



# Implementation of blended learning in *fiqh* learning at MIN 7 Boyolali

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## ABSTRACT

The purpose of this study is to find out the implementation of blended learning in learning Fiqh at MIN 7 Boyolali, evaluate the obstacles that arise during implementation and find the right solution. The research method used descriptive qualitative. The research subjects were Fiqh teachers and fifth grade students of MIN 7 Boyolali. Data collection techniques using observation and interviews. Data analysis used the Miles and Huberman technique. The results showed that the implementation of blended learning in Fiqh learning in class V MIN 7 Boyolali can be an effective approach in improving students' understanding of Hajj material. The flexibility and accessibility of online materials are the advantages of blended learning. By combining face-to-face learning, students are more stable in receiving a comprehensive understanding. The obstacles in blended learning are uneven internet accessibility and different levels of digital literacy. The solution that can be taken by MIN 7 Boyolali is to improve internet access in the madrasa environment and conduct digital training for teachers and students. The contribution of this research is to fill the existing knowledge gap and provide practical guidelines for MIN 7 Boyolali and other MI in adopting a blended learning approach successfully in learning Fiqh.

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## INTRODUCTION

Islamic religious education aims to guide and direct student developments so that become a perfect human being (*insan kamil*) and a good human being (*insan shalih*) (Palahudin et al., 2020). One of the sciences taught in Islamic religious education is Fiqh, which discusses the laws of Islamic law relating to worship and muamalah. (Mansir, 2020). One of the Fiqh materials taught at Madrasah Ibtidaiyah (MI) is the Hajj pilgrimage, which is the fifth pillar of Islam.

The Hajj pilgrimage material in Fiqh lessons is material that is quite difficult for students to understand because it involves many new concepts and terms. Therefore, it is necessary approach effective learning to improve students' understanding of this material. A good learning approach can help students overcome academic difficulties and improve students' understanding of the

material. One effective approach that can be used to increase student understanding is blended learning (Pitaloka & Suyanto, 2019).

*Blended learning* is an approach that combines face-to-face learning with online learning (Cronje, 2020). The use of information and communication technology has changed the educational landscape significantly. Education is no longer limited to physical classrooms and conventional textbooks. With this approach, students not only gain learning experience in the classroom, but students can take advantage of more comprehensive learning experiences independently to improve students' critical thinking skills (Nur et al., 2022).

Based on preliminary observations, MIN 7 Boyolali faces challenges in integrating technology in Fiqh learning. Teachers do not fully understand the concept of blended learning which integrates online and face-to-face learning. The problem with students is that some students do not have the skills to use information and communication technology (ICT) effectively. In terms of infrastructure, madrasas still experience infrastructure problems, such as unstable internet networks and inadequate technological equipment. Thus, researchers found that the implementation of blended learning at MIN 7 Boyolali was still not completely effective. This is due to several of the obstacles mentioned above. Therefore, this research seeks to present novelty in the implementation of blended learning that is relevant to the Fiqh curriculum at MI.

Based on previous research, there are several findings regarding the implementation of blended learning in Islamic religious learning, but they are still general (Majid, 2019; Maskur Dwiputro et al., 2021; Nikmah & Mubarak, 2022; Sari & Suhardini, 2022). So there is no research that specifically discusses the implementation of blended learning in Fiqh learning at MIN 7 Boyolali, especially in the Hajj pilgrimage material. There remains a need to investigate how this approach can be applied effectively in the typical Fiqh learning context at MI level. Therefore, this research will expand previous literature by examining in more depth the use of blended learning in Fiqh learning at MIN 7 Boyolali, with a special focus on Hajj material for class V MI.

The main objective of this research is to determine the implementation of blended learning in Fiqh learning at MIN 7 Boyolali, with a focus on Hajj material for class V. This research also aims to evaluate the obstacles that arise during the implementation of blended learning and find appropriate solutions. Thus, this research will provide practical guidance for MIN 7 Boyolali and similar institutions in increasing the effectiveness of Fiqh learning through the use of technology in the Islamic religious curriculum. The use of blended learning, which includes a combination of online and face-to-face learning, reflects innovation in learning approaches. This shows that the school (MIN 7 Boyolali) is trying to utilize technology to improve the quality of learning and provide a more diverse learning experience. and also The use of blended learning, which includes a combination of online and face-to-face learning, reflects innovation in learning approaches. This shows that the school (MIN 7 Boyolali) is trying to utilize technology to improve the quality of learning and provide a more diverse learning experience.

## RESEARCH METHODOLOGY

This research uses a descriptive qualitative approach because it aims to describe the data that has been collected as it is (Sholikhah, 2017). Thus, this research approach can help researchers understand in depth how blended learning is implemented in Fiqh learning at MIN 7 Boyolali. This research approach can also support researchers to explore the perceptions, experiences, views of students and teachers regarding the use of blended learning in teaching Fiqh.

The main research subjects were class V students at MIN 7 Boyolali who were taking part in Fiqh lessons with material on the Hajj pilgrimage. Fiqh teachers involved in teaching will also be research subjects. The selection of this subject was based on the research objective, namely to find out the implementation of blended learning, obstacles to implementation, and solutions.

The data collection techniques used were observation and interviews. Researchers carried out direct observations of the learning process using blended learning in class V MIN 7 Boyolali. This observation includes aspects such as student interaction, use of technology, as well as teacher and student responses to the implementation of blended learning. Interviews were also conducted with Fiqh teachers at MIN 7 Boyolali to gain insight into their experiences in implementing blended learning. Apart from that, interviews were also conducted with a number of class V students to obtain students' perspectives about learning with this approach. The data analysis technique used is the Miles and Huberman technique which includes data collection, data reduction, and drawing conclusions/verification.

## RESULTS AND DISCUSSION

### Implementation of Blended Learning in Class V MIN 7 Boyolali

Based on the research results, it was found that the first step in implementing blended learning at MIN 7 Boyolali was to plan the Fiqh learning process for Hajj material for class V. In this case, the teacher determines learning objectives, selects learning materials, and designs learning activities according to curriculum achievements. Teachers must carefully plan every aspect of learning. Teachers must determine learning objectives clearly. These objectives should reflect the expected understanding of students after completing the Hajj material. This is in line with the research results Sari & Suhardini (2022) which states that before implementing blended learning, teachers first prepare lesson plans and worksheets as a guide so that learning objectives can be achieved.

Next, teachers must choose learning materials that are relevant to the applicable curriculum. The selection of material must pay attention to the level of difficulty appropriate to the level of class V MI students. After that, teachers need to design learning activities that include a blended learning approach, such as preparing learning videos, online assignments, and online discussion forums. All of this must be designed in such a way as to support the achievement of learning objectives. If possible, teachers can combine various approaches, methods and learning media so that the implementation of blended learning can be more optimal, as is the implementation of blended learning in research (Maskur Dwiputro et al. (2021).

Furthermore, planning must also pay attention to the continuity of learning. Teachers must ensure that the selected materials and activities can be integrated well in a blended learning environment. Planning also involves preparing a learning schedule that includes time for face-to-face learning and time for online learning. Regular monitoring and evaluation of learning plans is important to evaluate effectiveness and make changes if necessary. With careful planning, the process of implementing blended learning in learning Fiqh on the Hajj pilgrimage at MIN 7 Boyolali can run smoothly and support comprehensive understanding for students. The same thing was also expressed by Zahara et al. (2022) that good implementation of blended learning must go through careful and thorough planning, implementation and evaluation stages.

After the planning stage, the next step is to implement the blended learning process. The implementation of blended learning in Fiqh learning material for the Hajj for class V MIN 7 Boyolali involves a combination of face-to-face learning with online learning. Face-to-face learning is carried out in the classroom, while online learning is carried out through digital learning platforms.

In face-to-face learning, the teacher plays an important role in explaining concepts directly. The teacher uses the whiteboard, presentations, and class discussions to clarify students' understanding of the Hajj material. Apart from that, face-to-face teacher-student interaction also allows students to ask questions directly to get explanations.

As for online learning, teachers use learning videos, online presentations, and other digital resources to provide a deeper understanding of the procedures for the Hajj pilgrimage. The use of technology in online learning gives students the flexibility to study wherever and whenever they

need. With a combination of face-to-face and online learning, the implementation of blended learning aims to provide students with varied learning experiences regarding the Hajj pilgrimage material in a comprehensive manner. In this way, the stigma of Islamic religious learning, which tends to sit quietly and listen, can be transformed into active, innovative and digitally competent student learning (Majid, 2019).

Based on the results of observations and interviews with Fiqh teachers, the details of the implementation of blended learning carried out by teachers in teaching Fiqh on the Hajj pilgrimage are as follows: During online learning, the teacher gives instructions to students to watch video shows on YouTube addresses that have been uploaded to the WhatsApp Group. regarding the implementation of the Hajj pilgrimage. Then students provide responses regarding the videos they have seen and create a summary/concept map about Hajj. The results of the summary/concept map that the students have created are then collected on the Student Activity Sheet on the private WA forum with a deadline of 2x24 hours after online learning.

Furthermore, the MIN 7 Boyolali Fiqh teacher explained that during face-to-face learning in the classroom, the teacher started the lesson by asking students to observe a Power Point about the Hajj pilgrimage material. Students are then asked to respond to the material and express their opinions. Students are also asked to analyze and explain the definition of Hajj and its implementation time, as well as distinguish the requirements for Hajj and the pillars of Hajj. Thus, students are expected to be actively involved in class discussions, because they are ready and have a preliminary understanding of the material discussed in the meeting.

Based on the research results, the blended learning approach is considered effective in increasing student involvement, learning independence, and mastery of concepts regarding the material (Nababan & Yugopuspito, 2022). Students are actively involved in online discussions, online assignments, and discussion forums. They also have easier access to additional learning resources, such as video tutorials and reading materials. This helps students to be more involved and participate actively in learning Fiqh. Both face-to-face and online, they all contribute together in creating an atmosphere that stimulates critical thinking and reflection on deepening the material.

In addition, blended learning allows students to learn at their own pace. This means that if there is a concept or topic that is considered difficult, students have the flexibility to spend more time understanding it. This is a big advantage because not all students have the same level of understanding of each concept.

Furthermore, blended learning also makes it easier for students to access online materials anytime and anywhere, at the most convenient time based on the student's perspective. Students are not limited to a class schedule or physical school location. Students can study at home, the library, or even while traveling. Thus, students have greater control over the learning process. The same findings also state that the use of digital media in blended learning makes it easier for students and teachers in the learning process because it can be accessed anytime and anywhere without being limited by space and time (Haeruman et al., 2021).

Based on the description of the discussion, it can be said that implementing blended learning requires careful planning and preparation. Teachers need to ensure that all students have access to the necessary technology and that students have the skills to access technology effectively. Apart from that, teachers also need to ensure that learning materials are well designed and suit students' learning needs.

### **Obstacles in Implementing Blended Learning in Class V MIN 7 Boyolali**

During the implementation of blended learning, several obstacles were also identified. One significant obstacle that arises is technology accessibility. Even though most students at MIN 7 Boyolali have access to smartphone devices, some students still face obstacles in accessing the internet.

Difficulties in accessing this technology are caused by various factors, including unstable network infrastructure in certain areas and financial limitations that limit students from having private internet access. This has an impact on the quality of student participation in online learning. Students who have difficulty accessing the internet tend to fall behind in the online learning process, potentially reducing the effectiveness of the blended learning approach. Similar obstacles are also found in research Nugroho (2021), which states that the unequal distribution of facilities available to students can make the optimization of the implementation of blended learning different for each student.

Apart from that, another obstacle faced is the level of students' digital literacy. Although younger generations are generally familiar with technology, some students need additional time to understand and operate online learning platforms. These varying levels of digital literacy create disparities in students' ability to effectively utilize technology in learning. For some students who are less skilled in this regard, additional support is needed to ensure that students can access and utilize digital resources properly and appropriately. This shows the importance of providing initial training to students on how to use technology effectively in learning. This obstacle is also in accordance with the research results Damatussolah (2022) which states that many of our people still don't know how to use technology well.

### **Solutions in Implementing Blended Learning at MIN 7 Boyolali**

To overcome internet accessibility obstacles, MIN 7 Boyolali is trying to improve internet access in the school environment. MIN 7 Boyolali collaborates with related parties to improve internet access around the school environment, including installing a Wi-Fi network that can be accessed by students. This can be an alternative form for students to still be able to access digital learning resources.

Apart from that, MIN 7 Boyolali can also provide a digital library that can be used by students who have difficulty accessing the internet at home. This solution can illustrate the school's commitment to ensuring that all students can enjoy equal access to digital learning.

To overcome digital literacy obstacles, MIN 7 Boyolali is holding special training for students and teachers in using online learning platforms. This training aims to help students and teachers to be more independent in accessing and utilizing digital resources. This training covers basic aspects, such as navigating online learning platforms, using online learning tools, and how to access digital resources. In this way, students and teachers can be more independent in understanding and operating learning technology.

The solutions described above are considered important to ensure that all stakeholders at MIN 7 Boyolali can experience the full benefits of the blended learning approach and achieve maximum learning potential.

## **CONCLUSION**

This research shows that the implementation of blended learning in Fiqh learning in class V MIN 7 Boyolali can be an effective approach in increasing students' understanding of the Hajj pilgrimage material. Students appear active in learning, and they have easier access to a variety of digital learning resources. Flexibility in learning tempo and accessibility of online materials allows students to study according to student needs and comfort. By combining face-to-face learning, students become more stable in receiving a comprehensive understanding. Even though there are several obstacles faced, such as uneven internet accessibility and different levels of digital literacy, MIN 7 Boyolali can take steps to overcome them. With the right support and sustainable development, the implementation of blended learning can continue to be a useful and innovative learning approach for students at MIN 7 Boyolali.

This research has limitations because it only focuses on one school, namely MIN 7 Boyolali, so the research results cannot be directly applied to other school contexts. In addition, the data used

in this research is descriptive and based on student and teacher perceptions, so there is the potential for subjective bias in the interpretation of the results. In addition, this research does not involve direct measurement of student academic achievement, so it cannot provide comprehensive information about the effect of blended learning on learning achievement. Therefore, further research can be expanded to directly measure the impact of blended learning on student achievement using experimental research methods. Thus, further research can further deepen understanding of the potential of blended learning in the context of Islamic religious education at the elementary level. The conclusion contains conclusions and suggestions. Research can contribute to innovation in learning approaches. This can open the door to utilizing technology in the context of religious education and schools can adapt or develop a curriculum that is more appropriate to students' needs in learning Fiqh. This can include the integration of technology and blended learning methods into the curriculum structure.

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