

IMPLEMENTATION OF BLENDED LEARNING IN OPTIMIZING THE ISLAMIC EDUCATION LEARNING PROCESS AT MUHAMMADIYAH IMOGIRI HIGH SCHOOL

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ABSTRACT

This study examines the application of blended learning in Islamic Education at Muhammadiyah Imogiri High School as a response to the transformation of learning in the digital age. Blended learning is understood as a learning strategy that combines the use of technology with the reinforcement of Islamic values. This study aims to analyze school policies and teacher readiness, patterns of blended learning implementation, as well as its impact and challenges on students' understanding of the material and the instillation of Islamic values. The study uses a descriptive qualitative approach with interview, observation, and documentation techniques. Data analysis was conducted using the Miles and Huberman model through reduction, data presentation, and conclusion drawing with source triangulation. The results showed that school policies and teacher readiness supported the adaptive implementation of blended learning in Islamic Education. Blended learning improved students understanding of the material and engagement, but still faced obstacles in terms of infrastructure and the depth of religious value internalization. This study concludes that blended learning is effective in Islamic Education learning if it is managed proportionally, supported by institutional policies, and balanced with face-to-face learning that emphasizes Islamic moral guidance.

Keywords: Blended Learning; Islamic Education; Digital Learning.

INTRODUCTION

The development of digital technology has brought significant changes to the world of education, including learning patterns and the ways students access knowledge. This transformation requires schools not only to adopt technology in a technical sense but also to align it with pedagogical needs so that learning remains meaningful and contextual (Minarto et al., 2025). Students at the senior high school level belong to a generation that is familiar with digital technology therefore, learning that is visual, interactive, and flexible has become increasingly relevant. This condition encourages schools to design adaptive learning models that respond to the demands of the times without neglecting educational objectives.

In the context of Islamic Education, these challenges become more complex because Islamic Education learning is oriented not only toward the mastery of knowledge but also toward the formation of character, attitudes, and Islamic values. Islamic Education learning that is still dominated by conventional methods has the potential to be less optimal in addressing the characteristics of students in the digital era. Therefore, learning innovation is needed that can integrate digital technology with religious values so that the Islamic Education learning process remains effective and relevant (Nabillah & Masnawati, 2024).

One learning model considered suitable for these needs is blended learning. Blended learning is a learning model that combines face-to-face learning with online learning based on digital technology into a unified learning process. This model provides flexibility in managing learning time and space and allows for a wider variety of methods that can be adapted to student characteristics. In Islamic Education learning, blended learning is not intended to replace the role of teachers but rather to strengthen face-to-face learning through the support of digital media (Dwiputro et al., 2021).

Various studies indicate that the implementation of blended learning in Islamic Education learning can improve the quality of learning processes and outcomes. (Nikmah & Mubarak, 2022) state that presenting learning materials in a variety of formats through instructional videos, online quizzes, and virtual discussions can increase student participation. This finding is reinforced by (Fitriani et al., 2022), who emphasize that blended learning can integrate the advantages of online and face-to-face learning in a balanced manner, making learning more effective and less monotonous.

Beyond its impact on cognitive aspects, blended learning also has the potential to support the internalization of Islamic values. Islamic Education learning requires a continuous and contextual process of value cultivation. Through the use of digital media, students can access various examples of Islamic practices relevant to everyday life. (Fatimah et al., 2022) emphasize that blended learning can serve as an effective medium for instilling religious values when it is designed purposefully and remains connected to the development of students' attitudes and morals.

At the senior high school level, the application of blended learning becomes increasingly relevant given students' relatively independent characteristics, although they still require guidance in value formation. (Nurillah et al., 2025) state that blended learning can bridge these needs when it is implemented proportionally between online and face-to-face learning. This indicates that the success of blended learning is highly dependent on learning planning and teacher readiness in managing it.

In the context of educational policy, blended learning aligns with the spirit of the Independent Curriculum (Kurikulum Merdeka), which emphasizes learning flexibility and student independence. (Oktariana & Yusra, 2025) explain that blended learning provides space for teachers to adjust learning strategies to students' characteristics and needs. However, the successful integration of technology in PAI learning cannot be separated from school policy support and teacher readiness in designing meaningful learning oriented toward strengthening religious character (Putra et al., 2024).

Muhammadiyah Imogiri High School is one of the schools that has begun utilizing digital technology in Islamic Education learning through the implementation of e-learning and blended learning. Based on interview results, the school views blended learning as a relevant learning strategy for optimizing the Islamic Education learning process, particularly under conditions that require flexibility in learning time and space. Islamic Education learning at this school combines face-to-face learning with the use of digital media such as instructional videos, online evaluation platforms, and application-based communication. This practice indicates that the school already has empirical experience in integrating conventional learning with technology-based learning.

The implementation of blended learning in Islamic Education learning at Muhammadiyah Imogiri High School is not only related to technical aspects of technology use but is also closely linked to school policies and teacher readiness. Interview findings indicate that the school actively encourages Islamic Education teachers to develop digital learning content that is relevant to

instructional materials and aligned with Islamic values. In addition, the school conducts content selection of external digital materials to ensure they do not conflict with Islamic principles. This policy affirms that the use of technology in Islamic Education learning is positioned as part of an institutional strategy rather than merely an individual teacher initiative.

Furthermore, the implementation of blended learning at the school demonstrates a clear division of roles between online and face-to-face learning. Based on interview results, online learning is utilized for material delivery, assignments, and cognitive evaluation, while face-to-face learning focuses on religious practices, value discussions, and the development of attitudes and morals. This pattern shows that blended learning is used functionally and contextually rather than merely following technological trends. Consequently, Islamic Education learning remains oriented toward character formation and the practice of Islamic values.

RESEARCH METHOD

This study was conducted at Muhammadiyah Imogiri High School, Bantul Regency, Special Region of Yogyakarta. The selection of the research site was based on the consideration that SMA Muhammadiyah Imogiri is an Islamic senior high school under the Muhammadiyah organization that has begun implementing technology-based learning in the subject of Islamic Education. The school was considered relevant because it possesses institutional policies that support the use of digital technology in learning while simultaneously facing challenges in maintaining the effectiveness of Islamic value internalization through a blended learning model.

This research employed a qualitative approach with a descriptive-analytical design, aiming to provide an in-depth description of the implementation of blended learning in Islamic Education learning. This approach was chosen because the study focuses on processes, experiences, and perspectives of research subjects regarding the integration of face-to-face and online learning in Islamic Education. Through a qualitative approach, the researchers were able to comprehensively understand how school policies and teacher readiness influence the implementation of blended learning in Islamic Education classrooms.

The key informants in this study were Islamic Education teachers who play a strategic role in planning, implementing, and evaluating blended learning-based Islamic Education instruction at Muhammadiyah Imogiri High School. Islamic Education teachers were selected as the primary informants due to their direct involvement in designing learning tools, determining instructional methods and digital media, and managing the integration between face-to-face and online learning. Informant selection was conducted purposively, considering teachers' experience and level of involvement in blended learning implementation, including their roles in pedagogical decision-making and academic policy within the school environment.

Data collection techniques included observation, interviews, and documentation. Observation was used to directly examine the implementation of blended learning in Islamic Education instruction, both in face-to-face activities and online-based learning. Interviews were conducted to explore informants' perspectives on the effectiveness of blended learning, teacher readiness, and school policy support. Documentation was used to complement and strengthen data obtained from observations and interviews to ensure the accuracy and credibility of the research findings.

Data analysis was carried out interactively using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. Data reduction involved selecting information relevant to the research focus, data display was organized in descriptive narrative form, and conclusions were drawn based on identified patterns and relationships among findings. To ensure data validity, this study applied source and technique triangulation by comparing data from various informants and verifying findings through observation, interviews, and documentation (Arianto, 2024).

RESULTS AND DISCUSSION

School Policies and Teacher Readiness in Implementing Blended Learning in Islamic Religious Education

The transformation of learning in the digital age requires schools to adapt not only to the technical aspects of technology use, but also to policy aspects and human resource readiness. This adaptation includes the formulation of clear policies, strengthening teacher capacity, and providing a learning ecosystem that supports the targeted use of technology. In the context of Islamic Education, this adaptation is even more crucial because Islamic Education is not only oriented

towards knowledge transfer, but also towards shaping attitudes and internalizing Islamic values. Without the right policies, the use of technology has the potential to shift the orientation of Islamic Education learning to be merely cognitive and neglect the affective and spiritual dimensions. Therefore, school policies play a strategic role in determining the direction and quality of technology integration so that it remains in line with the objectives of Islamic education (Suaidi et al., 2025).

Within this framework, Muhammadiyah Imogiri High School views digital technology as a pedagogical tool that can enrich the Islamic Education learning process. This view shows that technology is not placed as an end in itself, but as an instrument to improve the quality of the learning process. Technology is utilized to deliver learning that is more dynamic, contextual, and relevant to the characteristics of students who grow up in a digital ecosystem. In the subjects of history, creed, and fiqh, the use of visual and interactive media helps bridge abstract religious concepts with the realities of students' lives. Through visualization and concrete examples, students can more easily relate the teaching material to social phenomena and daily religious practices. Thus, Islamic Education material is not only delivered textually, but also presented in the form of a more meaningful and understandable learning experience.

This view shows a pedagogical awareness that technology can serve as a medium to reinforce the substance of learning, not as a substitute for Islamic values. This awareness is important so that the use of technology does not distance students from the essence of Islamic teachings, but rather strengthens their understanding and appreciation of its values. Visualizations, animations, and digital content are positioned as tools to clarify meaning, deepen understanding, and relate Islamic teachings to the context of contemporary life. In practice, appropriate digital content can help students understand the wisdom behind Islamic teachings, not just memorize normative concepts. These findings are in line with research confirming that digital technology can improve the quality of Islamic Education learning through the expansion of learning resources and ease of material visualization, as long as it remains controlled within the corridor of religious values (Nabillah & Masnawati, 2024).

At the policy level, schools systematically encourage Islamic Education teachers to develop digital learning content that is relevant to the teaching material and in accordance with the principles of Islamic law. This policy demonstrates a clear institutional direction in the digitization of Islamic Education learning, so that the innovations made by teachers do not run individually and sporadically (Widodo & Hadi, 2026). This encouragement is not merely technical in nature, but reflects institutional efforts to ensure that learning innovations remain grounded in the objectives of Islamic education. Schools also implement a selection mechanism for external digital content to ensure that the material is in line with Islamic values. This selective approach is important to minimize the inclusion of content that is irrelevant or contrary to Islamic values. This cautious attitude shows that the digitization of learning is being responded to critically, rather than simply following the trend of technological developments.

The readiness of Islamic Education teachers is a determining factor in the implementation of this policy. Teachers act as liaisons between school policy and classroom learning practices. Teachers are not only required to master digital tools and platforms, but also to be able to design learning that continues to emphasize pedagogical and religious dimensions. To that end, schools facilitate various professional development activities, such as interactive learning workshops and training on the integration of technology in learning. This training aims to improve teachers' competencies holistically, both in terms of technology mastery and strengthening value-based pedagogical strategies (Hunaidah & Ikmal, 2023). This effort reflects the school's commitment to building teachers' competencies in a sustainable manner so that technology can be utilized optimally without shifting the orientation of Islamic Education values.

This condition confirms that the success of blended learning implementation is not only determined by the availability of technology, but also by the alignment between school policies and teachers' readiness to manage it. Without teacher readiness, technology tends to be only an administrative tool, not a meaningful pedagogical tool. Teachers who are pedagogically and technologically prepared tend to be more adaptive in designing flexible, contextual, and valuable learning. Through a combination of face-to-face and online learning, teachers can optimize cognitive, affective, and psychomotor aspects in a balanced manner. This is in line with the view that the integration of technology in learning, including Islamic Education, must be supported by institutional policies and teacher competence so as not to lose sight of the normative direction and objectives of Islamic character building (Putra et al., 2023).

Implementation of Blended Learning in the Islamic Education Learning Process

The development of technology-based learning models has encouraged changes in the way teachers design, implement, and evaluate the learning process. These changes require teachers to be more flexible in determining strategies, media, and patterns of learning interaction that are appropriate for the development of students. In the context of Islamic Education, these changes cannot be separated from the need to maintain a balance between flexibility in learning methods and the strengthening of Islamic values. Islamic Education has unique characteristics that place the dimensions of values, attitudes, and religious practices as the main objectives of learning. Blended learning is an alternative learning model that allows for the integration of face-to-face and online learning in a complementary manner. This model provides space for teachers to adjust learning strategies to school conditions, student characteristics, and evolving situational demands, without having to sacrifice the essence of Islamic Education (Mildan, 2021).

In the practice of Islamic Education learning at Muhammadiyah Imogiri High School, the application of blended learning has not been placed as the standard main learning model, but is carried out adaptively and situationally. This approach shows that the school does not impose the application of a particular model, but adapts it to the real needs of learning. Online-based learning is generally utilized when certain conditions require students to study from home or when there are school activities that reduce the intensity of face-to-face learning. In such situations, Islamic Education teachers utilize various digital platforms as learning media, such as online meetings through Google Meet and the use of learning videos as material reinforcement. The use of these media aims to maintain the continuity of learning so that it continues even though it is not entirely conducted face-to-face. This pattern shows that schools have empirical experience in combining offline and online learning according to learning needs.

This adaptive approach reflects the pedagogical flexibility of teachers in maintaining the continuity of Islamic Education learning without losing the essence of the material (Salsabila et al., 2022). Teachers do not view online learning as a substitute for face-to-face learning, but rather as a functional complement. Online learning is not used to completely replace direct interaction between teachers and students, but rather as a reinforcement of material that has been or will be discussed face-to-face. Thus, blended learning is understood as a supporting strategy that helps maintain learning continuity. This approach is relevant considering that Islamic Education requires direct interaction for character building and role modeling. This flexibility is important given the characteristics of Islamic Education learning, which not only requires cognitive understanding but also the development of religious attitudes and practices.

This implementation pattern is in line with the concept of blended learning proposed by (Dwiputro et al., 2021), which emphasizes that combining face-to-face learning and technology-based learning can increase the effectiveness of Islamic Education learning if designed proportionally. Proportionality is key so that the use of technology does not overly dominate the learning process. In the context of Muhammadiyah Imogiri High School, face-to-face learning remains positioned as the main means of fostering values, religious habits, and religious practices. Meanwhile, online learning is used to strengthen conceptual understanding, broaden knowledge, and provide a variety of learning methods to avoid monotony. This division of roles demonstrates pedagogical awareness in placing technology according to its functions and limitations.

Although it has not been implemented systematically and fully structured, the current learning pattern reflects the basic principles of blended learning. This can be seen from the combination of methods, the use of digital media, and the adjustment of learning strategies based on the situation. Teachers do not stick to one learning method, but rather adjust their strategies to the conditions of the students, the availability of resources, and learning needs. This approach allows Islamic Education learning to continue effectively despite limitations in time and space. In addition, teachers have the flexibility to choose the media that best suits the characteristics of the teaching material, so that learning can be more contextual and meaningful for students.

This gradual approach to implementing blended learning demonstrates the school's realistic attitude in responding to the demands of digitalization in learning. The school realizes that the success of blended learning is not only determined by the model, but also by the readiness of all components of learning. Blended learning is not understood as an instant demand that must be implemented comprehensively, but rather as a long-term learning process that requires the readiness of teachers, students, and the support of facilities and infrastructure. This finding is in line with research (Nikmah & Mubarok, 2022) which states that the implementation of blended learning in

Islamic Education learning can be carried out gradually in accordance with the conditions and readiness of each school. A gradual approach actually provides room for continuous evaluation and improvement.

Thus, the implementation of blended learning in Islamic Education at Muhammadiyah Imogiri High School can be understood as a transition process towards a more flexible and adaptive learning model. Although not yet fully structured, the practices carried out have shown the direction of learning development that is responsive to the changing times. Even though it is still in the development stage, the practices carried out show pedagogical awareness to utilize technology contextually without neglecting the role of face-to-face learning. This process serves as an initial foundation for strengthening the implementation of blended learning in the future, particularly in order to optimize Islamic Education learning that is relevant to the times while remaining oriented towards instilling Islamic values.

The Impact and Challenges of Blended Learning on Understanding and Instilling Islamic Values

The use of digital technology in Islamic Education not only impacts changes in the delivery of material, but also influences how students understand, appreciate, and internalize Islamic values. These changes show that technology is not neutral, but rather shapes students' learning patterns and ways of thinking. In the context of blended learning, learning no longer relies solely on face-to-face interaction but is expanded through digital learning spaces that allow students to access materials more flexibly (Salsabila et al., 2022). This condition opens up opportunities to strengthen students' cognitive understanding of Islamic Education material, while also presenting challenges in maintaining the depth of religious appreciation so that it does not stop at mere formalities. Therefore, blended learning requires careful pedagogical management so that learning flexibility does not reduce the quality of value cultivation.

In terms of material comprehension, the use of digital media has a significant positive impact. Digital media allows for more varied presentation of material, accommodating differences in student learning styles. Islamic Education material, which was previously understood textually, can be presented through visualizations, instructional videos, and contextual examples that are relevant to students' lives. The presentation of material on history, fiqh, and aqidah through audiovisual media helps students understand the sequence of events, historical background, and practical implications of Islamic teachings in everyday life. This learning pattern encourages students to not only memorize concepts but also understand their meaning and relevance. Thus, the use of technology in blended learning contributes to more meaningful and applicable Islamic Education learning. This shows that blended learning strengthens the cognitive aspects of Islamic Education learning in a more varied and contextual way.

In addition to its impact on cognitive aspects, blended learning also affects student engagement and motivation to learn (Amin & Faridi, 2024). Student engagement is an important indicator of learning success, especially in Islamic Education subjects, which are often considered normative and monotonous. The use of platforms such as Quizizz, Kahoot, and online discussions provides a more interactive learning experience compared to conventional methods. Students become more active in participating in learning because the media used is in line with the characteristics of the digital generation, which is familiar with technology. The interaction built through online discussions and interactive quizzes encourages more equitable student participation. This shows that technology can create a more participatory and responsive learning atmosphere. Thus, technology not only functions as a medium for delivering material but also as a means to increase students' emotional involvement and interest in Islamic Education learning.

In the context of instilling Islamic values, blended learning provides both opportunities and challenges. The opportunity lies in the ability of digital media to present reality visually and contextually. On the one hand, digital media allows teachers to present examples of Islamic practices that are relevant to the realities of students' lives, so that Islamic values can be understood more concretely. Through videos, simulations, and case studies, students can see how Islamic teachings are applied in various situations in modern life. This helps students relate Islamic Education material to real experiences, so that Islamic values do not only remain at the theoretical level but also have the potential to be internalized in daily behavior (Maulana et al., 2025).

However, on the other hand, technology-based learning also presents challenges in maintaining the depth of religious value internalization (Zamjani, 2023). Without proper guidance, online learning risks losing its reflective and spiritual touch. Dependence on digital media has the potential to make

Islamic Education learning pragmatic and task-oriented. In some cases, students participate in online learning only to fulfill academic obligations without deep reflection on values. This phenomenon shows that the use of technology in Islamic Education learning needs to be balanced with the strengthening of affective guidance through direct interaction, teacher role modeling, and consistent religious habits. The role of teachers as role models is key to maintaining the spirit of Islamic education.

The division of roles between online and face-to-face learning is an important strategy in maintaining this balance. Each mode of learning has its own characteristics and advantages. Online learning is more effective for reinforcing material comprehension, assignments, and cognitive evaluation, while face-to-face learning focuses on attitude building, worship practices, and value discussions. This pattern allows students to not only understand Islamic teachings conceptually, but also to practice them directly with the guidance of a teacher. Thus, blended learning can function optimally if each learning mode is placed in accordance with the characteristics of Islamic Education learning objectives.

Another challenge faced in the implementation of blended learning is the limitation of facilities and infrastructure, particularly related to internet access and the availability of student data quotas. This aspect is a crucial factor that is often beyond the control of teachers. Inequality in access to technology means that not all students can participate in online learning optimally. This condition has an impact on participation and continuity of learning, especially when online learning is carried out intensively. These technical challenges show that the success of blended learning is not only determined by teacher readiness and learning methods, but also by adequate infrastructure support and school policies that are responsive to students' socioeconomic conditions.

In addition to technical aspects, value challenges are also an important concern. The vast and open digital environment has consequences in the form of increased potential for distraction and the influence of external values. In the digital age, students are easily exposed to various external content that may not necessarily be in line with Islamic values. Without adequate guidance, the use of technology in Islamic Education learning has the potential to create distractions and shift the focus of learning. Therefore, the role of teachers as mentors, guides, and role models becomes even more crucial in blended learning. Teachers are not only required to master technology, but also to be able to guide students to wisely use digital media in accordance with Islamic values (Rahman et al., 2023).

Thus, blended learning in Islamic Education learning at Muhammadiyah Imogiri High School has a positive impact on students' understanding of the material and engagement, while also presenting challenges in technical aspects and the internalization of religious values. These positive impacts can only be maximized if accompanied by appropriate pedagogical management and school policies. The success of blended learning implementation is largely determined by the ability of schools and teachers to maintain a balance between technological flexibility and the reinforcement of Islamic values. Blended learning cannot be understood merely as an innovation in learning methods, but rather as a pedagogical strategy that requires value awareness, institutional readiness, and a shared commitment to shaping students who are not only academically competent, but also have noble character and Islamic personality.

CONCLUSION

Based on the research findings, the implementation of blended learning in Islamic Education at Muhammadiyah Imogiri High School can be seen as a gradual and contextual pedagogical adaptation to digital technology, carried out flexibly according to school conditions, teacher readiness, and student needs. Its success is strongly supported by school policies, teacher professional development, and teacher readiness to use technology as a learning support tool while still maintaining face-to-face learning as the main medium for strengthening Islamic values, attitudes, and practices. This combination of online and in-person learning helps maintain learning continuity, improve students' understanding and engagement, and present material in a more varied and contextual way, although its implementation still faces challenges related to internet access, student quotas, and the consistent internalization of religious values.

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