Challenges to the implementation of blended learning in Islamic Religious Education Learning in Indonesia

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A r t i c l e   I n f o

A b s t r a c t

This research discusses the definition of blended learning model, classification of blended learning model, benefits of blended learning in Islamic religious education learning, implementation of blended learning model in Islamic religious education learning, and challenges in implementing blended learning model in Islamic religious education learning. This research uses literature review method to analyze the concept of blended learning model implementation in Islamic religious education learning. Data collection was conducted by tracing various literature sources related to blended learning and Islamic religious education learning that included empirical research, theoretical studies, and practice reports from various educational contexts identified through searches in digital academic databases, as well as through cross-referencing of relevant articles. The data analysis used a content analysis approach. The results showed that the implementation of blended learning in Islamic religious education learning offers an innovative and flexible approach to improve the quality and effectiveness of learning. However, the implementation strategy of blended learning must be designed by considering the advantages, disadvantages, and challenges. Such as access to the internet, teacher and learner skills, and digital security. If implemented wisely and adaptively, blended learning in Islamic religious education learning has great potential to enrich learners' learning experience. Therefore, it is important to continuously evaluate and develop, as well as ensure that any challenges are addressed with appropriate and innovative solutions, so that the benefits of blended learning can be felt by all parties involved in Islamic religious education learning.

Keywords: blended learning, learning strategies, Islamic religious education learning.

INTRODUCTION

Along with the rapid development of technology and information, the world of education has also experienced a significant transformation in its learning methods (Firmansyah, 2024; Firmansyah, et al., 2022). One of the emerging innovations is blended learning, an approach that combines traditional face-to-face learning with online learning. This approach not only offers flexibility in learning time and place, but also enriches the learning experience through technology integration. In the context of Islamic religious education learning, blended learning has great potential to improve teaching effectiveness and learners' understanding of

the material taught. The implementation of blended learning itself gained its moment after the Covid-19 pandemic hit the world, including Indonesia, which was seen as a solution to the pandemic situation by combining face-to-face learning and Online learning (Paslah & Darussyamsu, 2020).

Islamic religious education learning in the school environment, which plays an important role in shaping the character and morals of students through value education for students (Ikhwansyah, et al., 2023), according to Dalimunthe (2023) and Romadanti (2023), faces challenges in delivering materials that are relevant to the needs and context of the times. Blended learning allows teachers to package Islamic religious education learning materials in a more interactive and interesting way, so as to facilitate a deeper and more applicable understanding for each learner (Salsabila, et al., 2023). The use of e-learning platforms, learning videos, and other digital tools opens access to various resources and references that can enrich learning activities (Isti'ana, 2024).

However, the implementation of blended learning in Islamic religious education learning is not necessarily free from challenges. Some of the main challenges, according to Salim (2023) and Janah & Ristianah (2024), are: technological infrastructure readiness, including the availability of devices and adequate internet access. In addition, according to Rehiara (2024), technology skills among both teachers and learners are also a crucial factor for the successful implementation of this blended learning model. Therefore, training and mentoring are important in ensuring that all parties are able to utilize technology optimally in the learning process with the blended learning model.

In addition to the technical challenges, there are also pedagogical aspects that need to be considered. The combination of face-to-face and online methods must be designed in such a way that they complement and support each other. This involves careful learning planning, appropriate material selection, as well as the design of learning activities that are able to accommodate the various learning styles of learners (Yaniawati, et al., 2023; Nasution, et al., 2023). Therefore, teachers need to play an active role as facilitators who not only convey knowledge, but also guide learners in exploring the material independently.

On the other hand, according to Zamjani (2023), blended learning also provides opportunities for personalized learning, where learners can learn according to their own pace and style. This is very relevant in Islamic religious education learning, where understanding and appreciation of religious teachings often require deep personal reflection. With blended learning, students have the flexibility to learn further material outside of formal class hours, while still receiving guidance and direction from the teacher (Tanjung, 2019; Firmansyah, 2021).

In relation to the description above, a complete understanding of the implementation of blended learning model in Islamic religious education learning is very important to be studied. Therefore, this research will further explore the definition of blended learning model, classification of blended learning model, benefits of blended learning in Islamic religious education learning, implementation of blended learning model in Islamic religious education learning, and challenges in implementing blended learning model in Islamic religious education learning. Through this discussion, it is hoped that solutions and recommendations can be found to optimize the implementation of blended learning in Islamic religious

education learning, so that it can support character building and a strong understanding of Islamic values in students.

RESEARCH METHOD

This research uses literature review method to analyze the concept of blended learning model implementation in Islamic religious education learning. The literature review method is a method of collecting data by searching and reading existing written sources such as books or literature (Widiasworo, 2018). The literature review was chosen because this approach allows the collection and analysis of data from various relevant literature sources, including books, journal articles, research reports, and educational policy documents. The main focus of this method is to understand how blended learning has been applied in Islamic Education learning, as well as evaluate the effectiveness, challenges and opportunities faced in its implementation so far.

Data collection was conducted by tracing various literature sources related to blended learning and Islamic religious education learning. These literature sources included empirical research, theoretical studies and practice reports from various educational contexts. These sources were identified through searches in academic databases such as Google Scholar, JSTOR, and ProQuest, and through cross-referencing of relevant articles. Inclusion criteria include literature that discusses the concept of blended learning in general and its implementation in Islamic religious education learning in particular. The data analysis will use a content analysis approach. The researcher categorized the relevant information based on the main themes such as the definition and concept of blended learning, implementation models and strategies, benefits and challenges, and its impact on Islamic religious education learning. After the data was analyzed, the researcher synthesized the findings to provide a comprehensive picture of the implementation of blended learning model in Islamic religious education learning. This synthesis includes a summary of the various findings in the literature, including the successes and challenges faced in implementing this model.

FINDINGS & DISCUSSION
Definition of Blended Learning Model
The term blended learning comes from two English words: "blended" which means mixture, and "learning" which means learning. In general, blended learning refers to learning activities that combine various methods, both offline and online. Blended learning is also known as hybrid learning and mixed mode learning (Anggraeni, 2021). According to Driscool and Carliner (as cited in Graham et al., 2005), blended learning is the process of integrating various learning programs in different formats to achieve a common goal. Blended learning can also be interpreted as a learning model that combines online methods with traditional learning, so that materials can be accessed by students who cannot be physically present at school (Johan, 2016). Thus, blended learning is a learning model that combines modern methods (online) with conventional methods (offline) to achieve the desired educational goals.

Basically, blended learning has two learning settings, namely synchronous learning and asynchronous learning (Firmansyah, 2022). Synchronous learning is a learning process that

occurs simultaneously between learners and teachers, although it does not necessarily take place in the same place. There are two types of synchronous learning, namely: *First*, face-to-face classroom type, this type is called synchronous learning which physically occurs simultaneously at the same time in the same place, such as: face-to-face classroom learning, laboratory research, field trips, presentations, group discussions in class, and all other traditional learning methods. *Second*, online synchronous type or also called synchronous virtual collaboration, such as: audio or video conferencing, chat, live online learning, instant messaging, and so on. Asynchronous learning is a learning activity where different learners can experience the same subject matter at different times and locations. There are two types of asynchronous learning, namely: *First*, asynchronous virtual collaboration type, such as: online discussion forum, mailinglist, e-mail, and so on. *Second*, independent asynchronous type, such as: simulation, online test, material search, material in pdf, doc, html, video, animation, and so on (Dwiputro, 2022).

However, ideally, effective blended learning should include both synchronous and asynchronous learning. Both approaches simultaneously allow learners and educators to carry out learning activities with greater flexibility, which can be done anytime and anywhere, without being tied to a specific schedule or learning method. This flexibility gives learners more opportunities to interact with educators and their peers during the classroom learning process. In addition, blended learning can optimize learners' personal learning and experience. Nevertheless, blended learning is still controlled by the educator based on the design of the learning implementation plan (RPP) or teaching module (MA) that has been determined (Oktaria, 2018; Astrid, et al., 2024).

In this regard, according to Paslah & Darussyamsu (2020), the success of blended learning is highly dependent on the teacher's ability to design online learning activities and provide adequate infrastructure so that Online learning can be as effective as face-to-face learning. This is important because the majority of students nowadays tend to prefer face-to-face learning over online learning. Internet access issues and availability of devices at home are the main causes of this preference. Therefore, before implementing blended learning in the classroom, it is necessary to make careful preparations in the following aspects: (1) the feasibility of online learning infrastructure at school and at home; (2) teachers' skills in preparing teaching materials, media, and learning materials that can be used optimally by students both in face-to-face and online classes; and (3) the implementation is combined with lesson study principles (collegiality, mutual learning, and learning community).

Classification of Blended Learning Models

The classification of blended learning models includes various approaches that can be adjusted to the needs and characteristics of learning. In this regard, according to Oktaria (2018) and Sutanti, et al. (2021), blended learning models can be divided into several classifications, namely as follows:

1. Rotation model. This learning integrates online learning and face-to-face learning in the classroom with the supervision of educators who take turns based on a fixed schedule. The educator will announce the turn time, and all learners proceed to the next learning activity. This rotation model includes four sub-models: (1) station

rotation model; (2) lab rotation model; (3) flipped classroom model; and (4) individual rotation model. An example of the implementation of the rotation model in Islamic religious education learning, namely learning about fasting, students can: (1) follow the theoretical explanation of fasting in class; (2) watch videos about the wisdom of fasting or fasting procedures through online learning platforms.

2. Flex model. In this approach, materials are delivered online. Although educators are in the room to provide support as needed, learning is essentially self-guided. Learners learn and practice new concepts independently in a digital environment. Similar to the individual rotation model, the flex model features learners working on a customized schedule that rotates between modalities, including online learning. The flex model allows real-time schedule changes to meet learners' ever-changing learning needs. This approach also allows for creative classroom or school configurations, such as combining study spaces, learning labs, small groups, and social areas. In Islamic religious education learning, the flex model can be applied with the following examples: (1) learning the material of akidah: students learn the concept of tawhid through interactive videos and online readings. Afterwards, they can take an online quiz that measures their understanding; (2) fikih learning: students access online simulations or tutorials on how to pray or perform ablutions. They then practice at home and record their activity as part of the assessment; and (3) Islamic history material: students can explore independently through e-books and documentary videos on the history of Prophet Muhammad, then create a summary or infographic to present online.

3. Self-blend model. A combination of personalized instruction with online learning. This model is popular in high schools, giving learners the opportunity to take additional classes beyond those offered at their school. Learners attend a school setting and supplement their learning through online courses offered remotely. For this method to be successful, learners need to be highly motivated. The self-blend model is ideal for learners who want to take additional classes. Examples of Implementation in Islamic religious education learning: (1) learning the material of akidah: if in class students learn about the pillars of faith, they can deepen the material through videos of clerics' lectures or read articles about more in-depth interpretations of the pillars of faith; (2) Islamic history material: students who are interested in Islamic history can access documentaries or e-books about the development of Islamic civilization in various parts of the world; and (3) fikih learning: students can learn about various scholars' opinions on fiqh issues through articles or online discussions in Islamic forums.

4. Enriched virtual model. This model allows learners who need face-to-face learning with an educator to then complete the remaining course material remotely. There are many online virtual programs developed to support the educator's face-to-face learning experience in the classroom. Examples of implementation in Islamic religious education learning: (1) learning akidah material: teachers can deliver material on faith and morals through video lectures followed by interactive discussions in online forums; (2) learning fikih material: procedures for worship

such as ablution and prayer can be delivered through video tutorials that show practical steps. Students are then asked to submit videos of their practice for evaluation; and (3) learning Islamic history: teachers can use infographics and documentary videos to explain the course of Islamic history. Afterwards, students can take an online quiz to gauge their understanding.

Based on the description above, it can be concluded that each blended learning model has its own characteristics. Therefore, the selection of the right model should be tailored to the learning objectives, learners' needs, and available resources. In this case, it can be said that the key to successful blended learning is effective integration between face-to-face and online learning, as well as strong support for learners in their learning process.

Benefits of Blended Learning in Islamic religious education learning

The implementation of the blended learning model in Islamic religious education learning in Indonesia has provided a positive learning alternative, especially during the Covid-19 pandemic. The effectiveness of blended learning itself has been confirmed by several studies in many schools, such as Khoiruddin & Sutiani (2022), who researched at Madrasah Ibtidaiyah Islamiyah Betet Ngronggot Nganjuk, Mulya (2023) who researched at SMP Muhammadiyah Pringsewu, and Abdurrohim (2021), who researched at the Private Islamic High School level in Palembang. In this regard, according to Istiningsih & Hasbullah (2015), Salsabila, et al. (2022), Purnama (2020), and Janah & Ristianah (2024), the implementation of the blended learning model in Islamic religious education learning offers many benefits that can be felt directly by teachers and students, among others:

1. Time and place flexibility. Blended learning allows learners to access learning materials anytime and anywhere, not limited by school hours. This is very important in Islamic religious education learning, as learners can study religious concepts in depth at their own pace. For example, they can repeat the recitation of Quranic verses or hadith outside of class hours to improve understanding and memorization.

2. Access to diverse learning resources. With the online platform, learners have access to a variety of digital resources such as videos, e-books, and interactive modules that enrich their understanding of Islamic religious education learning materials. These include lectures from renowned scholars, scientific studies, and Quranic commentaries. Access to these resources broadens learners' horizons and provides a more comprehensive view of Islamic teachings.

3. Customized learning. In blended learning, learning can be tailored to the individual needs of learners. Teachers can use data from the online learning platform to identify areas where learners need additional help or further enrichment. This is particularly beneficial in Islamic religious education learning, where learners' understanding of theological and ethical concepts can vary significantly.

4. Increased learner participation and engagement. Interactive learning methods, such as online discussion forums and interactive quizzes, can increase learner participation. In Islamic religious education learning, this could mean deeper discussions on topics such as Islamic history, ethics in daily life, or the role of

religion in society. Learners are more likely to be actively involved when they can share their opinions and interact with fellow learners online.

5. Development of digital technology skills. The use of blended learning model in Islamic religious education learning also helps learners develop important technological skills, such as digital literacy and the ability to use online learning tools. These are invaluable skills in today's digital age, and can be applied outside the context of Islamic religious education learning.

6. Independent learning and responsibility. Blended learning encourages learners to become independent and responsible learners. They have to manage their own time and complete tasks independently. In the context of Islamic religious education learning, this could mean learners take the initiative to deepen their understanding of religious texts or seek additional relevant resources.

7. Provision of quick and effective feedback. Online learning platforms often provide immediate feedback on learners' assignments or quizzes. In Islamic religious education learning, this quick feedback helps learners understand their mistakes and correct their understanding of religious concepts immediately. It supports a more dynamic and reflective learning process.

8. Deeper collaboration and discussion. Blended learning facilitates collaboration between learners through digital tools such as chat rooms and discussion forums. In Islamic religious education learning, this can encourage deeper discussions on contemporary issues related to religion, such as ethics in technology or the role of religion in global peace. These discussions help learners develop a broader and more critical understanding of how Islamic teachings are relevant to modern life.

9. Efficiency in the use of class time. By using a flipped classroom approach, where material is delivered online and class time is used for discussion or practice, blended learning can make more efficient use of class time. In Islamic religious education learning, this allows teachers to focus on important aspects such as Quranic interpretation, hadith analysis, and discussion of ethical cases, which require hands-on guidance.

10. Performance and portfolio-based assessment. Blended learning enables the implementation of performance- and portfolio-based assessments, where learners can demonstrate their understanding of Islamic religious education learning materials through projects, presentations, or essays. This provides a more holistic picture of learners' abilities and understanding, compared to traditional assessments that rely solely on written exams.

Considering the benefits above, the blended learning model can be a very effective tool in improving the quality of Islamic religious education learning. However, the successful implementation of blended learning requires careful planning, adequate technological support, and teacher readiness to optimize the use of digital learning platforms in Islamic religious education learning.

The Implementation of Blended Learning Model in Islamic Religious Education Learning

The implementation of blended learning in Islamic religious education learning is a promising step towards a more modern and inclusive religious education. With the continuous development of technology and learning methods, this model can be continuously improved to provide a richer and more meaningful learning experience (Firmansyah, et al., 2023). The future of blended learning in Islamic religious education learning will include further innovations in the use of technology, increased accessibility, and greater emphasis on developing learners' critical thinking and spiritual awareness.

The implementation of blended learning model in Islamic religious education learning requires careful planning. Teachers need to determine which parts of the curriculum will be delivered online and which will be delivered directly in class. In addition, it is important to choose the right platform and tools, and ensure that all learners have equal access. Flexible timetabling is also important to allow learners to balance their time between online learning and face-to-face activities. In blended learning, the teacher's role is not only as a material provider, but also as a facilitator who helps learners understand and explore the material more deeply. Teachers should be able to utilize technology to create an interactive and collaborative learning environment. This includes designing challenging tasks, moderating online discussions, and providing constructive feedback.

In implementing the blended learning model, several strategic steps can be taken to maximize its effectiveness and impact, including the following:

1. Use of online learning platform. Online learning platforms, such as Google Classroom, Moodle, or similar provide the necessary infrastructure to support blended learning. These platforms allow teachers to upload learning materials, create schedules, conduct exams, and communicate with learners. The use of these platforms can improve efficiency in material distribution and assessment. Learners can access all the necessary resources in one place, which is very helpful in organizing their learning. It allows teachers to monitor the progress of learners' learning activities in real-time, which provides an opportunity for quicker intervention if needed.

2. Digital content and learning videos. The use of learning videos and digital content can present Islamic religious education learning materials in a more interesting and understandable way. Videos can include lectures, demonstrations, or simulations that illustrate concepts and Islamic religious education learning materials that may be difficult to explain through text alone. Videos and visual content tend to be more engaging for learners, especially in explaining abstract concepts or stories in Islamic religious education learning materials. This in turn will increase learners' active involvement and interest in learning activities. In addition, the use of digital content through videos and visual content also allows for easier repetition of material, which can help learners strengthen their understanding through repeated review.

3. Online discussions and collaboration. Online discussions and collaborative projects provide a platform for learners to share their thoughts and work together in

understanding religious and ethical values. This could include discussion forums, chat groups, or group projects. Online collaboration promotes social skills such as communication, cooperation and problem-solving, which are important in learners' learning of religion and morals. In that regard, group discussion activities can deepen learners' understanding through the exchange of perspectives and experiences. In addition, it can also strengthen the practical application of religious values in daily life.

4. Evaluation and feedback. The use of online quizzes and digital assignments gives teachers a tool to evaluate learners' understanding quickly and effectively. As such, feedback can be given instantly, which can help learners to identify areas for improvement. This kind of continuous evaluation allows teachers to get a more accurate picture of learners' progress. This is especially important in Islamic religious education learning, where understanding of concepts and values is crucial. In addition, quick and timely feedback also allows for adjustments in teaching approaches, so teachers can tailor their methods according to learners' needs.

Based on the description above, it can be understood that the implementation of blended learning model in Islamic religious education learning needs to be designed in such a way as to maximize the benefits contained in the blended learning model. By considering the various aspects above, the implementation of blended learning model in Islamic religious education learning can be broadly divided into three stages, namely preparation stage, implementation stage, and evaluation stage.

First, the preparation stage. Using a blended learning model certainly needs to prepare a learning tool, one of the learning tools in this stage is the lesson plan or MA, and classify the material into 3 groups with the method used, namely: (1) classification of Islamic religious education learning materials delivered to students online; (2) classification of Islamic religious education learning materials to be studied offline at home; and (3) classification of Islamic religious education learning materials delivered during class or face-to-face at school (Nugroho, 2021). By classifying Islamic religious education learning materials into these three groups, learning can be organized more effectively, ensuring that each type of material is delivered through the most appropriate method. This not only helps in achieving learning objectives, but also supports learners' individual needs, provides flexibility in learning, and ensures that learning remains structured and purposeful.

Second, the implementation stage. The implementation of online learning can be carried out through a platform or application, several applications that are usually used for Online learning media, including: E-Learning, Google Classroom, Zoom, Google Meet, Powerpoint, Youtube, and WhatsApp (Hanifah, et al., 2020; Suliantoro, et al., 2024). These platforms provide flexibility for teachers and learners to organize learning according to their needs, and allow for more dynamic and responsive interactions (Purwaningatmaja, 2024). In addition to online learning, the learning implementation stage is also carried out offline by giving assignments to students which are then done outside the network or during the implementation of learning activities outside the classroom. The last implementation stage is with regular in-class or face-to-face learning. At this stage, teachers and learners can adjust by agreeing on a schedule of activities together. During this implementation stage, good

coordination and communication between teachers and learners is essential. Teachers should ensure that all learning components (online, offline and face-to-face) are well integrated and support the overall learning objectives. Adjustment of activity schedules, such as time for face-to-face sessions, needs to be mutually agreed between teachers and learners to ensure flexibility and convenience in the learning process. Thus, the blended learning model can be implemented effectively, providing a holistic and in-depth learning experience for learners in Islamic religious education learning.

Third, the evaluation stage. In the evaluation stage, Islamic religious education learning teachers assess the learning process during and after the end of learning activities. This assessment stage is conducted to determine the extent of students' abilities and how effective this blended learning model is in achieving the Islamic religious education learning outcomes that have been formulated in the lesson plan or MA (Nugroho, 2021; Liriwati & Al-Shreifeen, 2024). The evaluation stage also includes analyzing the effectiveness of the blended learning method itself. Islamic religious education learning teachers need to assess how the various learning components (online, offline, and face-to-face) contributed to the achievement of learning outcomes. This involves reflecting on various aspects such as the use of technology, online classroom management, learner engagement, and the quality of learning materials. For example, teachers can assess whether the use of digital platforms such as Google Classroom or Zoom is effective in delivering Islamic religious education learning materials, or whether learners find the offline assignments helpful.

In addition, teachers can also use data from formative and summative assessments to assess the success of the blended learning model in improving learners' learning outcomes. This includes analyzing quantitative data such as test scores, learner participation rates, and task completion, as well as qualitative data such as feedback from learners and teacher observations. This data can be used to make informed decisions regarding improvements or adjustments in the teaching approach. Evaluation should also include reflections from learners on their learning experience. Questionnaires or interviews can be used to collect feedback from learners about what they found helpful or not in the process of Islamic religious education learning using the blended learning model (Imania & Bariah, 2019). Overall, the evaluation stage aims not only to measure learner achievement, but also to evaluate and improve teaching strategies. Thus, Islamic religious education learning teachers can continuously improve the quality of learning and ensure that the blended learning model is truly effective in helping learners achieve optimal learning outcomes.

Challenges in the Implementation of Blended Learning Model in Islamic Religious Education Learning

The implementation of blended learning in Islamic religious education learning, according to Hasrul, et al., (2019), Salim (2023), As'ari (2023), Amin & Faridi (2024), and Janah & Ristianah (2024), has several challenges that need to be addressed wisely. These challenges include the following:

1. Technology access. Not all learners have access to adequate technological devices and the internet. Access to technology devices and the internet is a fundamental challenge in implementing blended learning. This challenge is especially true for

schools or students in remote or underprivileged areas. Inequality in access to technology can create gaps in the quality of learning. In the context of Islamic religious education learning, where spiritual values and character education are very important, this limited access can hinder students from participating in learning activities that are rich in interactive materials. To overcome this problem, the role of government and schools is crucial, for example by providing device assistance, internet connection, or developing offline-based learning programs that can still be integrated with the concept of blended learning.

2. Teacher competency. The implementation of blended learning requires high competence from teachers in the use of technology. Islamic religious education learning teachers are not only required to understand religious content, but must also be able to utilize technology in the delivery of material. This challenge often occurs because there is still an ability gap between teachers who are proficient in technology and those who are not familiar with it. Training and mentoring are key so that teachers can master various digital platforms, as well as develop learning methods in accordance with Islamic religious education learning objectives, which emphasize the internalization of Islamic values. This training must be sustainable so that adaptation to technological developments runs smoothly.

3. Learner engagement. Student motivation and engagement is often a challenge in online learning. In Islamic learning, which ideally requires in-depth interaction and spiritual reflection, lack of engagement can have an impact on the understanding and appreciation of the material. The blended learning model should be designed in such a way that it remains interactive and engaging, for example through online discussion activities, the use of interactive multimedia, or educational games based on Islamic values. Teachers also need to adapt learning strategies that encourage active participation, for example by giving relevant collaborative tasks or using gamification methods to increase student engagement.

4. Monitoring and evaluation. Supervision in the blended learning model becomes more complex because learning does not always take place in person. In Islamic religious education learning, the evaluation process not only measures cognitive aspects, but also affective and psychomotor aspects. This challenge includes how teachers can ensure that students really understand the material and apply it in daily life. Evaluation in blended learning should be more varied, such as a combination of online assignments, project assessments, as well as observations during face-to-face sessions. Teachers need to develop evaluation instruments that are in-depth and relevant to Islamic religious education learning objectives, including the aspects of Islamic attitudes and behaviors.

5. Security and privacy issues. The use of digital platforms in blended learning does open gaps to security and privacy issues. In the context of Islamic religious education learning, this becomes even more important as the material presented is often related to moral and ethical values. Therefore, schools and teachers must be careful in choosing a platform that is secure and complies with regulations related to data protection. In addition, there is a need to educate students about digital

ethics and the importance of maintaining privacy while interacting in online spaces, so that students can avoid the risk of misuse of personal data or information.

6. Limitations in social interaction. One of the important elements in Islamic religious education learning is discussion, debate, and direct interaction that invites students to think critically and reflectively on religious teachings. Blended learning, especially the online component, can reduce the intensity of social interaction that usually occurs in face-to-face classes. This is a challenge because Islamic religious education learning does not only teach religious knowledge, but also how to build morals and social relations based on Islamic principles. To overcome this, online learning should still provide space for interactive discussions, for example through breakout rooms, discussion forums, or question and answer sessions that allow students to interact meaningfully. In addition, the face-to-face component in blended learning should be maximized for in-depth discussion activities, debates, and religious practices.

The challenges in implementing blended learning model in Islamic religious education learning are multidimensional, covering aspects of technology, teacher competence, student engagement, supervision, security, and social interaction. To face these challenges, a comprehensive approach is needed that involves improving teacher competence, technology support, interactive learning design, and collaboration between schools, government, and communities. In the context of Islamic religious education learning, the implementation of blended learning must stick to the essence of religious learning, which is to instill Islamic values, while being adaptive to technological changes and the needs of modern education. While these challenges are significant, with careful planning, proper training and ongoing support, many of them can be overcome. The implementation of blended learning in Islamic religious education learning has great potential to enrich learners' learning experience, provided it is implemented wisely and responsive to local needs and conditions.

CONCLUSION

Blended learning in Islamic religious education learning offers an innovative and flexible approach to improve the quality and effectiveness of learning. However, its successful implementation is highly dependent on technological support, digital capabilities of teachers and learners, as well as appropriate strategies in designing content and evaluation in accordance with Islamic religious education learning objectives. By overcoming these challenges, blended learning can be an effective alternative approach to help learners understand and internalize Islamic values deeply and sustainably.

The findings of this study recommend: (1) the implementation of blended learning model in Islamic religious education learning should be applied variably; (2) a study should be conducted related to the readiness of teachers and students before applying blended learning in schools or madrasah; (3) the selection and application of spiritual value integration strategies in blended learning, so that religious learning does not only focus on cognitive aspects but also on developing students' Islamic attitudes and behaviors.

To complement the limitations of this research study, it is recommended that: (1) this study should be conducted in various schools with different backgrounds, in terms of

facilities, students' characteristics, and teachers' competencies so as to provide a more comprehensive insight into the implementation of blended learning in Islamic religious education learning; (2) measuring the effectiveness and long-term impact of the implementation of blended learning in Islamic religious education learning, especially in terms of Islamic character development and students' learning independence.

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