BLENDED LEARNING MODEL
AND PAI LEARNING CHALLENGES
IN THE SOCIETY 5.0 ERA AT MTS N BLORA

Ainy Musthofiyah

Institut Agama Islam Negeri Kudus, Kudus, Indonesia

ainymusthofiyah12@gmail.com

Muhammad Miftah

Institut Agama Islam Negeri Kudus, Kudus, Indonesia

muhammadmiftah@iainkudus.ac.id

Abstract

This research analyzes the blended learning model which originated from the Covid'19 pandemic incident so that it can create a learning method that combines conventional and modern learning, namely conducting face-to-face learning in an Information and Communication Technology (ICT) based network. The aim of this research is to describe the blended learning model for PAI lessons that has been carried out at MTs N Blora in the midst of the Covid'19 pandemic. The method used in this research is descriptive qualitative sourced from PAI teachers and several students who were selected purposively. This data was obtained from using observation and interview techniques. This research can create new references regarding more creative and innovative learning methods, because blended learning is a learning model that is not monotonous and students here not only listen to lectures, but they also explore skills in the field of information and technology (IT) through applications. So the Covid'19 pandemic can create new breakthroughs in the world of education. The results of this research are that we can find out the difference between offline and during learning. The implementation

of blended learning at MTs N Blora is carried out by utilizing the Google Form application, which is used by teachers to create quizzes to measure student understanding or provide feedback on the material being taught. Google Class, is a learning management platform that teachers use to upload lesson materials, organize assignments and convey important information. As for via Google Meet and Zoom Meating, which teachers use to conduct learning directly via videoconference.

Keywords*: Blended Learning, Era Society 5.0, PAI*

A. Introduction

Islamic religious education is an important issue in the analysis of the realities involving the lives of Muslims in everyday life. Islamic religious education can be understood through three aspects, namely first, as a source of values, namely the category of education which in the formation of its management system is driven by the aspiration of the spirit of achieving goals to manifest Islamic values, both as reflected in the institution or agency and the type of action. Second, as a field of study, where education is defined as another science, it is a branch of education that distributes attention through the dissemination of Islamic religious knowledge across study programs carried out anywhere. Third, the type of education that includes these two meanings. Thus, Islamic education is placed as a source of value as well as a much needed field of study.[1]

The type of research used in this research is qualitative research. This research shows the PAI learning model based on blended learning at MTs Negeri Blora during the Covid'19 pandemic. The approach used in this research is descriptive, which provides reflections based on the research results obtained. The data sources obtained came from interviews and literature review.

---

[1]Samrin, "Pendidikan Agama Islam Dalam Sistem Pendidikan Nasional Di Indonesia," *Jurnal Ta'dib* 8, no. 1 (2015): 102–16.

Thus, based on the results of this research, there are actually many problems experienced by PAI lessons for which until now there has been no appropriate solution to advance students' understanding of Islamic religious knowledge.[2] Plus the Covid'19 pandemic has resulted in less-than-optimal PAI subjects. However, it is impossible to just solve every problem, finding a solution is a step towards achieving the goal. Considering that PAI subjects are very important in everyday life, the teaching staff held discussions and obtained results that can be applied during the Covid'19 pandemic.[3] One of them is forming a blended learning model learning strategy.

According to Rashty, the blended learning model is classified into three models, namely: (1) Adjunct (additional model), meaning traditional learning assisted by an online delivery system as a fact (real practice). (2) Mixed/blended (mixed model), placing the online presentation system as an integral part of the entire learning procedure. Thus, face-to-face and online learning techniques are produced into a unified whole. (3) Fully online, all interactions in learning and delivery of learning materials online.[4]

Based on the blended learning model, the development of information technology becomes new knowledge, because this technology can facilitate the application of the blended learning model, so that both teachers and students are required to be able to master IT. Indirectly, this could also be a new breakthrough in the industrial era 5.0.

If we look further into PAI lessons and other subjects, each has its own challenges in determining and determining learning

---

[2]Moh Sulaiman, M Djaswidi Al Hamdani, and Abdul Azis, "Emotional Spiritual Quotient (ESQ) Dalam Pembelajaran Pendidikan Agama Islam Kurikulum 2013," *Jurnal Penelitian Islam* 6, no. 1 (2018). Hlm.81

[3]Ali Akbar et al., "Implementasi Model Blended Learning Pada Mata Pelajaran PAI Di SMPN 1 Banuhampu Pada Masa Covid-19," *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): 16273–80, https://jptam.org/index.php/jptam/article/view/4993/4240.

[4]Retna Maskur Dwiputro, Hasbi Indra, and A. Rahmat Rosyadi, "Model Pembelajaran Blended Learning Pada Mata Pelajaran Pendidikan Agama Islam," *Rayah Al-Islam* 5, no. 02 (2021): 247–63, https://doi.org/10.37274/rais.v5i02.451.

strategies. It needs to be acknowledged that education during Covid'19 changes the entire previous learning activity plan and changes the contents of the RPP that has been created.[5]As is the case at MTs Negeri Blora, which experienced difficulties at the start, during the learning process. This problem stems from the accessibility of students' technology, the quality of learning, changes in learning models and difficulties in monitoring students. There were quite a lot of protests from students' enthusiasm for carrying out every activity instructed by the teacher, and during the activity, which has only been going on for a week, there have been complaints about learning regarding signals, tools (cellphones) and learning media. Based on this, this research reveals a blended learning model in PAI learning during Covid'19 at MTs Negeri Blora.

B. Discussion

1. Literature review

Literature review is a collection of various sources obtained by the author for the completion of a research process. When carrying out historical writing, of course there must be sources or library literature that are used to support and serve as a reference for the writing. The author has several libraries which serve as references or guidelines and primary sources (archives) to develop ideas. The reference material is in the form of journals on the same theme so that the writing can be current and perfect.

The journals used as references in this research are the journal entitled "Blended Learning as an Alternative to Learning in the Digital Era" written by I Ketut Widiara in the journal Purwadita in 2018, this journal explains the advantages of blended learning in responding to the challenges of the industrial era 5.0. Various forms of learning have advantages in increasing students'

---

[5]Akbar et al., "Implementasi Model Blended Learning Pada Mata Pelajaran PAI Di SMPN 1 Banuhampu Pada Masa Covid-19."

knowledge. Blended learning is a learning strategy that is carried out by combining classroom/face-to-face learning with technology and information-based learning carried out online. At the same time, the addition of new breakthroughs can be used as a reference for monotonous learning.

Journal entitled "Implementation of Blended Learning in PAI Learning at MAN 4 West Pasaman during the Covid'19 Period", written by Tasniwati in the Profetika Journal (Islamic Studies Journal) in 2021. This research analyzes the blended learning model at MAN 4 Pasaman Western Islamic religious learning. The background to this research stems from the problem of the Covid'19 pandemic which resulted in less effective teaching and learning activities. The aim of this research is to interpret the implementation of blended learning in PAI subjects during the Covid'19 pandemic using qualitative descriptive methods. Learning plans using this model are a new step in realizing effective teaching and learning activities.

The journal entitled "Application of Blended Learning in Improving PAI Learning Outcomes Material History of the Umayyads Class VII SMPN 3 Pontianak", written by Nurul Muhson in the journal Social Horizon (Journal of Social Education) in 2019. This research was motivated by inadequate evaluation of learning outcomes innovative. So, the author in this research shows the application of the blended learning method with the aim of being a reference for teachers who feel monotonous or without variation in learning activities and showing the influence on student learning outcomes in PAI subjects on the history of the Umayyads. This research is classroom action research with two cycles, where each cycle is carried out using planning, implementation, observation and reflection. And the results of the research are shown in table form, calculated using percent (%) and comparison with previous learning methods.

2. Research Results and Analysis

The implications in the world of education bring education into four principles, namely liberalization (freedom), privatization (personal ownership), commercialization (trade), and standards (grouping). The era of society 5.0 is a major milestone in humanity's journey towards an increasingly intelligent, connected and sustainable future. This era opens up great opportunities to improve the quality of life and address complex social problems, but also calls for ensuring that technology is used ethically and fairly.[6] The world of education is a target in optimizing the quality of human life through increasingly connectedness between the physical world and the digital world.

Like the Covid'19 pandemic, it has had a significant impact on the world of education, especially in teaching and learning activities in schools. Learning online has become a means of learning media through applications such as WhatsApp, Google Meet, Google Class, Zoom Meating, etc. This system makes it easier for teachers to carry out learning because it can be used not only in one subject but also in two subjects at once and can store data on subjects that have been taught. However, if we look at the learning ending, there has not been a significant improvement in terms of both the quality of the process and the quality of the results. So, if this activity is carried out under normal conditions, it cannot be said to be the right step in teaching and learning activities. Based on this, the blended learning model has become a reference in online learning.

---

[6]Aditya Zulmi Rahmawan and Zaenuriyah Effendi, "Implementasi Society 5.0 Dalam Kebijakan Dan Strategi Pendidikan Pada Pandemi Covid-19," *STRATEGY : Jurnal Inovasi Strategi Dan Model Pembelajaran* 2, no. 1 (2022): 34–43, https://doi.org/10.51878/strategi.v2i1.861. Hlm.35

a. Blended Learning

Blended learning is a formal education program that ensures students learn (at least in part) through content and instructions delivered online with independent control over time, place, sequence and pace of learning. John Merrow stated "blended learning is some mix of traditional classroom interaction (which in itself varies considerably) and attraction mediated by technology" (blended learning is a combination of traditional classroom learning with technology-based (modern) learning). Annisa also believes that blended learning is a learning system that combines face-to-face learning with online learning. So, it can be concluded that blended learning is a teaching and learning strategy that aims to achieve online classroom and technology-based learning objectives.[7] So it can be concluded that blended learning is a type of learning model that combines elements of online and face-to-face learning which is designed to take advantage of the advantages of each learning model to create a more holistic and effective learning experience.

Carman revealed that there are five keys to implementing learning using blended learning[8]:

1. *Live Events*. Direct or face-to-face learning synchronously at the same time and place (classroom) or at the same time but in a different place (virtual classroom).

2. *Self-Paced Learning*. Integrating an independent learning model that allows students to learn anytime, anywhere by utilizing various content that has been prepared in a

---

[7]Ketut Widiara, "Blended Learning Sebagai Alternatif Pembelajaran Di Era Digital," *Purwadita* Vol.2 No.2 (2018): 50–56.

[8]Dhea Abdul Majid, "Pembelajaran Pendidikan Agama Islam (PAI) Di Sekolah Berbasis Blended Learing," *Al-Tarbawi Al-Haditsah:Jurnal Pendidikan Islam* 4, no. 1 (2019): 178–97.

learning strategy to maximize independent learning that is both text based and multimedia based (video, animation, simulation, audio images, or a combination of all of them).

3. *Collaboration*. Collaborating between educators and students who are both across schools. This blended learning model program provides a form of collaboration both between friends and between students and educators through possible communication access such as chatrooms, discussion forums, email, websites/ weblogs and mobile phones.

4. *Assessment* Programming must be able to carry out collaborative types of assessment, both test and non-test or more authentic tests (authentic assessment/portfolio).

5. *Performance support materials*. Observe the resources to support whether they exist or not. Teaching materials are presented in digital form and are guaranteed to be accessible to students both online and offline.

Judging from the great need for blended learning model learning strategies in the digital era and the current pandemic, several experts are of the opinion that blended learning is a better pedagogy that can increase access and flexibility as well as increase cost benefits.

The advantages of blended learning are:[9]:

1. Delivery of learning that can be carried out and carried out anytime and anywhere by utilizing the internet network system

2. Students have the standard freedom to explore material or teaching materials independently by utilizing teaching materials stored online.

---

[9]Widiara, "Blended Learning Sebagai Alternatif Pembelajaran Di Era Digital."

3. Discussion activities can be carried out online/offline and take place outside class hours

4. Teaching can organize and control the learning carried out by students outside class hours

5. Teachers can ask participants to review lesson material before face-to-face learning takes place by preparing supporting assignments

There are disadvantages of blended learning, namely:

1. Teachers need skills in running e-learning.

2. Teachers need time to develop and manage e-learning system learning, such as preparing assessments, then carrying out assessments, and answering questions from students.

3. Teachers need to prepare digital references as a reference for students.

4. Unequal distribution of facilities and supporting infrastructure and low understanding of technology.

5. Teachers need learning strategies to maximize the potential of blended learning.

b. Blended Learning Planning at MTs Negeri Blora

Each study in a subject requires learning planning. Planning is used to achieve learning goals. The strategies made in normal conditions and Covid'19 conditions certainly cannot be the same because the strategies used are also different between the two. The teacher in the field of Islamic Cultural History studies revealed that the fundamental differences in the learning plans they prepare lie in the media, learning time and learning tools. These three

things influence the transformation of the RPP which has been made based on Minister of Religion Decree number 183 of 2019.

The RPP during which is used uses an online platform using several applications with a blended learning model. The method used here is the same as offline learning, namely interactive lectures, everyone is a teacher, by applying the scientific approach model, cooperative approach and constructive approach. The media tools used are laptops or Android cellphones as well as learning resources from textbooks and PowerPoint.

The following is an illustration of the steps for learning activities using the lecture method and every one is a teacher in general, PAI lessons at MTs Negeri Blora, both from the subjects of fiqh, aqidah akhlak, Qur'an hadith, history of Islamic culture, and Arabic:

1) Initial activity
   a) The teacher prepares a Google Meet/Zoom link for learning
   b) Students fill out the attendance list via the Google Form link
   c) Students pray together with teacher guidance (15 minutes)
   d) The teacher conveys the basic competencies that students must master after learning activities as motivation (15 minutes)
   e) Pre-test

2) Core activities

	Observing	Students seek information through reading activities about material that will be discussed via digital platforms (15 minutes)
Meeting To 1 .	Questioning	Students make 2 questions related to the material being taught (5 minutes)
	Exploring/ Experimenting	Each student answers questions from their friends via group WhatsApp, if there are any difficulties, ask the teacher (5 minutes)
	Associating	Students analyze the material being taught
	Communicating	- The teacher appoints several students to present questions and answers - together with the students the teacher makes conclusions about the material being taught
Meeting To 2	Observing	- the teacher makes several basic questions to stimulate students' curiosity about the material - students look for information about some of the material that has been presented
	Questioning	- students make questions about the material addressed to the teacher to obtain further explanation
	Exploring/ Experimenting	- students look for several topics around the material that has been presented

	Associating	- students see each other and correct their friends' results regarding the material they have taught, answers are sent via WhatsApp Group
	Communicating	- appoint students to tell about the material being taught - together with the teacher, students make conclusions for students to record
Meeting To 3	Observing	Students seek information through reading activities about the material being taught (15 minutes)
	Questioning	Students create 2 questions related to the material being taught (5 minutes)
	Exploring/ Experimenting	Each student answers questions from their friends via group WhatsApp, if there are any difficulties, ask the teacher (5 minutes)
	Associating	Students analyze the material that has been presented
	Communicating	- The teacher appoints several students to present questions and answers - together with the students, the teacher makes conclusions about the material
Meeting To 4	Observing	Students search for information through reading books about the material to be discussed (15 minutes)

	Questioning	Students make 2 questions related to the material that has been presented (5 minutes)
	Exploring/ Experimenting	Each student answers questions from his friends, if there are any difficulties, ask the teacher (5 minutes)
	Associating	Students analyze the material that has been presented
	Communicating	- The teacher appoints several students to convey questions and answers - together with the students the teacher makes conclusions about the material that has been presented
Meeting To 5	Observing	Students search for information through reading activities about the material to be discussed (15 minutes)
	Questioning	Students create 2 questions related to the material presented (5 minutes)
	Exploring/ Experimenting	Each student answers questions from his friends, if there are any difficulties, ask the teacher (5 minutes)
	Associating	Students analyze the material that has been presented
	Communicating	- The teacher appoints several students to present questions and answers - together with the students the teacher makes conclusions about the material that has been taught

Meeting To 6	Observing	Students look for information through reading books about the material to be discussed (15 minutes)
	Questioning	Students create 2 questions related to the material being presented (5 minutes)
	Exploring/ Experimenting	Each student answers questions from his friends. If there are difficulties, ask the teacher (5 minutes)
	Associating	Students analyze the material that has been presented
	Communicating	- The teacher appoints several students to present questions and answers - together with the students the teacher makes conclusions about the material that has been taught

3) Closing

The teacher and students summarize the material and record it in student notebooks and give students assignments to better understand.

Based on the RPP, it can be seen that learning activities during the Covid'19 pandemic mostly use technological creativity. There are significant differences between the lesson plans prepared by PAI teachers for during and offline learning activities. Maximizing learning strategies during is the goal of the results of teacher and madrasa head evaluation meetings so that learning during Covid'19 continues safely and effectively. Users of online media for learning such as WhatsApp, Google Meetings,

Google Forms, Google Class, and other platforms are part of the alternatives that are widely used by educators during Covid'19, starting from elementary, middle, high school and even university levels.

The preparation of lesson plans in this learning activity is part of the requirements for realizing learning using a blended learning strategy. This combination does not only stop in the Covid'19 era, but can also apply in normal conditions (new normal), therefore the learning implementation plan prepared for during-time learning and the learning implementation plan prepared for during-time and offline learning just need to be combined with creative collaboration.

c. Implementation of Blended Learning at MTs Negeri Blora

The implementation of Islamic religious education consisting of 5 subjects, namely Fiqh, Aqidah Akhlak, History of Islamic Culture, Qur'an Hadith and Arabic at MTs Negeri Blora refers to KMA number 183 of 2019. The preparation of lesson plans is carried out by the teacher of each subject.

In the learning process for each PAI subject, the emphasis is more on educators (teacher centered and sometimes on students (student centered). The learning model uses blended learning which has become a popular trend in the world of education which aims to implement learning objectives, State MTs Blora uses a scientific approach, cooperative approach and constructive approach.

The scientific approach is a method or way of thinking that is centered on the application of principles in the teaching and learning process. The scientific approach is based on real

reality which can be analyzed via certain logic or reasoning, not based on imaginary stories or fairy tales. So conceptually, the scientific approach is guaranteed to be superior to the concepts of exploration, elaboration, and confirmation because the scientific approach can make students more active in exploring, observing, asking questions, searching for data through experiments, interpreting using reasoning, and communicating the results of their findings.[10] Then the cooperative approach is a learning approach that includes students working together actively in groups to achieve common goals. The characteristics of the cooperative approach are learning carried out in collaboration between teams, based on cooperative management, abilities and skills in cooperation.[11] Meanwhile, the constructive approach is a perspective or framework in learning and teaching that emphasizes that students are active in building their own knowledge through experience and reflection. Through the learning process, students correlate the knowledge they have acquired now with previous knowledge to produce new knowledge.[12] Departing from this approach, the implementation of PAI learning can be neatly structured and still carried out well even during the Covid'19 pandemic.

According to Arabic teachers, the implementation of blended learning in PAI learning during Covid'19 is carried out by dividing offline time for face-to-face learning and during study time. However, at the beginning of the outbreak of Covid'19 for around 12 months, students and teachers

---

[10] Imam Ghozali, "Pendekatan Scientific Learning Dalam Meningkatkan Prestasi Belajar Siswa," *Jurnal Pedagogik* 04, no. 01 (2017): 1–13.

[11] Zuriatun dan Ahmad Shofiyul Himami Hasanah, "Model Pembelajaran Kooperatif Dalam Menumbuhkan Keaktifan Belajar Siswa," *Irsyadunia, Jurnal Studi Kemahasiswaan* 1, no. 1 (2021): 1–13.

[12] Ichwan dan Leonard Maulana, "Pendekatan Konstruktivisme Dengan Strategi Pembelajaran Tugas Dan Paksa," 2018, 404–16, https://proceeding.unindra.ac.id/index.php/dispanas2018/article/view/62.

were only allowed to study and work from home, where teaching and learning activities were conducted online. After that, during and offline schedules were divided between classes with the aim of maintaining physical health during the pandemic, especially minimizing crowds. So even in offline learning, you still apply 3M, namely wearing a mask, washing your hands and avoiding crowds.

According to the Akidah Akhlak teacher, the implementation of during and offline learning aims to remind students that they can still learn anywhere and, in any situation, and condition while still paying attention to their health. Even though sometimes during the online school schedule many students complain about signal problems, they can still follow the lessons well because they can repeat the material that has been taught via the YouTube or Google Class platforms which have been uploaded by their respective subject teachers.

According to the Islamic Cultural History teacher, the implementation of blended learning states that the online learning model is actually less effective for middle school level students, because at this level students tend to prioritize their own enjoyment, meaning they are happy if there are no lessons. However, the existence of this blended learning model can make students comfortable in teaching and learning activities even online.

During learning as carried out at MTs Negeri Blora, as expressed by the Qur'an Hadist teacher, it is indeed difficult to expect to achieve the expected quality standards, as stated in the RPP, especially in relation to fiqh subjects in the form of religious practices. According to him, even though it has been explained verbally and shown via video, it still cannot achieve the expected indicators. So teacher creativity in

determining learning models is highly prioritized. Departing from this, blended learning is one of the learning models that is a reference in fiqh subjects, for example in the ablution chapter, the teacher explains online using the lecture method and provides an overview through videos on YouTube then gives assignments to students to make short videos. ablution practices are then sent via WhatsApp Group. Due to the Covid'19 pandemic, learning continues as it should.

C. Conclusion

Blended learning is a learning process that utilizes various approaches such as media and technology. The potential for implementing blended learning is very possible, this is in line with increasingly developing information technology, as well as the demands of the industrial era 5.0 which prioritizes the use of information technology. This model is a combination of several learning approaches, namely conventional face-to-face learning and internet-based e-learning.

Blora State MTs is one of the educational institutions that applies the blended learning model. Whatever form of strategy, learning model, is implemented or used at MTs Negeri Blora, it can be utilized properly and appropriately. Blended learning is a reference for increasing efficiency, improving the quality of learning, facilitating skill formation, and encouraging interest in learning during the Covid'19 pandemic. So blended learning becomes an essential solution during this pandemic.

REFERENCES

Akbar, Ali, Iswanti M, Supratman Zakir, and Meylann Melani. "Implementasi Model Blended Learning Pada Mata Pelajaran PAI Di SMPN 1 Banuhampu Pada Masa Covid-19." *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): 16273–80. https://jptam. org/index.php/jptam/article/view/4993/4240.

Ghozali, Imam. "Pendekatan Scientific Learning Dalam Meningkatkan Prestasi Belajar Siswa." *Jurnal Pedagogik* 04, no. 01 (2017): 1–13.

Hasanah, Zuriatun dan Ahmad Shofiyul Himami. "Model Pembelajaran Kooperatif Dalam Menumbuhkan Keaktifan Belajar Siswa." *Irsyadunia, Jurnal Studi Kemahasiswaan* 1, no. 1 (2021): 1–13.

Majid, Dhea Abdul. "Pembelajaran Pendidikan Agama Islam (PAI) Di Sekolah Berbasis Blended Learing." *Al-Tarbawi Al-Haditsah:Jurnal Pendidikan Islam* 4, no. 1 (2019): 178–97.

Maskur Dwiputro, Retna, Hasbi Indra, and A. Rahmat Rosyadi. "Model Pembelajaran Blended Learning Pada Mata Pelajaran Pendidikan Agama Islam." *Rayah Al-Islam* 5, no. 02 (2021): 247–63. https://doi.org/10.37274/rais.v5i02.451.

Maulana, Ichwan dan Leonard. "Pendekatan Konstruktivisme Dengan Strategi Pembelajaran Tugas Dan Paksa," 2018, 404–16. https://proceeding.unindra.ac.id/index.php/ dispanas2018/article/view/62.

Rahmawan, Aditya Zulmi, and Zaenuriyah EffendI. "Implementasi Society 5.0 Dalam Kebijakan Dan Strategi Pendidikan Pada Pandemi Covid-19." *STRATEGY : Jurnal Inovasi Strategi Dan Model Pembelajaran* 2, no. 1 (2022): 34–43. https://doi. org/10.51878/strategi.v2i1.861.

Samrin. "Pendidikan Agama Islam Dalam Sistem Pendidikan Nasional Di Indonesia." *Jurnal Ta'dib* 8, no. 1 (2015): 102–16.

Sulaiman, Moh, M Djaswidi Al Hamdani, and Abdul Azis. "Emotional Spiritual Quotient (ESQ) Dalam Pembelajaran Pendidikan Agama Islam Kurikulum 2013." *Jurnal Penelitian Islam* 6, no. 1 (2018).

Yusrul, Evik, Miftah, Muhammad., (2023), Contestation, Acculturation Of Nation's Culture Of Islamic Education In Indonesian Schools Den-Haag Netherlands, Islamic Review: Jurnal Riset dan Kajian Keislaman, 12. 2.

Yusrul, Evik, Miftah, Muhammad., (2023), Akulturasi Islam Dan Budaya Lokal Dalam Tradisi Prasah Sebagai Mahar Perkawinan , Prosiding The 3nd Annual Conference on Islamic Religious Education ISSN:2722-9165

Widiara, Ketut. "Blended Learning Sebagai Alternatif Pembelajaran Di Era Digital." *Purwadita* Vol.2 No.2 (2018): 50–56.