

THE INFLUENCE OF THE BLENDED LEARNING MODEL ON STUDENT INTERESTS FACULTY OF ISLAMIC RELIGION

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Abstract. The study aims to determine whether interest in blended learning can increase students' interest in learning at the Faculty of Islamic Religion, Muslim University of Indonesia. The main problem in this study is the influence of the blended learning model on student interest at the Faculty of Islamic Religion, Indonesian Muslim University. The purpose of the research is motivated by problems in lecture activities because lectures will be held online in 2019-2021, and in 2022, lectures are recommended using Blended Learning. This research is a quantitative study using the One Group Pretest-Posttest Design. The data was collected using observation, initial interviews, questionnaires, and documentation, while data analysis techniques used the Normality Test and Homogeneity test. The results of the study show that using the blended learning model has been proven to increase the interest in learning for students of the Faculty of Islamic Religion at the Indonesian Muslim University. This can be seen from the difference in the presentation of the value of the student interest in learning instruments before implementation. There is an average value of 63.27%, increasing to 81.30%, for the presentation of each indicator, which consists of four indicators. Indicators of feeling happy were 82.03%, attention indicators were 79.5%, interest indicators were 82.7%, and involvement was 79.4%. Student interest in learning has increased from several indicators, especially in the indicator of student interest, reaching 82.7% after applying blended learning. Thus, it can be concluded that applying the blended learning learning model has an effect on student learning interest in lectures.

Keywords: *learning model, blended learning, interests, influence, Islamic religion*

Introduction

Education is a process of communication and information from education to students, which contains educational information. In education, it has elements of educators as sources of information, media as a means of presenting ideas, ideas, and educational materials as well as the students themselves, and some parts of these elements get a touch of information technology media (Husaini, 2017). The rapid development of information technology in the current era of globalization cannot be avoided; its impact on the world of education is inevitable. Global demands demand that the world of education always adapt technological developments to efforts to improve the quality of education, especially by adjusting its use for the world of education, especially in the learning process. The tendency for change and innovation in education will continue to occur and develop in the 21st century. These changes include, among others. It is easier to find learning resources and more options for using and utilizing information and communication technology (ICT), increasing the role of media and multi-media in learning (Budiman, 2017). According to Law Number 20 of 2003, learning is the interaction process between students and educators and learning resources in a learning environment. Learning that is usually carried out face-to-face is currently abolished and replaced by distance learning and online learning. Online learning occurs using a network where lecturers and students do not meet face-to-face.

This is due to the spread of COVID-19 where with the COVID-19 outbreak, lecture activities cannot be carried out as usual.

The spread of COVID-19 is currently increasing in Indonesia; so many changes are being felt among the community and in the education sector. The implementation of online learning certainly has obstacles experienced by both lecturers and students. Constraints in the implementation of online learning, especially the selection of learning models that are suitable for use at this time, and the low mastery of technology owned by lecturers in carrying out learning. This online learning affects student learning interest because learning differs from previous learning. Interest in learning is an important factor for student learning success; interest arises from within students. The way to foster student interest in learning is to provide things that attract students' attention during lectures. The COVID-19 pandemic forced the government to make a Large-Scale Social Restriction (PSBB) policy regulated by government regulation no. 21/2020 The government's efforts to avoid the spread of COVID-19 by keeping a distance or social distancing can lead to changes in various fields, including both the education and teaching sectors, which are carried out in all tertiary institutions, especially at the Indonesian Muslim University. Blended learning is a system that can facilitate student learning with more flexibility, variety, and understanding. Through this system, students can study anywhere and anytime without being limited by distance, space, and time. Lecture material becomes more varied in verbal form and more varied displays such as visuals, audio, and motion. To find out the readiness of students can be seen from their interest in learning the students themselves. With an interest in students themselves, studying a subject will help students succeed in their course. The success achieved is not only in the form of grades or achievements but also changes in behavior in these students. If students are interested in a subject, they are diligent and feel happy studying it with the existing material and, in the end, the achievements they achieve.

UMI Faculty of Islamic Religion, he followed technological developments because he had received permission to recommend limited face-to-face lecture activities (PTM) which followed up on the Decree of the Director General of Higher Education Number: 02/E/KPT/2022 and Chancellor's Regulation Number 2 of 2021 concerning learning for the 2021 Academic Year/ 2022 during the COVID-19 pandemic and the Chancellor's circular Number 1394/F.01/UMI/VII/2020 concerning regulations for academic administrative services during the Covid 19 pandemic, then the principal of the COVID-19 Task Force Team at Musl University. The COVID-19 task force team at the Indonesian Muslim University gave permission to recommend limited face-to-face lecture activities (PTM) according to these provisions. in the sense that learning is carried out in Blended learning in collaboration between face-to-face, offline, and offline; making it easier for students to access lecture material that has been uploaded on Kalam. From the results of a questionnaire test about student interest given to 30 students on June 18, 2022, the result was that interest information, students are in the low category seen from the aspect of feeling happy 12 people 40% are interested while those who have attention are 14 people 46.6%, interest is 15 people 50% and student involvement is 11 people 36.6% which means it is still very low Based on the description above, research will be carried out with the title "The Influence of the Blended Learning Learning Model on Learning Interests of Students of the Faculty of Islamic Religion at the Indonesian Muslim University.

Problem formulation

Based on the problems above, the writer can formulate the research problem: Is there an influence of interest (feelings of pleasure, attention, interest, and involvement) of students on the Blended Learning learning model at the Faculty of Islamic Religion, Indonesian Muslim University.

Research objectives

Following the formulation of the problem, the research objective is to determine the effect of the blended learning learning model on increasing student interest in learning at the Faculty of Islamic Religion at the Indonesian Muslim University.

Research urgency

The research urgency are include: fact shows that lecturers carrying out lectures do not fully understand Blended learning in the context of increasing student learning interest at the Faculty of Islamic Religion, Muslim University of Indonesia. Regarding lectures for the final semester of 2021/2022, around 80% of the lectures being held still use a fully online learning model. However, from the results of interviews with students, most students, when lectures are carried out, Blended learning is a system that can facilitate student learning with more flexibility, variety, and high understanding. Students can study anywhere and anytime through this system without being limited by distance, space, and time. Lecture material becomes more varied, not only in verbal learning media. Lexical learning or learning is a process, method, or act of learning. Joyce and Well define the learning model as a conceptual framework that is used as a guide in conducting learning. The learning model can be used as a pattern of choice, meaning that teachers can choose the appropriate model and efficiency to achieve their learning goals. Based on some of the opinions of the experts above, it can be seen that there are similarities in unique characteristics that cover all the notions of learning models. This unique feature is the existence of a systematic pattern or plan. So, it can be concluded that the learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plans), design learning materials, and guide learning in other classes. The learning model can be used as a pattern of choice, meaning that teachers may choose an appropriate and efficient learning model to achieve their educational goals.

Definition of blended learning

Blended learning consists of two words: blended, which means combination or mix, and learning, which means learning. Another term often used is hybrid, namely a mixture or combination of course. The original meaning as well as the most common. Blended learning refers to learning that combines or mixes face-to-face learning and online and offline computer-based learning. Thone describes blended learning as "integrating innovation and progress by using online learning and media so that it is better than traditional learning. Bersin defines blended learning as a combination of "media" and different training i.e. technology, activity, and type of event; to create an optimal training program for a specific audience. The term "mixed" means that other electronic formats complement traditional instructor-led training. In the context of this book, blended learning programs use multiple forms of learning, perhaps supplemented

by instructor-led training and other hands-on formats. According to Kusairi (2013) in their journal, blended learning combines face-to-face and online learning. According to Driscoll in Rusman (2011), blended learning combines learning programs in different formats to achieve general goals. According to Rusman (2011), blended learning combines various approaches to learning. Blended learning is a learning method that combines two or more approaches to achieve the goals of the learning process.

One example is the combination of web-based learning and face-to-face methods, which are carried out simultaneously in learning. According to Stein and Graham, blended learning combines conventional (face-to-face) learning with online experiences to produce effective, efficient, and flexible learning. Blended learning can combine the positive aspects of the two learning environments: in-class learning and e-learning. In addition, Cisco System has defined blended learning in Ahmed blended learning as a combination of the characteristics of traditional learning and an electronic learning environment or blended e-learning combined aspects. Blended e-learning includes web-based learning, video streaming, and synchronous and asynchronous audio communication with traditional face-to-face learning. So, it can be concluded that the blended learning model is a model of learning that combines face-to-face and non-face. In contrast, online-based learning or E-learning is a medium that has an important role in teaching activities in schools. So there are changes in the learning process of conventional and modern systems. With blended learning, students will have new experiences. Characteristics of Blended Learning Distance learning is not a difficult thing to do because the development of information technology is growing rapidly. As for currently being hit by the state of the earth, it is being tested in a pandemic state called the coronavirus or COVID-19. The ease of internet access makes technology the right choice in learning because students can access the internet anytime and anywhere. The blended learning model is an alternative for lecturers to continue to be able to connect with students. According to Husamah (2014), there are four characteristics of Blended Learning as follows: (1) Learning that combines various ways of delivery, models teaching, learning styles, as well as various technology-based media diverse. (2) As a combination of direct or face-to-face teaching, independent study, and study online. (3) Learning supported by an effective combination of modes of delivery, Method teaching, and learning styles. (4) Teachers and parents of students have an equally important role, teaching as facilitators and parents as supporters.

Interest in learning

Definition of learning interest

The definition of interest in terms has been put forward by many experts, including those put forward in education book. Interest is defined as encouragement from within a person or a factor that creates selective interest or attention that causes the selection of an object or activity that is profitable and enjoyable and will eventually bring satisfaction to him. Conversely, if satisfaction decreases, then one's interest will also decrease. Interest is one of the dimensions of the affective aspect, and it plays a significant role in a person's life, especially in a student's learning life (Sunarsih, 2021). So, interest in lectures is a psychological aspect of a person who manifests itself in several symptoms, such as passion, desire, enthusiasm, and liking to carry out the process of changing behavior through various activities, including seeking knowledge and experience. In other words, interest in lectures is a person's attention, liking, and

interest in the course process that he is undergoing, which is then shown through enthusiasm, activeness, and participation in following the lecture process.

Elements of interest

The elements of interest are as follow. (1) According to Sumandi Suryabrata, it is the amount of awareness that accompanies an activity that is carried out. In this case, if a person is interested in an activity, he will pay great attention, even if he does not hesitate to sacrifice time and energy for that activity. Therefore, if a student pays attention to the lesson, the student will try hard to get good results by increasing his learning. (2) Feelings that are no less important are feelings because feelings involve the psychology of students. Feelings are defined as psychological symptoms that are subjective in nature and are generally related to symptoms that are known and experienced in the quality of being happy or not on various levels. In detail, that feeling can arise because of observing, responding, imagining, remembering, or thinking. (3) Motive is the driving force from within and within the subject to do creativity to achieve a goal. So, the motive is closely related to the goals to be achieved. In setting goals that can be realized or not, there needs to be action to achieve that goal, while the cause of the action is the motive itself, which will later be used as a driving force. With some of the meanings of interest put forward by the experts above, it can be concluded that interest is a focus of attention that contains elements of feeling, pleasure, inclination, and involuntary desire active in nature to receive something from the environment. Interest is significant when someone is doing an activity. Interested people will try to achieve their goals. Therefore, interest is said to be one aspect of the human psyche that can encourage us to achieve goals. The Research Roadmap or research flow map is as follows: Based on the picture above, this research will be conducted at the Faculty of Islamic Religion. Before conducting the research, the researchers analyzed the problems that caused the students' interest in learning at the Faculty of Islamic Religion to be low. For this reason, researchers use the Blended e-learning method as a lecture and face-to-face method packaged in a blended learning method so that this method can influence student interest. So that student interest in lectures will increase after implementing the lecture process using the blended learning method.

Materials and Methods

The research design used in this study was "One Group Pretest-Posttest Design", namely a research design that contained a pretest before being given treatment and a posttest after being given treatment. Thus, it can be known more accurately because it can be compared with those held before treatment (Sugiyono, 2016). O1 is the value of the pretest (questionnaire interest in learning) before treatment, while O2 is the value of the posttest (questionnaire interest in learning) after treatment. Population and Research Sample The population is the subject of research. The sample is part or representative of the population being studied. In this study, researchers determined the population and sample as follows. The population in this study was all 2nd semester students consisting of 7 classes totaling 245 who were enrolled in the odd semester of 2021/2022. The sampling technique in this study was carried out using a non-random sampling technique with a purposive sampling method (Purposive Sampling). This technique was used because the study only used a class B1 Sample. The sample chosen in the study was an experiment of 31 students and class B1 students as the control class. The

selection of class B1 as the sample was based on initial observations, which showed that class B1 met the component requirements of implementing the blended learning model, namely that all students had mobile phones with the Android operating system and the iPhone Operating System (IOS). Data collection techniques can be used by personal researchers who help collect data.

This study uses non-test techniques: (1) questionnaires are data collection techniques that are carried out by giving a set of questions to respondents (data sources). A questionnaire was created as a data collection instrument to obtain information relevant to research objectives. This questionnaire was given at the beginning of the observation via the WhatsApp class group given by the lecturer. The questionnaire at the time of the research was given to 31 B1 people. The administration of this questionnaire was carried out in the classroom and supervised directly by the subject lecturer. After doing the research, they were finally given a questionnaire again to find out the results of this study and whether there were differences. (2) Observation or observation techniques intend to examine behavior that is considered inappropriate when measured by tests, inventory, or questionnaires. The activities observed can relate to how the lecturer teaches and students participate in lectures. This initial observation was made by directly observing student lecture activities in the classroom and paying attention to every student's behavior. c. Interview method Interviews or interviews are a form of collection technique that is widely used in descriptive qualitative and quantitative descriptive research. The interview technique was carried out by asking the respondent or informant directly. This interview can also be carried out individually or in groups. This interview was conducted at the beginning of the observation to find out the condition of the students and the course process. Interviews were conducted with course lecturers to find initial information about lecture conditions and students' interests in class B1. Besides that, interviews were also conducted with students to obtain information and student opinions regarding lectures directly in class and online.

Results and Discussion

This quantitative research uses influence analysis to understand the effect of the blended learning model on students' learning interests at the Indonesian Muslim University, Islamic Religion College. The research data is described as having two variables X and variable Y. Before being given treatment, class B1 students were given a pretest as an initial questionnaire to determine students' interest in learning, then continued by applying blended learning. The last step is to do a posttest by giving a questionnaire again to know student learning interests before and after applying the blended learning model. The questionnaire used in this study was a student interest questionnaire, which the validator had previously validated. Based on the calculations, 25 statement items were obtained that were declared valid and appropriate for use in this study. The following is the interest score of B1 Faculty of Islamic Religion students before and after being given treatment. Based on the results of the instruments that were given before applying, blended learning with a total of 31 students having an interest in learning 63.27% had an interest from the results of the instrument after applying the blended learning learning model with a total of 31 students 81.30% The significance of the data or not seen before and after the application of the blended learning model was tested against the learning interest of 31 class B1 Islamic Religion faculty students using the T-test. The analysis aims to answer the formulation of the problems that have been

proposed. However, before the T test is carried out, a prerequisite test must be carried out first, namely by carrying out the Normality test and Homogeneity Test. normally distributed or not. The normality test was performed using liliefors. After doing the calculations, the result is that before and after applying blended learning the distribution is normal because Normality test pre-test and post-test student learning interest No. Questionnaire Lcount Ltable Conclusion Pretest 0.132 0.168 Normal distribution posttest 0.146 0.168 Normal distribution.

The homogeneity test was carried out to find out whether the data from the pretest and posttest results had the same variance or not. The homogeneity test used in this study is the largest variance compared to the smallest variance using the calculated F table, $F_{hitung} \geq F_{table}$ □ not homogeneous $F_{hitung} \leq F_{table}$ □ Homogeneous No Fcount Ftable Conclusion 1 1.47 4.24 Homogeneous. Hypothesis test after the calculation is carried out, the data results are normally distributed, both data have a homogeneous variance, so the researcher continues the analysis using the T test. The results of the hypothesis test of student interest in B1 No Tcount Ttable Conclusion 1 12.88 1.70 The hypothesis is accepted. The result of the calculation of Tcount is greater than Ttable, so this hypothesis means there is a difference in the scores of class B1 students' interest in learning before and after applying the blended learning model. Thus H_0 is rejected H_a is accepted, meaning there is a difference before and after the blended learning model is applied. Based on the results of the study, there were differences in the learning interests of class B1 students at the Faculty of Islamic Religion at the Indonesian Muslim University before and after applying the blended learning model. As for the average value before learning blended learning of 63.27% while the application of blended learning can increase to 81.30%. Of course, the difference in average scores does not just happen, but this happens because of the treatment that was applied during the lecture process. This difference was obtained from the questionnaire of student learning interest before and after being given treatment showing that student interest in learning after using the blended learning model is better than student learning interest before using blended learning.

In this study, there were four indicators, the first being an indicator of students' happy feelings, with a score of 66.30% before applying blended learning and increasing to 82.3% after applying blended learning. The student attention indicator, with a score of 64.6%, increased to 77.05%; the student interest indicator, with an initial score of 64.6%, increased to 82.7%; and the student engagement indicator, with an initial score of 61.8%, increased to 74.4%. after learning is carried out using a blended learning model By the indicators on the interest of class B1 Islamic Faculty students, the indicator with the highest score is the interest indicator because it has a score of 82.7%. This happened because there was treatment during the learning process, so students were more interested in attending lectures. Student interest is indicated when the lecturer explains the lecture material then there is a student response or reaction to what the lecturer conveys during the lecture process. The response is shown to attract students' attention so that students' curiosity arises, and they continue to dig up information on the material being taught about educational principles, educational schools, theories and pillars of education, and the educational environment. Linkages between educational environments following the research that has been carried out, students are enthusiastic about attending lectures. It is shown that students actively ask questions if they do not understand the material presented. This follows by interest is a preference and a sense of connection to an activity without being told (Inggriyani et al.,

2019; Abdullah, 2018). So that students will receive an attraction between themselves. This interest gets better if attractiveness gets better. According to the indicator of feeling happy, with a score of 82.3%, this is included in the high category because the lectures are given in a blended learning manner, namely online and offline learning accompanied by PowerPoint presentations and pictures of figures. Streams of education and photos of Ki Hajar Dewantara, so students feel happy. Ultimately, he said he did not feel bored in lectures. In the end, students' interest was increasingly focused on learning and increasingly happy with the lectures given. The student attention indicator has a score of 77.05% in the medium category. Before the treatment of blended learning, students paid little attention to learning. It seemed that when lecturers gave students assignments, they did not complete them on time. However, after applying blended learning, students pay more attention to the lectures' assignments. Students who are interested in their subject.

When he ignores the words, in the end, the students do not understand the different material if we carry out blended learning. The lecturer must be active and also design learning because the lecturer must combine offline with Zoom, and directly after finishing the lecture, the lecturer immediately gives assignments. Finally, students can work on faster assignments because they can better understand the material provided. Based on the research results (Marlina, 2020), learning media could attract students' attention to learning to get satisfactory results. It should be understood that PowerPoint lectures have many interesting features, such as text processing abilities that can be adjusted to make students' tastes increasingly interested in what is displayed on power point. Following the discussion above, it can be seen that there are differences in student interest before the blended learning model is applied in the lecture process after the blended learning model is applied. This is because, during the lecture process, students are directly involved in the teaching and learning process students construct. Students understand the material being taught properly and correctly. In addition, using PowerPoint presentations and pictures in learning makes students more enthusiastic and helps them understand the material. Thus, it has been proven that applying the blended learning model can increase student interest.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that applying the blended learning model affects the interest of students of the Faculty of Islamic Religion, Indonesian Muslim University. Interest in attention indicators reached 77.05%, feeling happy 82.03%, interest reached 82.7%, and involvement 74.4% % which means student interest.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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