

## **IMPLEMENTATION OF DISTANCE LEARNING MODELS IN INCREASING STUDENT LEARNING INDEPENDENCE IN MADRASAH ALIYAH NEGERI 1 JEMBER**

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### **Abstract**

The purpose of this study is to determine the independence of students' learning in distance learning at Madrasah Aliyah Negeri (MAN) Jember Regency. This research method uses a research method based on the philosophy of post positivism, which is used to examine the condition of natural objects. data source sampling was done purposively and snowballed. Data collection techniques with triangulation (combined), data analysis are inductive / qualitative, and the results of qualitative research emphasize meaning more than generalization. The research location is MAN 1 Jember, Jember Regency. The results of this study are in the form of educators at MAN 1 Jember are very dedicated in carrying out existing tasks. It can be seen that during distance learning during the pandemic, the board of educators still came to the school besides that by implementing strict health protocols. In its use, virtual learning brings students who are far away closer to continue learning and are not limited by time and space, but have not been able to be carried out due to existing technical constraints so that there is a need for readiness to use facilities and infrastructure. The conclusion in this study is the independence of student learning in distance learning at MAN 1 Jember in the form of learning activities that are given full flexibility over student learning activities with supervision within the scope of madrasahs. Flexibility is also given to students with the distribution of learning quotas that can be used to carry out student learning activities through room meeting applications such as Zoom meetings, google meet, Microsoft teams, WhatsApp Groups, Telegram, and so on. With the Covid-19 pandemic, it has not dampened the spirit of student learning independence and does not relax students' enthusiasm and learning outcomes

**Keyword:** Learning independence, Distance learning

### **INTRODUCTION**

The development of science and information technology in recent years has developed at a very rapid speed, so that with this development has changed the paradigm of society in finding and obtaining information, which is no longer limited to newspaper, audio-visual, and electronic information, but also other sources of information, one of which is through the internet network. One of the fields that has had a significant impact with the development of this technology is the field of education.

Law Number 20 concerning the National Education System paragraph 1 clearly states "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, intelligence, noble character, and the skills needed for themselves". Conscious and planned efforts to create a learning atmosphere and learning process for students can be used as a guide in achieving an education, namely making humans independent and able to develop independence in their learning.

Learning is the process of interaction between students and educators and learning resources in a learning environment that includes teachers and students exchanging information with each other<sup>1</sup>. Learning becomes a process in which educators develop creativity thinking to improve students' thinking, then also improve the ability to improve new knowledge. Learning becomes an effort to improve good mastery of the subject.

Since the beginning of 2020, drastic changes in the field of education have begun to undergo a revolution. Learning that was previously dominated by face-to-face learning must switch to online learning at all levels of education, including universities. In order to prevent the transmission of the corona virus 2019 (Covid-19), many education policies were born. Circular letter issued by the Minister of Education and Culture Number 3 of 2020 concerning the prevention of Covid-19 in the Education Unit and Number 36926 / MPK. A/HK/2020 about online learning, educators are expected to present a fun learning process for students<sup>2</sup>.

Online-based learning is not a difficult thing to do in today's modern era, with the rapid advancement of technology and information. Almost all educators and students have smartphones, then with many choices of online-based discussion forums or learning applications that can be used. Such as the Zoom application, Google Meet, Google Classroom, and others. Operating it is not difficult because it is almost the same as the application that we generally use daily. The role of the media is as a transfer of knowledge, the weakness of technology is that it

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<sup>1</sup> Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2010) <<http://pustaka.unm.ac.id/opac/detail-opac?id=44777>> [accessed 1 December 2022].

<sup>2</sup> Pengelola web kemdikbud, *Kementerian Pendidikan Dan Kebudayaan* (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2020) <<https://www.kemdikbud.go.id/main/blog/2020/03/surat-edaran-pencegahan-covid19-pada-satuan-pendidikan>> [accessed 1 December 2022].

does not have a taste, language, and character. Therefore, this role must belong to an educator who not only carries out the function of transferring knowledge but is also able to form attitudes and behaviors as the task of educators <sup>3</sup>.

One of the uses of the internet in the world of education is distance learning. There are various terms to express the idea of distance learning by utilizing the internet, namely: online learning, e-learning (electronic learning), internet-enabled learning, virtual learning, virtual classroom or web based learning <sup>4</sup>.

Distance learning or online-based learning is learning that uses the internet-based, of course the internet is a network that is close to today's life or can be said to have become a life style for technology users <sup>5</sup>. However, in this process there are still some online-based learning activities that cause a lack of learning effectiveness in students. Such as the limited time in explaining the material to question and answer, then not all students have smartphones nor do they understand the task work of the educator. There are many obstacles found in online-based learning, ranging from technical problems to learning process problems <sup>6</sup>. For example, networks that are difficult to get, internet quotas that are so expensive, to the operation of learning applications that are so complicated, as well as the lack of student participation when learning takes place through applications <sup>7</sup>.

It is time to abandon the learning process that tends to prioritize memorization or simply finding one correct answer to the question. Indonesian education learning methods must begin to

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<sup>3</sup> Munir, *Pembelajaran Jarak Jauh : Berbasis Teknologi Informasi Dan Komunikasi*, Cet. 1 (Bandung: Alfabeta, 2009) <<https://opac.perpusnas.go.id/DetailOpac.aspx?id=511740>> [accessed 1 December 2022].

<sup>4</sup> Eko Kuntarto, 'KEEFEKTIFAN MODEL PEMBELAJARAN DARING DALAM PERKULIAHAN BAHASA INDONESIA DI PERGURUAN TINGGI', *Indonesian Language Education and Literature*, 3.1 (2017), 99–110 <<https://doi.org/10.24235/ILEAL.V3I1.1820>>.

<sup>5</sup> Dat-Dao Nguyen and Yue Jeff Zhang, 'College Students Attitudes Toward Learning Process And Outcome Of Online Instruction And Distance Learning Across Learning Styles', *Journal of College Teaching & Learning (TLC)*, 8.12 (2011), 35–42 <<https://doi.org/10.19030/TLC.V8I12.6619>>.

<sup>6</sup> Robert A. Baron and Donn Byrne, *Psikologi Sosial / Robert A. Baron, Donn Byrne ; Alih Bahasa, Ratna Djuwita ... [et Al.] ; Editor, Wisnu C. Kristiaji, Ratri Media | OPAC Perpustakaan Nasional RI*. (Jakarta: Erlangga, 2004) <<https://opac.perpusnas.go.id/DetailOpac.aspx?id=40163>> [accessed 26 August 2022].

<sup>7</sup> Munir.

shift into visionary thought processes, including honing the ability to think creatively and innovatively. It is necessary to face various technological and scientific developments <sup>8</sup>.

Online learning makes it easy for teachers and students to learn without having to come to school, students can learn anywhere, anytime with anything and by anyone, even students are free to manage themselves when they have to learn and learn what lessons they want. This education is known as Distance Education or PTJJ. The implementation of Distance Open Education (PTJJ) can be carried out with the help of computers and the internet so that a Web Based Education (WBE) free learning model was born, namely e-learning <sup>9</sup>.

E-learning is learning that can take place at any time and anywhere so that it does not have to be in one dimension of time and space, meaning it can be at any time. E-learning is the use of information technology and computers that contribute to changes in learning activities. Students no longer listen to the teacher's description of the material that seems boring in the classroom <sup>10</sup>.

Many simple things are factors for the success of the learning process but are not paid attention to by students, one of which is learning independence. According to Baron and Donn (1997:83) "Learner autonomy is that learning has to start out from the learner's existing knowledge" <sup>11</sup>. The influence of learning independence is important to measure the achievement of maximum learning outcomes, because with independence in learning, students will have broad insight and initiative to carry out the learning process both at school and independently by utilizing the available learning facilities and resources <sup>12</sup>.

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<sup>8</sup> Breffni O'Rourke and Lorna Carson, *Language Learner Autonomy: Policy, Curriculum, Classroom*, ed. by Lorna Arson and Breffni O'Rourke, *Language Learner Autonomy : Policy , Curriculum , Classroom* (Oxford: Peter Lang Verlag, 2021) <<https://www.peterlang.com/document/1135313>> [accessed 1 December 2022].

<sup>9</sup> M. I. Farisi, 'Konsep Belajar Jarak Jauh Dan Aplikasinya', *FKIP-UT UPBJJ Surabaya*, 2012 <[https://moam.info/konsep-belajar-jarak-jauh-dan-aplikasinya-blog-universitas-\\_59fab5a01723dd3897d19280.html](https://moam.info/konsep-belajar-jarak-jauh-dan-aplikasinya-blog-universitas-_59fab5a01723dd3897d19280.html)> [accessed 29 November 2022].

<sup>10</sup> Betty Collis and Wim De Boer, *E-Learning by Design, TechTrends*, 2004, XLVIII <<https://doi.org/10.1007/bf02763574>>.

<sup>11</sup> Baron and Byrne.

<sup>12</sup> Irzan Tahar, 'HUBUNGAN KEMANDIRIAN BELAJAR DAN HASIL BELAJAR PADA PENDIDIKAN JARAK JAUH', *Jurnal Pendidikan Terbuka Dan Jarak Jauh*, 7.2 (2006) <<http://simpen.lppm.ut.ac.id/htmpublikasi/tahar.pdf>> [accessed 1 December 2022].

Learning independence is a condition of independent learning activities that do not depend on others, have the will, initiative and are responsible for themselves in solving learning problems. Learning independence will be realized if students actively control everything they do themselves, evaluate and then plan something deeper in the learning that is passed and students are also willing to be active in the learning process<sup>13</sup>.

Learning independence is very important and should be a concern for related parties in the world of education. With his independence in learning, the student can organize and have the ability to direct his feelings without any influence from others. Learning independence has an important role in improving student learning achievement<sup>14</sup>. A person who has learning independence tends not to depend on others and takes the initiative to solve problems he or she faces alone without expecting help from others. With the independence he has, a person tends to try his best to get high learning achievements and in accordance with his expectations<sup>15</sup>.

Considering that the learning process carried out in schools has limited time, learning independence is seen as an absolute thing that must be done by students. Yamin states that "Self-study is an active and participatory way of learning to develop each individual who is not tied to the presence of learners, face-to-face meetings of classes, the presence of schoolmates"<sup>16</sup>.

Research conducted by Kharisma Swandhana, Madziatul Churiyah, and Lohana Juariyah (2016), obtained the average result of post test scores of 91.76 in the experimental class, validation results by material experts and module experts achieved results of 90.66% and 88.30%, the results of the distribution of student learning independence questionnaires using modules also reached a percentage of 90%, from the results of the research above showed that

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<sup>13</sup> Bistari, 'PENGEMBANGAN KEMANDIRIAN BELAJAR BERBASIS NILAI UNTUK MENINGKATKAN KOMUNIKASI MATEMATIK', *Jurnal Pendidikan Matematika Dan IPA*, 1.1 (2010) <<https://doi.org/10.26418/JPMIPA.V1I1.148>>.

<sup>14</sup> Kharisma Swandhana, Madziatul Churiyah, and Lohana Juariyah, 'Meningkatkan Kemandirian Belajar Dan Hasil Belajar Siswa Melalui Pengembangan Modul Administrasi Kepegawaian Berbasis Strategi Pembelajaran Inkuiri Terbimbing', *JPBM (Jurnal Pendidikan Bisnis Dan Manajemen)*, 2.3 (2016), 161–69 <<http://journal2.um.ac.id/index.php/jpbm/article/view/1706>> [accessed 1 December 2022].

<sup>15</sup> Rita Ningsih and Arfatin Nurrahmah, 'Pengaruh Kemandirian Belajar Dan Perhatian Orang Tua Terhadap Prestasi Belajar Matematika', *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6.1 (2016) <<https://doi.org/10.30998/FORMATIF.V6I1.754>>.

<sup>16</sup> Martinis Yamin, *Paradigma Baru Pembelajaran* (Jakarta: Referensi, 2013) <<https://onsearch.id/Record/IOS13414.INLIS00000000013829>> [accessed 1 December 2022].

the personnel administration module proved feasible and could improve learning outcomes and Student Learning Self-Reliance <sup>17</sup>.

Research conducted by Dedi Syahputra (2017), research results obtained: learning independence ( $p = 0.002$ ), tutoring ( $p = 0.001$ ) and partially ( $p = 0.000$ ) affects the ability to understand adjustment journals. In order for independence to become a positive habit for students, a learning process system is needed that is able to accommodate this, one of which is by directing students to learn based on their own initiative <sup>18</sup>. According to Moore "The independence of learner learning is the extent to which in the learning process students can participate in determining the goals, materials and learning experiences, as well as evaluating their learning." <sup>19</sup>. This independence of learning can affect student learning outcomes, because with independence in learning, students have responsibility for the learning process they carry out and try their best to succeed in learning in order to obtain satisfactory and proud learning outcomes <sup>20</sup>.

In fact, where researchers conducted a pre-survey, namely at MAN 1 Jember, it showed that there were students who did not have good learning independence. It can be seen from the symptoms that are not being punctual in collecting tasks and not even collecting tasks. In addition, there are also students who tend to just do it without trying to complete the task as well as possible. Based on this background exposure, this research was conducted to examine more deeply about the learning independence of students in MAN 1.

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<sup>17</sup> Swandhana, Churiyah, and Juariyah.

<sup>18</sup> Dedi Syahputra, 'PENGARUH KEMANDIRIAN BELAJAR DAN BIMBINGAN BELAJAR TERHADAP KEMAMPUAN MEMAHAMI JURNAL PENYESUAIAN PADA SISWA SMA MELATI PERBAUNGAN', *AT-TAWASSUTH: Jurnal Ekonomi Islam*, 2.2 (2017), 368–88 <<https://doi.org/10.30821/AJEI.V2I2.1227>>.

<sup>19</sup> Kenneth D. Moore, *Effective Instructional Strategies: From Theory to Practice* (Road London EC1Y 1SP United Kingdom: SAGE Publication, 2009) <<https://books.google.com.jm/books?id=pFs0PC9v8NsC&printsec=frontcover#v=onepage&q&f=false>> [accessed 1 December 2022].

<sup>20</sup> Gatot Priowirjanto, 'Southeast Asian Ministers Of Education Organization Regional Open Learning Centre', *SEAMEO*, 2013 <[www.seameo.org](http://www.seameo.org)> [accessed 1 December 2022].

## RESEARCH METHODS

### Approaches and Types of Research

The approach used in the research to be carried out is a qualitative approach. Because in this study the researcher directly engaged and interacted with the subject of the study. Qualitative research methods are research methods based on the philosophy of post positivism, used to examine the conditions of natural objects (as opposed to experiments), where the researcher is as a key instrument, sampling data sources is carried out purposively and snowball. Data collection techniques by triangulation (combined), data analysis are inductive / qualitative, and qualitative research results emphasize meaning rather than generalizations <sup>21</sup>.

While the type of research used by researchers is descriptive. Descriptive is a method of examining human status, an object, a system of thought, a class of events in the present <sup>22</sup>. Where this study aims to make descriptions or images and paintings systematically, factually and actually regarding the facts, properties and relationships between the phenomena studied.

### Research Location

The location of the study indicates where the research is to be conducted. Looking for objective data used to answer the problems set out in the study. The intended research location is MAN 1 Jember, Jember Regency. The location was chosen with the following considerations:

1. The madrasa is a state madrasa that has been running for a long time and has received the bitter sweetness of the curriculum that has changed in Indonesia.
2. The madrasah is one of the madrasahs affected during this pandemic so that it implements a distance learning process.
3. The location of man 1 is strategic so that it can be reached by researchers.

### Subject of Research

In determining the subjects of the study, this study used purposive sampling techniques. Purposive sampling is a technique of sampling data sources with certain considerations. This particular consideration is for example the person who is considered to know best about what we expect, or perhaps he is the ruler so that it will make it easier for the researcher to explore the social object / situation under study <sup>23</sup>.

The research subjects designated as informants in this study are:

1. Principal
2. Teaching board
3. Learners

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<sup>21</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*, cetakan 16 (Bandung: Alfabeta, 2013) <<https://katalogdisperpusipsumbawa.perpusnas.go.id/detail-opac?id=611&tipe=koleksi>> [accessed 30 August 2022].

<sup>22</sup> Moore.

<sup>23</sup> Moh. Nazir, *Metode Penelitian*, ed. by Risman Sikumbang, cetakan 8 (Bogor: Ghalia Indonesia, 2013) <<http://perpus.bandungkab.go.id/opac/detail-opac?id=854>> [accessed 29 August 2022].

## Data Collection Techniques

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the data standards set <sup>24</sup>. Data is very important in a study. Because the existence of data will make it easier for researchers to analyze a problem. In order to obtain valid data in the research activities that have been carried out, methods are determined in collecting appropriate and systematic data. In this case the author uses the following methods:

### Observation

The observations that will be used in this study are participant observations. In participant observation, researchers observed what people were doing, listened to what they said and participated in their activities. The considerations in the use of this observation method are as follows: it facilitates the collection of a large amount of data with a fairly regular implementation, and can make observations freely and not tied to time. Judging from the role of researchers in observations, in general there are three types of observations that can be played by researchers <sup>25</sup>, that is:

- a. Participant observation, i.e. the observer actively participated in the observed activity.
- b. Non-participant observations, that is, observations in which the observer does not actively participate in the observed activity (the observer only observes from afar).
- c. Quasi-participatory observers, i.e. observations i.e. observers ostensibly participate but actually only pretend to be in the observed activities. Meanwhile, the role of participants is continuously divided into four, namely: full or complete participation, active participation, moderate participation and passive participation. In this study, the researcher's participation and role in observing is as a moderate participation, where the researcher observes the person / object under study while he is involved in some of the observed activities. In this atmosphere, there is a balance of the researcher as an outsider (who observes) and as an insider who engages in the observed activities. The data to be obtained from the observation method are:
  - 1) Objective conditions of MAN 1 Jember.
  - 2) The use of digital learning in blended learning.

### Metode Interview (Interview)

An interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic <sup>26</sup>. In this study,

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<sup>24</sup> Nazir.

<sup>25</sup> Nurul Ulfatin, *Metode Penelitian Kualitatif Di Bidang Pendidikan : Teori Dan Aplikasinya*, ICB Research Reports (Malang: Bayumedia Publishing, 2013)  
<<https://openlibrary.telkomuniversity.ac.id/home/catalog/id/17087/slug/metode-penelitian-kualitatif-di-bidang-pendidikan-teori-dan-aplikasinya.html>> [accessed 1 December 2022].

<sup>26</sup> Sugiyono.

researchers used semi-structured interview techniques. In this interview, the researcher refers to predetermined question topics that are deliberately designed for all respondents present in the case (structured interviews), but at the same time, for certain sections are designed with open-ended questions that allow the respondent to explore his world (unstructured interviews).

The researcher conducts an unstructured interview to explore the subject under study, then from the unstructured interview the informant is taken to the structured interview. The purpose of this type of interview is to find the problem more openly, where the interviewee is asked for their opinions, and ideas. In conducting interviews, researchers need to listen carefully and record what the informant puts forward <sup>27</sup>. The data that have been obtained in this method are: How is the independence of student learning in distance learning in Madrasah Aliyah Negeri (MAN) 1 Jember Regency

#### Documentation

Documentation is a record of past events. Documents can be in the form of writings, drawings or monumental works of a person <sup>28</sup>. The data that have been obtained from the documentation method are:

- 1) Geographical location of MAN 1 Jember Regency.
- 2) History of MAN 1 Jember Regency.
- 3) Organizational Structure of MAN 1 Jember District.
- 4) Data on the learning program plan and curriculum of MAN 1, Jember Regency.
- 5) Data about MAN 1 students, Jember Regency.
- 6) Other relevant documents from various sources that are recognized for their validity in reinforcing the analysis of the object of discussion.

#### Data Analysis

Qualitative data analysis is inductive, that is, an analysis based on the data obtained, subsequently developed a certain pattern of relationships or becomes a hypothesis. Based on the hypothesis formulated based on these data, then find the data again repeatedly so that it can then be concluded whether the hypothesis is accepted or rejected based on the collected data. If based on data that can be collected repeatedly with triangulation techniques, it turns out that the hypothesis is accepted, the hypothesis develops into a theory <sup>29</sup>.

This study uses interactive data analysis techniques developed by Miles and Huberman, namely data collection activities and data presentation and conclusion drawing take place in an interactive cycle. As for the activities carried out in data analysis according to

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<sup>27</sup> Sugiyono.

<sup>28</sup> Sugiyono.

<sup>29</sup> Sugiyono.

Miles, Huberman and Saldana in the qualitative data analysis, there is a flow of activities that occur simultaneously, namely<sup>30</sup>:

1. Data Collection

Data collection is the collection of the first or raw data collected in a study.

2. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting and altering field notes, interview transcripts, documents and other empirical findings. The difference between data reduction and data condensation lies in the way data is simplified. Reduction tends to sort while condensation adjusts all the data netted without having to sort (subtract) the data.

3. Data Presentation (Data Display)

The presentation of data is an organizing, unification of information that allows for inference and action. The presentation of this data can help to understand what is happening and can also do something, including a more in-depth analysis or taking an action based on a certain understanding.

4. Conclusions Drawing

Drawing conclusions is an important analytical activity to draw conclusions and verification. The beginning of data collection is carried out by a qualitative analyzer starting from looking for the meaning of objects, noting the regularity of explanations, causal flows and propositions. Conclusions will not emerge until data collection is complete, depending on the large set of records performed in the field, their coding, storage and re-search methods and the skills of the researcher.

### **Data Validity**

The data validity techniques in this study are source triangulation and engineering triangulation. Source triangulation means comparing and re-examining the degree of confidence of information obtained from different sources in qualitative research. The technique of source triangulation is carried out by comparing one's perspective with various opinions and views of other people who differ such as ordinary people, people with secondary or higher education. The triangulation technique is testing the validity of data by checking or comparing data obtained through different collection techniques such as observation, interviews, and documentation<sup>31</sup>.

### **Research stages**

The stages in this study are as follows:

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<sup>30</sup> Mathew B. Miles and others, *Analisis Data Kualitatif : Buku Sumber Tentang Metode Metode Baru* (Jakarta: Penerbit Universitas Indonesia (UI -Press), 1992) <<https://opac.perpusnas.go.id/DetailOpac.aspx?id=298242>> [accessed 30 August 2022].

<sup>31</sup> Sugiyono.

## **Pre-Field Stage**

The pre-field stage is the stage carried out before the research is carried out. Activities in the pre-field stage include:

a. **Compiling a Research Design**

This research design is the background of the problems and reasons for conducting the research, site selection, determining the research schedule, data collection design, designing data analysis procedures, and checking the validity of the data.

b. **Exploratory Studies**

An exploratory study is a visit to the research site before the research is carried out, with the aim of getting to know all elements of the social, physical environment and natural conditions of the research site.

c. **Licensing**

In connection with research that is carried out outside the campus and is a government institution, this research requires the following permits and procedures, namely a request for a cover letter from the Kiai Haji Achmad Siddiq Jember State Islamic University as an application for a research permit submitted to the principal of MAN 1 Jember as the school's responder.

d. **Preparation of Research Instruments.**

Activities in the preparation of research instruments include compiling a list of questions for interviews, making observation sheets, and recording the necessary documents.

## **Research Stages**

In the implementation stage, the activities that will be carried out include:

a. **Data Collection**

Data collection is carried out on a predetermined schedule using observation, interview, and documentation techniques.

b. **Data Processing**

Data processing from the results of data collection in research is intended to facilitate the data analysis process.

c. **Data Analysis**

After all the data is collected and composed, it is then analyzed with qualitative analysis techniques, which is to put forward an overview of what has been obtained during data collection. The results of the data analysis are outlined in the presentation of data and research findings.

## **DISCUSSION**

### **A. Data Presentation and Analysis**

In the research that I did, the data collection techniques used were observation, interviews and document studies. So that at this stage the researcher presents the data obtained during

research in the field. Based on the results of my research, I will explain the use of digital technology in blended learning at MAN 1 Jember. The data results obtained during the research process in the field include the following:

### **Student learning independence in distance learning at Madrasah Aliyah Negeri 1 (MAN 1) Jember Regency**

The use of mobile or smartphones during this pandemic is very important which starts with cellphones, mobile, this smartphone is a skunder need or non-additional needs. During this pandemic, this smartphone has become a primary need. The main factor of being a primary need is the limited number of us to meet each other in person because it is to reduce the spread of the virus that continues to grow. In addition, the restrictions that exist on all aspects of activities that are gathering more than 5 people are strongly discouraged so that learning which is a group is eliminated. So it is replaced with distance learning which makes mobile, or digital technology as the main medium for learning. The use of mobile in blended learning or blended learning is a very complex subject of Islamic religious education. The learning applied to MAN 1 Jember is a blended learning of why it is said to be so. Because what is done in the field of MAN 1 Jember Rambipuji uses learning that uses mobile and also with face-to-face learning, so it can be said to be with blended learning. In the presentation of the findings Why do I state this, in this case I can explain with some positive points and also negative points that can and can be changed with solutions willing to continue learning. In the research, what I mean is the use of mobile is features and applications other than social media and also virtual because later there will be its own focus and discussion. In mobile use, students use blended learning in MAN 1 Jember.

In the research I conducted at MAN 1 Jember, there were several discoveries from teachers and students that coincided with visits to school. Mr. Hashim as a teacher of Islamic subjects explained

"The learning that took place at MAN 1 Jember Rambipuji was carried out in a mixed or blended manner"<sup>32</sup>.

In the process of distance learning as well as with limited face-to-face. The use of mobile is considered very important because of the supporting factors in the existing explanation. And also to make it easier to provide analogies because mobile itself has unlimited material potential in learning. And can be accessed independently. As has been said by the father of Hashim as a teacher of islamic religious education subjects that

*"Children actually like the use of mobile or smartphones as a learning medium, but they are inferior to games and also more exciting applications and other games. So the learning is lost and put aside"*<sup>33</sup>.

The learning carried out during this pandemic is all diverted to the use of mobile, starting from the attendance list of materials that are conveyed all sent via moblie or smartphone from each student. At the interview stage that has been explained by Mr. Hasyim above, students are sometimes still complacent about the use of mobile used for learning, there are some students who are still late in filling out the attendance list and are also still late in collecting assignments. As said by a student sitting in class X (Ten) named Lisa she mentioned that:

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<sup>32</sup> Peneliti, *LAPORAN PENELITIAN SURVEI SURVEI KEMANDIRIAN BELAJAR SISWA DALAM PEMBELAJARAN JARAK JAUH DI MADRASAH ALIYAH NEGERI 1 KABUPATEN JEMBER*, 2021.

<sup>33</sup> Peneliti.

"Sometimes I forget that when there is a task so cool to use a cellphone, the task is forgotten and coupled with activities at home that are often told by parents, sir"<sup>34</sup>.

In the interview, it can be seen that learning using digital technology in the form of smartphones, laptops or computers is not optimal and is also added to the role of the environment. Such. Learning using mobile or smasrtphone has a tremendous effect in addition to the unlimited time to learn and supports the 2013 curriculum which is renewable for self-study. However, the use of this mobile cannot be optimized due to several obstacles as explained by Mr. Hashim.

*"I was teaching the whole class from 7th grade to 9th grade. And each class has 6 subclasses ranging from class A to F. so my smartphone or mobile is almost not strong enough to withstand so much data. Greetings online learning took place I have changed 2 hp. "*<sup>35</sup>.

This distance learning provides an unpredictable burden that starts with only 2 weeks of estimation but, up to almost two years so planning for learners makes there swelling and also outside planning. And it ends up conditionally as well as improvised. In learning that is carried out during long distances, this is a form that is carried out because of unpreparedness for the situation so that what is done is tried as well as possible and is done by surviving. Neglect to use excessive cellphones is not for learning. When the learning carried out during the distance can be replaced with face-to-face learning so that the learning that has been arranged during distance learning is still carried out to support face-to-face learning.

Many students use mobile or smartphones that need updates or the latest devices in order to always follow the learning conveyed. However, it is very different from the latest mobile use that is even used with other than learning.

*"How ya are, man. Actually, they (students) can use cellphones. But it's inferior to games and youtube that are used in other learning contexts."*<sup>36</sup>.

The start of online learning students are required to have communication media in the form of mobile or smartphones, especially laptops so that many of the parents buy for remote learning and the technology used by students is the latest and capable mobile technology. However, it is not optimal to use it in learning. At SMPN 2 Rambipuji himself does not require to have a cellphone. However, all tasks are given via mobile smartphone or cellphone.

And it has an impact on boredom on learners. From the students I interviewed from various classes ranging from grade 7 (seven) to grade 9 (nine) which I can summarize that student enthusiasm is reduced because of the difficulty of actively involving students in learning. After learning, some will forget about the material. Plus there is no direct practice.

The delivery of the material will be through the group will be more specifically explained in the research focus. The material to be described is already in the book of each learner. And there are additional materials delivered that can be opened using applications such as word and also wps.

WPS is an application to be able to create text in word form open word pdf files etc. And in this opener it is used very simply. A single application can be used to open and use multiple text models. Many of the researchers found in the mobile side lacked support for what was sent.

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<sup>34</sup> Peneliti.

<sup>35</sup> Peneliti.

<sup>36</sup> Peneliti.

Many of the cellphone and smartphon students lack support so they cannot open the material sent by educators as revealed by Mr. Hasyim as a teaching teacher.

*"Some of the kids can't open the material I sent. The material is in the form of a file to work on but cannot be opened on his cellphone (students) how yaa mas. This becomes a burden on the teacher because the teacher becomes confused. And this is not only the case with the PAI maple but in all subjects"*<sup>37</sup>.

As explained in the interview above, the mobile students they use are sometimes inadequate to use in distance learning which stems from the inadequacy of the mobile that is owned by each student. In the use of smartphones or mobile can actually provide more information as told by alvina as a 9th grade student, alvina said

*"That my smartphone media is used for additional information and insights in subjects. So I often search for news and materials on cellphones"*<sup>38</sup>.

On this use not all learners feel heavy. It's just that if you don't understand a material, you don't understand the material, it's really lacking. In question again with freedom in learning only through mobile. The opinion of the educators above said that for the lack of understanding of a material, it is less free to explain again but is given advice to learn more via the internet through videos that have been sent through materials that have been sent and also supporting books that have been shared from schools.

Starting from the lack of literacy on the use of technology that is utilized by learning now we are required to be able to, so even though I am old but I am trying to be able to use this mobile and learn applications that have opened up online learning opportunities, which originally (maybe) could not, now everyone can use it. Of the wide variety of opinions I have noted still the use of moble on the dividing of this mixed pie gives homework. Although the learning that has been carried out for almost 2 years is in the form of some students do not have mobile phones or internet quotas for online learning. Mr. Hashim and Mr. Jaka expressed the same opinion as mr. Sholehan:

*"Some students do not have it personally so it belongs to their parents who are used. And When the collection of tasks is often late. When using this mixture is very helpful so that it can go to school. Voluntarily, there is no compulsion to go to school and there is news that this learning can be done with limited face-to-face so as to make it a happiness for educators in MAN 1 Jember Regency"*

*"We are in a different village than the students in the city. Not a few children have no cellphones so that the child has not been able to perform tasks fully and optimally. As time goes by. Children start using cellphones. Although it is not adequate. From some of the opinions of students I have met, they feel that they don't really understand this online learning. Due to the use of mobile which is not fully held by students. And the lack of parents' understanding of the material in the study of Islamic religious education and other learning"*<sup>39</sup>.

In this distance learning, the delivery of the material will be more enjoyable because of the video or learning content that has been suggested by the teacher, and it is not only the

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<sup>37</sup> Peneliti.

<sup>38</sup> Peneliti.

<sup>39</sup> Peneliti.

subjects of the PAI family but all subjects as stated by Mr. Hasyim that

*“Learning using the blended method is very fun when the use of distance learning using a car or smartphone educators can provide content such as audio videos or interesting images that can be accessed by students and have gone through learning through research first before being shared with children so that children can access learning materials supported by audio videos or images freely and it is hoped that children can understand and also understand the material correctly”*

40.

What this educator does is provide a struggle in educating. In blended learning carried out by students, sometimes it can also be used as a medium used by educators. So that educators do not bother to worry about what is considered difficult just by providing pictures and videos.

In distance learning, this uses the covid-19 curriculum so the curriculum is in the form of for example 2 in 1 subject there are 12 materials for this covid curriculum is not mandatory or required to complete 12 materials but only half of it is allowed and also there is a new lafaz or its own joy in learning find limited in the process students who come to school the material is like previous learning but the time is shortened and for participants The education at home continues like distance learning that has been running so that they can still learn together.

### **Media on blended learning in the distance class in learning the Islamic Religious Education Cluster at MAN 1 Jember**

The use of social media in blended learning in the 4.0 era has integrated into human life, especially in the field of education. The regulations created by the Minister of Education during the pandemic require students and teachers, especially in MAN 1 Jember, to choose which social media is quick to respond in communication between teachers and students. There are some suggestions for teachers in this Blended Learning system.

In the use of social media that is followed is Whatsapp. Although there are some who use the social media application Telegram. In learning during the distance, learning begins with a learning plan that divides the class in a Whatsapp group according to the class taken that has been made by the homeroom teacher of each class. In the control of the class group it is all homeroom teachers. At the brikut stage, each subject that is ampu from each class has its own Whatsapp group. in this distance learning the use of Whatsapp sanagt vital from the assignment of attendance lists to the form of direction from educators almost all through Whatsapp groups. As stated by mr. Hashim

*“The use of Whatsapp is important, mas. In addition to uncomplicated applications also on cellphones (mobile) it is not too heavy “ 41.*

The use in MAN 1 Jember is indeed almost all aspects of using Whatsapp social media. Starting from groups from educators to learners with educators. In all lines, it does not escape coordination every day everything is done through social media Whatsapp and there are additions from telegram media but that is only part of it.

The learning carried out at MAN 1 Jember provides leeway to students. By looking at the terrain and areas in the village that lack a network on smartphones and coupled with mediocre parents' income, educators take the initiative to allow students to come to school to get lessons

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<sup>40</sup> Peneliti.

<sup>41</sup> Peneliti.

directly in accordance with the materials and assignments given by educators through Whatsapp groups. In an interview conducted by the researcher submitted to Mr. Hashim:

*"We are in the village of mas. Although the distance to the city is not very far, but the net here is not all there. There is a network but the package is expensive mas"*<sup>42</sup>.

In the learning process and the distribution of tasks are carried out in the Whatsapp group along with checking the attendance list. As explained by Mr. Hashim in the interview:

*"The limit of filling out the attendance list is carried out until 10.00 WIB and the limit of collecting assignments until 14.00 WIB on the curriculum carried out and agreed upon by such a school"*<sup>43</sup>.

In the process of learning in the course of distance learning, there are many shortcomings. Such as filling out the attendance list which is carried out from the agreed limit and the collection of tasks which is also the same as filling out the attendance list.

*"Sometimes it's a child's son sending a task of not knowing the time. At 9:00 p.m. new collecting tasks"*<sup>44</sup>.

The rules that have been agreed upon by late tasks collected are not counted. Teachers are required to choose social media (Whatsapp) which is often used in interactions between teachers and students. For example, teachers and students often use closed groups (class groups) in the Whatsapp application, then the use of existing facilities in the delivery of learning materials. In practice, each subject creates a whatsapp group and also from each class has its own group. For the provision of threes is carried out in the whatsapp group of subjects for class control is carried out in the class group and the homeroom teacher. From the data I collected from interviews with you

*"In each peseta didik has more than 10 whatsapp groups. So that it affects the resilience and strength of the personal smartphones of each educator"*<sup>45</sup>.

In the use of smartphones and more WhatsApp applications, teachers are required to be able to control and also provide directions through the application media according to Mr. Hasyim and also several teachers that I interviewed at school and coincided with the existence of many teachers explaining that at that time it was very sad and also very updated so that many students used it continuously and were also very easy to understand by students. Teachers can use social media in Face to Face activities like virtual classes in general. When controlling from the homeroom teacher, there are several students who are sometimes contacted by the homeroom teacher because of the lack of active role of students in filling class absences and also doing assignments that have been given by educators in each msing of each subject group

*"we can't do the exam yet and we allow this limited learning for this midterm assessment we use google foam yaa because we can't face-to-face. And thank God now you can carry out the defense even though it is only limited"*<sup>46</sup>.

At the time of midterm assessment, face-to-face and the final assessment of the meter is carried out using Google Form for students can be measured through learning success both

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<sup>42</sup> Peneliti.

<sup>43</sup> Peneliti.

<sup>44</sup> Peneliti.

<sup>45</sup> Peneliti.

<sup>46</sup> Peneliti.

online and offline which can increase student flexibility in assessing subjects. An example teacher can use Google Form to create a quiz on an already accepted subject.

In simple pratican practice, students can create and share pratican content to see the results of students' work and understanding. It is also possible that students can see the video demonstration website of the subject and can be discussed between students.

### **How to use virtual learning in blended learning Rumpu subjects Islamic religious education at MAN 1 Jember**

It started from the spread and constrained pandemic spread by an airborne virus and had an impact on the prohibition of gathering in one place that caused the crowd. Resulting in the world of education experiencing changes in the learning process.

The use of virtual learning in learning is one of the solutions that is considered effective. Which is where educators can communicate directly even through smartphones. The use of virtual learning itself can improve the quality, effectiveness and efficiency of online learning. Students can account for the material, access to learning resources and the time they have. Students are also required to interact with other students and accompanying teachers. Besides the many benefits of taking place virtually. There are still many obstacles to learning. The use of virtul here all use zoom and also google meet.

During distance learning using this virtual, students are very lacking in control in their daily lives if there is learning that is not understood by students limited by communication patterns to educators, many of the students only aim to evict obligations and fill out attendance lists only. To find out about the understanding of students only through exams that are carried out on an emergency basis so. Only go to school to collect questions and to do it in their respective homes. These difficulties can be overcome by the existence of leeway in education to be able to carry out limited learning.

According to Mr. Syafi'i as the curriculum at SMPN 2 Rambipuji said:

*“Virtual learning systems have not been very effective in productive skills and attitude development”*<sup>47</sup>.

From the results of interviews by educators, answers related to the use of virtual in learning have not been considered so effective because there are still many obstacles in developing children's attitudes and also the level of productivity in learning. The evaluation carried out is only on affective and cognitive cognitive attitudes and the assessment in peskomotor is less than optimal. In learning using virtual on the zoom application and also the Google Meet application as revealed by Riska students who are in grade 10 MAN 1 Jember.

*“We can learn anywhere according to our wishes. Can be inside the house can be outside the house as well as dressed neatly”*<sup>48</sup>.

Learning using this virtual can be carried out flexibly. During the virtual learning is carried out there is a schedule for this virtual use. Teachers can combine in-person or independent learning. where students can learn anywhere and anytime by utilizing some learning content (text, multimedia and video) intended for independent learning.

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<sup>47</sup> Peneliti.

<sup>48</sup> Peneliti.



Gambar 1. Berlangsungnya pembelajaran jarak-jauh



Gambar 2. Proses pembelajaran terbatas

In his explanation, educators are looking for the most comfortable place in the continuity of virtual learning as done by Mr. Hasyim

*“I usually do virtual learning sometimes in the office sometimes also in musholah. And to better understand the students, I provide depictions in the form of videos and materials through text that can be opened on their respective smartphones”<sup>49</sup>*

Network factors and also internet data factors that are considered expensive for students. As expressed by Mr. Hashim:

*“The use of data for virtual is not a little mas at least once it takes place “<sup>50</sup>*

In one virtual learning that is carried out by schools through subject educators. The internet data used is almost 2 GB. And it has an impact on the difficulty of using buying an internet data package. As revealed by Allina, grade 9 students said in the reinforcement above that:

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<sup>49</sup> Peneliti.

<sup>50</sup> Peneliti.

*“I am a pack in one week always buy internet packages at the counter (fees in the internet) to be able to take part in this online learning, sir”<sup>51</sup>.*

Internet data shared with learners as well as educators is good news and little help for learners at the high school level of 12 Gigabytes in one month. For the use of data itself, sometimes it is not only used in learning but can also be used in other applications such as games and other social media.

In addition to the probelematics that exist in the continuity of online learning carried out in virtual media. Online learning in the process has a good impact on the students as stated by Mr. Hashim:

*“Learning using this virtual can improve reason and can also improve students' reasoning in communication with teachers online and for digital use literacy”<sup>52</sup>.*

The added value of distance learning using virtual means that students will be digitally technologically available so that inevitably students will be required to be able to operate various kinds of technologies and applications. Therefore, in the ongoing use of technology in virtual learning, it is considered unsuitable for junior high school age. As determined by the vice principal for curriculum, Mr. Syafi'i said that:

*“During distance learning, those who are using cellphones for their virtual tools are just to overcome and supervise and provide materials. But to improve the child's ability I think it is less because it is only limited to appearing indirectly on the screen. And when this limited face-to-face learning that begins in September, it makes a combination that is expected to improve learners' abilities and give a new atmosphere to learning.”<sup>53</sup>.*

From the results of the interview, learning carried out using technology through virtual is a little helpful and overcome. There are conditions that are not possible during a pandemic. Since the existence of regulations to be able to take place and hold face-to-face learning on a limited basis.

## **Discussion of Findings**

In this discussion, the data obtained from the field during the research process was carried out by analyzing the data of interview, observation and documentation methods then compared with theories related to the research focus. Some of the discoveries based on the research focus are presented as follows:

### **The Use of Mobile in Blended Learning of Islamic Religious Education Subjects at MAN 1 Jember**

Mobile in this case is a smartphone or cellphone that is used in remote learning and also in limited face-to-face learning. And especially the tools used in learning and knowledge transfer. In blended learning itself, the mixture used in distance and face-to-face learning is limited which is carried out during the learning transition period during the pandemic. Although the pandemic is not over completely. The process of using mobile in blended learning is carried out starting

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<sup>51</sup> Peneliti.

<sup>52</sup> Peneliti.

<sup>53</sup> Peneliti.

during the transition period to the Post-Pandemic era which was announced by the Director of Elementary Schools regarding the establishment of a Joint Decree of the Minister of Education and Culture, Minister of Religious Affairs, Minister of Health, Minister of Home Affairs Number O31KB12O21, Number 384 of 2021, Number HK. O1.08/MENKDS14242/2021, Number 440-717 OF 202 1 concerning Guidelines for The Implementation of Learning in the Pandemic Coronavirus Disease 2019 (COVID-19) Period, we respectfully hereby convey a copy of the Joint Decree of the Minister, to be used as appropriate<sup>54</sup>.

In the explanation conveyed that learning can already be done face-to-face. Instead, face-to-face on a limited basis does not reach full learners. What is done at MAN 1 Jember to carry out limited face-to-face learning is to use the attendance number of students. If the student with an odd attendance number will enter today, if the attendance number is even, they will hold face-to-face learning the next day. In order to reduce students from conducting face-to-face learning. For students who do not have face-to-face learning. *So distance learning continues like previous distance learning. In research I found this use of mobile is used as a tool to communicate intensely and becomes a primary ingredient in distance learning. As experts argue that Schramm (1977) learning media quoted in Rudi and Cepi (2008: 6) explains that learning media is "a messenger technology that can be utilized for learning purposes"* <sup>55</sup>.

This distance learning makes learning methods and also different ways of learning such as the discovery of phenomena that occur in MAN 1 Jember, some students change their learning patterns which previously studied face-to-face in person replaced with distance learning. The basis of human beings is to be adaptable as mentioned in the book. Self-adjustment is the ability of a person to live and get along reasonably with his environment, so that a person feels satisfied with himself and to the human environment can adapt to the situation<sup>56</sup>.

Therefore, the use of this mobile as a distance learning medium is a substitute for face-to-face learning. Use this mobile on the side with several applications available in it. Very helpful for students in the course of learning. Both distance learning and face-to-face learning are limited. As explained in the presentation of the findings, the learning carried out is blended learning where the learning is carried out alternately in one class will be divided into two groups. The attendance number group is even and also the attendance number group is odd, so that the learning is carried out alternately in the day. In addition to the group that coincides with not conducting limited face-to-face learning. Students will continue to carry out remote learning in their respective homes using personal mobile.

Such complex problems coupled with different government regulations in the field make educators to think hard in dealing with existing problems. As done at SMPN 2 Rambipuji which is geographically Jember regency which has a complete natural state, which is directly adjacent to the ocean, hills, and towering mountains. And the location of Rambipuji district has not

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<sup>54</sup> Pengelola web kemdikbud, *Kementerian Pendidikan Dan Kebudayaan » Republik Indonesia* (Kementerian Pendidikan dan Kebudayaan, 2021) <<https://www.kemdikbud.go.id/main/blog/2021/12/keputusan-bersama-4-menteri-tentang-panduan-penyelenggaraan-pembelajaran-di-masa-pandemi-covid19>> [accessed 1 December 2022].

<sup>55</sup> Rudi Susilan and Cepi Riyana, *Media Pembelajaran : Hakikat, Pengembangan, Pemanfaatan Dan Penilaian* (Bandung: Jurusan Kurikulum dan Teknologi Pendidikan, FIP UPI, 2008) <<https://opac.perpusnas.go.id/DetailOpac.aspx?id=4166>> [accessed 1 December 2022].

<sup>56</sup> Sofyan S. Willis, *Remaja Dan Masalahnya* (Jakarta: Alfabeta, 2010) <<https://onsearch.id/Record/IOS3595.slims-476>> [accessed 1 December 2022].

evenly distributed the internet network with integrity. So that there are problems with the network on the mobile of each student.

This mobile use is regularly carried out every day. In order to transfer learning and literacy. The discovery that occurred in schools some students did not personally have their own mobile or mobile phones and some did not have because economically the parents of students were less able to afford to be able to buy smartphones or mobile phones that matched the capacity that could support learning remotely. Because the application used in distance learning is the latest application and fast network usage. There are still many of the learners who have not been able to comply with what educators and the government can suggest.

Broadly speaking, the mobile used in blended learning makes lifestyles and learning change. What starts with learning directly changes with staring at a smartphone or mobile screen and so on.

In this distance and blended learning process or called blended learning, the learning process uses the covid 19 curriculum where this curriculum regulates the learning process starting from the material presented and also the rules of the process the capacity of students who can follow the face-to-face learning process is limited. In the learning carried out during distance and also mixed learning, the subject of Islamic education is lacking for practice and evaluation in students. Because Islamic religious education and ethics are the basis for students to be able to understand good attitudes and also the teachings of the Islamic religion.

In the findings that have been presented, there are many deep obstacles faced in distance and mixed learning, especially in the subjects of Islamic religious education and ethics itself. Technical and non-contextual obstacles along with the process during this long-standing pandemic have been resolved little by little. As before the initial learning which was carried out remotely, many of the students did not have a mobile or smartphone along with the demands of many students already have their own smartphones even though there are still those who do not have them personally and there are still those who do not have them.

### **The Use of Social Media in Blended Learning in Learning Islamic Religious Education at MAN 1 JemberKab. Jember**

Social media is According to Andreas Kaplan and Michael Haenlein defines social media as a group of internet-based applications that build on the ideological basis and technology of Web 2.0, and enable the creation and exchange of user-generated content. Web 2.0 became the foundational platform of social media. Social media exists in a variety of different forms, including social networks, internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, images, videos, ratings, and social bookmarking. According to Kaplan and Haenlein there are six types of social media: collaborative projects (e.g. Wikipedia), blogs and microblogs (e.g. Twitter), content communities (e.g. YouTube), social networking sites (e.g. Facebook, Instagram), virtual games (e.g. World of Warcraft), and Virtual Social (e.g., Second Life) <sup>57</sup>. Basically, social media is an application that connects one person to another easily and interactions that bring individuals closer. Penggunaan sosial media

The use of social media in the process of face-to-face and distance learning or called blended learning used in MAN 1 Jemberis whatsapp social media there are several educators

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<sup>57</sup> | GUSTI NGURAH ADITYA LESMANA, 'UNIVERSITAS INDONESIA' (UNIVERSITAS INDONESIA , 2012)  
<[https://lib.ui.ac.id/file?file=digital/20333231-T32242-I Gusti Ngurah Aditya Lesmana.pdf](https://lib.ui.ac.id/file?file=digital/20333231-T32242-I%20Gusti%20Ngurah%20Aditya%20Lesmana.pdf)> [accessed 1 December 2022].

who use the telegram application as an additional medium to support distance learning and limited face-to-face learning. The use of the whatsapp application itself here is very complex, ranging from attendance lists, task collection, to enforcing the discipline of students for those who violate school rules. So that the application becomes a primary application for students and educators. In learning that is carried out face-to-face whatsapp application as a support only. After distance learning which was carried out for several months, several assignments from students were given in the form of files sent through the whatsapp application itself designed by Brian Acton and Jan Koum in 2009 in California <sup>58</sup>. The whatsapp application itself has complete features and also how to use it can be used in a simple way. It is proven that from children to parents can use this application. In addition can send various messages. WhatsApp itself can send messages in the form of files, documents, photos and videos. And this social media application is considered very compatible with human needs and needs in this century.

In the process of using the whatsapp application in islamic religious education learning which is carried out remotely and face-to-face at MAN 1 Jember, it is considered as a primary media. In his health on the field. All lines of education run smoothly with the help of whatsapp application media. Starting from the coordination between educators and principals. Educators with learners and so on. Therefore, the research conducted by researchers focuses on the use of whatsapp social media in blended learning to find the main problems and solutions to provide smoothness and accuracy in learning Islamic religious education and ethics. In addition, this learning can be used when learning conditions in Indonesia, especially in MAN 1 Jember, are back to normal. Given the great potential that exists in the use of technology as a learning medium is very large and unlimited, it can be seen from the development of technology itself which is increasingly sophisticated.

The discoveries in the field that researchers describe are tangible forms that exist in the field. In the previous sub-chapter there are some that have not been able to be conveyed, the researcher will convey in this sub-chapter. The use of the social media application whatsapp in learning Islamic religious education is a primary need in distance learning. For the use of social media applications in face-to-face learning is limited as a support only. Because the material and assignments are delivered directly during face-to-face learning. And the social media applications that are presented on the application are just repeating and also re-discussing the material presented by educators. In addition, it is also a medium for evaluation to parents to continue to play an active role in the learning process. It can be quoted from the expert opinion that the role of parents is the person who is fully responsible for his child. Whether a child succeeds or not, of course, there is a role of parents who educate and raise from childhood to adulthood, because a child is born like a blank paper. Depending on what will be written educate and guide to a point of success of the learning process <sup>59</sup> Therefore, the education of a child will be successfully achieved when parents also play a big role in it. As the saying goes " children are like blank paper that is pure white without any scribbles. And it is the parents who fill in the writing and the picture in the blank paper".

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<sup>58</sup> CNN Indonesia, 'Sejarah Dan Perkembangan WhatsApp Dari Masa Ke Masa', 2021  
<<https://www.cnnindonesia.com/teknologi/20210608100832-190-651585/sejarah-dan-perkembangan-whatsapp-dari-masa-ke-masa>> [accessed 1 December 2022].

<sup>59</sup> Swandhana, Churiyah, and Juariyah.

## 1) Blended learning

The use of the social media application whatsapp itself in blended learning is very helpful and also very useful for educators and also for students. Especially during this pandemic, the face-to-face learning process cannot be carried out. And it runs up to a year more running. Making changes in student learning patterns that start from manuals with learning media and also real or real material replaced with additional through digital. News and also a joint ministerial decree that face-to-face learning can be carried out on a limited basis and also with the condition that strict health protocols are implemented in each education unit. Therefore, the learning that is carried out is by using a mixture or blended learning which is face-to-face and also remotely.

The practice in this blended learning school is encouraged in the delivery of assignments. From the number of one class of learners will be divided into two groups to alternately enter following limited face-to-face learning. And the application used in Whatsapp is used to deliver material and assignments, ranging from face-to-face learning or limited. This application is very important and also very integrity. Because the privacy of each student is very well maintained. In its use, the social media application used is not only a short message application whatsapp, there is a social media application in the form of a telegram, but this application is only used among educators, not for educators and students at SMP Negeri 2 Rambipuji.

The use of social media in blended learning does not go smoothly. Through a long process and also evaluation from each educator to make its use effective. The problem that often occurs in MAN 1 Jember sendiri is that the accounts owned by students are not personal accounts, there are still some students who use accounts from the parents of students. So that the delivery of materials and assignments will be slightly hampered by non-personal factors and the process of meeting with students in the afternoon. In students, there are network constraints.

Although the social media application whatsapp said, WhatsApp is an internet-based application that allows each user to share various kinds of content with each other according to its supporting features. WhatsApp also has various features that can be used to communicate with the help of internet services<sup>60</sup>. Basically, this application is a substitute for short messages or SMS (short message service) which uses more credit or costs more. The whatsapp application itself can send various pictures, videos and files so that users can flexibly send and through this application. Whatsapp is an application that is considered friendly to the internet data network so that it can save costs as explained by experts that the interface is simple, easy to understand and saves internet data Raharti, "Whatsapp" The effective communication media of today WhatsApp has advantages over other chat applications, namely a simple and easy-to-understand interface, so that new users can easily understand the use of this application. Does not contain many images, this WhatsApp application is fairly light, saves battery, and can save internet data when run<sup>61</sup>. Although the use of the whatsapp application is relatively light and easy, there are still students who have difficulty being wiped out by the network so that what is conveyed by educators through social media applications is paused and it is necessary to change places so that

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<sup>60</sup> Jumiatmoko, 'WHATSAPP MESSENGER DALAM TINJAUAN MANFAAT DAN ADAB', *Wahana Akademika: Jurnal Studi Islam Dan Sosial*, 3.1 (2016), 51–66 <<https://doi.org/10.21580/WA.V3I1.872>>.

<sup>61</sup> Rahartri, 'Media Komunikasi Efektif Pada Layanan Jasa Informasi: Studi Kasus Di Kawasan Pusat Penelitian Ilmu Pengetahuan Dan Teknologi (Puspiptek)', *Lembaga Ilmu Pengetahuan Indonesia*, 26.2 (2019) <<https://garuda.kemdikbud.go.id/documents/detail/2744382>> [accessed 1 December 2022].

materials and assignments can be received by each student in the Whatsapp application. One of the blended learning processes that occurs in the use of social media is the combination of the use of social media in limited face-to-face learning. Such as asking assignments and also conveying information from the school to students. Because the terrain of each student does not have social media personally peers is a reinforcement of the aspect of implementing equitable learning.

Learning that is carried out with blended learning is very supportive in learning. Besides face-to-face coupled with remote using social media or the Whatsapp application. Although there are still many obstacles that have not been resolved, at least the problem is still overcome.

## **2) Islamic Religious Education**

Today's science and technology has developed rapidly and has an impact on aspects of life, including in the field of education. It starts with learning that must meet with educators to gain knowledge. In this day and age, learning can be anywhere and anytime after the creation of technology. And coupled with digital technology, technology is increasingly sophisticated and up-to-date. The pandemic hits all aspects of life around the world beyond the world where students will all gather in one place, namely schools are not linked to MAN 1 Jember is affected by it.

The use of the Whatsapp social media application plays a big role in the learning process of Islamic Religious Education, starting from the distribution of materials and tasks delivered through the Whatsapp group. In addition, the attendance list of students is carried out from each whatsapp group of each class. From each class having a group for each subject of learning, the loading in each group has an impact on the smartphones of each student and the learner is full of this making a new problem. To overcome this, educators use laptops to make the performance of the process of using the Whatsapp application more optimal and mobile from students. In addition, the data collected in one day will be cleaned up immediately to overcome the accumulation of data such as attendance lists and task collection. And it will be recapitulated on a laptop.

This learning process that is carried out remotely makes students able to learn anywhere and anytime as for expert opinions giving the opinion that "The advancement of information technology makes humans in contact with other parties seem to be no longer limited by time and place. Whenever and wherever humans with these technological devices can establish relationships, get information, and disseminate information to others"<sup>62</sup>. There is an important thing that is very lacking and sadly felt is adab or manners. Students can really receive material and theories related to Islamic religious education. However, the practices and manners and customs conveyed are not necessarily acceptable for students. The adab and manners are taught by educators and practiced directly, reinforced by experts as the opinion of the word in his journal says that "distance learning is lacking in terms of interaction, teachers cannot directly monitor the learning process and limited ability to receive material delivered online with instant messaging applications such as WhatsApp media. This is because distance learning is still considered no better than conventional direct learning, students cannot ask the teacher directly if there is material that is not understood through virtual explanations. The use of social media that

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<sup>62</sup> Sodiq Anshori, "'Civic-Culture: Jurnal Ilmu Pendidikan PKn Dan Sosial Budaya" Pemanfaatan Teknologi Informasi Dan Komunikasi Sebagai Media Pembelajaran', *Civic-Culture: Jurnal Ilmu Pendidikan PKn Dan Sosial Budaya*, 2020 <<https://core.ac.uk/download/pdf/297668739.pdf>> [accessed 1 December 2022].

is often used in the state of online or distance learning in the midst of the current pandemic is WhatsApp media”<sup>63</sup>. So that the use in learning used is not so perfect and only overcomes and also maintains the learning process. This blended learning is used as an enhancer and also a complement to online learning to complete various learning processes.

This form of distance learning is lacking in terms of customs and manners, so there are still many students who do not know about manners and customs in school. In addition, the length of distance learning can also be seen from students who start from class IX to class XII can only take part in face-to-face learning. With the decree to be able to carry out face-to-face learning even though it is limited, it has a good impact on students and educators. With it learners can practising and also understand adap and also tatakrma in the school environment and also additional adap to parents. Islamic religious education itself is the foundation for students to be able to foster and build adab and manners that are good for their respective lives. After finding many problems that exist in mixed learning in islamic religious education subjects in MAN 1 Jember, it provides an evaluation in the world of education. To support sustainability, it takes hard work, innovation and costs that are not cheap to support it all.

In blended learning, it is strongly supported by monotonous distance learning, making students less interested. And being used as a basis for not participating in learning can be seen from the attendance list that almost every day there are students who do not participate in distance learning.

### **Use of Virtual Learning in Blended Learning of Islamic Religious Education Subjects at MAN 1 Jember**

The world is getting closer to the existence of technology. If we are different countries or continents even if we can easily talk and meet virtually. Virtual itself comes from the word /vir·tu·al/ a (real)<sup>64</sup>. Which has a real meaning. It can be said that virtual art is a real thing that is done simultaneously even though it is linked by distance and time differences. The use of virtual learning itself is used in distance learning which is used to overcome and help the face-to-face learning process that cannot be carried out due to the Covid-19 pandemic. The discussion of the findings is as follows:

#### **3) The use of virtual technology in Islamic religious education**

The technology used in this learning is digital technology in the form of virtual or more simply virtual commonly referred to as Maya<sup>65</sup>. The use of virtual itself is used to directly convey the material presented and also explain the material in Islamic religious learning. This delivery is carried out alternately depending on the class of each student. The schedule change in the implementation of distance learning is not like regular face-to-face learning. This scheduling takes place when at least these learners use and access virtually for once a week to receive the material. Considering that the educators of Islamic religious education subjects at MAN 1 Jemberini are only one person, therefore the intense use of virtual learning is very lacking.

In the use of virtual technology itself in remote learning in MAN 1 Jember, as explained in the previous sub-chapter, the obstacles to learning are technical matters such as lack of networks, mobile or smartphones that are inadequate and also network data constraints of

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<sup>63</sup> Firman and Sari Rahayu, 'Pembelajaran Online Di Tengah Pandemi Covid-19', *Indonesian Journal of Educational Science (IJES)*, 2.2 (2020), 81–89 <<https://doi.org/10.31605/IJES.V2I2.659>>.

<sup>64</sup> 'Aplikasi Kamus Besar Bahasa Indonesia', 2019 <<https://kbbi.kemdikbud.go.id/>> [accessed 5 October 2022].

<sup>65</sup> 'Aplikasi Kamus Besar Bahasa Indonesia'.

providers who spend not a few in one session. A more detail will be explained.

From the existing technical obstacles such as technology from students, this is in the form of mobile or smartphones that are inadequate. Many factors affect it, including underprivileged families, mobile or smartphones that still belong to their parents, or smartphones that are still simple that do not have specifications that can be used virtually.

Before going further, this virtual use uses the zoom application or more fully "Zoom Cloud Meeting is an application that can support communication needs anywhere and anytime with many people without having to meet physically in person. This app is for video conferencing, easily<sup>66</sup> or google meet The Google Meet app is a Web-based application for conducting online meetings or online classes <sup>67</sup>, Of these two applications the average learner and educator often use both for remote lessons. When faced with limited face-to-face learning. The use of virtual learning has decreased slightly and is due to the use only in students who have not been able to do face-to-face learning due to schedule changes.

Virtual use that has been scheduled in each day for the delivery of material that requires practice will be carried out virtual learning. From the data that researchers have collected, the use of virtual is used to overcome the lack of understanding in learning in students. Although many obstacles will still be implemented so as to provide its own experience for students. In addition, the factors affecting learners and educators are faced with the situation of the minister's decision for distance learning which makes it so. It is not that it does not carry out virtual learning like other agencies where there are several times in one day. For in MAN 1 Jemberini in one day not so much is done in a day. Given the existing technical problems. In the subject of Islamic religious education itself, space is given in a day.

#### **4) Blended learning islamic religious education**

The use of virtual technology can be used as a medium for delivering material and also for evaluating students. In his discovery, the use of virtual learning in Islamic Religious Education subjects at MAN 1 Jember is one of the solutions used to overcome learning that cannot be carried out face-to-face or in person.

In this blended learning, the role of using virtual learning does not play a role. Where students can directly meet the educators at SMP Negeri 2 Rambipuji. Therefore, the virtual role itself is encountered for very urgent or urgent purposes. In MAN 1 Jember sendiri uses blended learning when students cannot carry out for the use of virtual learning. Which is where students can come to school with a very limited number. Because geographically the MAN 1 Jember sendiri school is located in rural areas and there are also a large part of it is rice fields and plantations, making the network strength weak for virtual learning.

From the point of view of the educators at MAN 1 Jember itself, all the board of educators is very dedicated in carrying out the task at hand. It can be seen when during distance learning during the pandemic, the board of educators still comes to school besides that by implementing

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<sup>66</sup> MOKHAMAT AZIZ TRI UTOMO, 'PENGUNAAN TEKNOLOGI DIGITAL PADA BLEANDED LEARNING MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI SMP NEGERI 2 RAMBIPUJI KABUPATEN JEMBER' (UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ , 2021) <[http://digilib.uinkhas.ac.id/4878/1/Mokhamat Aziz Tri Utomo\\_T2011092.pdf](http://digilib.uinkhas.ac.id/4878/1/Mokhamat%20Aziz%20Tri%20Utomo_T2011092.pdf)> [accessed 1 December 2022].

<sup>67</sup> Yunita Kartika, 'MEETING ONLINE DENGAN GOOGLE MEET', *Ilmuti.Org*, 2019 <<https://dokumen.tech/document/meeting-online-dengan-google-meet-ilmu-google-meet-ini-baru-di-umumkan-oleh.html?page=1>> [accessed 1 December 2022].

strict health protocols. In its use, virtual learning brings students who are far away closer to continue learning and are not limited by space and time but cannot be carried out due to existing technical constraints so that there is a need for readiness in using facilities and infrastructure.

## CONCLUSION

Based on the results of research and discussions carried out through data collection, data analysis, and data processing regarding the survey of student learning independence in distance learning at the research location, namely Madrasah Aliyah Negeri 1 Jember Regency, it can be concluded that the form of student learning independence in distance learning at MAN 1 Jember is in the form of learning activities that are given full flexibility over student learning activities with supervision within the scope of madrasah. Student monitoring can be facilitated by the existence of a mahad which is the place where students live after learning activities at school are completed. Flexibility is also given to students with There is a distribution of learning quotas that can be used to carry out student learning activities through the Room Meeting application such as Zoom Meeting, Google Meet, Microsoft Teams, WhatsApp Group, Telegram, and so on. The quota can also only be used to access data supporting independent learning such as the Ruang Guru Website, Wikipedia, Blogger, Youtube Channel, and so on. With the Covid-19 pandemic, it does not dampen the spirit of student learning independence and does not relax students' enthusiasm and learning outcomes.

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