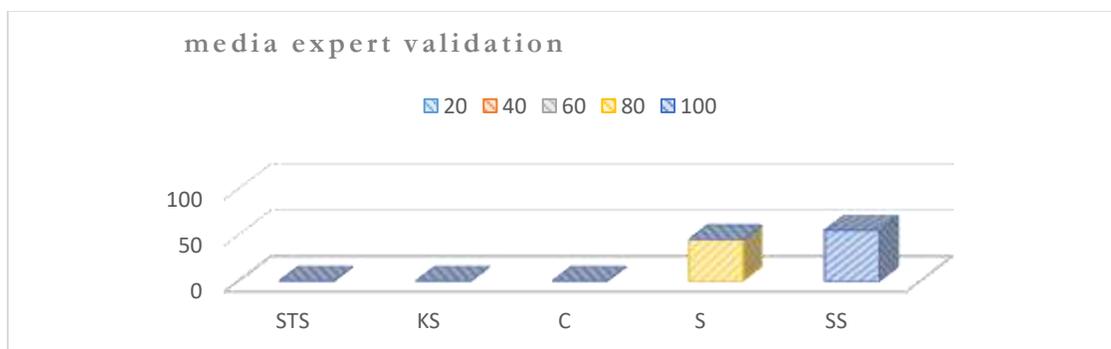
Figure 6. Concept map of the obedience of worship and faithful khalifah e-module



Based on the analysis of response data from users of this e-module, an average response of 80% was obtained as a positive answer. This data was obtained by distributing questionnaires to 10 class X students as a research sample in e-module development. Response questionnaires were given to students when the e-module went through expert tests (material and media experts).

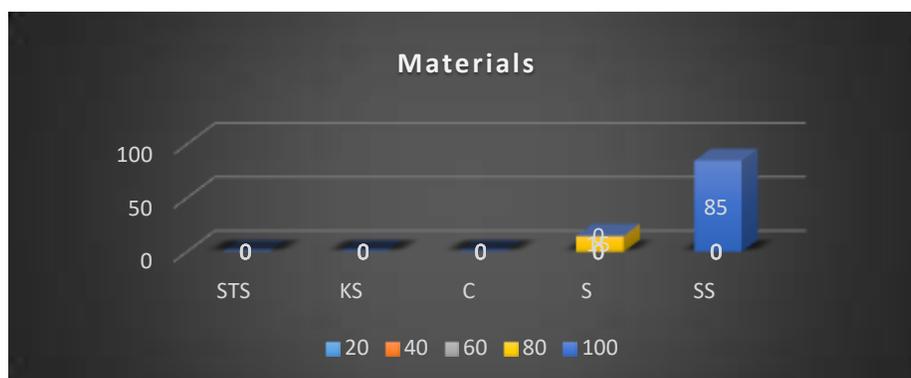
The validation results of media experts show satisfactory results, and this e-module is feasible to use with a little revision; the revision here is in terms of appearance because the appearance of this e-module is considered somewhat less attractive to media experts. The graph for testing the validity of this e-module is in the table below.

**Figure 7.** *Graph of media expert responses*



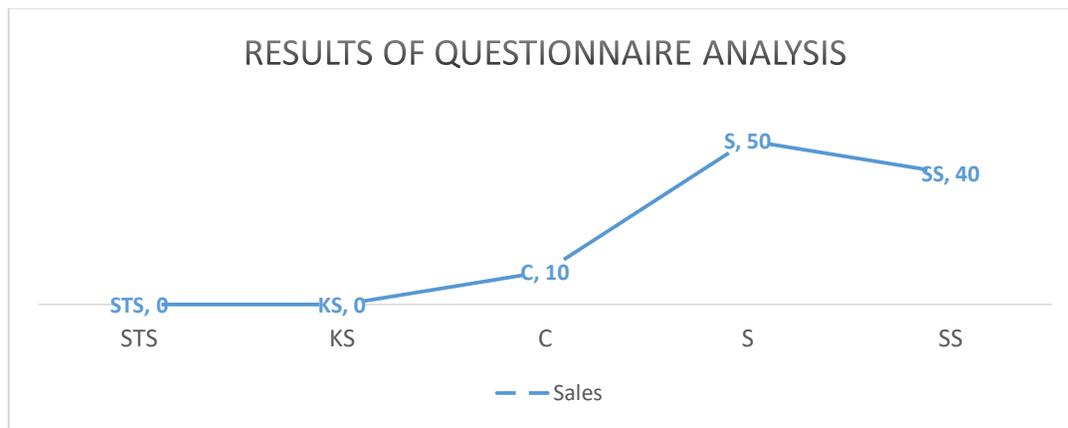
Based on the graph above, 55% strongly agree that this e-module is very interesting. In comparison, the other 45% agree that this e-module is exciting and easy to help students understand the material of obedience to worship and a trustworthy caliph. While the material expert validation showed very satisfactory results, this e-module is suitable for use as teaching material on Obedient Worship and Trustworthy Khalifah material because it is in the curriculum of Islamic Religious Education in Muhammadiyah schools. The graph for testing the validity of this e-module is in the table below.

**Figure 8.** *Graph of Material Expert Responses*



Based on the graph above, 85% strongly agree that this e-module is easy to use. In comparison, the other 15% agree that this e-module can quickly help students understand the material of obedience to worship and a trustworthy caliph. Still, technically, e-module This module uses internet data, so an adequate data package must support its use. It can be circumvented when learning is carried out remotely; students who cannot yet access it can join friends whose homes are nearby and have internet access. Based on the questionnaire distributed to students, the results are as follows.

Figure 9. Questionnaire analysis results



Based on the data that has been analyzed, the data shows that 10% of respondents think it is pretty good, 50% of respondents agree that the e-module material is easy to use, and the remaining 40% strongly agree that the module material is easy to use. As well as the evaluation presented in the e-module is by the discussion presented in the e-module material content.

## Discussion

Research on blended learning has become increasingly popular after the pandemic because the need for distance learning has become a necessity. Nevertheless, of course, some things need attention. The research conducted by (Ambusaidi & al Abri, 2023) explained that there are the factors that stimulate students to learn in a distance-learning environment, first, intrinsic motivation for teachers and second, the availability of digital content in distance-learning environments. So, providing digital content is one of many things that guarantee successful learning. Based on the meaningful online learning model, teachers in this research at least had an awareness of some of the strategies (exploration, discussion, scaffolding, and role-playing). In contrast, collaboration, reflection, and articulation of strategies needed to be included among teachers. It is recommended that this research expands the survey of teachers to a larger sample of teachers.

The research by Yajie and Jumaat (2023) also demonstrated that blended learning can improve English-language proficiency because blended learning, which replaces the traditional classroom with a more flexible and creative one that is not constrained by time or place, is becoming increasingly important for educational institutions. Batista-Toledo and Gavilan (2023) demonstrated that a positive experience with blended learning contributes positively to student satisfaction and affective commitment. These results are broadly in line with what has been suggested by the previous literature. Specifically, the different dimensions of experience influence satisfaction, with cognitive–affective and social–behavioral experiences having the most significant effect. Although he also noted that there needs to be a great effort to foster socialization among students. The research conducted by Basori et al. (2023) also stated that blended learning is suitable for vocational learning. Teaching in undergraduate dental education also helps strengthen the possibility of blended learning being used and welcomed positively by students.

Not all studies on the effectiveness of digital learning, particularly blended learning, have been praised. Although the research by Photopoulos and Triantis (2022) reveals excellent results for online learning, it also has several drawbacks. Concerns about the pupils' mental health and a strong preference for face-to-face interactions with teachers and classmates are evident here. International organizations were frightened by these findings, which delayed the immediate restructuring of education.

### **Conclusion**

Based on the results of research on the development of e-modules based on blended learning, on Hadith material about obedience to worship and trustworthy caliphs in the subject of Al-Qur'an Hadith Education class X SMA Muhammadiyah, it can be concluded as follows. First, this development research produces an e-module product based on blended learning with the ADDIE (Analyze, Design, Development, Implementation, Evaluation) development stages. Second, this e-module pays attention to the benefits and needs of students in understanding the concept of obedience to worship and a Trustworthy caliph at the X-grade Senior High School level. They are studied in learning. Fourth, this e-module is made using the flip building application, with an interactive design, simple and easy to apply, and is accompanied by exercises and evaluations that are appropriate to the material. Fifth, the validation results from material and media experts and questionnaires on students show that this e-module is suitable for use in the learning process, which requires face-to-face and distance learning processes. This research also has the limitation of not being able to test a broader range of respondents. The next suggestion for this research is to have better collaboration in mastering visual communication design to optimize the creation of graphic e-module designs.

### **Declaration of Conflicting Interests**

The author declares no potential conflicts of interest.

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