The Impact of Blended Learning an Educational Innovation as on Student Character Building in Islamic Religious Education

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ABSTRACT: Technological developments are thought to be capable of bringing about changes in various aspects, including education. We have implemented various technologically-driven educational innovations to enhance the quality of education and accomplish educational objectives. One aspect of innovation in education is the implementation of a mixed learning system, also known as hybrid learning, is one aspect of education innovation. The goal of this research is to assess how blended learning, an educational innovation, impacts students' affective abilities, particularly their self-actualization and self-efficacy in Islamic religious education. Islamic religious education aims to instill a type of character education in students, making the implementation of educational innovation in the form of new conceptual mechanisms for learning crucial. The goal is to capture students' attention and achieve more quantifiable religious learning goals through character education. We conducted this research at MAN Medan School, which has a student population of 720. We used the Slovin method for the sampling technique, resulting in a random sample of 258 students. We used the confirmatory factor analysis method to test the research variables. The research results indicate that blended learning positively impacts self-efficacy, with a critical ratio of 8.282 and a significance level exceeding 1.96 at a significance level of 5%. Meanwhile, blended learning has a positive influence on self-actualization with a critical ratio of 3.323 and a significance level of the critical ratio above 1.96 with a significance level of 5%.

I. INTRODUCTION

Educational development is something that needs to be done by adapting to existing conditions and considering aspects of learning outcomes. This is usually based on the need for a concept that is appropriate to the conditions that occur. A series of changes that occur must be systematic and structured and have flexibility that can adapt to the conditions that occur. This can be seen when the world was hit by COVID-19. The entire education delivery system in the world experienced a very significant transformation [1]. The education delivery system, which in general before COVID-19 was carried out directly or through face-to-face mechanisms, must be transformed into a distance education system by utilizing a communication system [2]. This is considered a very appropriate step to anticipate the spread of COVID-19. This illustration of changes in the mechanism for providing education describes a flexibility option for a condition or event that is currently occurring [3].

Along with the adjustments that have occurred after the COVID-19 pandemic, various changes in the implementation of education have begun to vary. One of them is using a combined education delivery system between face-to-face and distance learning by utilizing communication networks. [4]. This term is currently known as blended learning. The implementation of blended learning in an education system provides a change that leads to innovation in education [5]. This is a form of educational innovation as a new pedagogical theory, approach aspects, teaching techniques, instructional tools, and the process of providing

learning in the form of services [6], and includes an arrangement of institutional and management structures. [7, 8]. So its implementation is considered capable of providing a flexible learning concept as well as giving students the freedom of space to explore areas of knowledge freely anytime and anywhere [9].

Along with the adjustments that have occurred after the COVID-19 pandemic, various changes in the implementation of education have begun to vary. One of them is using a combined education delivery system between face-to-face and distance learning by utilizing communication networks [4]. This term is currently known as blended learning. The implementation of blended learning in an education system provides a change that leads to innovation in education [5]. This is a form of educational innovation as a new pedagogical theory, approach aspects, teaching techniques, instructional tools, and the process of providing learning in the form of services [6], and includes an arrangement of institutional and management structures [7,8]. So its implementation is considered capable of providing a flexible learning concept as well as giving students the freedom of space to explore areas of knowledge freely anytime and anywhere [9].

During the COVID-19 pandemic, the learning process was carried out online so that the important values of character education could not be optimally implemented. This has impacted students' understanding and confidence in self-evaluation and self-actualization in character-based lessons, particularly in Islamic religious education. Cell efficacy plays a role in mediating the relationship between learning engagement and student achievement [10]. Therefore, self-efficacy, as a mediator of learning involvement, can enhance student achievement. Meanwhile, self-actualization plays an important role in shaping a holistic personality. This enables students to comprehend and utilize their full potential, transforming them into more significant and impactful individuals in their social lives.

Blended learning provides learning implementation options with interactive and varied representations of the use of learning media. This can encourage students' enthusiasm for deepening learning material by utilizing the technology used, both computers and smartphones. Apart from that, the implementation of blended learning can also provide opportunities for students to prepare themselves to accept the use of digital technology as well as accommodate the use of technological media in the learning process. However, this must also have an orientation towards effective strategic planning so that all students can actively participate in learning [11].

Students' active participation in the learning process will have an impact on the percentage of knowledge absorbed by teachers. The use of learning media, learning methods, and learning strategies, as well as other components, will linearly have an impact on student understanding. In line with this, the implementation of blended learning meets the supporting aspects that have been described. The use of interactive and digital-based media is able to have a significant impact on creating illustrations of learning material that attract students' interest in following the learning process. This provides great opportunities, especially in shaping student character based on Islamic religious education, as stated explicitly in Law Number 20 of 2003 and National Education System Law Number 20 of 2013, include developing students' potential to become human beings who believe in and are devoted to God Almighty, have noble morals and have noble character; they should also be healthy, knowledgeable, competent, creative, independent, and, as citizens, democratic and responsible. This presents a great opportunity, particularly in shaping students' character through Islamic religious education [3].

The problem of character education is oriented towards a lack of attachment to all forms of learning Islamic religious values, which should be one aspect of forming students' character in everyday life. This can come from various aspects of teenage acquaintances, especially at the high school level, which usually occurs in the school environment and in everyday life. Some descriptions of these problems can be seen in a lack of implementation of polite norms, bullying, a penchant for viewing inappropriate pictures or videos, lying, drug abuse, neglect of a series of Islamic religious obligations, and the like. In the end, it erodes the Islamic religious values that should be inherent in a student. This activity should be avoided due to the limitations contained in Islamic religious education as a form of character education [12].

Islamic religious education provides a reflection and implementation of Islamic teachings and norms in everyday life. So, it is very important to implement the Islamic religious education system in a learning process that is oriented towards character education. By upholding the principles of religious values in daily life, students must really learn and apply the fundamentals of Islamic religious education [13].

Apart from that, innovation in the education delivery system has a very important role in implementing character education. So, it is necessary to make changes by taking advantage of technological developments

that are implemented in the implementation of Islamic religious education. The implementation of a mixed education system can provide illustrations of religious education with various efforts, such as using innovative learning media as well as holding face-to-face meetings that can provide an assessment of the embeddedness of Islamic religious values taught in the learning process [14]. In order to effectively incorporate character education into students' personalities, it is important to establish a method for implementing blended learning. Can self-efficacy and self-actualization, which are elements of character education, improve with blended learning?

The focus of [15] research is on how online and blended experiences affect the outcomes of blended learning. The study's results broke down students' transfer status and grade point average ranges, finding that online and blended experiences had little positive impact on the academic outcomes of high-achieving transfer students. The effect is equivalent to one-third to two-thirds of an increase in a letter grade, depending on the amount of experience gained. Meanwhile, research by [16] explores the impact of depression, self-efficacy, and resource management on learning engagement in blended learning during COVID-19. The research results show that self-efficacy is a prerequisite for managing resources in the learning process. However, the directHowever, only the group without depression experienced the direct influence of self-efficacy on learning engagement. xperienced depression, self-efficacy for learning indirectly influenced learning engagement through resource management. We should encourage self-regulated behavior, such as resource management, to increase the learning engagement of students with depression. Regular monitoring of students' depression levels can enhance their learning engagement both during and after the COVID-19 era.

The research focuses on examining the impact of blended learning on self-efficacy and self-actualization within character-building lessons, particularly in Islamic religious education. Students must accept and implement the character values instilled in these lessons to succeed. In addition, it has the potential to yield optimal learning outcomes and mold students' social behaviors.

II. LITERATURE REVIEW

1. EDUCATIONAL INNOVATION

Innovation is one of the key factors in human improvement in various fields of scientific discipline, including education [17]. Educational innovation is related to discovery, development, and diffusion in the education system, with a focus on aspects of the curriculum, students, instructors, support systems, community, and culture [8]. The changes that are implemented can take the form of modifications to forms, methods, and strategies in the implementation of the education system with the aim of providing maximum competency achievement and can impact the progress of the results of a learning process by taking into account competency achievements.

Several characteristics of innovation in education are oriented towards useful values, describing aspects of the compatibility of experiences and learner needs. Apart from that, there is the value of testing innovation in the school environment, the influence of implementation on real results for students, and the complexity of aspects of implementation for teachers [18].

Apart from this description, educational innovation can be combined by taking advantage of technological developments. This provides multiple learning options, which, apart from fulfilling the achievement of the main competency aspects for students, also provide other options in the education implementation process to equip and maximize students' potential and abilities in operating electronic devices and digital learning media [19].

2. SELF-EFFICACY DAN SELF-ACTUALIZATION

Self-efficacy is a person's belief in their ability to successfully perform a task or achieve a particular goal [20]. Albert Bandura, a psychologist, first introduced this concept. In the learning context, self-efficacy refers to students' beliefs that they can understand and master the material taught, as well as complete academic tasks well. Table 1 illustrates the relationship between self-efficacy and the learning process.

Table 1. Relationship between Self-Efficacy and the Learning Process

No	Aspects	Description
1	Motivation	Students who have high self-efficacy have greater motivation to learn and face academic challenges. Children who believe in themselves work harder and persevere in difficult situations.
2	Improved Achievement	Confidence in students' abilities can help with academic achievement. Students who have a high level of self-efficacy tend to be more active in learning, take initiative, and exert more effort than other students.
3	Stress Management	Students who have self-efficacy can better manage the stress and anxiety associated with academic assignments. They are better able to stay calm and focused if they believe they can overcome challenges.
4	Decision-Making	Students who have high levels of self-efficacy are more confident in making decisions about their education, such as choosing the most appropriate learning method or choosing certain subjects.

Self-actualization is the process of becoming oneself and achieving one's full potential. Abraham Maslow made this term popular at the top of his hierarchy of needs. Self-actualization in learning occurs when students reach the pinnacle of their personal development, feel satisfied and meaningful with what they learn, and utilize their abilities to the fullest extent possible. Table 2 illustrates the relationship between self-Actualization and the learning process.

Table 2. The Relationship between Self-Actualization and the Learning Process

No	Aspects	Description
1	Achieving Full Potential	Self-actualization helps students achieve their full potential in various aspects of their lives, including academics. This drives them to aim higher and achieve peak performance.
2	Personal Development	Self-actualization increases satisfaction and happiness in learning. Students who feel they have reached their full potential tend to be more satisfied with themselves and their learning process.
3	Personal Development	The process of self-actualization increases students' creativity, character and critical abilities. This process also helps them become more independent and have a more mature perspective on life.
4	Social Contribution	Students who achieve self-actualization often want to do beneficial things for society. They use their knowledge and skills to assist others and improve the environment in which they live.

3. THE URGENCY OF CHARACTER EDUCATION BASED ON ISLAMIC RELIGIOUS EDUCATION

Character education is the focus of every school and is implemented in every educational system [21]. This is also included in the goals of national education, which are oriented towards developing abilities and forming the character and civilization of a nation that has dignity, and is included in the framework of the goal of making the life of the nation intelligent.

The values embedded in character education must also include several descriptions of aspects such as being a person of faith, having devotion to God Almighty, and upholding the values of the Islamic religion in order to become a human being with good morals, knowledge, skill, creativity, independence, democracy, and responsibility for all actions in social life [22, 23]. This is also in line with the government program through the Ministry of National Education, which describes the core points of strengthening character education in schools, namely religious, mutual cooperation, nationalist, integrity, and independence [24].

Character is something that is very attached to students in everyday life; this refers to a self-identity that reflects oneself in implementing religious teachings, social norms, culture, and educational mechanisms received during the learning process. The orientation of Islamic religious education provides all these attributes and contributes to shaping students' personal character, so that students have good standards of behavior and are able to assess whether all actions have a good impact or vice versa [25].

Considering the importance of character education in the learning system so that it can be instilled in students, teachers have a very important role in making this happen. One of them is by implementing good character education through interaction between teachers and students both in the learning process and daily life[21, 26]. This refers to efforts to preserve the application of good character during the learning process and in the school environment.

The urgency of providing education is an important thing in the educational aspect, and efforts to strengthen it are a necessity and an important pillar that must be fulfilled in every competency achievement in the educational aspect [22]. In its implementation, character education has a concept of an approach to understanding moral values whose achievement is to provide knowledge of behavioral standards that are initialized as truth or error. Self-efficacy is a description of a belief that can increase self-confidence in carrying out the learning process in aspects of maturity which can ultimately influence learning outcomes [27]. The implementation of the self-efficacy aspect can usually be measured using five instruments by applying the Linkert scale, namely: not at all sure that he can, not sure that he can, sometimes sure that he can, and very sure that he is able to complete the task [28].

On the other hand, self-actualization describes a person's ability to realize their desire to take on a certain role according to their potential. So this refers to the achievements that a person will achieve by using all the abilities and capacities they have [28]. Indicators included in the self-actualization aspect are the need for growth, the need to achieve one's potential, the need for self-fulfillment, and the need for encouragement [29].

Fulfilling the aspects of self-efficacy and self-actualization provides treatment to students in shaping their personalities. All forms of competency achievement will be oriented towards understanding moral values through beliefs about truth and error, along with the process of maturation and understanding one's potential, which is what students need in the future.

III. MATERIAL AND METHOD

Research discusses how exogenous variables relate to endogenous variables. Specifically, this research examines the relationship between blended learning, self-efficacy and self-actualization. Therefore, this research aligns well with explanatory research methods.

This study uses an individual from a population as the unit of analysis, asking them to complete a set of psychometric instruments at a single point in time to obtain sufficient responses for the study. Therefore, a cross-sectional design is appropriate to describe the research conducted [30].

We collected data using a quantitative approach. The main considerations in using a quantitative approach are to allow for greater objectivity and accuracy of results, as well as to avoid subjectivity or personal bias by maintaining distance from participating subjects and using acceptable computing systems. We used questionnaires to collect data from MAN students in Medan, North Sumatra, Indonesia. MAN (Madrasah Aliyah Negeri) is a religious-based senior high school operated by the Ministry of Religion of the Republic of Indonesia. The participant selection process used the stratified random sampling method. We then analyzed the collected data through simultaneous variance testing between exogenous and endogenous variables using structural equation modeling (SEM). The hypothesis in this research represents the relationship between blended learning and the self-efficacy and self-actualization abilities of MAN students in Medan. Meanwhile, the type of variable variation used is verification by testing the correctness of data collection at the research location.

This aims to determine the impact of the learning system used in blended learning on students' self-efficacy and self-actualization abilities at MAN in Medan, especially in Islamic religious education lessons. The concept of relationships between variables used in the research design will be tested through the implementation of the goodness-of-fit index method. Indications of the suitability of the designed model will be compared with the cut-off value of the goodness of index parameter, which includes 3 suitability categories, namely: absolute fit Measured, Incremental Fit Measured and parsimonious fit measured [31]. The

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implementation of the goodness of index aims to provide a strong representation of the approach to assessing the suitability between models that have several sets of criteria. So, this stage will produce a suitable model of the relationship between the variables used in the path analysis. A description of the recommended cut-off values for each parameter can be seen in Table 1 [31-34].

Table 3. Index Cut-Off Value Goodness of Index

Goodness-of fit-index Absolute Fit Measured	Cut off value
LikeliHood Chi square	Expectedly small
CMIN/DF	≤ 2,00
RMSEA	0,05-0,08
GFI	≥ 0,90
AGFI	≥ 0,90
Incremental fit Measured	
TLI	≥ 0,90
NFI	≥ 0,90
Parsimonious fit measured	
PNFI	0,60-0,90

The results from the goodness-of-fit index stage make a model that can be used. The research path diagram shows that the process then moves on to the Confirmatory Factory Analysis (CFA) stage. CFA is used to calculate the tabulation of instrument answers distributed to students. Apart from that, CFA has a role in hypothesis testing to determine the influence of the blended learning system on self-efficacy and self-actualization through path analysis descriptions. The results of CFA implementation will produce a final answer in the form of an indication of the influence of blended learning on self-efficacy and self-actualization. An indication of the influence can be obtained from the step of comparing the CFA computing results to the critical ratio value (≥1,96) [35].

1. RESEARCH DESIGN

The research design involves collecting data in the form of a questionnaire filled out by students who carry out blended learning. The stages of processing the data obtained include validating respondent data using validity and reliability testing methods. The validity test is carried out using product moment correlation by comparing rcount and rtable. The variation in the rtable value used has a value description of 0.121. Next, data reliability testing uses the Cronbach Alpha indicator. Data is included in the reliable category if the alpha coefficient value is > 0.6. Meanwhile, the data will be classified as unreliable if the alpha coefficient value is <0.6. To find out the relationship between these variables, it can be supported by using a structural equation model, or SEM, with the help of AMOS statistical software.

2. SAMPLING

The data collection method was carried out using a questionnaire. The population in this study were MAN students in Medan, with a population of 720 students. The sample used in this research was 258 respondents; these results were obtained through the implementation of the Slovin method. The sample criteria used in this research were all MAN students in Medan. This research employs a non-probability sampling technique, which includes quota sampling and accidental sampling. This study employed a random sampling technique, specifically selecting participants from the research population of MAN students in Medan. So, the sample obtained is a random sample according to the conditions at the research location.

Description of the questionnaire used, oriented to the type of questionnaire in a closed direct form with a rating scale model The assessment scale in the distributed questionnaire was assessed using a Likert scale with 4 assessment answers, which were broken down into groups: strongly agree, agree, disagree, and strongly disagree. All instruments used in the research will go through validity testing stages by implementing the product moment correlation method and reliability testing using Cronbach Alpha.

The procedures for collecting data in this study ensure the confidentiality of respondents' answers. The procedures for data collection in this study adhere to Law (UU) Number 27 of 2022 of the Republic of Indonesia, which protects confidential personal data, thereby guaranteeing the constitutional rights of the respondents in this research. The data collection process adheres to the regulations that were in effect during the execution of this research process.

3. INSTRUMENTS

In this research, there are 3 variables used, namely the blended learning, self-efficacy, and self-actualization variables. These variables are then grouped into two types, namely:

1. Exogenous (independent) variables are those that are unaffected by previous variables. This research has one exogenous variable, namely blended learning.
2. Endogenous (dependent) variables are those that previous variables have an impact on. The representation of endogenous variables in research refers to the self-efficacy and self-actualization variables.

4. VALIDITY AND RELIABILITY OF THE INSTRUMENTS

In the data collection process, the questionnaire given to respondents must meet validity and reliability tests [36]. However, the validation and reliability process can be carried out after testing the model into the fit status classification using a model suitability test using goodness of fit. A good instrument must fulfill two important requirements, namely, being valid and reliable. The description of the validation and reliability tests can be described as follows:

4.1 Questionnaire Validity Test

The validity test describes the instrument testing mechanism for validating all question items that can represent a criterion for the research object. Question items are included in the valid category if there is a significant correlation with the total score of the statement. The validity test technique is carried out using the product-moment correlation method. [37]. The test results will compare the value of r_{count} with r_{table}. If the comparison result is positive, which is indicated by $r_{count} \geq r_{table}$, then the item is declared valid.

4.2 Questionnaire Reliability Test

Reliability testing is intended to determine the level of consistency of instruments that measure concepts. Reliability is a requirement for achieving the validity of a questionnaire with certain objectives. To test reliability, Cronbach Alpha was used with the help of AMOS version 23. The Cronbach Alpha value can be said to be reliable if it is > 0.6. [38]. Reliability measurement indicators that divide reliability levels are based on the following criteria: [39]:

a. Alpha has a value range of 0.8–1.0, which is defined as being in the good reliability category.
b. Alpha with a value range of 0.6–0.799 is classified as being in the Acceptable Reliability category.
c. Alpha with a value category of less than 0.6 will be classified into the poor reliability category.

5. RESEARCH HYPOTHESIS

The research implements hypotheses to determine the relationship between one variable and another. The variables used include blended learning as an educational innovation, student self-efficacy, and student self-actualization. These variables will be tested for their relationship with one another in Islamic religious studies, which is a character-building-based lesson. We can describe the study's hypothesis as follows:

1. $H_0: \mu_1 = \mu_2$: Blended learning is an educational innovation that has an effect on student self-efficacy (H1).
2. $H_0: \mu_1 = \mu_2$: Blended learning, as an educational innovation, has an effect on students' self-actualization (H2).

IV. DATA ANALYSIS

1. MODEL FIT ANALYSIS

In the initial stage, the first step taken was to carry out analysis and testing of the proposed model. The testing process was carried out using the goodness-of-fit method. This is done to measure the suitability of the proposed model to the object of the research being carried out. The description of the tests on the proposed model can be described as including tests in the categories of absolute fit measured, incremental fit measured, and parsimonious fit measured. The equation structure model using confirmatory factor analysis can be described in Figure 1.
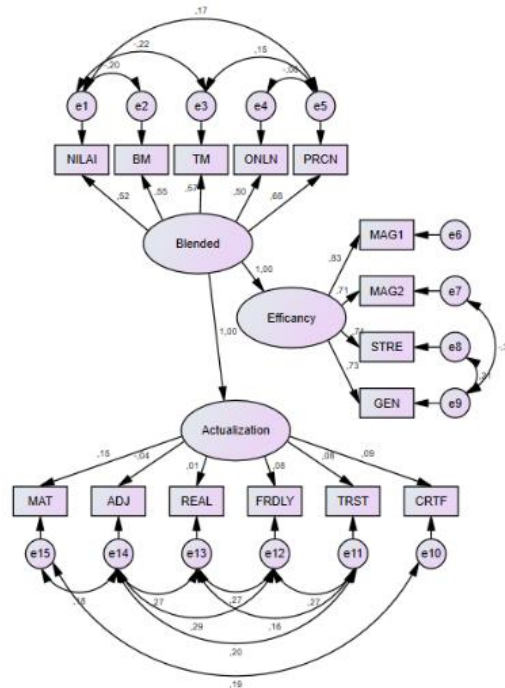

FIGURE 1. Structure equation model

The Goodness of Fit Index measurement results are applied with the CMIN/DF, RMSEA, GFI, and AGFI values having threshold values that fall into the quite good category. The value of incremental fit measured as measured using TLI and NFI is in a fairly good direction. Likewise, the parsimonious fit index is measured using the PNFI, and the suitability index is measured using the cut-off value of each suitability category. The results of measuring the suitability index of the model proposed in the study are described through a summary of values in Table 2.

Table 4. Goodness of Fit Index Results for the Model

Googness-of fit-index Absolute Fit Measured	Result	Cut off value	Description
CMIN/DF	1,896	≤ 2,00	The required level is achieved
RMSEA	0,059	0,05-0,08	The required level is achieved
GFI	0,931	≥ 0,90	The required level is achieved
AGFI	0,890	≥ 0,90	The required level is NOT achieved

Googness-of fit-index	Result	Cut off value	Description
Incremental fit Measured			
TLI	0,909	≥ 0,90	The required level is achieved
NFI	0,875	≥ 0,90	The required level is NOT achieved
Parsimonious fit measured			
PNFI	0,625	0,60-0,90	The required level is achieved

The results of model testing using the goodness-of-fit structural model produce fit values in the Absolute Fit Measured suitability category, except for the AGFI aspect. Meanwhile, in the Incremental Fit Measured category, there is a discrepancy in the NFI value aspect. And the parsimonious fit-measured model is categorized as an indication of fit values. However, the aspect of discrepancy between the absolute fit measured and incremental fit measured values can still be said to be fully fit due to the values resulting from the test results having close intervals.

2. PATH COEFFICIENT

The hypothesis formulated in this research consists of two hypotheses. All research hypotheses were tested on the right side because all relationships between the independent variables and the dependent variable were hypothesized to have a positive effect. To find out whether the hypothesis is supported by the data or not, the probability value of the critical ratio (C.R.) is compared with the value α = 5%, namely with a value of 1.96.

If the standardized parameter coefficient is positive and the probability value is less than α = 5%, then it can be concluded that the research hypothesis is supported by the data (significantly proven). Based on statistical analysis using the AMOS version 23 program, the results of the hypothesis test were obtained, which is a test of the causal relationship of each research variable as presented in the table.

Table 5. Path Coefficient

			Estimate	S.E.	C.R.	P	Label
Efficacy	<---	Blended	1,273	,154	8,282	***	
Actualization	<---	Blended	,184	,139	4,323	,186	

3. RESULTS OF THE FEASIBILITY RELIABILITY VARIABLE TEST

From the results of variable reliability testing, the Cronbach's alpha value for each variable can be shown in the Table 6.

Table 6. Variable Reliability Test Results

No	Variables	*Cronbach's Alpha Value*	Decision
1	Blended Learning	0,734	Reliability accepted
2	Self Afficancy	0,875	Good reliability
3	Self Actualization	0,714	Reliability accepted

Based on the Table 4, it can be seen that the variables blended learning, self-efficacy, and self-actualization are declared reliable because each variable has a Cronbach's alpha value above 0.60. So that the variables blended learning, self-efficacy, and self-actualization can be recommended for research at other research locations.

4. DATA NORMALITY TEST RESULTS

The normality test results of the data obtained aim to find out whether the data from each research variable is normally distributed or vice versa. This normality test was carried out on data obtained from two research variables, namely, self-efficacy ability and self-actualization ability. Normally distributed data will then be used in the process at the next stage. The normality test was carried out using the chi square technique [40], where if the value (sig > 0.05) then the group of data can be said to be normally distributed. A description of the results of the chi square computing process can be seen in Table 7.

Table 7. Variable Reliability Test Results

Group		Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Blended Learning	Self-Efficacy	,054	258	,070	,987	258	,018
	Self-Actualization	,051	258	,098	,989	258	,055

Based on the results of the table above, the sig value of each student learning ability variable has a value greater than 0.05, so the overall data is declared to be normally distributed.

After assessing the model as a whole and carrying out the mechanism for testing the causal relationship as hypothesized, the next stage is to discuss the research results. This research has two hypotheses: a description of the influence of blended learning as an educational innovation on self-efficacy abilities and a description of the influence of blended learning as an educational innovation on self-actualization abilities.

5. THE INFLUENCE OF BLENDED LEARNING AS AN EDUCATIONAL INNOVATION ON SELF-EFFICACY ABILITY

For MAN students in Medan, as many as 258 people took part in research analysis on the influence of blended learning variables as an educational innovation on self-efficiency skills. The critical ratio value of 8.282 is obtained from the path coefficient (standardized regression weight estimate), and the critical ratio significance level is above 1.96 for a significance of 5% [41].

Represents students who take part in Islamic religious education through blended learning. These findings indicate that blended learning not only provides greater flexibility and access to educational resources but can also increase students' confidence in their ability to understand and apply Islamic learning material. Students who participate in blended learning programs show significant improvements in their self-efficiency compared to traditional learning approaches.

Based on the results of students' self-efficacy abilities taught using blended learning in Islamic Religious Education, students can increase their self-efficacy or self-confidence. This is shown by students' self-confidence in their ability to carry out difficult tasks increasing after learning using the blended learning model. When students face difficult activity tasks, they are less anxious or worried. Students also feel increasingly confident in their abilities to carry out tasks in various activities. Thus, blended learning as an educational innovation is able to stimulate affective abilities, especially self-efficacy, through the learning access it provides to various sources, such as videos and interactive simulations, in the learning process.

6. THE INFLUENCE OF BLENDED LEARNING AS AN EDUCATIONAL INNOVATION ON SELF-ACTUALIZATION ABILITY

Table 5 shows the critical ratio value of 4.323 obtained from the path coefficient (standardized regression weight estimate), and the significance level of the critical ratio is above 1.96 for a significance of 5% [41]. With a critical ratio value of 4.323, there is a strong and significant correlation between the implementation of blended learning and increasing students' self-actualization abilities. This value is well above the threshold of 1.96, indicating that the finding is not coincidental and has high statistical significance. These results imply that blended learning is able to effectively encourage students to reach their full potential, both in academic aspects and in personal development. The presented results fall under the category of very good assessment.

and as an indication that the application of blended learning strategies can influence and train students' affective abilities, especially self-actualization, in carrying out Islamic religious education learning activities at MAN Medan schools.

Based on the results of research conducted on students' self-actualization skills using blended learning in Islamic religious education, namely a combination of online and face-to-face learning, the impact has a big influence on each student's self-actualization skills. Through easier access to various learning materials and flexibility in study time, as well as space and opportunities for students to develop learning independence, hone time management skills, and stimulate understanding of students' personal potential, blended learning is able to encourage and stimulate aspects of creativity and innovation, provide space for students to explore their personal interests, and pursue meaningful goals in learning.

Meanwhile, the application of blended learning is able to create opportunities for interaction between students, teachers, and fellow students through online platforms that can facilitate collaboration and exchange of ideas, support personal development, and build social support. Moreover, when individuals succeed in achieving their personal goals through blended learning, they can increase their sense of achievement and realize their potential, which is an important aspect of the self-actualization process. However, this has a different effect on each student.

In its implementation, blended learning can be used as an educational innovation and can provide the potential to support the development of students' self-actualization abilities through various learning pathways that are more inclusive and adaptive.

V. CONCLUSION

Islamic religious education has an orientation towards character education, which must be connected to and attached to students. So, it is necessary to implement learning innovations to achieve character-based learning goals. Implementation of learning by applying various variations of learning media can be combined with a blended learning education system. Based on the results of the research that has been conducted, there is a significant influence of blended learning on students' affective abilities, which are divided into two (2) variables, namely, self-efficacy abilities and self-actualization abilities. The blended learning variable is positively related to the self-efficacy variable (H1). The test results show that the blended learning variable has a positive influence on self-efficacy, with a critical ratio of 8.282 obtained from the path coefficient (standardized regression weight estimate), and the critical ratio significance level is above 1.96 for a significance level of 5%. This shows that hypothesis I, which states that blended learning is positively related to the self-efficacy variable, is supported by the data, and hypothesis 1 (H1) is accepted. By implementing blended learning as an educational innovation at MAN Medan, students are significantly more effective in Islamic religious education. With these improvements, students become more confident in their academic abilities and more engaged in the learning process. Therefore, blended learning can be considered an effective educational strategy to improve students' personal development and quality of learning in this digital era.

Meanwhile, the blended learning variable is positively related to the self-actualization variable (H2). The test results show that the blended learning variable has a positive influence on self-actualization, with a critical ratio of 3.323 obtained from the path coefficient (standardized regression weight estimate), and the critical ratio significance level is above 1.96 for a significance level of 5%. This shows that hypothesis 2, which states that blended learning is positively related to the self-actualization variable, is supported by the data, and hypothesis 2 (H2) is accepted. This shows that blended learning not only improves students' academic skills but also helps them reach their full potential and find meaning in the learning process. Blended learning helps students become more self-actualized due to flexible learning environments, enriched interactions, and greater use of technology.

Self-actualization, self-efficacy, and character education are interdependent and reinforce each other within the framework of students' academic and personal growth. Character education provides students with a strong ethical and moral foundation, enhancing their self-assurance and ultimately leading them to self-actualization. These three components work together to give children the best chance to realize their full potential and develop into well-rounded, purposeful adults. We must conduct special studies to establish methods for implementing character-based education and a modified curriculum.

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