EVALUATION OF THE APPLICATION OF BLENDED LEARNING IN PAI SUBJECTS AT SMAN 1 PRAMBON, NGANJUK

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Abstract

This article aims to evaluate the application of blended learning in the eyes of Islamic Education at SMA Negeri 1 Prambon, Nganjuk. This article is prepared based on qualitative approach field research with the type of evaluative research. Researchers use Stufflebeam's CIPP theory which includes aspects of context, input, process, and product. Data was collected through interviews, observation, documentation, and questionnaires. Then, the data is analyzed interactively as Miles-Huberman theory, which includes data collection, data reduction, data display, and conclusions. This article concludes: 1) Context: the application of blended learning is designed by the school to provide reinforcement to students after previously learning was carried out fully online. 2) Inputs: schools provide adequate infrastructure, encourage collaboration between teachers and computer laboratory operators in managing blended learning, and allocate funding proportionally from the government to each student. 3) Process: face-to-face learning is used as a reinforcement of online learning (via Youtube) that has been implemented. Attendance is done through the school website. Formative assessment is carried out through google form. Learning montoring is carried out online and periodically to minimize obstacles in learning, such as student attendance, IT mastery, internet connection, and device storage. 4) Product: assessment of learning outcomes on students' spiritual attitudes, social attitudes, knowledge, and skills is carried out through questionnaires. In general, student learning outcomes fall into the good category in all aspects.
Keywords: blended learning, evaluation, PAI.

Abstrak

Artikel ini bertujuan mengevaluasi penerapan blended learning pada mata pelarajan Pendidikan Agama Islam di SMA Negeri 1 Prambon, Nganjuk. Artikel ini disusun berdasarkan penelitian lapangan berpendekatan kualitatif dengan jenis riset evaluatif. Peneliti menggunakan teori CIPP Stufflebeam yang meliputi aspek context, input, process, dan product. Data dikumpulkan melalui wawancara, observasi, dokumentasi, dan kuesioner. Kemudian, data dianalisis secara interaktif sebagaimana teori Miles-Huberman, yang mencakup pengumpulan data, reduksi data, display data, dan penarikan kesimpulan. Artikel ini berkesimpulan: 1) Context: penerapan blended learning dirancang oleh sekolah untuk memberikan penguatan kepada siswa setelah sebelumnya pembelajaran dilaksanakan secara daring penuh. 2) Input: sekolah menyediakan sarana prasarana yang memadai, mendorong kolaborasi antara guru dan operator laboratorium computer dalam mengelola pembelajaran blended, serta mengalokasikan pendanaan secara proporsional dari pemerintah kepada setiap siswa. 3) Process: pembelajaran tatap muka dimanfaatkan sebagai penguatan atas pembelajaran online (melalui Youtube) yang telah dilaksanakan. Presensi dilakukan melalui laman sekolah. Asesmen formatif dilaksanakan melalui google form. Montoring pembelajaran dilakukan secara online dan berkala untuk meminimalisisr hambatan dalam belajar, seperti kehadiran siswa, penguasaan IT, koneksi internet, dan penyimpanan gawai. 4)

Product: asesmen hasil belajar pada sikap spiritual, sikap sosial, pengetahuan, dan keterampilan siswa dilakukan melalui angket. Secara umum, hasil belajar siswa masuk dalam kategori baik di semua aspek.
Kata Kunci: blended learning, evaluasi, PAI.

INTRODUCTION

Indonesia strives to create and implement innovative learning by utilizing modern technology that continues to evolve.[1] The use of technology can improve pedagogic competence at both primary and college levels. It aims to produce competitive, creative, and innovative human resources. In the world of education, various learning innovations are found by utilizing e-learning technology. E-learning is one of the learning models that utilizes information technology. E-learning develops and is integrated with classroom learning. This is understandable considering that someone gets new knowledge in the field of technology. The appeal of e-learning is indeed very large because of the wider development of information and communication technology, so that it can facilitate students in the learning process anywhere and anytime.[2] One of the new breakthroughs in learning activities is the use of blended learning.

Blended learning is a learning method that combines face-to-face learning with virtual learning. In learning activities, the blended learning model utilizes technological advances through computer devices and mobile phones can be through video conferencing or online chatting. Many studies reveal the benefits of blended learning, including bridging the gap between learning and working, providing a comfortable place for students to participate in learning activities, being able to establish good interaction between teachers and students, and delivering learning can be done anywhere and anytime by utilizing the internet network.[3] The blended learning method combines conventional and virtual learning. As a social creature, you definitely need others in the learning process. For this reason, feedback is very necessary in learning activities. Virtual learning is very good, students can access material anywhere and anytime. However, the needs of friends who provide direct feedback as well as learning activities in the classroom are not met. Conventional learning is not bad, but it needs to be realized that the use of digital media is very important. If it is not possible to complete online learning, then blended

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[1] Rahmat Yusny and Ghufran Ibnu Yasa, "Mengembangkan (Pembelajaran) Blended Learning Dengan Sistem Lingkungan Pembelajaran Virtual (VLE) di PTKIN," *Jurnal Ilmiah Islam Futura* 19, no. 1 (October 12, 2019): 103, https://doi.org/10.22373/jiif.v19i1.3707.

[2] Deklara Nanindya Wardani, Toenlioe Anselmus J.E, dan Agus Wedi, "Daya Tarik Pembelajaran di Era 21 dengan *Blended Learning*," *JKTP* 1, no. 1 (April 2018): 15.

[3] Dewa Gede Hendra Devayana, "Evaluasi Pelaksanaan *Blended Learning* di SMK TI Udayana menggunakan Model CSE-UCLA," *Jurnal Pendidikan Vokasi* 7, No. 1 (Februari, 2017): 64–77.

learning can be the right middle ground.[4] Thus the blended learning method can improve communication through three learning models, namely conventional, virtual, and mixed learning.

Another important process in the implementation of learning through blended learning is to see how the success rate of the learning process in order to achieve the learning objectives that have been set. The success of the learning process can be used as a benchmark for educators to take the next step to correct existing shortcomings. To see the extent of the success of learning activities can be known by evaluating learning to measure the success of students. Evaluation is an activity to find out whether the learning process has achieved the goals that have been set. Evaluation is very important to be done to be a benchmark and correct existing shortcomings. The evaluation used to measure the success of students can be seen from two aspects, both aspects of students and aspects of the learning process. Blended learning evaluation is carried out with the CIPP model (Context, Input, Process, Product) which is carried out through stages ranging from context, input, process and product resulting from the implementation of blended learning.

CIPP model evaluation is one of the evaluation models developed by Daniel L. Stufflebeam, CIPP is an evaluation model that uses an approach oriented to program management.[5] The CIPP evaluation model is based on the view that the purpose of program evaluation is not to prove, but to improve. For this reason, this model is oriented towards improving the program that is being run. The CIPP model is also used to determine whether the needs of program targets have not been or have been met. The CIPP model has four interrelated elements, namely context evaluation that leads to the identification of program strengths and weaknesses. Evaluation of inputs that lead to the potential of existing resources. Evaluation of processes leading to the implementation of established plans with the use of existing resources. Product evaluation that aims to measure and assess the achievement of programs that have been carried out.

The research location in this article is SMAN 1 Prambon, Nganjuk. This school is the only Senior High School (SMA) in Prambon. The school was established on April 29, 1994 and inaugurated on April 9, 1995. Some of its excellent programs are PMR, band music, choir, English club, theater, mading, tahfidz Qur'an, majelis ta'lim, ley, basketball, football, Paskibra, and journalism. Based on preliminary studies conducted by the author, there is one topic that is interesting to research. This is also related to the government's program to conduct online learning during the pandemic. Although the government urges the learning process to be carried out at

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[4] Iskandar Tsani, Rofik Efendi, and Sufirmansyah Sufirmansyah, "Evaluasi Kesiapan Lembaga Pendidikan Tinggi Islam Dalam Menghadapi Era Digital," *Ta'dibuna: Jurnal Pendidikan Islam* 9, no. 1 (April 4, 2020): 019, https://doi.org/10.32832/tadibuna.v9i1.2604.

[5] Daniel L. Stufflebeam and Chris L. S. Coryn, *Evaluation Theory, Models, and Applications*, Second edition, Research Methods for the Social Sciences 50 (San Francisco: Jossey-Bass & Pfeiffer Imprints, Wiley, 2014).

home, it is not an obstacle for SMA Negeri 1 Prambon to carry out learning activities using blended learning by complying with government regulations while still implementing health protocols.

The implementation of blended learning is carried out on a scheduled basis to avoid crowds in the midst of the Covid-19 pandemic. The implementation of learning activities through face-to-face and virtual learning. The author made observations focusing on the implementation of blended learning. The implementation of blended learning at SMA Negeri 1 Prambon has been going on for the past year. Therefore, the implementation of blended learning at SMA Negeri 1 Prambon should be evaluated to determine the extent of the success of implementing learning activities using blended learning in PAI subjects.

The authors explore some relevant previous research. First, research conducted by Dhea Abdul Majid on Islamic Religious Education (PAI) Learning in Blended Learning-Based Schools. The things studied include: PAI learning innovation, Implementation of blended learning. Based on this research, it can be concluded that blended learning can increase learning effectiveness by combining the weaknesses of face-to-face learning and online learning.[6]

Second, there is a research conducted by Nurul Muhson entitled Application of Blended Learning in Improving PAI Learning Outcomes History Material of Bani Umaiyah Class VIII SMPN 3 Pontianak. This article concludes that the application of blended learning can improve learning outcomes in cognitive aspects, this can be seen from the increase in learning outcomes from cycle to cycle. Before the implementation of blended learning in the pre-cycle, a test trial was carried out on 29 students and only 3.45% of students were completed, meaning that there were 96.55% of students who had not completed. In cycle 1, actions were taken by applying blended learning, then 55.17% of completed students and 44.83% of incomplete students. In cycle 2, the same action was taken, namely by applying blended learning, then 86.21% of completed students and 13.79% of incomplete students. Thus, learning by applying blended learning can improve student learning outcomes.[7]

Next is the third, Risky Aviv Nugroho's research on the Application of Blended Learning Method in Pie Learning in the New Normal Era. This study concluded that the application of blended learning at SD Rejowinangun 1 Yogyakarta goes through three stages, namely (1) planning: preparing lesson plans and materials; (2) implementation: online, offline, and face-to-face consultation with health protocols; (3) evaluation. The advantage of this method is that the

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[6] Dhea Abdul Majid, "Pembelajaran Pendidikan Agama Islam (PAI) di Sekolah Berbasis Blended Learning," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 4, no. 1 (July 31, 2019), https://doi.org/10.24235/tarbawi.v4i1.4209.

[7] Nurul Muhson, "Penerapan Blended Learning Dalam Meningkatkan Hasil Belajar PAI Materi Sejarah Bani Umaiyah Kelas VIII SMPN 3 Pontianak," *Sosial Horizon: Jurnal Pendidikan Sosial* 6, no. 1 (September 6, 2019): 12, https://doi.org/10.31571/sosial.v6i1.1230.

material can be conveyed comprehensively and the drawback is that it can potentially be exposed to the covid-19 virus because there is face-to-face. The expected positive impact from the results of this research is as information to educational institutions that Blended Learning is an alternative that is very suitable to be applied in the Covid19 Pandemic Era.[8] From some of these researches, the author ensures that this article contains novelty in the aspect of using the CIPP model in evaluating the implementation of blended learning, especially for PAI subjects in schools.

RESEARCH METHOD

This article is based on qualitative field research with the type of evaluation research. The evaluation in this study uses the CIPP (Context, Input, Process, and Product) model initiated by Stufflebeam.[9] This model includes a management analysis model used to evaluate managers' policies. The CIPP model is also used to determine whether the needs of program targets have not been or have been met. This model is used to evaluate educational programs.

Evaluation research is useful for policymakers to design, finance, resources to achieve predefined goals.[10] The CIPP Stufflebeam model was used by the author to evaluate the implementation of Blended Learning in PAI subjects at SMA Negeri 1 Prambon, Nganjuk. The authors involve a number of teachers, students, and principals as well as vice principals as primary data sources.

Data was collected through interviews, observation, documentation, and questionnaires. Then, the data is analyzed interactively as Miles-Huberman theory, which includes data collection, data reduction, data display, and conclusion drawing.[11] Checking the validity of data in this study includes credibility tests (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).[12]

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[8] Risky Aviv Nugroho, "Penerapan Metode Blended Learning Dalam Pembelajaran PAI Pada Era New Normal," *As-Salam: Jurnal Studi Hukum Islam & Pendidikan* 10, no. 1 (June 22, 2021): 17–30, https://doi.org/10.51226/assalam.v10i1.200.

[9] Stufflebeam and Coryn, *Evaluation Theory, Models, and Applications*.

[10] Agustanico Dwi Muryadi, "Model Evaluasi Program dalam Penelitian Evaluasi," *Jurnal Ilmiah PENJAS*, .3, no. 1 (Januari 2017): 5.

[11] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2014), 337.

[12] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, R & D)* (Bandung: Alfabeta, 2016).

RESULT AND DISCUSSION

A. Evaluation of the Context for the Implementation of Blended Learning for PAI Subjects at SMA Negeri 1 Prambon

Context evaluation is more about providing information to set objectives, formulate relevant environments, and identify problems related to the program. Context evaluation is an overview of the program environment, unmet needs, individual characteristics and program objectives.[13] Context evaluation relates to the strengths and weaknesses of the object of evaluation and is aimed at assessing the state of an educational institution. So that context evaluation can provide consideration.[14] Evaluation of the context of implementing blended learning in PAI subjects at SMA Negeri 1 Prambon includes school understanding of blended learning, program legality, program objectives, and environmental support.

One of the functions of blended learning is as a complement. The programmed material serves to provide reinforcement or remedial in following conventional learning.[15] Regarding school understanding of blended learning is good. The school has understood the blended learning method, which is a learning method that combines face-to-face learning and online learning.[16] Schools implement blended learning to provide reinforcement to the material that has been delivered during online learning.[17] However, when viewed in terms of students' understanding of the term blended learning is still lacking, they are not fully familiar with the term blended learning. Students only know that the learning program is carried out online, while face-to-face learning activities are carried out to fulfill the duties of the teacher.[18] For this reason, it is necessary to carry out socialization related to blended learning.

The legality of blended learning is strengthened by Higher Education Law No. 12 of 2012 Article 31 concerning the Implementation of Distance Education.[19] Distance education is carried out by utilizing communication media, so as to expand access and facilitate educational services. SMA Negeri 1 Prambon is one of the schools appointed by the government as a reference school in the use of information and communication technology.[20] The implementation of blended learning at SMA Negeri 1 Prambon is carried out by following the government program on the implementation of Distance Learning (PJJ).

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[13] Ihwan Mahmudi, "CIPP: Suatu Model Evaluasi Pendidikan," *At-Ta'dib* 6, no. 1 (Juni 2011): 121.

[14] Muhammad Ridha Albaar, *Desain Pembelajaran Untuk Menjadi Pendidik Yang Profesional* (Ponorogo: Uwais Inspirasi Indonesia, 2020).

[15] Husamah, *Pembelajaran Bauran: Blended Learning* (Surabaya: Prestasi Pustaka, 2014).

[16] Observation at SMAN 1 Prambon, 15-28 February 2021.

[17] Interview with Mochamad Yusuf (PAI Teacher of SMAN 1 Prambon), March 17, 2021.

[18] Interview with Arum Dela (Student of SMAN 1 Prambon), March 18, 2021.

[19] Adapted from Higher Education Law No. 12 of 2012 Article 31 concerning Distance Learning.

[20] Interview with Murtoyo (Principal of SMAN 1 Prambon), March 22, 2021.

In the implementation of blended learning, it will certainly not run without support from the environment, both from human resources and environmental resources. Because environmental support affects the success of a program.[21] To support the implementation of blended learning at SMA Negeri 1 Prambon, cooperation was held between the school committee, teachers, and students. Program support is in the form of providing regular guidance to both teachers and students in utilizing information and communication technology media. In terms of school readiness, it is very ready with the blended learning program. This can be seen from human resources as well as supporting facilities and infrastructure.[22]

One of the objectives of the blended learning program at SMA Negeri 1 Prambon is to develop the ability of students to utilize growing learning media, realize independent learning, and create interactive learning experiences.[23] The purpose of the program at SMA Negeri 1 Prambon is in accordance with the government program which refers to the Regional Regulation of East Java Province No. 11 of 2017 concerning the Implementation of Distance Education.[24]

However, the implementation of blended learning will run smoothly if there is good support and cooperation between the environment and school residents. This can help in achieving the planned program objectives.

B. **Input Evaluation of the Implementation of Blended Learning for PAI Subjects at SMA Negeri 1 Prambon**

The purpose of input evaluation is to provide information on how to utilize resources to achieve project goals and objectives.[25] Evaluate inputs to help find programs to make needed changes. Input evaluation looks for bottlenecks and potential available resources. Evaluation of inputs serves to help one to avoid wasteful activities and drain existing costs and resources.[26] Evaluation The inputs studied include human resources that support blended learning, facilities and infrastructure, funding sources, and curriculum. Data collection is done by interviews, observation, and documentation.

The success of blended learning does not only depend on the virtual environment, but the preparation of human resources in following learning is very important. So that parties involved in

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[21] Sarva Hubackova and Ilona Semradova, "Evaluation of Blended Learning," *Procedia: Social and Behavioral Sciences*, 2016.

[22] Interview with Mochamad Soffa (Vice principal for Curriculum of SMAN 1 Prambon), Februari 14, 2021.

[23] Interview with Mochamad Yusuf (PAI Teacher of SMAN 1 Prambon), March 3, 2021.

[24] Adapted from the Regional Regulation of East Java Province No. 11 of 2017 concerning the Implementation of Distance Learning.

[25] Jumari and Suwandi, *Evaluasi Program Pendidikan Madrasah Ramah Anak: Tinjauan Teoritis Dan Praktis Berbasis CIPP Model* (Jawa Barat: Adanu Abimata (Adab), 2020).

[26] Mahmudi, "CIPP: Suatu Model Evaluasi Pendidikan."

learning activities can master technology and be responsible for certain jobs and tasks.[27] Human resources are a way to organize the relationships and roles that individuals have so that they can achieve common goals effectively and efficiently.[28] Teachers involved in the implementation of blended learning are subject teachers who need enrichment or reinforcement of material that has been delivered during online-based learning. The majority of teachers who choose to use the blended learning method are teachers who teach material that requires direct practice. This is intended to increase students' understanding of the material delivered through online learning.[29] In addition, ICT laboratory operators also have a role in the successful implementation of blended learning. ICT laboratory operators are important figures in realizing online learning to manage and distribute learning videos to students delivered through the school's youtube link.[30]

Educational facilities and infrastructure are the entire process of procurement and utilization of components that are directly or indirectly used for the benefit of the learning process in schools in order to achieve educational goals effectively and efficiently.[31] The existence of facilities and infrastructure is very important to support the success of the learning process in schools. In the implementation of blended learning, school facilities and infrastructure have supported both face-to-face learning and online learning. Both completeness of educational teaching aids, sports fields, computers, internet connections (Wi-Fi), classrooms, laboratories, and online and offline libraries. For online learning, teachers prepare learning videos that will be shared via school youtube. This blended learning was chosen as an alternative to the absence of LMS (Learning Management System) in schools.[32] Schools have not used LMS which has been widely spread on various educational websites. Considering that LMS is needed to support the implementation of distance learning.[33]

In improving the quality of education, the government provides operational assistance to schools. The source of funds is used as a consideration to determine the size of the program cost. To plan costs, it is necessary to consider the needs needed, availability of resources, details of activities, and time allocation.[34] As stated by Nadiem Makarim, the use of operational assistance funds during the Covid-19 pandemic can be diverted to finance internet quotas for teachers and students. The government provides flexibility to schools to manage budgets according to the

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[27] Hubackova and Semradova, "Evaluation of Blended Learning."

[28] Irjus Indrawan, *Pengantar Manajemen Sarana dan Prasarana Sekolah* (Yogyakarta: Deepublish, 2015.), 7.

[29] Observation at SMAN 1 Prambon, 2-13 March 2021.

[30] Interview with Tri Anggono (Petugas Laboratorium TIK SMAN 1 Prambon), March 13, 2021.

[31] Indrawan, *Pengantar Manajemen Sarana Dan Prasarana Sekolah*.

[32] Veysel Karani Ceylan and Ayse Elitok Kesici, "Effect of Blended Learning to Academic Achievement," *Journal of Human Science* 14, no. 1 (2017): 310.

[33] Observation at SMAN 1 Prambon, 16-27 March 2021.

[34] Rafida Ananda, Rusydi Tien, *Pengantar Evaluasi Program Pendidikan* (Medan: Perdana Publishing, 2017). 79

needs of their respective schools.[35] The source of funds used in the implementation of distance learning is funds obtained from the government. Funds obtained from the government are managed for the needs of schools, construction, and other educational programs. During this pandemic, the government also provides assistance in the form of internet quotas given to students to carry out online learning.[36]

The curriculum used at SMA Negeri 1 Prambon is the 2013 Curriculum (K-13). The curriculum is based on spiritual, social, knowledge, and skill aspects formulated in the curriculum in the form of Basic Competencies that can be learned and mastered by students. The PAI curriculum used at SMA Negeri 1 Prambon refers to the Ministry of Education and Culture in 2012.[37]

C. Evaluation of the Process of Implementing Blended Learning for PAI Subjects at SMA Negeri 1 Prambon

Process evaluation is used to detect the implementation design, information provider of a program. Process evaluation is the implementation stage of the development program.[38] Process evaluation includes the collection of assessment data applied in the implementation of the program. The purpose of this process evaluation is to find out the extent to which the plan is implemented as well as what components need to be improved.[39] The evaluation of the process studied includes the implementation of blended learning both classroom-based learning programs, internet-based learning programs, monitoring the implementation of blended learning, and obstacles found during the implementation of blended learning.

Blended learning can be done in the classroom or outside the classroom by utilizing technology to add material and questions that are controlled in such a way. So that communication between teachers and students can run well.[40] In the implementation of classroom-based learning programs, teachers carry out learning activities in accordance with the Learning Implementation Plan (RPP). In face-to-face learning, teachers associate subject matter with events in everyday life. In the implementation of blended learning, teachers conduct face-to-face learning to provide reinforcement or enrichment of the material that has been delivered through online

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[35] Ramdhan Triyadi Bempah, "Menteri Nadiem Makarim Persilakan Dana BOS dipakai Beli Kuota Internet untuk Belajar Daring," *Kompas*, 31 Juli 2020.

[36] Interview with Mochamad Soffa (Vice principal for Curriculum of SMAN 1 Prambon), March 2, 2021.

[37] Observation at SMAN 1 Prambon, 13-15 March 2021.

[38] Basaran Mehmet et al., "Evaluation of Preschool Education Program According to CIPP Model" 6, no. 2 (2021): 3.

[39] Eko Putro Widoyoko, *Evaluasi Program Pembelajaran: Panduan Praktis Bagi Pendidik Dan Calon Pendidik* (Yogyakarta: Pustaka Pelajar, 2010).

[40] Deklara Nanindya Wardani, Toenlioe Anselmus J.E, dan Agus Wedi, *"Daya Tarik Pembelajaran di Era 21 dengan Blended Learning,"* JKTP 1, no. 1 (April 2018): 15.

learning.[41] As for face-to-face-based learning activities, teachers prepare materials and teaching materials related to the material that has been delivered through online learning. The teacher relays the material by giving direct practice in front of students. Learners are asked to practice the explanations delivered by the teacher through direct practice. The assignment is done online by utilizing google form.[42]

In the implementation of internet-based or online learning at SMA Negeri 1 Prambon using YouTube audiovisual media. The implementation of online learning is carried out in a structured manner under the monitoring of ICT laboratory operators who have an important role in the success of online learning. The stages in the implementation of online-based learning teachers prepare material in the form of learning videos that refer to student textbooks, after making learning videos is complete, teachers submit videos to ICT laboratory operators and double-check to avoid copyright. Before learning begins, students do attendance online through the school website, students listen to learning videos through school youtube. To find out the extent of students' understanding of the material delivered through youtube videos, teachers give assignments to students through the google form link that has been shared.[43]

The Principal has an important role in the implementation of school programs. So that with the school program implemented can produce good output.[44] In the implementation of blended learning, the Principal gives full rights to subject teachers and ICT laboratory officers to manage learning activities. For monitoring, the implementation of blended learning is carried out entirely through the internet. Monitoring is carried out to determine the process of implementing learning during progress, teacher and student attendance, and teaching journals.[45] Attendance activities are carried out through the school website which has been grouped based on each class. In the implementation of both face-to-face and online learning, periodic debriefing is carried out by providing guidance to teachers who have been grouped based on the abilities of each teacher. This aims to establish cooperation in order to achieve common goals.

Things that become obstacles in online learning are internet networks, constrained by cellphone facilities, technology stuttering, and students' lack of understanding of the subject matter. In the implementation of blended learning, there are still several obstacles. The obstacle found in face-to-face learning is that the presence of students cannot be maximized. The obstacles found in online-based learning are internet network problems, such as difficulty accessing

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[41] Interview with Mochamad Yusuf (PAI Teacher of SMAN 1 Prambon), April 22, 2021.

[42] Observation at SMAN 1 Prambon, 3-7 April 2021.

[43] Interview with Mochamad Yusuf (PAI Teacher of SMAN 1 Prambon), April 26, 2021.

[44] Arif Jamali and Lantip Diat Prasojo, "Pengaruh Kompetensi Manajerial Kepala Sekolah, Lingkungan, Motivasi Guru, Terhadap Prestasi Siswa SMA Muhammadiyah Kota Yogyakarta," *Jurnal Akuntabilitas Manajemen Pendidikan* 1, no. 1 (2013).

[45] Interview with Mochamad Soffa (Vice principal for Curriculum of SMAN 1 Prambon), April 12, 2021.

learning materials, choked networks, cellphone storage media that do not support, human resources that are less qualified in utilizing educational platforms, lack of understanding of students, and lack of enthusiasm of students to take part in online learning.[46]

Of these various obstacles so that blended learning can achieve the expected goals, the government should focus on equitable distribution of internet access in remote areas, school principals provide special guidance to students and teachers who are still stuttering technology, and use varied learning models so that students do not feel bored with learning activities both face-to-face and internet-based learning.

The successful application of blended learning does require several things. First, it is necessary to master e-learning for an educator, so that they can utilize technology optimally. Second, it takes more time, starting from preparation, teaching materials, assessment, and answering and providing questions in discussion forums. Third, equitable mastery of information technology and supporting facilities and infrastructure. And fourth, it is necessary to determine the right strategy to combine face-to-face learning with virtual.[47]

D. Product Evaluation of the Implementation of Blended Learning PAI Subjects at SMA Negeri 1 Prambon

Product evaluation is a collection of descriptions that have to do with context, input, and process. Product evaluation aims to measure the extent to which the success of a program in achieving the objectives that have been set. Product evaluation activities are measuring and translating the results that have been achieved.[48] The main role of product evaluation is to measure, clarify, and evaluate success so that decisions can be made for improvement and actualization.[49]

The results obtained from product evaluation are using questionnaire calculations to a number of students who are assessed based on spiritual aspects, social aspects, knowledge aspects. As for the skill aspect, the results are seen from direct practical assessments related to the practice of corpse prayers. In more detail, the following are the results of the assessment as a product of the implementation of blended learning in PAI subjects at SMA Negeri 1 Prambon.

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[46] Interview with Rahayu Imama (Student of SMAN 1 Prambon), March 21, 2021.
[47] I Ketut Widiara, "Blended Learning sebagai Alternatif Pembelajaran di Era Digital," *Purwadita* 2, no. 2 (September 2018): 55.
[48] Agustanico Dwi Muryadi, "Model Evaluasi Program dalam Penelitian Evaluasi," *Jurnal Ilmiah PENJAS* 3, no. 1 (Januari 2017): 5.
[49] Darama Ezgi, dkk "Evaluation of 5th Grade English Curriculum According to Stufflebeam's Context, Input, Process, Product (CIPP) Model," *International Journal of Psycho-Educational Sciences* 7, no. 2 (September 2018): 76.

Table 1. Results of Spiritual Aspect Assessment

No	Statement	Percentage			
		Always	Often	Sometimes	Never
1.	I thank God for His grace so that I can help others who face the calamity of death	73.6%	20.8%	4.5%	1.1%
2.	I followed a series of processes for the management of the body in accordance with Islamic law	51.4%	26.4%	13.9%	8.3%
3.	I am happy to help people who need help in preparing funeral supplies	50%	33.3%	5.6%	11.1%
4.	I believe that taking care of the corpse is fardhu kifayah	72.2%	26.4%	1%	0,4%

Based on the results of the spiritual questionnaire showed good results. As can be seen from the percentage that shows high results which is 73.6% with the category "always". This shows that students believe that the law of dealing with the corpse is fardhu kifayah.

Table 2. Social Aspect Assessment Results

No	Statement	Percentage			
		Always	Often	Sometimes	Never
1.	My friend participated in a series of funeral activities	16.7%	61.1%	15.3%	6.9%
2.	My friend helped prepare the equipment needed for the funeral	12.5%	51.4%	25%	11.1%
3.	My friend participated in the funeral process from start to finish	11.1%	44.4%	31.9%	12.5%
4.	My friend accompanied the grieving family	36.1%	43.1%	8.3%	12.5%

Based on the results of social questionnaires show good results. As can be seen from the percentage that shows the figure of 61.1% which has the predicate "often" so that it can be concluded that students have high social sensitivity in participating in a series of corpse management activities.

Based on the results of a knowledge questionnaire conducted through tests in the form of questions related to the corpse removal material, it showed that class XI-MIPA 1 students had an average score of 87.18 and class XI-IIS 1 students had an average score of 84.57. Based on the success category of assessing the learning outcomes of students at SMA Negeri 1 Prambon, the average result shows a predicate of "B" which has the information "Good".

Based on the results of the assessment of corpse prayer practice skills shows that the average student is able to practice corpse prayer well. This can be seen from the average score of class XI-MIPA 1 students which is 85.14 and the average grade XI-IIS 1 is 86.41. The average

score is included in the "Good" category because students pray the corpse well even though they are not fully students can practice the corpse prayer correctly and completely.

Based on the assessment of spiritual aspects, social aspects, knowledge aspects, and skill aspects related to the material of corpse management procedures carried out with blended learning can be said to be successful. This can be seen from the questionnaire scores and skill assessments of students who get scores ranging between 75-90 in the assessment guide for learning outcomes of SMA Negeri 1 Prambon the range value shows the predicate "B" which means "Good". Although there are still some shortcomings both from infrastructure, resources, and in the implementation of learning.

These results are in line with Bowyer's research, that the introduction of blended learning can lead to better results, and can improve the achievement of student learning outcomes.[50] Furthermore, the application of blended learning can increase student attendance rates, increase student learning satisfaction, and facilitate the implementation of exams, if accompanied by full support from the school.

CONCLUSION

Based on the research and analysis that has been done, this article concludes four important points related to the evaluation of the application of blended learning in PAI lessons at SMA Negeri 1 Prambon, Nganjuk. First, in the context aspect, the school designed the implementation of blended learning as a reinforcement of full online learning that students had previously passed during the COVID-19 pandemic. Second, in the input aspect, the provision of adequate infrastructure, encouraging collaboration between teachers and computer laboratory operators in managing blended learning, and the proportional allocation of funds from the government to all students are some important steps initiated by schools to succeed in implementing blended learning. Third, in the process aspect, face-to-face learning is used as a reinforcement of online learning (through Youtube) that has been implemented. Attendance is done through the school website. Formative assessment is carried out through google form. Learning montoring is carried out online and periodically to minimize obstacles in learning, such as student attendance, IT mastery, internet connection, and device storage. Fourth, in the product aspect, assessment of learning outcomes on students' spiritual attitudes, social attitudes, knowledge, and skills is carried out through questionnaires. In general, student learning outcomes fall into the good category in all aspects.

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[50] Jessica Bowyer, "Evaluating *Blended Learning*: Bringing the Elements Together," *Research Matters*, no. 23 (2017.): 17.

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