Blended Learning in Islam Ulil Albab Course and Its Contribution To Enhance Students' Piety

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Abstract

Conventional face-to-face or offline learning is considered outdated for students in today's digital era. However, online learning, which is considered new and meets nowadays learning, still lacks practice. This research is aimed to provide a solution for combining online and offline teaching; at the same time, to offer an approach to develop students' piety. The proposed innovation is to apply blended learning. This method emphasizes students' active roles in their learning. Digital devices used include YouTube, Google Classroom, and Interactive Mentimeter. The methods used in this research were classroom action research and literature studies. The learning model used was flipped Classroom; offline meetings used textbooks, and online lectures used online videos. The main objective is to link blended learning media with the development of piety among the Chemical Analysis department students. The results indicate that collaborative and contextual learning meet students' needs in developing piety. In conclusion, blended learning also helps students to formulate their contributions to Islamic civilization in the future.

Key words: *Blended Learning; Offline; Online; Piety.*

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Blended Learning dalam Mata Kuliah Islam Ulil Albab dan Kontribusinya Untuk Meningkatkan Ketakwaan Mahasiswa

Abstrak

Pembelajaran konvensional tatap muka atau offline dianggap sudah ketinggalan zaman bagi siswa di era digital saat ini. Namun, pembelajaran online yang dianggap baru dan memenuhi pembelajaran saat ini, masih kurang dipraktikkan. Penelitian ini bertujuan untuk memberikan solusi untuk menggabungkan pengajaran online dan offline; sekaligus menawarkan pendekatan untuk mengembangkan ketakwaan siswa. Inovasi yang diusulkan adalah menerapkan blended learning. Metode ini menekankan pada peran aktif siswa dalam pembelajarannya. Perangkat digital yang digunakan antara lain YouTube, Google Classroom, dan Interactive Mentimeter. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas dan studi kepustakaan. Model pembelajaran yang digunakan adalah Flipped Classroom; pertemuan offline menggunakan buku teks, dan kuliah online menggunakan video online. Tujuan utamanya adalah untuk menghubungkan media blended learning dengan pengembangan ketakwaan di kalangan mahasiswa jurusan Analisis Kimia. Hasil penelitian menunjukkan bahwa pembelajaran kolaboratif dan kontekstual memenuhi kebutuhan siswa dalam mengembangkan ketakwaan. Kesimpulannya, blended learning juga membantu siswa untuk merumuskan kontribusi mereka terhadap peradaban Islam di masa depan.

Kata kunci: *Blended Learning; Offline; Online; Kesalehan.*

INTRODUCTION

The study mainly comes from a concern that learning processes that only used offline or online. Each approach has its negative and positive values. Offline learning is considered outdated amid disruption. Students today are those whose lives are inseparable from

wireless connections. When schools or other educational institutions continue using offline learning without responding to the current trends, students may slowly leave it. In addition, there is a lack of recognition of research with blended learning characteristics. Therefore, further research on blended learning and wayfinding is highly recommended.[1] In the future, education and learning will be interrelated via flipped classroom method and blended learning approach.[2]

Covid-19 pandemic forces offline learning to be held online. When the number of confirmed cases of Covid-19 tends to decrease, many higher education institutions are trying to apply blended learning to lifelong learning and in line with global needs.[3] Additionally, in the era of Industrial Revolution 4.0, blended learning is necessary to improve the quality of learning in higher education institutions. It is a learning motivation in the Islam Ulil Albab course. Blended learning combines studying in the Classroom and learning in an online environment that includes teaching through the internet network and face-to-face meetings.[4]

One of the problems in previous classes is that lecturers and students mainly used the classical method. The lecturer delivers materials, and the students pay attention and take notes on considered

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[1] S. Dau, "Blended Learning - an Epistemic Conceptualization of 'Learning as Wayfinding' in Blended Environments," *EDULEARN16 Proceedings*, 2016, 8521–32, https://doi.org/10.21125/edulearn.2016.0860.

[2] Cecilia Latorre-Cosculluela et al., "Flipped Classroom Model before and during COVID-19: Using Technology to Develop 21st Century Skills," *Interactive Technology and Smart Education*, 2021, https://doi.org/10.1108/ITSE-08-2020-0137.

[3] Felicia Andrioni, "Cross-European Perspective in Social Work Education: A Good Blended Learning Model of Practice," *Sustainability* 10, no. 5 (2018): 2.

[4] Alfred P. Rovai and Hope Jordan, "Blended Learning and Sense of Community: A Comparative Analysis with Traditional and Fully Online Graduate Courses," *The International Review of Research in Open and Distributed Learning* 5, no. 2 (August 1, 2004): 1, https://doi.org/10.19173/irrodl.v5i2.192.

essential points. Putra and Purwasih[5] assert that the learning method makes the students passive. Studies indicate that teaching materials are easier to comprehend when students are active during learning activities. This study will answer questions regarding how blended learning media relate to the development of students' piety and the lecturers' role during blended learning application.

LITERATURE REVIEW

A reference used to strengthen the researchers' argument is Nanik Hartini's entitled Application of Contextual Teaching and Learning (CTL) Learning Models to Improve Science Learning Motivation for Students of Class II SDN 2 Gambirmanis Pracimantoro Wonogiri in Academic Year 2009/2010. Hartini mentions that there are at least two positive values of contextual learning. First, students better understand the learning material because it is closely related to their real life. Second, the learning model adheres to constructivism flow. Thus, students can formulate their knowledge. They do not merely remember but experience the learning[6]

The concept of collaborative learning also matches this study. Gokhale[7] illustrates that collaborative learning emphasizes pairing or grouping, which are academic-oriented. Literature sources scientifically direct the students. Collaborative learning also refers to instructing students at various levels to work together in small groups

[5] H. D. Putra and R. Purwasih, "Meningkatkan Prestasi Belajar Dan Keaktifan Mahasiswa Melalui Project Based Learning," *P2M STKIP Siliwangi* 2(2) (2016): 129.

[6] Nanik Hartini, "Penerapan Model Pembelajaran Contextual Teaching and Learning (Ctl) Untuk Meningkatkan Motivasi Belajar Ipa Siswa Kelas Ii Sdn O2 Gambirmanis Pracimantoro Wonogiri Tahun Ajaran 2009/2010" (other, Universitas Sebelas Maret, 2010), 19, https://eprints.uns.ac.id/7974/.

[7] "Menghujamkan Akar, Menjulangkan Cabang, dan Melebatkan Buah," *Universitas Islam Indonesia* (blog), May 31, 2018, https://www.uii.ac.id/menghujamkan-akar-menjulangkan-cabang-melebatkan-buah/.

towards a common goal. Students are responsible for the learning of other students as they do for themselves. Thus, the success of one student will help others to succeed. Learning is constantly evolving and changing.[8] The changes can be caused by technological developments, learning methods, or force majeure. Covid-19 pandemic is a sample of the last criteria.

The difference between this study and previous works lies in the learners. A study by Hartini applies blended learning to elementary school students,[9] while this study aims at college students. Additionally, there is a difference in the material being taught. Hartini delivered science while this study is on religious studies, namely *Islam Ulil Albab*. Nevertheless, both studies are similar in learning objectives; to increase learning motivation.

Learning in Higher Education Institutions

Higher education institutions in Indonesia aim to produce superior human resources to have graduated with new literacy skills, including data, digital, technological, and human resource literacies with noble character based on religious beliefs.[10] Learning in higher education also gives students the responsibility to carry out higher-order thinking, creativity, problem-solving skills[11], and metacognitive

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[8] P. Bernard, P. Broś, and A. Migdał-Mikuli, "Influence of Blended Learning on Outcomes of Students Attending a General Chemistry Course: Summary of a Five-Year-Long Study," *Chemistry Education Research and Practice* 18, no. 4 (2017), https://doi.org/10.1039/c7rp00040e.

[9] Hartini, "Penerapan Model Pembelajaran Contextual Teaching and Learning (Ctl) Untuk Meningkatkan Motivasi Belajar Ipa Siswa Kelas Ii Sdn O2 Gambirmanis Pracimantoro Wonogiri Tahun Ajaran 2009/2010."

[10] Aris Junaidi et al., *Panduan Penyusunan Kurikulum Pendidikan Tinggi*, IV (Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2020).

[11] David Gosling, *Supporting Student Learning*, ed. Heather Fry, Steve Ketteridge, and Stephanie Marshall, *A Handbook for Teaching and Learning in Higher Education*, Third Edit (New York and London: Routledge, 2009), https://doi.org/10.4324/9780203891414-30.

and collaborative skills needed to participate in a global society.[12] It is a challenge for higher education institutions, especially universities, to respond to society's curriculum development demands and provide practical learning from a professional and social perspective in a global environment.

Learning in higher education institutions is in the current paradigm shift, from teacher-centered learning to student-centered learning. Student-centered learning emphasizes learners to construct their knowledge and understanding to comprehend more effectively.[13] In this learning model, the teacher acts as a facilitator and reviewer then deliver information. Teaching becomes a process of creating conditions for learning than a natural process of passing on knowledge.[14] The National Higher Education Standards state that student-centered learning enables graduates' learning outcomes achievable through a learning process that prioritizes creativity, capacity, personality, student's needs, and independence in seeking and finding knowledge.[15] Therefore, structures and support systems available in higher education institutions should be designed to develop valuable skills and interactive, collaborative, independent, and more student-centered learning.

Rapid technological development in the Industrial Revolution demands fundamental changes, including the learning process in higher education institutions. Information and communication

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[12] Patricia Glasby, "Future Trends in Teaching and Learning in Higher Education," no. November (2015).

[13] Angele Attard et al., *Student-Centred Learning - Toolkit for Students, Staff and Higher Education Institutions* (Brussels: The European Students' Union, 2010).

[14] J. P. Davies and N. Pachler, *Teaching and Learning in Higher Education: Perspectives from UCL*, ed. J. P. Davies and N. Pachler, *UCL IOE Press: London, UK. (2018)* (London, UK: UCL IOE Press, 2018), https://www.ucl-ioe-press.com/books/higher-education-and-lifelong-learning/teaching-and-learning-in-higher-education/.

[15] Junaidi et al., *Panduan Penyusunan Kurikulum Pendidikan Tinggi*.

technology (ICT) is pervasive among institutions and an inseparable part of institutional infrastructure. The current generation is a digital native with different information and communication behavior and includes technology in its academic activities. Therefore, this generation has different educational needs.[16] Integrating technology with face-to-face teaching strengthens interactive and communicative learning environments and provides meaningful results. It also enhances the student-centered learning process.[17]

To examine the effectiveness of learning in higher education, the study explores the complexities of blended learning, which is integrated with student's cognitive, affective, and behavioral components. It also pays attention to the potential transformation of higher education core values. Therefore, research in blended learning, for instance, transformational capability, authentic assessment, and effective learning environment,[18] is fascinating to investigate. Hence, it is important for blended learning to encourage a learning environment that motivates the affective domain and makes students

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[16] Glasby, "Future Trends in Teaching and Learning in Higher Education"; N Morze and T Noskova, "Information Environment of Blended Learning: Aspects of Teaching and Quality," *E-Learning and …*, 2014, 74–94.

[17] M Bazluki and N B Milman, "Transforming Traditional, Face-to-Face Courses to Online or Blended Learning Environments: Advice for Faculty and Instructional Designers," *Distance Learning* 16, no. 1 (2019); Robin Castro, "Blended Learning in Higher Education: Trends and Capabilities," *Education and Information Technologies* 24, no. 4 (July 2019): 2523–46, https://doi.org/10.1007/s10639-019-09886-3; D.Randy Garrison and Heather Kanuka, "Blended Learning: Uncovering Its Transformative Potential in Higher Education," *The Internet and Higher Education* 7, no. 2 (2004): 95–105, https://doi.org/10.1016/j.iheduc.2004.02.001; Abeer Ali Okaz, "Integrating Blended Learning in Higher Education," *Procedia - Social and Behavioral Sciences* 186 (2015): 600–603, https://doi.org/10.1016/j.sbspro.2015.04.086; Prasanna Ramakrisnan et al., "Blended Learning: A Suitable Framework For E-Learning In Higher Education," *Procedia - Social and Behavioral Sciences* 67 (2012): 513–26, https://doi.org/10.1016/j.sbspro.2012.11.356.

[18] Charles Dziuban et al., "Blended Learning: The New Normal and Emerging Technologies," *International Journal of Educational Technology in Higher Education* 15, no. 1 (2018): 2, https://doi.org/10.1186/s41239-017-0087-5.

feel safe, comfortable, welcomed, and valued in the learning environment.[19]

RESEARCH METHOD

The research used classroom action research, where the lecturer acted as a researcher. Lecturer in this study has vital roles in learning, for they plan the learning, implements the materials, and reflects on the process. Lecturers tried to solve their learning problems, even if there were other parties—in this case, observer lecturers—when they conducted their class. Therefore, they were not so dominant in class. In addition, the observer lecturer only attended the class three times out of 14 meetings and had a consultative role during the learning process.

RESULTS AND DISCUSSION

Islam Ulil Albab has been implemented as a teaching grant from the university since 2018. The stages of implementing the proposed learning method are divided into three main stages: class preparation, learning process, and evaluation. Class preparation was conducted by composing updated syllabus and learning plans which is suitable with blended learning models. After that needed books for lectures were purchased. Lecture materials, textbooks, assignments, quizzes, reviews of lecture materials were also uploaded to Google Classroom and YouTube. After initial assessment, the reviewed learning documents were compiled from the university's Ulil Albab Curriculum drafting team.

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[19] Ruth Boelens and Et.al, "Thematic Review Four Key Challenges to the Design of Blended Learning a Systematic Literature Review," 2017, 4–18.

Learning Process Implementation

The first meeting began with a class contract, for instance, tolerance for late coming, assessment components, group appointments, and reference books used throughout the semester. In the first meeting, the session is merely on class orientation. The students did not get into lectures since the Chemical Analyst diploma program students require several treatments. First, the material is not the same as the knowledge studied in the study program. Second, D3 students tend to be focused on practice, while PPI courses are mostly theory. Third, the input of D3 Chemistry Analyst students on average does not make their study program the first choice.

Flipped Classroom was applied in the second meeting. Five days before the lecture, students independently studied learning strategies or material discussed in class. The steps for carrying out the task are that 39 students were divided into four groups (about 9-10 students). Each group observed the video uploaded to YouTube, namely Learning Date #17. Each group worked on different problems. After studying at home, the next step during lectures was to work in groups and discuss the given problems for a maximum of five minutes.

Next, each group presented the discussion results. Before conducting the presentation, each group took a photo of its discussion documentation and uploaded it to Google Classroom. At the presentation session, students could read other groups' discussion results displayed via the LCD screen.

The four problems given to each group are: (1) In what ways should Muslims remember Allah The Almighty based on the video? (2) What are the aspects of ordinary senses you find in the video? (3) Allah, The Exalted, does not make anything in vain. In what ways, as explained in the video, can Muslims embrace this value? (4) Name some proof that Allah SWT is The Holiest, as mentioned in the video?

For Group 1, a solution to the given problems is Muslims remembering Allah SWT, namely in the command to pray during the Isra 'Mi'raj journey. Group 2 answered that aspects obtained from Isra's journey as stated in surah Al-Isra verse 1, where Prophet Muhammad walked from al-Haram to al-Aqsa overnight because there was adequate transportation. Group 3 provides that people can learn from the Isra 'Mi'raj journey (Isra is the Prophet's journey from al-Haram to al-Aqsa. While Mi'raj is the Prophet's journey from al-Aqsa to Sidrat al-Muntaha overnight to receive The Almighty's order to pray). The journey is beyond reason and dimension. Isra 'Mi'raj seems to convey one central message: the solution to Muslims' problems is to put patients forward and deliver The Almighty's command to pray. Group 4 states that as mentioned in surah al-Isra verse 1, "Exalted is He who took His Servant by night from al-Masjid al-Ḥarām to al-Masjid al-Aqṣā, whose surroundings We have blessed, to show him of Our signs. Indeed, He is the Hearing, the Seeing." When Prophet Muhammad entered the seventh heaven, he met seven prophets, especially Prophet Isa and Prophet Idris. The two Prophets were not on earth but immediately entered heaven to avoid unnatural death. Yet, the results of the discussion made by the students are still at the cognitive level and mainly repeat the explanation conveyed in the video. There are no personal comments or opinions made.

Additionally, the students have not provided any reflection based on their daily life. The discussion of Isra 'Mi'raj in the context of Chemistry Analyst students should start from illogicality and draw silver lining based on the event discussed. It is commonly known as religious inductive reasoning.

Flipped Classroom in the third meeting was no longer using YouTube videos but using a book written by the lecturers entitled *Islam Ulil Albab for Undergraduate Students*. It also aims to evaluate and enrich similar literature. Some problems given to each group were: (1)

students of Universitas Islam Indonesia are charitable and scientifically knowledgeable; (2) they need to contemplate the greatness of Allah; (3) the students of Universitas Islam Indonesia are the Ulil Albab generations; (4) the cross-path of religious and sciences in Universitas Islam Indonesia. Similar to the previous lesson, students were given the discussion topics five days before the lecture. In the third meeting, students began to show their reflection and should apply or connect the materials with their everyday life; for instance, one of the groups answered that Ulil Albab is a person who could combine Islamic values and intellectual reasoning.

There is a change in program design with the use of the Zoom video-conferencing application. Due to ease of access, the class used Google Meet, which was already integrated with Gmail. Students were quite enthusiastic with fully online lectures. They didn't have to come to the class or even went to campus. Students only needed good internet access from their gadgets and then interacted with their lecturers or friends. The student response was favorable, and some wanted the rest of the lectures to be held online.

The second change in program design was removing the *Seven Jumps* in Problem Based Learning (PBL) model. There are several obstacles related to the application of the model. First, students found the model difficult to comprehend even after repeated application. Second, there was a problem in finding a tutor for making tutorials. Flipped Classroom replaced the *Seven Jumps* model using practice questions in chapters 2 and 12, numbers 1 and 2. The third change occurred when determining mid-term examination. Students were actively involved in deciding the method used for their examination via *Interactive Mentimeter*. As a result, students want a take-home midterm examination.

Students used Google Classroom, Google Meet, and YouTube to give feedback to their lecturers. The feedback covered lecture

materials, learning media, or uploaded discussion results. Students preferred using these media because they could directly interact with their classmates and lecturers; additionally, they could see the results right away. Therefore, lecturers should keep up with students' interests.

Open class was conducted three times, on 14, 21, and 28 November. The observers in the first and second observations were the same, while there was a replaced observer in the third open class. The first and second observations were Dra Sri Haningsih, M.Ag; Umar Haris Sanjaya, S.H, M.H, and Roem Syibly S.Ag, MSI. In the third observation, the first observer was replaced by Muhammad Arsyik Kurniawan, S.Si, M.Sc. The first observer made some notes on the first open class. Students assigned for preparing learning media were 10 minutes late from the class schedule. Most of them had not carried the assignment out to read the materials before class started. The class was divided into four groups, with Group 1 and 2 as presenters, Group 3 provided questions, and Group 4 acted as a peer observer. Groups 1 and 2 wrote down the results of their internal discussions in a media determined by the lecturer. The results were snapshotted and uploaded to Google Classroom. The session ended by presenting group discussions' results guided by peer tutors.

The chapters in the textbook used were divided into groups. In this chapter, frequently asked questions were about acculturation. Acculturation is a mixture of two or more cultures. Each culture is complementary and balanced; hence, neither is dominant—for example, the use of a dome in the mosque comes from the Christian Constantinople architecture.

One of the sub-learning outcomes states that students should be able to explain and relate to the developments in the field of Chemical Analysis they are engaged in, as it is required to include graduate profiles of the study programs. Thus, the contribution of the course is

significant and measurable with the whole learning outcomes formulation. At the beginning of the class, it was necessary to mention the concept map from the supporting lectures (all implications of class activities) during the learning process at each meeting. The group 1 tutor appointed by the lecturer had not shared the material evenly with all group members. For example, different learning methods could be applied, cognitive rolling (creating relations of the history of civilization material meant it didn't have to be a presentation). Group 2 tutors had more control over the material and were comprehensive in answering questions. The keyword was reflection and incidentally discusses leadership in a household, but it was not discussed well. It is suggested to use an analogy, and students should identify more cases related to the material.

Observer 2 noted that answers given were not yet or had not been described correctly. Students' discussions were not evenly accommodated since some might not make any contribution. Students' questions were out of the teaching materials' context. Group discussions hadn't worked out thoroughly yet as there were only two active groups. The presentation was better using information and technology media. The use of Flipchart seemed complicated. Students were not evenly active in the discussion. It was better to divide the tutor's role; thus, the discussion could be more evenly. Question and answer material exceeded the time limit; therefore, it should be limited and reminded by other groups. Overall, the discussion went smoothly; yet the division of roles had not been fair between tutors, members, and questioners.

Observer 3 noted that two group discussions went well, even though the rest was less active. Some students do not seem to read the reading assignments given. Peer tutors needed to be more effective. In general, the discussion went well, but some were not outstanding. It was necessary to evaluate technical issues in the discussion; thus,

student involvement got better. Notes on the results of the discussion displayed were less legible. It was recommended to use the Padlet application.

The student observer also gave his viewpoints. The discussion went smoothly, even though some group members did not understand. However, it could be solved with the help of peer tutors. Imas was the peer tutor of group 1, and Khusnul was the peer tutor for group 2. A valuable lesson from pre-Islamic civilizations I and II was that acculturation was not a problem as long as it changed *aqidah* and worship. To reflect on the leadership shown by Prophet Muhammad and *al-Khulafa al-Rasyidun* (the Four Caliphs) was to be fair and honest and prioritize deliberation and responsibility in families and communities, countries, and organizations especially among students.

Reflection notes from the co-lecturer mentioned that the learning objectives in this activity support the learning outcomes since students were directed. Hence, they could relate them to their field of expertise. Learning activities were also in line with learning objectives because students were already capable of explaining the history and the development of Muslim thoughts and related them to their field of expertise. Also, learning activities had been authentic as the activities were significant and represented realistic simulations of actual conditions.

In the second observation, observer 1 suggested sharpening the measurement method or assessing reflection in everyday life and further suggestions regarding theory used to assess the activity. Material mastery among the students with minimum comprehension meant the students were still reading through their gadgets. Therefore, it did not appear under the Learning Outcome formulation on the reflection sheet, explaining the history. In answering questions, the materials should be clarified by the co-lecturer, for instance, in

understanding Muhammadiyah and Nahdlatul Ulama. Student presenters needed to review their knowledge. Observer 1 suggested that the review consisted of two things, substance, and non-substance. When students claim that music is *haram* (forbidden), they should provide a reference to support their claim. In addition, discussing law requires explicit references. Therefore, in the following discussion, the lecturer should interfere when the presentation gets confusing.

Observer 2 reviewed that Islam in the Indonesian archipelago needed a deeper explanation. The learning process needed the lecturer to be a mediator. During discussions, tutors did not provide opportunities for their members. Additionally, Padlet should be utilized maximally, and some presentations were beyond the allotted time. Discussions using Flipcharts could be more effective and optimized using online media.

In general, discussions with learning, thinking, and reflecting models have run well. The weakness of this model is that issues potentially grew uncontrollably without the lecturer's intervention. With the lecturer's strategy using discussion as the method, the facilitator needs to pay more attention to the direction of the discussion. The results of the discussion are less explored and still normative. It is better to discuss without a book or only notes. The lecturer should address the discussion when it is in a deadlock, or there is no question.

Observer 3 described the students' discussion quite well, but it tended to be unfocused. Lecturer intervention was essential; hence, the discussion would be on track. The presentation media had used Padlet; however, it should be done by lecturers. The discussion was still too broad and beyond the discussed study. Lecturer intervention should aim to straighten out misunderstandings during presentations. It is proposed that a balanced discussion began with a 10-minute group discussion, 15-minute presentation, 10-minute question-answer

session, and overall discussion by the lecturer. The students' answers which needed even distribution, were then concluded by the observer and closed by the lecturer (to connect it with learning outcomes).

Some points from student observers were that valuable lessons had been conveyed quite well. The distribution was not even in Group 3. Explanation and discussion in Group 3 were quite good. The students could answer questions quite clearly, and their attitude in responding to questions was admirable. The group members accessed their gadgets too often when conveying the results of their discussion, yet they were answering questions quite well. In group 4, the delivery was excellent and clear. The group members did not access their gadgets too much and responded to questions adequately. Some students were still unsure about their answers. Also, a flipchart could not be seen from the back of the class.

Reflection from the co-lecturer in the second observation was that learning successfully encouraged students to learn by doing, thinking, and reflecting actively. Thus, the students could understand the material with group discussions. They could also think about the problems given, and the students reflected on teaching materials with everyday life. There were interactions between students and lecturers. As the students finished their presentation, the lecturer provided a review. Students from other groups were also allowed to ask questions. There was even one group that was explicitly allotted to ask questions.

During open class, Observer 1 noted that there was a question for Group 3 about a video of KH Wahid Hasyim, including a description of the character who delivers a lot of wisdom. Students frequently asked about technical issues than the essence of the video. Implementing the story's wisdom was also questionable as students could practically apply it in any given way. The lecturer also explained the use of biographical videos because they were considered easier to

learn. *Ibrah* (value) and results were also essential. Some groups discussed biographies, and the *ibrah* of the presented video was also asked. Lectures used group discussion concept about particular characters. The lecturers were suggested to be multi-talented so that they could master the knowledge well. Students actively discussed with the presenters because KH Wahid Hasyim's profile material was exciting and valuable for improving their traits. Group 1 described the material as "packed," yet the delivery was not clearly described through group discussions. Group 3's video managed to get a good response. Group 4 provided adequate descriptions, but they lacked in the content.

Observer 2's notes illustrated that Group 2 could not be heard, and the contents of the reflective video did not reflect the story of KH Wahid Hasyim. The video did not show any required plot. Group 3's video was quite attractive, and the explanations were quite clear. The biographical explanation was acceptable. Group 4 made good biography. However, there should be an educational value review. The biography was admirable, yet it was still considered simple. Group 1's video provided a deep and lively presentation. As a video, it could be more attractive. The video is acceptable, but the explanation hadn't been widely exposed. In general, video learning can stimulate students to focus and pay good attention. The role of students in explaining the material through discussion is quite clear. The video should not focus merely on the lively atmosphere. The monotonous and lengthy video makes students bored and distracted.

Observer 3 provided some notes; for instance, students had successfully made reflective videos in groups. The video was not sufficient. There should be a short training from the lecturer. Creating a vlogging guideline could be a reference. In general, the videos were quite informative and following the lecturer's instructions. The videos uploaded to YouTube should be quality improvements due to sound

and other technical issues. The third open class was the best among the three meetings since it was very interactive, and overall, the learning objectives were achieved.

The lecturer reflected that the learning process had developed higher-order thinking skills. For instance, in the study of KH Wahid Hasyim, students could reflect on the biography of the University's founding fathers. Another example was seeing KH Wahid Hasyim as a wise leader; the students explored consensus led by a village head in the reflective video. Nevertheless, the students had not achieved the expected learning outcomes. In some cases, a deadlock occurred when there was no question asked during class discussions. Required improvements were needed to make sure that students read the given books before joining class lectures. All reflection sheets, assignment sheets, and details of the learning activities could be accessed via https://bit.ly/2RHkYav and https://www.youtube.com/watch?v=zeTFOAxlNn8.

Evaluation

The average mid-term examination score is 87.77. The highest score is 100, while the lowest is 65. In general, students are capable of explaining the characteristics of Ulil Albab from in Quranic perspective. During the program, there is no significant problem occurred. The lecturer stressed that Islam Ulil Albab's class is about cognitive knowledge and covers affective and psychomotor skills for students who came late to the class. Moral aspects are highly emphasized in this class as part of implementing the Ulil Albab concept itself.

The average final examination score is 83.82. The highest score is 100, and the lowest is 61.36. The score compared to the mid-term score shows no decrease. It is understandable since during mid-term examination. There is only one assessment, namely the sit-in exam. In

contrast, the final examination score covers attendance, affective scoring, assignments, mid-term examination, and final examination. Performance indicator reaches 90% of students who received A grades; thus, overall performance indicates success, and students thoroughly understand the material.

Several aspects determine the flow of Open Class. One of them is observer reading and understanding the learning strategy because some peer observers still consider the students' groups not active enough. It indicates that in a learning process, the stakeholders should understand the learning strategy.

Sometimes, the lecturer is in a dilemma during the discussion process. When the lecturer intervenes in the discussion, students get uncomfortable and cannot express their opinions freely. The lecturer needs to let students explore their abilities and keeps them checked to let the learning process goes according to plan. In some cases, student conversations deviate from the central theme and go in a different direction. Therefore, the lecturer should review before student presenters answer questions and the learning process sticks as planned.

Student activity is the emphasis of the study. The roles of the lecturer and students have been designed sometime before the lectures take place via reflection sheets. For example, in the 11th meeting, the class activity was making a reflective video about lessons from KH Wahid Hasyim with a duration of 10-15 minutes and uploaded to YouTube. The video could be shown during lectures if at least 30 viewers had watched it. The discussion is carried out based on group division. Each group was appointed by students who became peer tutors. Next, the question and answer session lasted for 5-10 minutes, where all groups became presenters.

Co-lecturer describes activities carried out by students during the learning process as a response to the instructions given by the

lecturer. The activities are designed to provide opportunities for students to experience "learning by doing, thinking, and reflecting." The co-lecturer describes the actions taken to trigger stages of learning activities. They can provide questions, case studies, or examples, direct students to access particular learning resources (e.g., textbooks, journal articles, website pages, or YouTube). Thus, a co-lecturer should have the ability to act as a facilitator. Lecturers themselves concerns with designing the course and completes learning outcomes. The percentage of student activity in total is 90%. Some students were still accessing their gadgets when the device was not needed, or others were busy discussing. Compared to the role of the lecturer during 14 meetings, the ratio is 60: 40; therefore, students' role is more dominant in class.

Islam Ulil Albab's class discusses historical materials; hence, the learning method must be interactive and involves visual media, for instance, video. Unluckily, mastery of visual media technicalities is imbalanced among the students, so it needs a short training for satisfactory results either by the co-lecturer or experts. On average, students are lack in making videos with reliable audio quality.

The first learning outcome has been fulfilled from the results as mentioned earlier because students can correctly explain the characteristics of "Ulil Albab" in the Quran. Through the Google Meet application, most of the students can explain the concept satisfactorily. The use of video conferencing is one of the blended learning implementations in the class. Likewise, the second learning outcome has also been fulfilled with a collaborative learning strategy by making YouTube videos shown during open class. Thus, students can reflect on the examples of the founding fathers of Universitas Islam Indonesia, especially their work ethics and role models to solve contemporary issues appropriately. One of the student videos discussed problem-solving when the students worked in groups for

laboratory work. It has reflected the example of KH Wahid Hasyim. The collaborative learning method is effective in exploring students' abilities, including experiences in their daily lives. Students' creative process will be shaped as responses generate artistic ideas, actions, and outcomes [20].

Another measurement in the second learning outcome is evaluation using Interactive Mentimeter. It is much more cognitive and indicates that the students averagely score 1,581. The third learning outcome is also measured using the same application. The result shows that students averagely score 819 points. Measurements for the fourth learning outcome with Interactive Mentimeter conclude that students averagely score 661 points. When Interactive Mentimeter set at 500 points, second, third, and fourth learning outcomes were well-achieved. Compared to real-time quizzes for learning outcome measurement, students' understanding characters of the founding father of Universitas Islam Indonesia reaches its best result.

Although their cognitive ability reaches its best, the students are not interested in the learning method. Only one student enjoys making YouTube videos, and two students—out of 37 respondents—find Flipped Classroom as their favorite learning method. Additionally, most of the students are less interested in the method. Nine students stated that Flipped Classroom method was based on textbooks and six students admitted that making YouTube videos was not enjoyable. Both are part of Cooperative Learning and Collaborative Learning. Two students stated that Flipped Classroom method based on Open Class was less attractive. Thus, a less favorable learning method does

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[20] Peter Purg, Klemen Širok, and Daniela Brasil, "The Transformative Impact of Blended Mobility Courses," *International Journal of Art and Design Education* 37, no. 2 (2018): 3, https://doi.org/10.1111/jade.12101.

not generate bad grades. Flipped Classroom method is considered adequate to meet the learning outcomes.

The use of Problem-based Learning (PBL) based on Blended Learning can meet the third learning outcome. As a result, students can explain the history of Muslim thoughts' development and adequately relate it to developments in their field of expertise. For instance, after having guest lectures and watching movies together, students can increasingly explain the contribution of Chemical Analysis to the development of Muslim thoughts.

Likewise, the fourth learning outcome can also be completed using PBL and Blended Learning methods. Thus, students can formulate contributions in their field of expertise to develop Islamic civilization. Students are increasingly convinced that there is no dichotomy between religion and knowledge, as both fields interconnect and incorporate. After reflecting on the progress of Islamic civilization in the past, especially in science, Muslims have made significant contributions, and the students can convey the contribution of their field of expertise to a sustainable civilization. Natural substances may dominate laboratory materials; nevertheless, human intervention creates culture. A progressive culture will develop into a phase called civilization. Hence, students believe that their research results in the laboratory can be appropriately utilized and contributed to Islamic civilization. Each learning outcome is worth 25%. Table 1 describes learning outcomes' measurement in *Islam Ulil Albab* class.

Table 1. Learning Outcomes Measurement

Learning outcomes	Measurement	Parameter	Percentage on Final Score
1	Spoken assessment using *Google Meet* and mid-term examination.	80% of the students can accomplish spoken evaluation and mid-term examination satisfactorily.	25 %
2	Involvement in Student Body's committee, involvement in discussions, and mid-term examination	- 51% of the Student Body's committee is the students of A-class. - 80% of the students actively involved in the discussion - 80% of the students correctly answer questions in the mid-term examination.	25%
3	*Interactive Mentimeter* and final examination	- The average score of *Mentimeter* is 500. - 80% of the students correctly answer questions in the final examination.	25%
4	*Open Class*, video making assignment for *Youtube*, and Final Examination	- 80% of the students are active during *Open Class.* - The minimum score of video-making assignment is 70 - 80% of the students correctly answer questions in the final examination.	25%
Total			100%

There is no control and treatment class in this study. Last year's class can accurately compare since the lecturer only teaches one *Islam Ulil Albab* class this semester. The theoretical contribution of the study is that the results generate valuable data and facts regarding suitable methods for teaching *Islam Ulil Albab* class. Activities applied using the chosen learning methods are considered relevant. The practical

contribution of the implementation of this study is the availability of mind maps for students to understand each material given. Questionnaire distributed using Google Forms also measures the learning method application. The results can indeed be used in other classes.

The questionnaire indicates that YouTube helps 23.8% of the students (previously 4.8%) about the concept of *Islam Ulil Albab*. It indicates a positive development. Although YouTube-based Flipped Classroom is not yet considered an engaging method, students' understanding can significantly increase using this learning strategy. It indicates that the material in *Islam Ulil Albab* class delivered via YouTube has succeeded in meeting the first learning outcome. Other lecturers who teach similar classes can access a YouTube channel entitled *Masbos TV Obat Hati* as an enrichment media.

The textbook-based Flipped Classroom also helps students in understanding Islamic thoughts. Initially, only 4.8% of the total students understood the concept of Islamic thoughts; later, the percentage increased to 33.3%. Pre-test percentage figures use lower limit data, and post-test percentage utilizes upper limit data. Although it is considered unappealing, students' understanding increases using the textbook-based Flipped Classroom method. The method may seem boring since there is constant pressure to learn the material. Therefore, materials delivered via textbook-based Flipped Classroom has fulfilled the third learning outcome. The output of the class is a textbook that other lecturers can use.

Before the lecture, about 9.5% of the students understand Ulil Albab's reflection in their daily. After having lectures using Google Meet, there are 28.6% of the students comprehend the material. The first learning outcome has been fulfilled, even though seven students mentioned that learning using video conferencing is not appealing.

By the beginning of the class, about 14.3% of the students understood the concept of Muslims' role in Indonesia's independence. After having guest lectures, the percentage increases to 28.6%, without anomaly. It indicates that students' comprehension increases. Also, 18.92% of the students were interested in the method used. Therefore, the third learning outcome is accomplished using the method.

The issue of tolerance has been highly discussed recently. 28.6% of students already understand the term before having the class. After having a movie session, the percentage increases to 47.6%. It is strengthened students' selection to have a movie session as the most preferred learning method. Students fulfill the fourth learning outcome through problem-based Learning (PBL).

The quantity of students understanding the concept of Islamic civilization using the Open Class method increases from 28.6% to 33.3%. Input from observers becomes essential to improve the learning quality. Some students are reluctant to have other lecturers coming to their class. About 5.41% admitted that Open Class is unappealing. Thus, students' understanding of Islamic civilization using the Open Class method has met the fourth learning outcome.

Making YouTube videos also increases students' understanding of the founding fathers' characters, 4.8% to 28.6%. Even though the comprehension increases, only one student admits that making videos is an interesting assignment. On the other hand, 16.22% of the students claimed that the assignment was unappealing. Each group is entitled to upload a video on YouTube. Despite the result, it can still be claimed that the second learning outcome has been accomplished.

Before joining the class, 19% of the students understand Islam's history in the Middle East and Indonesia. After taking the class using *Interactive Mentimeter*, the number increases to 42.9%. This data is directly proportional to 29.73% of students stating that the presentation application is the most interesting. Therefore, the use of

PBL using *Interactive Mentimeter* has fulfilled the fourth learning outcome.

Open Class is a necessity for improving the quality of learning. *Islam Ulil Albab* class which is a relatively new lesson, needs this method. The result shows that it runs well and helps lecturers in various ways. Similarly, students find the presence of the observer not bothering the class. Only one student strongly disagree with the observation method.
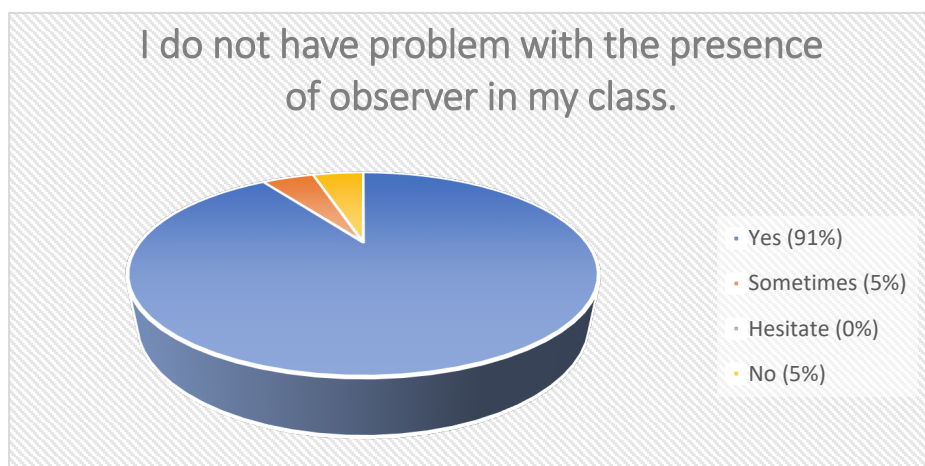
Figure 1. Students' response on *Open Class*

The class also has a program to improve students' soft skills and character. One of them is strict rules on attendance. When a student arrives and class has already started, they cannot enter the Classroom. It also applies to the lecturer who arrives more than 30 minutes. The class is automatically dismissed. During discussions, the lesson emphasized good morals, such as respecting other's opinions, asking permission before interrupting or leaving the room, and prioritizing consensus. Here, character education is closely related to leadership and can be measured in the second learning outcome. 2 out of 5 Student Association chairperson candidates are from this class. It indicates that the fulfillment of learning outcomes does not necessarily

come from the lecturer. Moreover, the class emphasizes soft skills, which results will be seen outside the class.

Hopefully, the program can be deepened in the Quranic self-development course, a compulsory subject in Universitas Islam Indonesia since *Islam Ulil Albab* is the last Islamic class at the diploma level. Thus, student activities in the study program can still apply the values conveyed in this class.

Compared to a study in Computer Programming class in the Islamic University of Darussalam Lamongan, it lies in the class and location. In addition, the percentage of applications used is up to 79%. On the other hand, the *Islam Ulil Albab* class only applies 50%. However, both studies emphasize students with various educational backgrounds which require improvements in the quality of learning (Department of Language Education, University of Darussalam Lamongan p. 355)

Table 2. Baseline on Pre and Post-teaching Condition

No	Components	2017/ 2018	2018/ 2019	Notes
1	Lecturer's performance score	3.69	3.82	Improving
2	Average final examination score	93.92	83.82	Declining
3	Attendance rate in each meeting (%)	95.15	93.22	Declining

The program improves 33.3% of its fulfillment and 100% of its learning purposes from the data. Furthermore, there are two main reasons for the decline of average final examination scores. First of all, the assessment given to the students is more complex than the previous year. It requires students to find extra information, both in mid-term and final examinations. Second, students who joined the class under study have never learned with the assigned lecturer; thus, they need to adapt to the class nature and style. The results also

indicate that lecturers who will teach Islam Ulil Albab classes need to evaluate their learning methods. Evaluation will enable them to analyze the decline in average final examination scores. The lecturers will also be able to design better assessments for mid-term and final examinations. The assessment should explore students' surrounding conditions; therefore, it will be much more contextual. Additionally, the learning process at the diploma level should be customized to meet students' characteristics.

CONCLUSION

Islam Ulil Albab course classes that applied contextual and collaborative learning can fulfill first and second learning outcomes. In addition, the application of Problem-Based Learning (PBL) on blended learning can fulfill third and four learning outcomes. Among methods and learning media used in the lectures, flipped Classroom based on textbooks in class provides the most significant increase in student understanding. Therefore, textbooks are essential for the learning process. More importantly, the textbook is written by the lecturer. In addition to textbooks, important lecture sources are digital references, like YouTube videos.

It can also be concluded that the learning method enables students to explain "Ulil Albab" characteristics in the Quranic way and reflect on roles and examples shown by the founding fathers of Universitas Islam Indonesia. Some of the roles and examples are work ethics and problem-solving capacity on contemporary issues, the development of Muslim thoughts related to their field of expertise, and contributions made for progress in Islamic civilization.

The Islam Ulil Albab class results will get better when implemented in the Study Program activities, especially in its credit units. It can also be implemented internship, thesis guidelines, and graduates' briefing. Study programs can also include Ulil Albab

elements in material or method used in its subjects. Additionally, the research results, especially ones related to resources in the form of learning media, can be utilized by other lecturers who taught similar subjects.

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