Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan
Vol. 27, No. 2, December 2024, pp. 413-433
ISSN: 1979-3472 (Print) 2580-5223 (Online)
Doi: https://doi.org/10.24252/lp.2024v27n2i9

Madrasah Tsanawiyah Teachers' Perceptions of Blended Learning Implementation within Islamic Educational Institutions

Subari Yanto[1*], Arbain[2], Sakri Abdullah[3]
[1]Makassar State University
[2]Balai Pendidikan dan Pelatihan Keagamaan Makassar
[3]Malaysian Institute of Translation & Books
Email: sbyunm@gmail.com[1*], widyaiswara.arbain@gmail.com[2], sakri@itbm.com.my[3]

Received September 05, 2024; Revised December 27, 2024; Accepted December 29, 2024
Available Online: December 31, 2024

Abstract:

Although the concept of blended learning is widely recognized, many teachers, particularly those at Madrasah Tsanawiyah (MTs), remain unfamiliar with its principles and methods of implementation. In response, the Ministry of Religious Affairs of the Republic of Indonesia, through the Education and Training Agency in Makassar, organized training for MTs teachers on blended learning. This study aimed to examine the perceptions of Madrasah Tsanawiyah teachers regarding the use of blended learning in Civic and Environmental Education. Adopting a descriptive quantitative approach, the study involved a population of 120 teachers, participants in the training, which was divided into five different classes. Using purposive sampling, a sample of 29 teachers was selected, focusing on those teaching Civic Education. Data was collected through a questionnaire and analyzed descriptively, with results categorized into five groups. The findings revealed that teachers' perceptions of blended learning were generally positive, with a mean score of 3.6, categorized as "good." The perceived quality of IT facilities in the training received an average score of 3.90, also categorized as "good." Teachers' perceptions of peer activities during the training averaged 4.3, indicating a "good" rating. Perceptions of the role of resource persons and training organizers were even more favorable, with both receiving an average score of 4.6, categorized as "very good." These results are expected to provide valuable insights for the implementation of future training programs that utilize blended learning, particularly within Islamic educational settings.

Abstrak:

Meskipun konsep pembelajaran blended learning telah dikenal luas, banyak guru, khususnya guru Madrasah Tsanawiyah (MTs), yang masih belum memahami prinsip dan cara penerapannya. Sebagai respons terhadap hal ini, Kementerian Agama Republik Indonesia melalui Badan Pengembangan dan Pendidikan Kementerian Agama di Makassar menyelenggarakan pelatihan bagi guru MTs mengenai blended learning. Penelitian ini bertujuan untuk mengkaji persepsi guru Madrasah Tsanawiyah terhadap penggunaan metode blended learning dalam Pendidikan Kewarganegaraan dan Lingkungan Hidup. Dengan menggunakan pendekatan deskriptif kuantitatif, populasi penelitian ini terdiri dari 120 guru peserta pelatihan yang dibagi dalam lima kelas berbeda. Menggunakan teknik purposive sampling, sampel penelitian sebanyak 29 guru dipilih, yang berfokus pada guru Pendidikan Kewarganegaraan. Data dikumpulkan melalui kuesioner dan dianalisis secara deskriptif, dengan hasil yang dikategorikan ke dalam lima kelompok. Temuan menunjukkan bahwa persepsi guru terhadap blended learning secara keseluruhan positif, dengan rata-rata skor 3,6, yang termasuk dalam kategori "baik." Persepsi terhadap kualitas fasilitas TI dalam

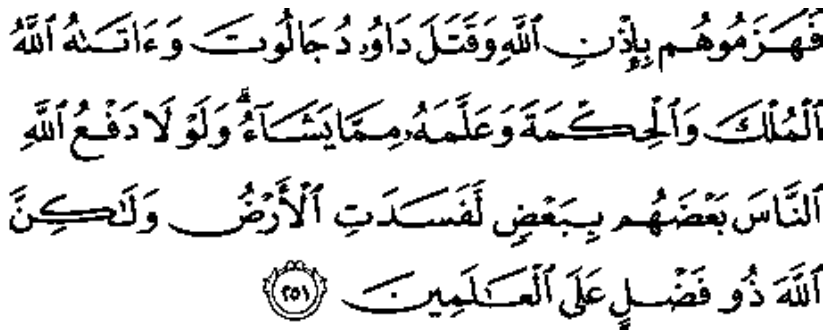
pelatihan berbasis blended learning memperoleh rata-rata skor 3,90, yang juga termasuk dalam kategori "baik." Persepsi guru terhadap kegiatan teman sejawat selama pelatihan memperoleh rata-rata skor 4,3, yang masuk dalam kategori "baik." Persepsi terhadap peran narasumber dan penyelenggara pelatihan sangat positif, dengan keduanya memperoleh rata-rata skor 4,6, yang termasuk dalam kategori "sangat baik." Hasil penelitian ini diharapkan dapat memberikan wawasan yang berharga untuk implementasi program pelatihan di masa depan yang menggunakan metode blended learning, khususnya di lembaga pendidikan Islam.

Keywords:
Madrasah Tsanawiyah Teacher, Hybrid Method (Blanded Learning)

How to Cite: Yanto, S., Arbain, & Abdullah, S. (2024). Madrasah Tsanawiyah teachers' perceptions of blended learning implementation within Islamic education institutions. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan,* 27(2), 413-433. https://doi.org/10.24252/lp.2024v27n2i9.

Introduction

Madrasah, which refers to Islamic schools, plays a crucial role in both religious education and the broader societal development of Muslim communities. These institutions bear significant responsibility for advancing the progress and honor of Muslims, as noted by Mahsusi, Hudaa, Fahmi, Kusen, Haryanti, & Wajdi (2024). It is, therefore, not surprising that society expects madrasa teachers to embody higher moral and religious standards compared to general educators. At the madrasa level, teachers are expected to serve as role models and actively contribute to the religious development of their students. The term *mu'allim*, derived from the Arabic root *'alama*, meaning "to teach," refers to a person who imparts knowledge. *Al-ta'lim* as the process of transmitting knowledge to the soul of an individual (Zuhri, 2017; Deighton-Mohammed, 2024). This concept is aligned with the teachings of the Qur'an, specifically in Surah Al-Baqarah (2:251), which states:



"As (We have completed Our favors upon you), We sent you a Messenger among you who recited to you Our verses, and We purified you, and taught you what you did not know."

This verse underscores the nobility and obedience of the *mu'allim* as an essential figure in the madrasa education system, responsible for cultivating a character-driven education. Without the proper recognition of the *mu'allim*'s role, no matter how advanced the program or how deeply character development is instilled, the values may remain superficial or temporary in students' hearts (Zuhri, 2017).

In addition to the formation of character based on Islamic values, madrasah teachers also have the important task of instilling Pancasila values in their students. Pancasila, Indonesia's national ideology, serves as a foundation for building a generation that is not only intellectually competent but also morally grounded in the nation's core values (Dimyati, Nashir, Elviandri, Absori, Wardiono, Budiono, 2021). The role of teachers in delivering Pancasila and Citizenship Education is particularly critical in Madrasah, where religious teachings are strongly emphasized (Safitri, 2020; Kosim, Muqoddam, Mubarok, & Laila, 2023; Zein, Iskandar, Moenada, & Thahir, 2023). Pancasila education in madrasahs is a vital component in shaping students' characters and guiding them to be responsible citizens.

However, Civics teachers in madrasahs face significant challenges in executing their duties. One major obstacle is the recent curriculum changes, particularly the introduction of the Merdeka Curriculum. These changes have created a heavy burden for Civics teachers, who often struggle to implement the new curriculum effectively. The transition to the Merdeka Curriculum has not been without difficulties, as educators encounter various obstacles in its application (Darmayasa, 2018). The core issue lies in the unclear understanding and lack of preparedness among teachers, which hinders the smooth implementation of this more flexible and open curriculum (Amiruddin, Baharuddin, Takbir, & Setialaksana, 2023; Umar, Ockta, & Mardesia, 2023; Wasehudin, Rohman, Wajdi, & Marwan, 2023; Rohmah, Hamamah, Junining, Ilma, & Rochastuti, 2024). These challenges highlight the importance of providing adequate training and support to teachers as they navigate the complexities of curriculum reform.

According to Salim (2022), the National Coordinator of the Association for Education and Teachers (P2G) and Deputy Chairperson of the Indonesian Civics Teachers Association (AGPPKnI), the Merdeka Curriculum introduces two key improvements related to Pancasila. First, it strengthens the Pancasila student profile through a project-based learning scheme that spans all subjects, emphasizing collaboration, context, and specific time allocation, as well as integrating it into report cards. Pancasila is positioned as a guiding principle for both education and curriculum development. Second, the curriculum focuses on essential material to develop students' competencies. Unlike the more complex Civics curriculum, the subject matter of Pancasila is simplified and integrates competencies in a more straightforward manner. Based on this, the researcher suggests that the simplification of Pancasila content may explain the reduction in study time for Civics in the Merdeka Curriculum, which is now limited to 2 credits per semester, down from the previous 3 credits. The structure and content of the curriculum are outlined in KMA No.

450 (2024) for Madrasah Tsanawiyah (MTs), with subject allocations for each grade as shown in the following table:

Table 1. MTs Curriculum Structure according to KMA 450 Year 2024

Subjects	Time allocation		
	VII	VIII	IX
Group A			
1. Islamic Religious Education			
a. Qur'an Hadith	2	2	2
b. Akidah Akhlak	2	2	2
c. Jurisprudence	2	2	2
d. History of Islamic Culture	2	2	2
2. Pancasila and Citizenship Education	2*	2*	2*
3. Indonesian Language	5*	5*	5*
4. Arabic	3	3	3
5. Maths	5	5	6
6. Natural Science	5	5	6
7. Social Science	3	3	3
8. English	4	4	5
Group B			
1. Cultural Arts	1*	1*	1*
2. Physical Education, Sport, and Health	2*	2*	2*
3. Workshop	1	1	1
4. Personal Development & Guidance Counselling	1	1	1
5. Tahfidz	2	2	1
6. Calligraphy/Chot	1	1	1
Total Time Allocation Per Week	43	43	44

As shown in the curriculum structure, certain subjects, including Civics, have seen shifts in the number of teaching or face-to-face hours. This reduction in Civics class time, as part of the Merdeka Curriculum, poses a significant challenge for Civics teachers in madrasahs, as they now have fewer hours to address the low learning performance of students in this subject. Despite the overall annual total of instructional hours remaining the same between the 2013 and Merdeka Curricula, much of the teaching time in the latter is redirected towards project-based learning—36 hours per year. This raises the question of whether shifting to project-based learning can effectively address the learning gaps in Civics education. Moreover, there is the concern about teachers' willingness and readiness to implement this shift as a solution to students' low learning achievements. To overcome these challenges, researchers believe that a solution is needed to minimize the obstacles Civics teachers face. One potential solution is the implementation of a blended learning model, which combines the benefits of both online (e-learning) and face-to-face (conventional) learning methods (Minadzi & Segbenya, 2024; Bruijn-Smolders & Prinsen, 2024; Geng & Su, 2025; Zhang, Huang, Wu, Kan, & Zhu, 2025). The blended learning approach allows for varied, engaging, and meaningful learning activities that can enhance the learning experience, while also providing flexibility in terms of time and location. This model is especially relevant in the current digital era, where it can serve as a key element of

social interaction and continuous learning. Blended learning could help alleviate the burden of reduced teaching hours in Civics by enabling teachers to deliver material online when face-to-face time is limited (Diansari, 2022). Research by Widiara (2018) suggests that blended learning can serve as an alternative when face-to-face learning is insufficient, offering a substitute for traditional lecture methods. By Widiara incorporating blended learning, Civics teachers can address the time constraints and improve students' learning outcomes in this subject.

Despite the growing awareness of the term "blended learning," many teachers, particularly those in madrasahs, still struggle to understand what it entails, how to effectively implement it in their classrooms, and why it is rarely used (Hidayat, Bonok, Asmara, Arafat, 2022). Although blended learning integrates online and face-to-face teaching, not all educators have the necessary skills to apply it effectively and efficiently (Karsiyem, 2023). This learning model is relatively new, and as such, there is a range of opinions and varying levels of understanding among teachers, especially those in Islamic schools (Zaharra & Wagino, 2021). Therefore, it is essential to examine teachers' perceptions of the blended learning model. Perception is defined as the process through which individuals select, organize, and interpret information to form a meaningful understanding of the world around them (Kotler, 2009). According to Allport (in Walgito, 2023), perception consists of three components: (1) the cognitive component, which relates to how individuals perceive objects, (2) the affective component, which concerns the feelings of pleasure or displeasure towards these objects, and (3) the conative component, which reflects the tendency to act or behave in certain ways toward the object of attitude.

Several previous studies have explored perceptions of blended learning, such as: 1) Anggun Martina, Arono, & Arifin (2021), who researched the perceptions of Indonesian language teachers toward blended learning. Their study found that internet connectivity and student distractions were significant barriers. 2) Sumarna (2023) conducted research on the perceptions of both teachers and students regarding the effectiveness of blended learning. This study highlighted that teachers faced challenges in monitoring students' learning activities conducted online at home. 3) Ghofur & Aulia Rachma (2021) investigated teacher perceptions of learning using digital classrooms. Their findings suggested that digitally-based learning is flexible, enabling students to learn outside school hours. A review of these studies indicates a common recommendation: teachers should continually update their skills and broaden their knowledge through training to improve their understanding of blended learning. However, none of the existing studies have specifically addressed the perceptions of Civics teachers in madrasahs regarding blended learning. Therefore, there is a need for new research to fill this gap.

In response to this need, the researchers, in collaboration with the Indonesian Ministry of Religious Affairs through the Makassar Ministry of Religious Education and Training Agency, conducted blended learning training for MTs teachers. This training aimed to: 1) facilitate madrasah teachers' understanding of curriculum changes in Civics subjects, 2) enhance teachers' ability to use technology, and 3) implement blended learning

methods, which align with the Merdeka Curriculum. After the training, the researchers distributed questionnaires to assess the perceptions of madrasah teachers regarding the blended learning approach used during the training. Based on the objectives of the training, the researchers set the following study goals: 1) to explore the perceptions of madrasah teachers, particularly Civics teachers, toward the blended learning model, 2) to assess teachers' perceptions of the quality of IT facilities used in Civics PLH training with blended learning, 3) to evaluate teachers' perceptions of peer activities during the training, 4) to assess the role of resource persons during the training, and 5) to analyze the perceptions of MTs Civics and Environmental Education (EE) teachers who participated in the training.

Research Method

This research was descriptive and quantitative in nature. Data collection was carried out by distributing questionnaires to respondents in order to assess teachers' perceptions of blended learning in Civics and Environmental Education (EE). The questionnaires aimed to gather information on several key aspects: a) Madrasah teachers' perceptions of the blended learning method, which included indicators such as: 1) network quality, 2) image display quality, 3) sound quality, 4) material quality, and 5) network interference; b) respondents' perceptions of participants' and/or peers' activities during the blended learning sessions, with indicators including: 1) attendance, 2) discussion activity, 3) group task activity, 4) individual task activity, and 5) Zoom activity; c) respondents' perceptions of the role of resource persons or facilitators in the blended learning sessions, with indicators including: 1) punctuality, 2) delivery of materials, 3) participants' response, 4) tasks and motivation, and 5) appearance; and d) respondents' perceptions of training organizers, which included indicators such as: 1) attendance, 2) service, 3) direction, 4) punctuality, and 5) discipline. In addition, a separate questionnaire was given to a material expert to obtain data on the alignment of the statements with the indicators and research objectives. The questionnaires, validated by instrument experts, contained five open-ended questions regarding the appropriateness of the statements to the indicators. Expert answers that matched the statement items indicated that the items were valid, while those that did not match the answers were considered invalid. These mismatched items were used as a reference to improve the questionnaire. Based on the expert review, it was determined that all statement items were relevant to the indicators.

The study population consisted of 120 participants, who were enrolled in an education and training program, divided into five classes with different programs. The researchers used purposive sampling for this study. The sample consisted of 29 participants, selected from one class of Madrasah Civics teachers. The research instrument was a questionnaire, which is a tool used to measure natural and social phenomena (Husada, Taufina, & Zikri, 2020). In this study, the instrument was a written questionnaire, administered directly to the respondents. Once all the data were collected, descriptive data analysis was performed. The Likert scale was used as the measurement instrument, which

is commonly employed to measure attitudes, opinions, and perceptions (Sugiyono, 2017). The Likert scale used in this study was as follows: Scale 1 = strongly disagree (STS), Scale 2 = disagree (TS), Scale 3 = neutral/undecided (N), Scale 4 = agree (S), and Scale 5 = strongly agree (SS). Then, the questionnaire data were tabulated and analyzed using percentage analysis. The results were then presented in a frequency table, along with a narrative interpretation regarding the perceptions of Civics teachers in madrasahs towards blended learning and their perceptions of EE training using the blended learning method. To calculate the relative frequency percentage, the following formula was used (Sudijono, 2015):

$$P = \frac{F}{N} \times 100\%$$

Where:
P = Percentage sought (Relative Frequency)
F = Frequency
N = Number of Respondents

Furthermore, to determine the average score for each response, the following formula was applied:

$$\mathrm{M} = \frac{\sum \mathrm{fx}}{\mathrm{N}}$$

Description
M = Average score sought
$\sum$ fx = Sum of all scores
N = Number of respondents

Finally, to categorize the research results, the data were interpreted using the conversion criteria set by Arikunto (2013), which divided scores into five categories, as shown in the table below:

Table 2. Boundary Criteria Scores Used

No.	Score	Category
1	4,6 - 5,0	Very good (SB)
2	3,6 - 4,5	Good (B)
3	2,6 - 3,5	Good enough (CB)
4	1,6 - 2,5	Not good enough(KB)
5	0,6 - 1,5	Not good (TB)

Results And Discussion

Results

Analysis of Madrasah Teachers' Perceptions of the Blended Lerning Method

The statistical analysis of madrasah teachers' perceptions regarding the blended learning method is presented in the following table based on the scores obtained from the respondents.

Table 3. Statistical Data of Madrasah Teachers' Perceptions of the Blended Learning Method

Statistics	Statistical Value
Average	3,59
Standard Deviation	6,828
Minimum Score	32
Maximum Score	41
Ideal Score	50

As depicted in Table 3, the highest score recorded by the 29 training participants was 41, while the lowest was 32, with the ideal score being 50. The mean score for the respondents' perceptions of the blended learning method was 3.59, which categorizes their perceptions as "good."

Table 4. Frequency Distribution and Percentage of Madrasah Teachers' Perceptions of the Blended Learning Method

No.	Score Range	Frequency	Percentage	Category
1	4,6 - 5,0	0	0%	Very good (SB)
2	3,6 - 4,5	19	65%	Good (B)
3	2,6 - 3,5	10	35%	Good Enough (CB)
4	1,6 - 2,5	0	0%	Not Good Enough (KB)
5	0,6 – 1,5	0	0%	Not Good (TB)
Total		29	100%	

As shown in Table 4, the majority of respondents (65%) rated their perceptions as "Good," while 35% rated them as "Good Enough." None of the participants rated their perceptions as "Very Good," "Not Good Enough," or "Not Good." The following bar chart visually represents these results.

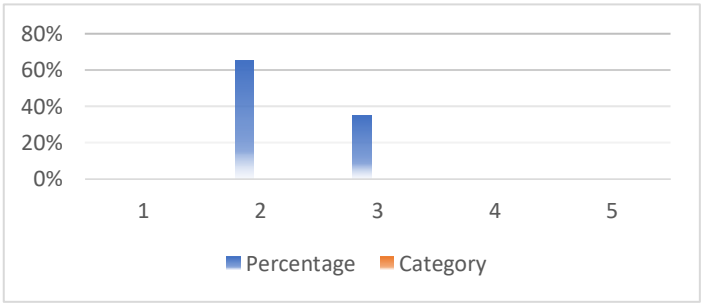


Figure 1. Bar Diagram of the Percentage of Perceptions of Training Participants

Analysis of Madrasah Teachers' Perceptions of the Hybrid (Blended Learning) Method: Comparison between Face-to-Face (PTM) and Online (Virtual) Learning

The analysis of the data collected through the questionnaire reveals several noteworthy insights regarding the perceptions of madrasah teachers on the use of hybrid (blended learning) methods, specifically comparing face-to-face (PTM) and online (virtual) learning. These findings are presented in the table below.

Respondents' Perceptions of IT Facilities and Infrastructure in the Hybrid Learning Method for Civics Education

Table 5. Respondents' Perceptions of the Quality of IT Facilities in PKN-PLH Training Using the Hybrid (Blended Learning) Method (N = 29)

No.	Training Participants	Perception										
		SS	F (%)	S	F (%)	N	F (%)	KS	F (%)	SKS	F (%)	Rata-Rata
1.	Quality of internet network in PBM using the hybrid method (blended learning) – Easy access and stability	15	51,7	12	41,3	2	6,8	0	0	0	0	4.4
2.	Quality of image and photo display – Clear visibility	10	34,5	19	65,5	0	0	0	0	0	0	4.3
3.	Sound quality – Clear audibility	7	24,1	19	65,5	3	10,3	0	0	0	0	3.8
4.	Quality of teaching material display (PPT, Video, Photos) – Clear and audible	8	27,5	21	72,4	0	0	0	0	0	0	4.3
5.	Presence of network issues – Noise and unstable connection	3	10,3	16	55,2	3	10,3	4	13,7	3	10,3	2.7
		Average										3,90

Based on the data presented in the table above, several key observations can be made regarding respondents' perceptions of the hybrid (blended learning) method used during the training activities. The majority of respondents perceived the internet network as stable and easily accessible, with 41.3% agreeing and 51.7% strongly agreeing that the connection was reliable. Additionally, 6.8% of respondents were neutral or undecided. These results suggest that the Zoom Cloud platform, used as the primary medium for interaction during the PKN and EE training sessions, provided a relatively stable connection, even across long distances. The participants in this training came from various regions, including West Sulawesi and Southeast Sulawesi, with the farthest distance being 1,041.1 km from North Konawe. In terms of the quality of image and photo display, respondents generally viewed it positively, with 65.5% agreeing and 34.5% strongly agreeing that the visuals were clear and of good quality. Regarding audio quality, 65.5% of respondents agreed, and 24.1% strongly agreed that the sound was clear. However, 10.3%

of respondents remained neutral, indicating some variability in perceptions of audio quality. Regarding the display of teaching materials—such as PowerPoint presentations, videos, photos, and animations—72.4% of respondents agreed, and 27.5% strongly agreed that the materials were displayed without interference, suggesting that these resources were effectively delivered. Despite the generally positive feedback, some respondents reported issues with network interference, including audio distortion, fluctuating intonation, unclear visuals, and interruptions in the video and audio streams. Specifically, 10.3% of respondents strongly agreed, and 55.2% agreed that such disturbances occurred. A smaller portion of respondents, 3.4%, were neutral, while 3.7% disagreed, indicating poor quality, and 3.4% strongly disagreed, indicating very poor quality. These disruptions were still experienced by some respondents, despite the geographical diversity of the participants, who were not only from South Sulawesi but also from Southeast Sulawesi and West Sulawesi.

Respondents' Perceptions of Participant and Peer Activities in PBM Using Hybrid Methods (Blended Learning)

Table 6 presents the respondents' perceptions of peer activities during the hybrid (blended learning) training. The data reflect the extent to which participants engaged with and contributed to the learning process.

Table 6. Respondents' perception of peer activities (N=29)

No	Indikators	Perception										
		SS	**f**	**S**	**F**	**N**	**f**	**TS**	**f**	**STS**	**F**	***Average***
1.	In participating in training activities, participants are always present on time	10	34,5	19	65,5	0	0	0	0	0	0	4.3
2.	In the group discussion sessions, the activities run smoothly and orderly	9	31,1	20	68,9	0	0	0	0	0	0	4.3
3.	All participants are active in complete group tasks	10	34,5	18	62,0	1	3,4	0	0	0	0	4.2
4.	Every participants is active in completing tasks individual	10	34,5	19	65,5	0	0	0	0	0	0	4.3
5.	Participants always attend and respond promptly to the narrators' greetings	15	51,7	14	48,3	0	0	0	0	0	0	4.5
	Average											4,3

Successful implementation of e-learning requires several prerequisites, including high motivation and discipline from trainees, as well as the ability to learn independently. Moreover, the lack of direct supervision from instructors or academic staff can impact both the accountability and engagement of participants in the learning process. Based on the data above, it can be observed that during the training, respondents assessed their peers as being highly engaged in the various aspects of the blended learning activities. Regarding punctuality, the majority of respondents (65.5%) agreed, and 34.5% strongly agreed, that participants were consistently on time. Similarly, in the context of group discussions, 68.9% agreed, and 31.1% strongly agreed that the sessions ran smoothly and orderly, suggesting that participants were highly engaged in these collaborative activities, despite the online format. In terms of group tasks, most respondents (95.5%) indicated that participants actively contributed, with 34.5% strongly agreeing and 62.0% agreeing that all members participated in completing the group tasks. Only 3.4% were neutral. This high level of involvement demonstrates strong collaboration among participants during group activities. For individual tasks, all participants showed active engagement, as evidenced by 34.5% who strongly agreed and 65.5% who agreed that they completed their independent assignments. This indicates that participants were equally diligent in managing their individual responsibilities. Finally, the importance of participant presence and responsiveness during virtual sessions is highlighted by the positive feedback regarding interactions with the instructors. The majority of respondents (51.7%) strongly agreed, and 48.3% agreed, that participants consistently attended the sessions and responded quickly to the instructors' greetings or inquiries. This responsiveness is crucial in maintaining active engagement in virtual training environments. In conclusion, the data indicate a high level of engagement and active participation among the training participants, both in terms of individual and group tasks, as well as their responsiveness during the virtual sessions. These findings suggest that the hybrid learning method was effective in fostering a productive and interactive learning environment..

Respondents' Perception of the Role of Resource Persons or Presenters in PBM Using Hybrid Methods (Blended Learning)

Table 7 provides an overview of respondents' perceptions regarding the role of resource persons or presenters during the training sessions.

Table 7. Respondents' perception of the role of resource persons during training (N=29)

No.	Indicators	Perception (N/%)										
		SS	f	S	F	N	f	TS	f	STS	f	Average
1.	Always arrive on time to start PBM	21	72,4	8	27,6	0	0	0	0	0	0	4.7
2.	Techniques for delivering material are in accordance with MBL	21	72,4	8	27,6	0	0	0	0	0	0	4.7
3.	Always respond well to participants'	18	62,1	11	37,9	0	0	0	0	0	0	4.6

	questions											
4.	Provides assignments and motivation to participants	16	55,2	13	44,8	0	0	0	0	0	0	4.6
5.	Appearance and attire are in accordance with social ethics (neat and professional)	17	58,6	12	41,4	0	0	0	0	0	0	4.6
	Average											4,6

The success of any training program is significantly influenced by the competence and effectiveness of the resource persons or presenters. In this study, the respondents provided a positive assessment of the resource persons' roles in the hybrid learning sessions. As shown in Table 7, respondents perceived the resource persons as consistently punctual, with 72.4% strongly agreeing and 27.6% agreeing that they always arrived on time to begin the training sessions. This punctuality is critical in maintaining the structure and flow of the learning process. Additionally, the resource persons were seen as effectively delivering the training material in alignment with the principles of the blended learning (MBL) method. A strong majority, 72.4%, strongly agreed, and 27.6% agreed that the presentation techniques were appropriate for the hybrid learning format. The responsiveness of the resource persons to participants' questions was also rated positively. A majority of 62.1% strongly agreed, and 37.9% agreed that the resource persons consistently responded well to inquiries from participants, demonstrating their engagement and attentiveness to learners' needs. Regarding motivation and the assignment of tasks, respondents expressed that the resource persons provided assignments and motivation that were relevant and encouraging. Of the respondents, 55.2% strongly agreed and 44.8% agreed that the presenters effectively motivated and assigned tasks that stimulated the participants' engagement in the learning process. Finally, the respondents assessed the resource persons' appearance and professional demeanor, which are important aspects of creating a respectful and engaging learning environment. A majority of 58.6% strongly agreed and 41.4% agreed that the resource persons maintained a professional appearance and adhered to social ethics in terms of dress, cleanliness, and overall presentation. Overall, the respondents rated the role of the resource persons highly, with an average score of 4.6. This indicates that the resource persons were seen as highly competent, professional, and effective in facilitating the blended learning sessions.

Respondents' Perception of the Role of Technicians, Admins/Hosts in the Blended Learning Method

Table 8 presents respondents' perceptions regarding the role of technicians, administrators, and hosts in the implementation of the blended learning method.

Table 8. Respondents' perceptions of training organisers (technicians, hosts, admins N=29)

No	Indicators	Perception										
		SS	F	S	F	N	f	TS	f	STS	f	Average
1.	Always actively attend the room	13	44,2	17	58,6	0	0	0	0	0	0	4.6
2.	Provide service to participants if they face obstacles	17	58,6	12	41,4	0	0	0	0	0	0	4.6
3.	Always direct participants who experience network constraints during PBM	17	58,6	12	41,4	0	0	0	0	0	0	4.6
4.	Always remind participants and resource persons of the time at the start and end of PBM	16	55,8	13	44,2	0	0	0	0	0	0	4.6
5.	Remind participants and resource persons to fill out attendance, biodata, and tasks	19	65,5	10	34, 5	0	0	0	0	0	0	4.7
	Average											4,6

The findings presented in Table 8 highlight the essential role of technicians, hosts, and administrators in the successful implementation of blended learning (PBM) during the PKN-PLH training. According to the respondents, these support personnel demonstrated high levels of engagement and responsibility throughout the training process. Firstly, the technicians, hosts, and administrators were consistently present in the room during the sessions. A significant majority of respondents (44.2%) strongly agreed, and 58.6% agreed that the support staff were always actively engaged during the training sessions, ensuring the smooth operation of the learning environment. Regarding technical support, the ability of the technicians and administrators to assist participants when facing internet or network issues was highly rated. A total of 58.6% strongly agreed, and 41.4% agreed that these staff members promptly addressed technical difficulties, ensuring uninterrupted participation in the sessions. Furthermore, these personnel were perceived as highly responsive when assisting resource persons who encountered network issues during the PBM. Again, 58.6% of respondents strongly agreed, and 41.4% agreed that the technicians and administrators were proactive in addressing such challenges. Another crucial role played by the technicians and administrators was time management. Respondents noted that they consistently reminded both participants and resource persons about the time, ensuring that each session started and ended on schedule. A majority of 55.8% strongly agreed, and 44.2% agreed that these reminders were effective in maintaining punctuality and structure throughout the training. Finally, the technicians and administrators were responsible for reminding participants and resource persons to complete and submit essential documentation, including attendance, biodata, and tasks. This aspect of their role was evaluated very positively, with 65.5% strongly agreeing and 34.5% agreeing that the

support staff diligently reminded everyone to fulfill these administrative requirements. Overall, the respondents gave high marks to the role of technicians, hosts, and administrators, with an average score of 4.6. This suggests that the support staff were crucial in ensuring the smooth operation of the blended learning sessions and maintaining an organized and effective learning environment.

Discussion

Madrasah Teachers' Perception of Blended Learning

Since the implementation of the Merdeka curriculum, the use of blended learning has emerged as a solution to the reduced number of face-to-face hours in Civics education. Blended learning is considered an effective approach because it not only involves online activities but also complements and reinforces content that students may not fully understand during in-person classes. According to Badrus (2021), this method enhances the appeal of face-to-face learning and is well-suited for the 21st century, especially as it aligns with the growing sophistication of technology. Research findings regarding teachers' perceptions of blended learning are divided into three components: cognitive, conative, and affective. The cognitive component, which pertains to teacher knowledge, received an average score of 3.574, indicating that teachers are proficient in implementing blended learning, using technology effectively in their lessons, and utilizing online class chats to support student learning. These results align with the findings of Barfi, Arkorful, Appiah, Agyapong, & Acheampong (2023), who reported that teachers have a positive perception of blended learning, demonstrating familiarity with its concept and application.

In the conative component, which assesses teachers' tendency to act or behave, an average score of 3.30 was recorded. This suggests that while teachers assign tasks during blended learning, distribute E-modules or E-LKPD for online learning, and require students to upload assignments on digital platforms, there is still room for improvement. Specifically, the preparation and in-class activities required for optimal blended learning implementation are not yet fully realized. To enhance blended learning, teachers should better prepare materials such as E-modules, E-LKPD, videos, and PowerPoint presentations for both online and offline sessions. Bruggeman, Tondeur Struyven, Pynoo, Garone, & Vanslambrouck (2021) highlight that teachers should be well-prepared with tools like computers and teaching materials when conducting online learning. In madrasahs, teachers are also expected to design learning plans and create learning media such as videos and PowerPoint presentations. Blended learning provides students with greater flexibility, as content prepared by the teacher can be accessed anytime and anywhere (Challco, Silva, Gonçalves, Levino, Bittencourt, Kaczam, Oliveira, Martins, Filho, Araújo, Bittencourt, & Paiva, 2024). Lastly, the affective component, which relates to teachers' emotional responses, received an average score of 3.4, indicating that many teachers are happy to use blended learning. Teachers provide opportunities for students to ask questions, allocate time proportionally between face-to-face and online learning, and consider blended learning an effective method for supporting student competency development. However,

while teachers are generally positive about blended learning, the results suggest that many have yet to fully optimize the balance between online and offline learning sessions.

Teachers' Perceptions of the Quality of IT Facilities in Civic-Environmental Education Using Blended Learning Methods

The quality of IT facilities plays a crucial role in measuring the success of training activities that employ blended learning methods. In practice, it is widely recognized that online learning has several limitations that are difficult to minimize, such as technical challenges related to internet access and hardware malfunctions. These challenges align with the study by Sareen & Mandal (2024) who notes that blended learning is constrained by factors such as limited internet access, either due to data quotas or unstable network connections. One of the most common issues faced by teachers is the difficulty in collecting assignments from students after the deadline, often hoping that late submissions will still be accepted due to technical difficulties. This problem is particularly evident in areas with poor internet infrastructure, where network connectivity issues hinder timely submission of work (Truss & Anderson, 2023).

Respondents' Perceptions of Peers' Activities in Relation to Blended Learning Training

A successful e-learning application requires several key prerequisites, one of the most important being a high level of motivation and discipline among training participants, as these are essential for effective independent learning. One of the limitations of the blended learning method is that the reduced direct interaction with instructors and peers can lead to feelings of disengagement or boredom. As such, it is crucial for teachers, as training participants, to follow instructions independently and maintain discipline throughout the training process. This ability to self-manage and stay motivated is vital for ensuring the effectiveness of blended learning in educational settings.

Respondents' Perceptions of the Role of Resource Persons During Training

The success of training activities is also heavily dependent on the role of resource persons or facilitators, particularly those who are experts and competent in the fields of citizenship and environmental education (EE). One of the most critical aspects of implementing online or virtual training is ensuring the active presence of participants in the training environment—whether physically in a room or virtually on-screen. Experienced resource persons typically engage participants by greeting them, posing questions, and waiting for responses, thereby fostering interaction and engagement. Respondents strongly agreed that participants were responsive to facilitators' greetings and questions, which highlights the importance of an interactive and engaging facilitator presence in the success of online training activities.

Madrasah Teachers' Perceptions of the Implementation of Training with Blended Learning Methods

The success of the Civics education and training program is influenced by several factors. One of the most important is the quality of the learning support facilities and

infrastructure. This includes reliable internet access, adequate IT infrastructure for the hybrid or blended learning applications, and the digital platforms chosen, all of which should align with the geographical characteristics and professional needs of the participants. The second critical factor is the level of engagement and enthusiasm among the participants. Their activity levels can vary, ranging from highly active to passive, and this impacts the effectiveness of the training. Additionally, teamwork within study groups plays a role in facilitating learning. Another key factor is the competence of the academics, resource persons, or experts involved in the training. The presence of qualified individuals who align with the program's goals, vision, and mission is crucial to the success of the training process. Moreover, the role of technicians, administrators, and hosts is significant. These individuals ensure the smooth flow of communication between participants and resource persons, managing technical aspects to ensure that the training proceeds without disruption. Buaton (2021) further emphasizes that several other factors influence the success of teacher training programs. These include mastery of technology, which enables teachers to deliver content more effectively and interactively, as well as the integration of technology into learning to create a more engaging and relevant experience for participants. Changes in teaching behavior, such as adopting innovative methods, collaborative approaches, and providing technology-based feedback, are also important. Furthermore, collaboration between teachers plays a key role, as it helps create a network for the exchange of ideas and experiences. The use of online tools, such as Zoom, enhances this collaboration, especially in remote or isolated areas.

In the case of the 2024 MTs Teacher Training, the choice to use blended learning methods is considered particularly effective and efficient. Given the geographical spread of participants—many of whom are in remote, hard-to-reach areas, separated by oceans, mountains, or expensive transportation options—blended learning offers a practical solution. However, the success of such training programs requires experienced operators, technicians, and hosts/admins. These individuals are responsible for managing the technology that supports the training, including internet connectivity and learning media. Their expertise is vital in ensuring that any disruptions, whether caused by natural events, human error, or technical failures, do not prevent the training from running smoothly. Technicians who are well-versed in online learning platforms can select and utilize the most appropriate digital tools to ensure the program proceeds as planned, even under difficult circumstances. Their ability to troubleshoot challenges such as poor weather conditions or power outages ensures that the training can continue, even when participants are geographically dispersed. In some cases, training participants or resource persons may engage in the learning process while on the move, such as while driving or traveling. However, this is generally not recommended, as driving requires full attention and can be dangerous if distractions arise. Effective collaboration among training participants, resource persons, hosts/admins, and the proper use of educational infrastructure, such as sound systems, computer networks, internet access, and reliable digital platforms, is essential for ensuring the success of blended learning. Heriawan (2018) also notes that the effectiveness of training depends on factors like budget allocation, the competence of

instructors, and the quality of supporting facilities and infrastructure. Despite these advantages, online learning still presents some challenges that are difficult to overcome. For instance, the limited social interaction between students and teachers can hinder engagement and the development of meaningful communication, which is vital for behavior change and language development (Fahri & Qusyairi, 2019). Technical issues, such as poor internet connectivity or hardware malfunctions, also continue to be common barriers. Additionally, online learning demands high levels of self-discipline and motivation from participants to stay engaged, plan their study activities, and achieve the learning objectives. The lack of direct supervision from instructors or resource persons can reduce accountability, making it harder for participants to stay on track. These challenges must be addressed to improve the overall effectiveness of blended learning methods in teacher training.

Conclusion

Based on the analysis of the research findings, several key conclusions can be drawn regarding the perceptions of Madrasah teachers towards the implementation of training using blended learning methods. First, the perceptions of Madrasah teachers towards blended learning were generally positive, with an average score of 3.6, which categorizes their overall perception as "good." This suggests that teachers recognize the value of blended learning in enhancing their professional development, although there may still be areas for improvement to achieve higher levels of satisfaction or engagement. Second, respondents' perceptions of the quality of IT facilities in the PKN-PLH (Civics and Environmental Education) training program, which employed blended learning methods, were also positive, with an average score of 3.90, falling within the "good" category. This indicates that the technological infrastructure, including internet connectivity, digital platforms, and other IT resources, was largely deemed adequate and functional for the training. However, while the quality of these facilities was appreciated, there may still be room to further enhance the technological environment to better support the learning process, especially in remote or underserved areas. Third, respondents' perceptions of peer activities were exceptionally positive, with an average score of 4.3, which places it in the "good" category. This result suggests that the collaborative nature of the blended learning environment was well-received, and participants valued the interaction and cooperation with their peers. Peer engagement is often a critical component of blended learning, as it facilitates knowledge sharing, collaborative problem-solving, and a sense of community among participants. The positive perception of peer activities implies that the design of the training successfully fostered such interactions.

Fourth, respondents' perceptions of the role of resource persons during the training received an average score of 4.6, which categorizes it as "very good." This result indicates that the resource persons or facilitators were highly effective in their roles, likely due to their expertise in the subject matter, their ability to engage participants, and their capacity to provide meaningful guidance throughout the training process. The importance of competent and engaging facilitators cannot be overstated, as their ability to deliver content effectively and interact with participants can significantly impact the success of blended

learning programs. Similarly, respondents' perceptions of the training organizers also received an average score of 4.6, categorizing it as "very good." This high rating suggests that the organizers were highly effective in coordinating the logistical aspects of the training, such as managing communication, organizing schedules, and ensuring the smooth delivery of training materials. Effective organizational support is essential in blended learning environments, where both face-to-face and online components must be carefully coordinated to ensure a seamless learning experience. In conclusion, the findings from this study suggest that the implementation of blended learning methods in Madrasah teacher training was generally well-received across several key areas, including teachers' perceptions of the learning method, IT facilities, peer activities, the role of resource persons, and the overall organization of the training program. Given these positive outcomes, it is anticipated that the results of this study will serve as a valuable reference for the design and implementation of future training programs utilizing blended learning methods. To further enhance the effectiveness of such programs, it is recommended that attention be given to optimizing the technological infrastructure, fostering even greater peer interaction, and continuing to develop the skills of resource persons and organizers. By doing so, training programs can be better equipped to meet the evolving needs of educators and contribute to the continued professional development of Madrasah teachers.

Acknowledgments

The author would like to express sincere gratitude to the Director of the Makassar Religious Education and Training Centre and his staff for their support throughout this research. Special thanks are extended to the teachers who participated in this study for their valuable contributions and insights. The author also acknowledges the financial support provided by the Institute for Research and Community Service at Makassar State University, which made the completion of this research possible.

Ethical Statement

This research adhered to ethical standards by ensuring informed consent, confidentiality, and voluntary participation. Participants were fully informed about the study's purpose and procedures, and their responses were kept anonymous and secure. The research instruments were validated by experts to ensure clarity and cultural sensitivity, and participants were given the option to withdraw at any time without penalty. All data were used exclusively for the research purpose, and the findings were presented in aggregate form to protect participants' identities. The study followed institutional and national ethical guidelines to ensure the integrity and respect of all involved.

CRediT Authorship Contribution Statement

- **Author 1:** Conceptualization, Methodology, Investigation, Data collection, Writing-original draft.
- **Author 2:** Supervision, Review & editing, Validation.
- **Author 3:** Supervision, Review & editing, Validation.

Conflict of Interest

Authors may declare no conflict of interest.

Data Availability

The data are available upon request.

References

Amiruddin, Baharuddin, F. R., Takbir, & Setialaksana, W. (2023). May student-centered principles affect active learning and its counterpart? An empirical study of Indonesian curriculum implementation. *SAGE Open*, *13*(4). https://doi.org/10.1177/21582440231214375.

Arikunto, S. (2013). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi revisi). Rineka Cipta.

Badrus. (2021). The effect of the blended learning model on the improvement of student learning outcomes. *New Zealand Journal of Humanities, 4*(1), 108–116. https://doi.org/10.31538/nzh.v4i1.836.

Barfi, K. A., Arkorful, V., Appiah, F., Agyapong, E. M., & Acheampong, E. (2023). The impact of blended learning on students using the IBOX platform: Initial perspectives of teachers. *Heliyon*, *9*(3). https://doi.org/10.1016/j.heliyon.2023.e14297.

Bruggeman, B., Tondeur, J., Struyven, K., Pynoo, B., Garone, A., & Vanslambrouck, S. (2021). Experts speaking: Crucial teacher attributes for implementing blended learning in higher education. *The Internet and Higher Education*, *48*. https://doi.org/10.1016/j.iheduc.2020.100772.

Bruijn-Smolders, M. De, & Prinsen, F. R. (2024). Effective student engagement with blended learning: A systematic review. *Heliyon*, *10*(23). https://doi.org/10.1016/j.heliyon.2024.e39439.

Buaton, R. A., Sitepu, A., Tanjung, D. S., Katolik, U., & Thomas, S. (2021). Pengaruh model pembelajaran kooperatif tipe Group Investigation terhadap hasil belajar siswa pada pembelajaran tematik di sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan, 3*(6), 4066–4074. https://edukatif.org/edukatif/article/view/1398/pdf.

Challco, G. C., Silva, W. V. da, Gonçalves, B. S., Levino, N. de A., Bittencourt, I. M., Kaczam, F., Oliveira, E. H. T. de, Martins, F. P., Filho, W. A. de L., Araújo, R. F. de, Bittencourt, I. I., & Paiva, R. O. A. (2024). Blended learning and media centers: A bibliometric analysis. *Social Sciences & Humanities Open*, *10*. https://doi.org/10.1016/j.ssaho.2024.100919.

Darmayasa, J. B. (2018). Landasan, tantangan, dan inovasi berupa konteks ethnomathematics dalam pembelajaran matematika sekolah menengah pertama. *Jurnal Nasional Pendidikan Matematika, 2*(1), 9–23. https://doi.org/10.33603/jnpm.v2i1.709.

Deighton-Mohammed, R. (2024). A Sufi pedagogy of community-engaged self-cultivation: contemporary approaches to training, accountability, and religious abuse in Sufism. *Culture and Religion*, *24*(2), 226–246. https://doi.org/10.1080/14755610.2024.2319077.

Diansari, I. (2022). Presepsi guru tentang pembelajaran blended learning. *Journal of Instructional and Development Researches*, *2*(2), 71–78. https://doi.org/10.53621/jider.v2i2.101.

Dimyati, K., Nashir, H., Elviandri, E., Absori, A., Wardiono, K., & Budiono, A. (2021). Indonesia as a legal welfare state: A prophetic-transcendental basis. *Heliyon*, *7*(8). https://doi.org/10.1016/j.heliyon.2021.e07865.

Fahri, L., & Qusyairi, L. A. (2019). Interaksi sosial dalam proses pembelajaran. *Palapa: Jurnal Studi Keislaman Dan Ilmu Pendidikan,* *7*(1), 149–166. https://ejournal.stitpn.ac.id/index.php/palapa/article/download/194/158/.

Geng, X., & Su, Y.-S. (2025). The effects of different metacognitive patterns on students' self-regulated learning in blended learning. *Computers & Education*, *227*. https://doi.org/10.1016/j.compedu.2024.105211.

Heriawan, I. (2018). Faktor-faktor yang mempengaruhi efektifitas implementasi diklat dan hasil diklat pada badan pengembangan sumber daya manusia Provinsi Kalimantan Timur tahun 2017. *Pendas Mahakam : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, *3*(1), 20–36. https://jurnal.fkip-uwgm.ac.id/index.php/pendasmahakam/article/view/221.

Hidayat, I., Bonok, Z., Asmara, B., Arafat, M., & Sarlin, M. (2022). Penguatan kompetensi guru dalam implementasi blended learning. https://doi.org/10.56190/jat.v2i1.19.

Husada, S. P., Taufina, A., & Zikri, A. (2020). Pengembangan bahan ajar pembelajaran tematik dengan menggunakan metode visual storytelling di sekolah dasar. *Basicedu,* *4*(2), 419–425. https://doi.org/10.31004/basicedu.v4i2.373.

Kosim, M., Muqoddam, F., Mubarok, F., & Laila, N. Q. (2023). The dynamics of Islamic education policies in Indonesia. *Cogent Education*, *10*(1). https://doi.org/10.1080/2331186X.2023.2172930.

Mahsusi, Hudaa, S., Fahmi, M., Kusen, Haryanti, N. D., & Wajdi, M. B. N. (2024). Achieving excellence: The role of digital transformation in madrasah management and Islamic culture. *Cogent Arts & Humanities*, *11*(1). https://doi.org/10.1080/23311983.2024.2304407.

Martina, A., Arono, & Arifin, M. (2021). Persepsi guru bahasa Indonesia terhadap pembelajaran bauran (blended learning) pada masa pandemi Covid-19 di SMP IT Iqra' Kota Bengkulu. *Jurnal Ilmiah Korpus,* *5*(3). https://doi.org/10.33369/jik.v5i3.19274.

Minadzi, V. M., & Segbenya, M. (2024). Usefulness and challenges with blended learning during the COVID-19 pandemic in Ghana: The mediating role of human resource factors. *Computers in Human Behavior Reports*, *16*. https://doi.org/10.1016/j.chbr.2024.100468.

Rohmah, Z., Hamamah, Junining, E., Ilma, A., & Rochastuti, L. A. (2024). Schools' support in the implementation of the Emancipated Curriculum in secondary schools in Indonesia. *Cogent Education*, *11*(1). https://doi.org/10.1080/2331186X.2023.2300182.

Safitri, E. (2020). Large tradition in building tolerance: A study in Madrasah Diniyah Takmiliyah Al-Mubarok, Sleman Yogyakarta in developing inter-religious harmony. *Millah: Journal of Religious Studies*, *19*(2), 345–371. https://doi.org/10.20885/millah.vol19.iss2.art7.

Salim, S. (2022). *Implementasi kurikulum Merdeka di sekolah penggerak (evaluasi dan rekomendasi)*. RDPU Panja Kurikulum Merdeka, Komisi X DPR RI.

Sareen, S., & Mandal, S. (2024). Challenges of blended learning in higher education across global north-south: A systematic and integrative literature review. *Social Sciences & Humanities Open*, *10*. https://doi.org/10.1016/j.ssaho.2024.101011.

Sudijono, A. (2015). *Pengantar evaluasi pendidikan*. Rajawali Pers.

Truss, A., & Anderson, V. (2023). The navigational challenges of a blended learning approach to teaching in business and management. *The International Journal of Management Education*, *21*(1). https://doi.org/10.1016/j.ijme.2022.100733.

Umar, Ockta, Y., & Mardesia, P. (2023). A Correlational Study: Pedagogical and professional competence of physical education teachers in relation to the implementation of the Merdeka curriculum. *Journal of Physical Education and Sport*, *23*(12), 3325–3331. https://doi.org/10.7752/jpes.2023.12380.

Walgito, B. (2023). *Pengantar psikologi umum*. Andi Yogyakarta.

Wasehudin, Rohman, A., Wajdi, M. B. N., & Marwan. (2023). Transforming Islamic education through merdeka curriculum in pesantren. *Jurnal Pendidikan Islam*, *9*(2), 255–266. https://doi.org/10.15575/jpi.v9i2.28918.

Widiara, I. (2018). Blended learning sebagai alternatif pembelajaran di era digital. *Purwadita Jurnal Agama dan Budaya, 2*(2), 50–56. https://doi.org/10.55115/purwadita.v2i2.87.

Zaharra, A., & Wagino. (2021). Persepsi guru tentang pelaksanaan pembelajaran blended learning di tengah pandemi Covid-19. *MSI Transaction on Education*, *2*(2), 57 - 66. https://doi.org/10.46574/mted.v2i2.51.

Zein, M., Iskandar, E., Moenada, M. S., & Thahir, M. (2023). Webtoon-based online comics in measuring the Pancasila student profile at Madrasah Tsanawiyah in Riau Province. *International Journal of Evaluation and Research in Education*, *12*(4), 2073–2084. https://doi.org/10.11591/ijere.v12i4.25759.

Zhang, J., Huang, Y., Wu, F., Kan, W., & Zhu, X. (2025). Scaling up online professional development through institution-initiated blended learning programs in higher education. *The Internet and Higher Education*, *65*. https://doi.org/10.1016/j.iheduc.2024.100988.

Zuhri, S. (2017). *Menjadi guru madrasah*. Kementerian Agama RI Provinsi DKI Jakarta. https://dki.kemenag.go.id/artikel/menjadi-guru-madrasah-y87wX.