

**BUKTI KORESPONDENSI
ARTIKEL JURNAL INTERNASIONAL BEREPUTASI
TERINDEKS SCOPUS**

Judul : The Impact of Blended Learning an Educational Innovation as on Student Character Building in Islamic Religious Education
Jurnal : Qubahan Academic Journal (QAJ) E-ISSN:2709-8206
Indeks : Scopus Q1
Penulis : Salim, et al.

No	Perihal	Tanggal
1.	Submission Manuscript	21 Juni 2024
2.	Manuscript at Desk Review	28 Juni 2024
3.	Revision of the manuscript	6 Juli 2024
4.	Confirmation Galley	30 Juli 2024
5.	Accepted	12 Juli 2024
6.	Published	29 Agustus 2024



739 / Salim et al. / The impact of blended learning an

Library


Submissions

Workflow Publication

Submission Review Copyediting

Production

Submission Files Q Search

▶  3140-1 salim, QAJ English	June	Article
Template - Submit.docx	21,	Text
	2024	

[Download All Files](#)

Pre-Review Discussions [Add discussion](#)

Name	From	Last Reply	Replies	Closed
<i>No Items</i>				



salim salim <salim@uinsu.ac.id>

Reviewer's comments for paper(739)(Qubahan Academic journal)

3 pesan

Chalang Sleman <chalangsleman@gmail.com>

28 Juni 2024 pukul 20.27

Kepada: salim@uinsu.ac.id, mohamadaji12prasetya@gmail.com, muhammadbagasf@stikes-indahmedan.ac.id, fatkhurrohman@uinsu.ac.id

Dear Author

The attached file is reviewer's comments for your article, you must rewrite your paper according to their comments and upload it to the system (revision section) to be processed.

Regards

Chalang

Office Manager(QAJ)

2 lampiran



739-3358-1-5-20240627.docx
386K



739-3364-1-5-20240627.docx
386K



739 / Salim et al. / The impact of blended learning an

Library

Submissions

Workflow

Publication

Submission

Review

Copyediting

Production

Round 1

Round 2

Round 2 Status

Submission accepted.

Reviewer's Attachments

Search

No Files

Revisions

Search

Upload File

No Files

Review Discussions

Add discussion

Name	From	Last Reply	Replies	Closed
Reviewer's comments	chalang 2024- 06-28	-	0	<input type="checkbox"/>

				01:27 PM
▼ Revision Completion	salim	-	0	<input type="checkbox"/>
	2024-07-06			02:16 PM
Edit				
▶ Revision of affiliation	salim	-	0	<input type="checkbox"/>
	2024-07-30			12:57 PM

Platform &
workflow by
OJS / PKP

Reviewer's comments




Participants

Chalang Sleman Hussien (chalang)

Salim (salim)

Messages

Note	From
comments	chalang
 chalang, Reviewers Comments on paper id 739.docx	2024-06-28 01:27 PM

[Add Message](#)

Reviewer's comments




Participants

Chalang Sleman Hussien (chalang)

Salim (salim)

Messages

Note	From
comments	chalang
 chalang, Reviewers Comments on paper id 739.docx	2024-06-28 01:27 PM

[Add Message](#)



The impact of blended learning an educational innovation on students' affective ability in Islamic Religious Education

ABSTRACT Technological developments are considered capable of providing changes in various aspects, including educational aspects. Various educational innovations using technology have been carried out to improve the quality of education and achieve educational goals. One aspect of innovation in education is the implementation of a mixed learning system. This research is oriented towards measuring the effect of implementing blended learning as an educational innovation on affective abilities, especially on students' self-actualization and self-efficacy in Islamic religious education. Islamic religious education is oriented towards a type of character education that must be inherent in students, so it is considered very important to implement educational innovation in the form of new conceptual mechanisms for organizing learning. This is done with the aim of attracting students' interest and obtaining more measurable religious learning objectives based on character education. This research was conducted at the MAN School in Medan, with a population of 720 students. Meanwhile, sampling was carried out using the Slovin method and resulted in a total sample of 258 students. Testing of research variables was carried out using the confirmatory factor analysis method. The research results show that blended learning has a positive influence on self-efficacy with a critical ratio of 8.282 and a critical ratio significance level above 1.96 with a significance level of 5%. Meanwhile, blended learning has a positive influence on self-actualization with a critical ratio of 3.323 and a critical ratio significance level above 1.96 with a significance level of 5%.

Keywords: Blended Learning, Educational Innovation, Affective Abilities, Self-Efficacy, Self-Actualization, Islamic Religious Education

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.

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. [3]. 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 [4].

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 [5], and includes an arrangement of institutional and management structures. [6] [7]. 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. [8].

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. [3]. 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 [4]. 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 [5], and includes an arrangement of

Commented [MRF1]: There are actually many themes like this, and the market, to put it better, needs significant improvement.

Commented [MRF2]: The method used in the abstract is also explained.

Commented [MRF3]: What does mixed learning system mean? Is it the same as hybrid learning?

Commented [MRF4]: In the abstract you need to add a brief implication, even though it is already an explanation

Commented [MRF5]: This is better deleted

Commented [MRF6]: The introduction is good but there needs to be some improvements.
- The problem in this research still needs to be clarified?
- There is no research position yet that compares with other research.
- Explanation of the purpose or urgency of the research has yet to be strong.



institutional and management structures [6] [7]. 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. [8].

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 [9].

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.

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.

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.

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.

II. LITERATURE REVIEW

1. Educational Innovation

Innovation is one of the key factors in human improvement in various fields of scientific discipline, including education [10]. 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. [7]. 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.

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.

2. The Urgency of Character Education Based on Islamic Religious Education

Commented [MRF7]: Are just two concepts explained enough?

Character education is the focus of every school and is implemented in every educational system [11]. 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 [12] [13]. 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 [14].

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 [15].

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 [16] [11]. 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 [12]. 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 [17]. 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 [18].

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 [18]. 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 [19].

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 is oriented toward quantitative research because it implements statistical analysis mechanisms. In addition, a quantitative approach is very appropriate for testing the statements stated in the research hypothesis. 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 [20]. The 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 [21] [22][20][23].

Commented [MRF8]: The research method needs to be explained again according to detailed but concise procedures.

Commented [MRF9]: What is MAN? senior high school or something like that, please provide an explanation so that it doesn't cause confusion.



Table 1. Index Cut-Off Value Goodness of Index

Goodness-of fit-index Absolute Fit Measured	Cut off value
Likelihood Chi square	Expectedly small
CMIN/DF	$\leq 2,00$
RMSEA	0,05-0,08
GFI	$\geq 0,90$
AGFI	$\geq 0,90$
Incremental fit Measured	
TLI	$\geq 0,90$
NFI	$\geq 0,90$
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 ($\geq 1,96$) [24].

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 sampling technique in this research uses non-probability sampling using quota sampling and accidental sampling.

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.

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 [25]. 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:

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. [26]. 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.

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 . [27]. Reliability measurement indicators that divide reliability levels are based on the following criteria: [28]:

- 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 (H_1).
2. $H_0: \mu_1 = \mu_2$: Blended learning, as an educational innovation, has an effect on students' self-actualization (H_2).

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

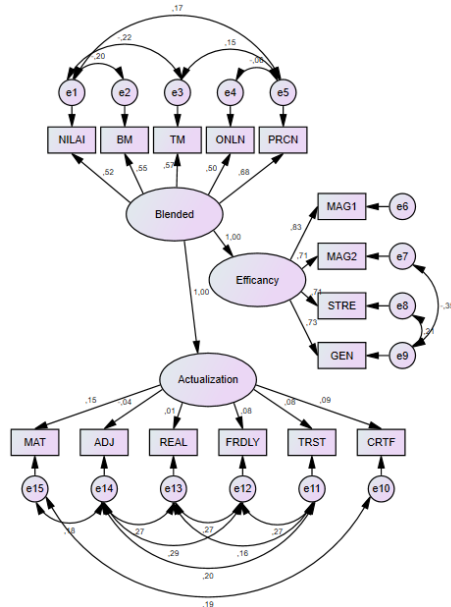


Figure 1. Structure Equation Model

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 2. Goodness of Fit Index Results for the Model

Googness-of fit-index	Result	Cut off value	Description
Absolute Fit Measured			
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
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 $\alpha = 5\%$, namely with a value of 1.96.

If the standardized parameter coefficient is positive and the probability value is less than $\alpha = 5\%$, 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 3. 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 4.

Table 4. Variable Reliability Test Results

No	Variables	Cronbach's Alpha Value	Decision
1	Blended Learning	0,734	Reliability accepted
2	Self Efficacy	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 [29], where if the value ($\text{sig} > 0.05$) 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 5.

Table 5. Variable Reliability Test Results

Group		Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Blended	Self-Efficacy	,054	258	,070	,987	258	,018



Learning	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%. Represents students who take part in Islamic religious education through blended learning.

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 1 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%. This result is included in the very good assessment category. 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 schools in Medan.

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,

Commented [MRF10]: This is indeed part of the research results and discussion, but there needs to be more interesting and detailed discussion to make it easier for readers to understand.

Commented [MRF11]: The implications or impact of the research need to be conveyed, then research recommendations.



namely, self-efficacy abilities and self-actualization abilities. The blended learning variable is positively related to the self-efficacy variable (H_1). 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 1, which states that blended learning is positively related to the self-efficacy variable, is supported by the data, and hypothesis 1 (H_1) is accepted. Meanwhile, the blended learning variable is positively related to the self-actualization variable (H_2). 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 (H_2) is accepted.

REFERENCES

1. H. Pham, Q. N. Tran, G. L. La, H. M. Doan, and T. D. Vu, "Readiness for digital transformation of higher education in the Covid-19 context: The dataset of Vietnam's students," *Data Br.*, vol. 39, p. 107482, 2021, doi: 10.1016/j.dib.2021.107482.
2. N. Iivari, S. Sharma, and L. Ventä-Olkkonen, "Digital transformation of everyday life – How COVID-19 pandemic transformed the basic education of the young generation and why information management research should care?," *Int. J. Inf. Manage.*, vol. 55, no. June, p. 102183, 2020, doi: 10.1016/j.ijinfomgt.2020.102183.
3. M. Jerry and M. M. Yunus, "Blended learning in rural primary ESL classroom: Do or don't," *Int. J. Learn. Teach. Educ. Res.*, vol. 20, no. 2, pp. 152–173, 2021, doi: 10.26803/ijlter.20.2.9.
4. Š. Karolčík and M. Marková, "How teachers perceive innovations in education," *J. Res. Innov. Teach. Learn.*, 2023, doi: 10.1108/JRIT-04-2023-0039.
5. J. Helmer, T. M. T. Huynh, and S. Rossano-Rivero, "Teaching Digital Innovation Processes for Services in Higher Education," *Procedia Comput. Sci.*, vol. 207, pp. 3463–3472, 2022, doi: 10.1016/j.procs.2022.09.405.
6. R. Mahajan, W. M. Lim, S. Kumar, and M. Sareen, "COVID-19 and management education: From pandemic to endemic," *Int. J. Manag. Educ.*, vol. 21, no. 2, p. 100801, 2023, doi: 10.1016/j.ijme.2023.100801.
7. P. Serdyukov, "Innovation in education: what works, what doesn't, and what to do about it?," *J. Res. Innov. Teach. Learn.*, vol. 10, no. 1, pp. 4–33, 2017, doi: 10.1108/jrit-10-2016-0007.
8. P. S. C. Goh and N. Abdul-Wahab, "Paradigms to drive higher education 4.0," *Int. J. Learn. Teach. Educ. Res.*, vol. 19, no. 1, pp. 159–171, 2020, doi: 10.26803/ijlter.19.1.9.
9. C. Bosch and D. J. Laubscher, "Promoting Self-Directed Learning as Learning Presence through Cooperative Blended Learning," *Int. J. Learn. Teach. Educ. Res.*, vol. 21, no. 9, pp. 17–34, 2022, doi: 10.26803/ijlter.21.9.2.
10. [H. A. Almusawi, C. M. Durugbo, and A. M. Bugawa, "Innovation in physical education: Teachers' perspectives on readiness for wearable technology integration," *Comput. Educ.*, vol. 167, no. March, p. 104185, 2021, doi: 10.1016/j.compedu.2021.104185.
11. C. Hastasari, B. Setiawan, and S. Aw, "Students' communication patterns of islamic boarding schools: the case of Students in Muallimin Muhammadiyah Yogyakarta," *Heliyon*, vol. 8, no. 1, p. e08824, 2022, doi: 10.1016/j.heliyon.2022.e08824.
12. H. J. Prayitno et al., "Prophetic educational values in the Indonesian language textbook: pillars of positive politeness and character education," *Heliyon*, vol. 8, no. 8, p. e10016, 2022, doi: 10.1016/j.heliyon.2022.e10016.
13. Amilda, D. A. Bujuri, M. Uyun, D. Nasrudin, and Junaidah, "Patterns of Character Education for Vocational School Students through Non-Academic Programs: Paradigm and Implementation," *Int. J. Learn. Teach. Educ. Res.*, vol. 22, no. 4, pp. 459–477, 2023, doi: 10.26803/ijlter.22.4.25.
14. A. Suherman, T. Supriyadi, and S. H. I. Cukarso, "Strengthening national character education through physical education: An action research in Indonesia," *Int. J. Learn. Teach. Educ. Res.*, vol. 18, no. 11, pp. 125–153, 2019, doi: 10.26803/ijlter.18.11.8.
15. C. S. L. Cheah, H. Gürsoy, and M. Balkaya-Ince, "Parenting and social identity contributors to character development in Muslim American adolescents," *Int. J. Intercult. Relations*, vol. 81, no. June 2020, pp. 68–78, 2021, doi: 10.1016/j.ijintrel.2021.01.002.
16. L. Nur, L. A. Nurani, D. Suryana, and A. Ahmad, "Rasch model application on character development instrument for elementary school students," *Int. J. Learn. Teach. Educ. Res.*, vol. 19, no. 3, pp. 437–459, 2020, doi: 10.26803/ijlter.19.3.24.
17. C. H. Wardhani, B. B. Wiyono, and S. R. Wicaksono, "Relationship on Three Factors (Self Efficacy , Self Actualization , and Working Environment) with Heutagogy," *Italienisch*, vol. 12, no. 2, pp. 798–805, 2022, [Online]. Available: <https://www.italienisch.nl/index.php/VerlagSauerlander/article/view/408>



18. M. Pumprow and T. Brahm, "Students' Digital Media Self-Efficacy and Its Importance for Higher Education Institutions: Development and Validation of a Survey Instrument," *Technol. Knowl. Learn.*, vol. 26, no. 3, pp. 555–575, 2021, doi: 10.1007/s10758-020-09463-5.
19. J. L. Jarrett, "Adult education and freedom," *Adult Educ.*, vol. 10, no. 2, pp. 67–72, 1960.
20. S. Faisal and M. Naushad, "The empirical evidence on Negating turnover intentions among academicians," *Probl. Perspect. Manag.*, vol. 19, no. 4, pp. 270–282, 2021, doi: 10.21511/ppm.19(4).2021.22.
21. N. Abu Bakar, K. Uzaki, A. Mohamed Naim, and N. A. Abd Manaf, "Intention to Implement 5S Management Among Students in Higher Education Institutions," *J. Econ. Bus.*, vol. 3, no. 4, 2020, doi: 10.31014/aior.1992.03.04.281.
22. E. Ode and R. Ayavoo, "The mediating role of knowledge application in the relationship between knowledge management practices and firm innovation," *J. Innov. Knowl.*, vol. 5, no. 3, pp. 210–218, 2020, doi: 10.1016/j.jik.2019.08.002.
23. W. A. Paramarta, I. W. G. Supartha, I. G. A. M. Dewi, and I. B. K. Surya, "Confirmatory and Exploratory Factor Analysis for Validating the Academic Leadership Questionnaire for Indonesia's Private Higher Education," *Migr. Lett.*, vol. 20, no. 6, pp. 232–241, 2023.
24. F. Bouaziz and Z. Smaoui Hachicha, "Strategic human resource management practices and organizational resilience," *J. Manag. Dev.*, vol. 37, no. 7, pp. 537–551, 2018, doi: 10.1108/JMD-11-2017-0358.
25. H. Rafique, A. O. Almagrabi, A. Shamim, F. Anwar, and A. K. Bashir, "Investigating the Acceptance of Mobile Library Applications with an Extended Technology Acceptance Model (TAM)," *Comput. Educ.*, vol. 145, p. 103732, 2020, doi: 10.1016/j.compedu.2019.103732.
26. O. S. Imhangbe, R. E. Okecha, and J. Obozuwa, "Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria," *Educ. Manag. Adm. Leadersh.*, vol. 47, no. 6, pp. 909–924, 2019, doi: 10.1177/1741143218764178.
27. A. Fawait, P. Setyosari, Sulthoni, and S. Ulfa, "Identification of factors affecting of character education program on high school students' self-regulation skills," *J. Educ. Gift. Young Sci.*, vol. 8, no. 1, pp. 435–450, 2020, doi: 10.17478/jegys.683155.
28. K. S. Taber, "The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education," *Res. Sci. Educ.*, vol. 48, no. 6, pp. 1273–1296, 2018, doi: 10.1007/s11165-016-9602-2.
29. M. A. Phadnis, "Sample size calculation for small sample single-arm trials for time-to-event data: Logrank test with normal approximation or test statistic based on exact chi-square distribution?," vol. 15, no. March, 2019.



The impact of blended learning an educational innovation on students' affective ability in Islamic Religious Education

ABSTRACT Technological developments are considered capable of providing changes in various aspects, including educational aspects. Various educational innovations using technology have been carried out to improve the quality of education and achieve educational goals. One aspect of innovation in education is the implementation of a mixed learning system. This research is oriented towards measuring the effect of implementing blended learning as an educational innovation on affective abilities, especially on students' self-actualization and self-efficacy in Islamic religious education. Islamic religious education is oriented towards a type of character education that must be inherent in students, so it is considered very important to implement educational innovation in the form of new conceptual mechanisms for organizing learning. This is done with the aim of attracting students' interest and obtaining more measurable religious learning objectives based on character education. This research was conducted at the MAN School in Medan, with a population of 720 students. Meanwhile, sampling was carried out using the Slovin method and resulted in a total sample of 258 students. Testing of research variables was carried out using the confirmatory factor analysis method. The research results show that blended learning has a positive influence on self-efficacy with a critical ratio of 8.282 and a critical ratio significance level above 1.96 with a significance level of 5%. Meanwhile, blended learning has a positive influence on self-actualization with a critical ratio of 3.323 and a critical ratio significance level above 1.96 with a significance level of 5%.

Keywords: Blended Learning, Educational Innovation, Affective Abilities, Self-Efficacy, Self-Actualization, Islamic Religious Education

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.

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. [3]. 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 [4].

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 [5], and includes an arrangement of institutional and management structures. [6] [7]. 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. [8].

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. [3]. 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 [4]. 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 [5], and includes an arrangement of

Commented [Hp1]: Keyword list should ideally be arranged alphabetically. Maybe the following arrangement might be made: Affective abilities, Blended learning, Education Innovation...

Commented [Hp2]: "The researcher has not included citations yet."



institutional and management structures [6] [7]. 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. [8].

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 [9].

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.

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.

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.

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.

II. LITERATURE REVIEW

1. Educational Innovation

Innovation is one of the key factors in human improvement in various fields of scientific discipline, including education [10]. 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. [7]. 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.

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.

2. The Urgency of Character Education Based on Islamic Religious Education

Commented [Hp3]: "In the paragraph, the author has not included citations yet."

Commented [Hp4]: "In the paragraph, the author has not included citations yet."

Commented [Hp5]: "In the paragraph, the author has not included citations yet."

Commented [Hp6]: "In the paragraph, the author has not included citations yet."

"At the end of the paragraph, research questions could perhaps be added."

Commented [Hp7]: the author has not included citations yet."

Commented [Hp8]: the author has not included citations yet."

Character education is the focus of every school and is implemented in every educational system [11]. 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 [12] [13]. 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 [14].

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 [15].

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 [16] [11]. 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 [12]. 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 [17]. 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 [18].

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 [18]. 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 [19].

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 is oriented toward quantitative research because it implements statistical analysis mechanisms. In addition, a quantitative approach is very appropriate for testing the statements stated in the research hypothesis. 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 [20]. The 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 [21] [22][20][23].



Table 1. 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 ($\geq 1,96$) [24].

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 sampling technique in this research uses non-probability sampling using quota sampling and accidental sampling.

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.

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.

Commented [Hp9]: "This section does not yet describe the research design but rather focuses on the instruments used to collect data. The researcher is expected to illustrate the design or procedures related to this article. Concerning the repetition of information regarding the validity and reliability indices of the instruments (in the research design section; validity and reliability of measurement instruments)."

Commented [Hp10]: "What are the sample criteria in the research? The sample criteria have not been described in detail."

Commented [Hp11]: "The author could add more concrete information about the sampling procedure, such as what concrete steps were taken for accidental sampling in this study. Did this study use two sampling techniques simultaneously? Quota and accidental sampling at the same time?"

Commented [Hp12]: "What about ethical considerations, such as informed consent, data confidentiality, and others? The article has not explained ethical considerations."

4. VALIDITY AND RELIABILITY OF THE INSTRUMENTS

In the data collection process, the questionnaire given to respondents must meet validity and reliability tests [25]. 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:

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. [26]. 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.

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 . [27]. Reliability measurement indicators that divide reliability levels are based on the following criteria: [28]:

- Alpha has a value range of 0.8–1.0, which is defined as being in the good reliability category.
- Alpha with a value range of 0.6–0.799 is classified as being in the Acceptable Reliability category.
- 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:

- $H_0: \mu_1 = \mu_2$: Blended learning is an educational innovation that has an effect on student self-efficacy (H_1).
- $H_0: \mu_1 = \mu_2$: Blended learning, as an educational innovation, has an effect on students' self-actualization (H_2).

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

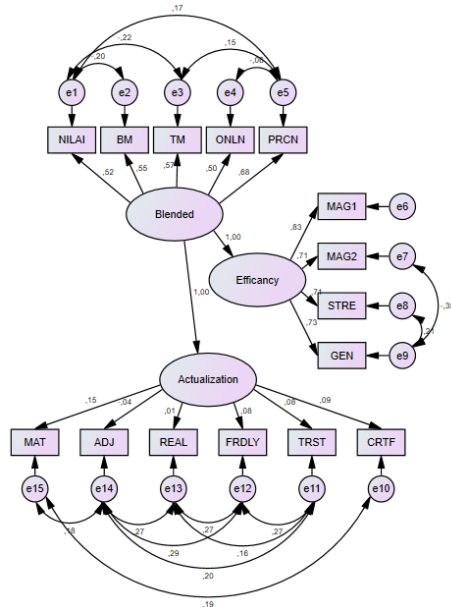


Figure 1. Structure Equation Model

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 2. Goodness of Fit Index Results for the Model

Googness-of fit-index	Result	Cut off value	Description
Absolute Fit Measured			
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
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 $\alpha = 5\%$, namely with a value of 1.96.

If the standardized parameter coefficient is positive and the probability value is less than $\alpha = 5\%$, 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 3. 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 4.

Table 4. Variable Reliability Test Results

No	Variables	Cronbach's Alpha Value	Decision
1	Blended Learning	0,734	Reliability accepted
2	Self Efficacy	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 [29], 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 5.

Table 5. Variable Reliability Test Results

Group		Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Blended	Self-Efficacy	,054	258	,070	,987	258	,018



Learning	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-efficacy 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%. Represents students who take part in Islamic religious education through blended learning.

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 1 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%. This result is included in the very good assessment category. 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 schools in Medan.

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,

Commented [Hp13]: "The research findings are presented in this section, but the researcher **has not yet linked** them to the literature review used, so there is no discussion apparent."

Commented [Hp14]: "The research findings are presented in this section, but the researcher **has not yet linked** them to the literature review used, so there is no discussion apparent."



namely, self-efficacy abilities and self-actualization abilities. The blended learning variable is positively related to the self-efficacy variable (H_1). 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 1, which states that blended learning is positively related to the self-efficacy variable, is supported by the data, and hypothesis 1 (H_1) is accepted. Meanwhile, the blended learning variable is positively related to the self-actualization variable (H_2). 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 (H_2) is accepted.

REFERENCES

1. H. Pham, Q. N. Tran, G. L. La, H. M. Doan, and T. D. Vu, "Readiness for digital transformation of higher education in the Covid-19 context: The dataset of Vietnam's students," *Data Br.*, vol. 39, p. 107482, 2021, doi: 10.1016/j.dib.2021.107482.
2. N. Iivari, S. Sharma, and L. Ventä-Olkkonen, "Digital transformation of everyday life – How COVID-19 pandemic transformed the basic education of the young generation and why information management research should care?," *Int. J. Inf. Manage.*, vol. 55, no. June, p. 102183, 2020, doi: 10.1016/j.ijinfomgt.2020.102183.
3. M. Jerry and M. M. Yunus, "Blended learning in rural primary ESL classroom: Do or don't," *Int. J. Learn. Teach. Educ. Res.*, vol. 20, no. 2, pp. 152–173, 2021, doi: 10.26803/ijlter.20.2.9.
4. Š. Karolčík and M. Marková, "How teachers perceive innovations in education," *J. Res. Innov. Teach. Learn.*, 2023, doi: 10.1108/JRIT-04-2023-0039.
5. J. Helmer, T. M. T. Huynh, and S. Rossano-Rivero, "Teaching Digital Innovation Processes for Services in Higher Education," *Procedia Comput. Sci.*, vol. 207, pp. 3463–3472, 2022, doi: 10.1016/j.procs.2022.09.405.
6. R. Mahajan, W. M. Lim, S. Kumar, and M. Sareen, "COVID-19 and management education: From pandemic to endemic," *Int. J. Manag. Educ.*, vol. 21, no. 2, p. 100801, 2023, doi: 10.1016/j.ijme.2023.100801.
7. P. Serdyukov, "Innovation in education: what works, what doesn't, and what to do about it?," *J. Res. Innov. Teach. Learn.*, vol. 10, no. 1, pp. 4–33, 2017, doi: 10.1108/jrit-10-2016-0007.
8. P. S. C. Goh and N. Abdul-Wahab, "Paradigms to drive higher education 4.0," *Int. J. Learn. Teach. Educ. Res.*, vol. 19, no. 1, pp. 159–171, 2020, doi: 10.26803/ijlter.19.1.9.
9. C. Bosch and D. J. Laubscher, "Promoting Self-Directed Learning as Learning Presence through Cooperative Blended Learning," *Int. J. Learn. Teach. Educ. Res.*, vol. 21, no. 9, pp. 17–34, 2022, doi: 10.26803/ijlter.21.9.2.
10. [H. A. Almusawi, C. M. Durugbo, and A. M. Bugawa, "Innovation in physical education: Teachers' perspectives on readiness for wearable technology integration," *Comput. Educ.*, vol. 167, no. March, p. 104185, 2021, doi: 10.1016/j.compedu.2021.104185.
11. C. Hastasari, B. Setiawan, and S. Aw, "Students' communication patterns of islamic boarding schools: the case of Students in Muallimin Muhammadiyah Yogyakarta," *Heliyon*, vol. 8, no. 1, p. e08824, 2022, doi: 10.1016/j.heliyon.2022.e08824.
12. H. J. Prayitno et al., "Prophetic educational values in the Indonesian language textbook: pillars of positive politeness and character education," *Heliyon*, vol. 8, no. 8, p. e10016, 2022, doi: 10.1016/j.heliyon.2022.e10016.
13. Amilda, D. A. Bujuri, M. Uyun, D. Nasrudin, and Junaidah, "Patterns of Character Education for Vocational School Students through Non-Academic Programs: Paradigm and Implementation," *Int. J. Learn. Teach. Educ. Res.*, vol. 22, no. 4, pp. 459–477, 2023, doi: 10.26803/ijlter.22.4.25.
14. A. Suherman, T. Supriyadi, and S. H. I. Cukarso, "Strengthening national character education through physical education: An action research in Indonesia," *Int. J. Learn. Teach. Educ. Res.*, vol. 18, no. 11, pp. 125–153, 2019, doi: 10.26803/ijlter.18.11.8.
15. C. S. L. Cheah, H. Gürsoy, and M. Balkaya-Ince, "Parenting and social identity contributors to character development in Muslim American adolescents," *Int. J. Intercult. Relations*, vol. 81, no. June 2020, pp. 68–78, 2021, doi: 10.1016/j.ijintrel.2021.01.002.
16. L. Nur, L. A. Nurani, D. Suryana, and A. Ahmad, "Rasch model application on character development instrument for elementary school students," *Int. J. Learn. Teach. Educ. Res.*, vol. 19, no. 3, pp. 437–459, 2020, doi: 10.26803/ijlter.19.3.24.
17. C. H. Wardhani, B. B. Wiyono, and S. R. Wicaksono, "Relationship on Three Factors (Self Efficacy , Self Actualization , and Working Environment) with Heutagogy," *Italienisch*, vol. 12, no. 2, pp. 798–805, 2022, [Online]. Available: <https://www.italienisch.nl/index.php/VerlagSauerlander/article/view/408>



18. M. Pumpow and T. Brahm, "Students' Digital Media Self-Efficacy and Its Importance for Higher Education Institutions: Development and Validation of a Survey Instrument," *Technol. Knowl. Learn.*, vol. 26, no. 3, pp. 555–575, 2021, doi: 10.1007/s10758-020-09463-5.
19. J. L. Jarrett, "Adult education and freedom," *Adult Educ.*, vol. 10, no. 2, pp. 67–72, 1960.
20. S. Faisal and M. Naushad, "The empirical evidence on Negating turnover intentions among academicians," *Probl. Perspect. Manag.*, vol. 19, no. 4, pp. 270–282, 2021, doi: 10.21511/ppm.19(4).2021.22.
21. N. Abu Bakar, K. Uzaki, A. Mohamed Naim, and N. A. Abd Manaf, "Intention to Implement 5S Management Among Students in Higher Education Institutions," *J. Econ. Bus.*, vol. 3, no. 4, 2020, doi: 10.31014/aior.1992.03.04.281.
22. E. Ode and R. Ayavoo, "The mediating role of knowledge application in the relationship between knowledge management practices and firm innovation," *J. Innov. Knowl.*, vol. 5, no. 3, pp. 210–218, 2020, doi: 10.1016/j.jik.2019.08.002.
23. W. A. Paramarta, I. W. G. Supartha, I. G. A. M. Dewi, and I. B. K. Surya, "Confirmatory and Exploratory Factor Analysis for Validating the Academic Leadership Questionnaire for Indonesia's Private Higher Education," *Migr. Lett.*, vol. 20, no. 6, pp. 232–241, 2023.
24. F. Bouaziz and Z. Smaoui Hachicha, "Strategic human resource management practices and organizational resilience," *J. Manag. Dev.*, vol. 37, no. 7, pp. 537–551, 2018, doi: 10.1108/JMD-11-2017-0358.
25. H. Rafique, A. O. Almagrabi, A. Shamim, F. Anwar, and A. K. Bashir, "Investigating the Acceptance of Mobile Library Applications with an Extended Technology Acceptance Model (TAM)," *Comput. Educ.*, vol. 145, p. 103732, 2020, doi: 10.1016/j.compedu.2019.103732.
26. O. S. Imhangbe, R. E. Okecha, and J. Obozuwa, "Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria," *Educ. Manag. Adm. Leadersh.*, vol. 47, no. 6, pp. 909–924, 2019, doi: 10.1177/1741143218764178.
27. A. Fawait, P. Setyosari, Sulthoni, and S. Ulfa, "Identification of factors affecting of character education program on high school students' self-regulation skills," *J. Educ. Gift. Young Sci.*, vol. 8, no. 1, pp. 435–450, 2020, doi: 10.17478/jegys.683155.
28. K. S. Taber, "The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education," *Res. Sci. Educ.*, vol. 48, no. 6, pp. 1273–1296, 2018, doi: 10.1007/s11165-016-9602-2.
29. M. A. Phadnis, "Sample size calculation for small sample single-arm trials for time-to-event data : Logrank test with normal approximation or test statistic based on exact chi-square distribution ?," vol. 15, no. March, 2019.

Revision Completion




Participants [Edit](#)

Chalang Sleman Hussien (chalang)

Salim (salim)

Messages

Note	From
<p>Dear Editor, I am very happy that the article I submitted received a good response and feedback. I have completed the revision and feedback given. I hope the improved article can be published.</p> <p>Warm Regards salim</p> <p> salim, Salim - Rev1.docx</p>	<p>salim 2024-07-06 02:16 PM</p>

Add Message

Revision Completion




Participants [Edit](#)

Chalang Sleman Hussien (chalang)

Salim (salim)

Messages

Note	From
<p>Dear Editor, I am very happy that the article I submitted received a good response and feedback. I have completed the revision and feedback given. I hope the improved article can be published.</p> <p>Warm Regards salim</p> <p> salim, Salim - Rev1.docx</p>	<p>salim 2024-07-06 02:16 PM</p>

[Add Message](#)



salim salim <salim@uinsu.ac.id>

Reviewer's comments for paper(739)(Qubahan Academic journal)

Chalang Sleman <chalangsleman@gmail.com>

12 Juli 2024 pukul 19.06

Kepada: salim@uinsu.ac.id, mohamadaji12prasetia@gmail.com, muhammadbagasf@stikes-indahmedan.ac.id, fatkhurrohman@uinsu.ac.id

Congrats your manuscript has been accepted - payment required

Hello dear authors,

I hope this message finds you well.

Your manuscript has been accepted for publishing in the current issue, please find the attachments LoA and payment invoice.


Please if you have any questions do not hesitate to contact me.

Warm regards,
Chalang
Head officer

:<chalangsleman@gmail.com> Chalang Sleman في الجمعة، 28 يونيو 2024 في 4:27 م تمت كتابة ما يلي بواسطة

[Kutipan teks disembunyikan]

2 lampiran

 **IN 739.pdf**
133K

 **LA 739.pdf**
352K