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The Implementation of Blended Learning in Akidah Akhlak Lesson during Covid-19 Pandemic in Madrasah

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Abstrak

Aqidah Akhlak merupakan salah satu cabang dari Pendidikan Agama Islam yang diharapkan dalam pembelajarannya dapat memberikan makna baik secara langsung maupun tidak langsung. *Blended Learning* merupakan pembelajaran yang menjadi alternatif dalam mengelola waktu secara efektif selain teknik konvensional yang dilaksanakan untuk mata pelajaran Akidah Akhlak di madrasah. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisa implementasi *Blended Learning* akidah akhlak pada masa Covid-19 di madrasah. Adapun penelitian ini menggunakan menggunakan metode penelitian kualitatif dengan jenis penelitian *field research* melalui pendekatan deskriptif. Pengumpulan data dilakukan dengan menggunakan teknik wawancara, observasi dan analisis dokumen. Selanjutnya, data dianalisa melalui teknik reduksi (pemilahan) data, penyajian data dan penarikan simpulan. Hasil penelitian ini menunjukkan bahwa implementasi *Blended Learning* Akidah Akhlak pada masa Covid-19 di madrasah telah benar dilaksanakan dengan baik dan sesuai, hal ini dibuktikan dengan adanya perencanaan dengan merancang tujuan program pembelajaran, menyiapkan sarana dan prasarana, penyusunan jadwal dan sosialisasi, kemudian pelaksanaan pembelajaran gabungan secara *online* dan tatap muka, serta evaluasi berupa pemeriksaan dan pengumpulan tugas harian, Ujian Tengah Semester (UTS), dan Ujian Akhir Semester (UAS) di madrasah.

Kata Kunci: Akidah Akhlak, *Blended Learning*, Covid-19.

Abstract

Aqidah Akhlak is one of the branches of Islamic Religious Education which is expected in its learning to give meaning either directly or indirectly. Blended Learning is an alternative in managing time effectively in addition to conventional techniques that are implemented for Akidah Akhlak subjects in madrasas. This study aims to describe and analyze the implementation of Blended Learning Akidah Morals during the Covid-19 period in madrasas. This research uses qualitative research methods with the type of field research through a descriptive approach. Data was collected using interview, observation, and document analysis techniques. Furthermore, the data were analyzed through data reduction (sorting) techniques, data presentation, and drawing conclusions. The results of this study indicate that the implementation of Akidah Akhlak Blended Learning during the Covid-19 period in madrasas has been properly and appropriately implemented, this is evidenced by the existence of planning by designing learning program objectives, preparing facilities and infrastructure, preparing schedules, and socialization, then implementing learning a combination of online and face-to-face, as well as evaluations in the form of examinations and collection of daily assignments, Mid-Semester Exams (UTS), and Final Semester Exams (UAS) at madrasas.

Keywords: Akidah Akhlak, *Blended Learning*, Covid-19.

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INTRODUCTION

Education is a complex activity, including various components that are closely related to one another. Education is also referred to as a universal phenomenon and will last and be carried out throughout human life, wherever humans are (Wahyudin, 2008:51). Good education is education that not only prepares all students to get a position or profession but also can solve problems faced by students in everyday life (Mufarokah, 2013:1). In education there will be a teaching and learning process, then there will be interactions between various learning components including teachers, students, goals, materials, tools, methods, strategies, and so on. Each of the existing components influences each other to achieve the goals of education, learning, and teaching (Hamalik, 2003:57).

Aqidah Akhlak is a branch of the clump of Islamic Religious Education, where Islamic Religious Education itself is a systematic and focused effort to help students live according to Islamic teachings. So, it can be understood that the educational process is a series of efforts to guide, direct the potential of human life, such as the ability to learn. So that changes can occur in the personal lives of students as individual beings and social beings as well as in relation to the surrounding environment in which they live so that they are based on appropriate Islamic values which have created sharia norms and morality to prepare humans for life. world and the hereafter (Muhaimin, 2004:310).

Meanwhile, in reality, the current state of education has limitations due to the Coronavirus Disease-19 Pandemic. The Covid-19 pandemic is an event that spreads disease caused by the SARS-CoV virus, this virus has spread to all corners of the country (Masrul, 2020:5). Various things become problems in learning, such as in carrying out Aqidah Akhlak learning, the use of learning must be adjusted to the needs and abilities of students. So that by delivering the right subject matter with the right strategy, it can fulfill the content of the value order so that it can be internalized in students, and can implement the nature of Aqidah Akhlak itself in everyday life (Zuriah, 2015:220).

Currently, we need a learning system that involves students so that they can actively develop their potential. So, to deal with this, a study has recently been developed that utilizes computer functions and several applications or their derivative products. This internet-assisted learning is called E-learning. E-learning is a type of learning activity that allows the delivery of teaching materials to students using the internet, intranet, or computer network media (Mustanil, *et.al.*, 2021). The concept of E-learning-based learning is very helpful in delivering learning material so that it is interesting and motivates students to easily understand the material presented.

The combination of face-to-face conventional learning with learning that utilizes computer functions and several applications or derivative products is Blended Learning (Sari, 2021; Maknun & Kamila, 2022). Blended learning is learning that combines various modalities of learning media, learning methods, learning theories, and teaching dimensions and combines face-to-face and online learning (Wijoyo, 2020:250; Nurhayati, *et.al.*, 2021). Blended Learning is a formal education program, where students can learn through the delivery of content and instructions online partially to students from time to time, different places, paths, speeds, and locations but in a state that is still supervised and cared for (Tambunan, 2020:79; Assingkily & Sahlan, 2021:1-11). One of the advantages and advantages of Blended Learning is that it can be an alternative to managing time effectively in addition to conventional techniques and learning to be flexible and not rigid (Widiara, 2018; Atika, *et.al.*, 2020).

MIS Islamiyah Sunggal is one of the schools that applies Blended Learning in its learning. This includes Aqidah Akhlak teachers and their students who have carried out Blended Learning learning activities during the Covid-19 pandemic. Blended Learning carried out at MAS Islamiyah Sunggal is by combining online or online learning using the main application of Madrasa E-learning and face-to-face learning. Blended Learning as a whole is for the sake of understanding the learning of students in this school.

Based on the information from Nurlaila Sipahutar, S.E., S.Pd. (Head of MIS Islamiyah Sunggal), that MIS Islamiyah Sunggal has implemented Blended Learning as existing learning, namely by combining online or online learning using the Madrasah E-learning application combined with offline or face-to-face learning. At first, the learning that was carried out was only online learning due to conditions that did not allow for face-to-face implementation, but over time it turned out that face-to-face learning could not simply be eliminated so that the school tried how to keep the learning going well and optimally, therefore it was done this mixed learning by continuing to follow the existing prokes and applicable regulations.

Observing the literature review above, it is known that learning in an educational institution is a very urgent matter, where overall Blended Learning learning is carried out in the interest of understanding learning in students who are in a school environment. In its implementation, it was found that Blended Learning at MIS Islamiyah Sunggal consisted of planning, implementation, and evaluation. For this reason, a structured and in-depth research is needed regarding this study, which is summarized in the research title, "*Implementation of Blended Learning in Aqidah Akhlak Subjects during the Covid-19 period in Madrasas*".

METHOD

Approach and Type of Research

This study describes and analyzes the implementation of Aqidah Akhlak Blended Learning during the Covid-19 period at MIS Islamiyah Sunggal. So to express the substance of this research, in-depth observations and natural settings are needed. So that this research uses qualitative research methods with the type of field research through a descriptive approach. This is because the data obtained and collected are in the form of text narratives from interviews, documentation, and observations.

So with this, researchers can describe the empirical reality behind the phenomena that appear in detail, depth, and thoroughness regarding the facts, symptoms, and events that occur in the field as they are in the context of space and time as well natural environmental situations. Based on the purpose of this study, who wanted to get an overview of the data related to the problem that the author discussed. On this basis, the role of the researcher becomes very important because the validity of the data will be submitted to the research subject, whether the data obtained and the analysis are really in line with the perception/view of the subject. Therefore, the presence of researchers as planners, implementers, data collectors, analyzers, data interpreters, and at the same time reports research results (Nasution, 1996:5; Assingkily, 2021).

Research Background

The background of the research in this study is generally carried out at MIS Islamiyah Sunggal. MIS Islamiyah Sunggal is an educational institution led by Nurlaila Sipahutar, S.E., S.Pd. who became the Head of Madrasah for MIS Islamiyah Sunggal. MIS Islamiyah Sunggal is located at Jalan Pinang Baris No. 150 Medan Sunggal. The research location was chosen because it has all the data and supporting aspects needed for the research to run well. This research will be carried out in the odd semester of the 2021 academic year, from September to November 2021.

Data and Data Sources

Data is real information or material that can be used as the basis for a study (analysis or conclusion) (Murni, 2008:41). The source of data in the study is the subject from which the data can be obtained (Arikunto, 2006:129). The data sources are people who can provide data through interviews, places that present views in the form of stillness (eg rooms, objects, etc.) and motion (eg activities, performance, teaching and learning activities, etc.), as well as a symbol (paper) that presents a sign in the form of letters, numbers or other symbols (Arikunto, 2007:107).

Based on the type of data required, in this study there are several types of data sources, namely:

1. Primary sources, namely data sources obtained from school principals, vice-principals of madrasas in the field of curriculum, aqidah moral teachers, and students who implement Blended Learning.
2. Literary sources (field literature), namely data sources used to find theoretical foundations about the problems studied using books or scientific references.
3. Field Research, which is a source of data obtained from the research field, namely looking for data by going directly to the object of research, to obtain more concrete data related to the problem under study.
4. Secondary Data, namely data sources that do not directly provide data to researchers. For example, from the information or other publications such as the history of its establishment and development, vision and mission, geographical location, organizational structure, the situation of teachers and students. Secondary data is data obtained or collected by people conducting research from existing sources (Hasan, 2002:82). This secondary data is to support and complement the primary data. The data in question can be in the form of research journals from books or references that support it.

Data collection technique

Data collection techniques are the most strategic steps in research because the main purpose of research is to obtain data (Sugiyono, 2016:104). Without knowing data collection techniques, researchers will not get data that meets the data standards set. Data collection techniques in this study are to use the technique of observation, interviews, and documentation. Observation is used to obtain information from direct experience, interviews are used to construct about people, events, and others that will be developed by the researcher, and the study of documentation in this research is carried out to study and explore various documents related to research.

Data Analysis Procedure

After all, data has been collected through existing data collection instruments, the next step is to analyze the existing data. In analyzing data, writing uses qualitative analysis methods, meaning that this research can produce descriptive data in the form of written or spoken words from individuals and observable behavior (Moleong, 1991:3). The data analysis stage in general starts from data collection, data reduction, drawing conclusions/verification (Miles & Huberman, 2007:16).

RESULTS AND DISCUSSION

Implementation of Blended Learning Aqidah Akhlak during the Covid-19 period at MIS Islamiyah Sunggal

To find out how the implementation of Aqidah Akhlak Blended Learning during the Covid-19 period at MIS Islamiyah Sunggal, the author conducted research and collected data from the conditions that existed at MIS Islamiyah Sunggal. The implementation of Blended Learning in Aqidah Akhlak subjects, especially in class VI at MIS Islamiyah Sunggal can be seen from how the planning, implementation, evaluation, impact, and supporting and inhibiting factors of Blended Learning in Aqidah Akhlak subjects by conducting interviews, observations, and documentation on MIS Islamiyah Sunggal. The researcher will present the results of the research, namely the implementation of Aqidah Akhlak Blended Learning during the Covid-19 period at MIS Islamiyah Sunggal, as follows:

1. Planning for Blended Learning Aqidah Akhlak at MIS Islamiyah Sunggal

Learning is a process of activities and activities carried out in an orderly, orderly and systematic manner following the existing rules. To realize operational learning activities, it is described in the form of learning plans which are then used as learning operational guidelines. Based on the research that the author did in the field, it can be described from the author's interviews with the head of Madrasah, deputy head of Madrasah in the field of Curriculum, Aqidah Akhlak teachers, and students who take Blended Learning lessons at MIS Islamiyah Sunggal as follows:

According to the Head of Madrasah, Nurlaila Sipahutar, SE, S.Pd., the learning planning carried out at MIS Islamiyah Sunggal is to prepare human resources, namely the teachers and students, where later the teachers will design learning designs that will be taught and then infrastructure and others. Here's an excerpt from the interview:

“Of course, after deciding what learning to use, the first thing to prepare is the human resources, namely the teachers and students, where later the teachers will design the learning designs that will be taught and then infrastructure and others”. (Results of the interview with the Head of Madrasah, Wednesday, September 1, 2021, at 09.00 A.M. - finished)

According to the deputy head of the Madrasa, Mr. Legino, S.Pd.I, the learning planning carried out at MIS Islamiyah Sunggal is to prepare lesson plans, syllabus, lesson schedules, and infrastructure. Here's an excerpt from the interview:

“For the planning itself, before carrying out a lesson, of course, there must be a learning plan such as lesson plans, syllabus, lesson schedules, infrastructure facilities are equipped and then before implementation, of course, we socialize first to parents because this is the first time this kind of learning is being held because of the pandemic period, covid-19 as well as this lesson. The goal is, of course, so that later learning and teaching activities can run well.” (Results of an interview with WKM MIS Islamiyah Sunggal, September 1, 2021, 10.00 A.M. - Done)

The interview excerpt above confirms that planning refers to the existing curriculum as well as considerations of the situation and conditions as well as the potential that exists in each school. As for what was done in the Blended Learning learning plan, the Head of Madrasah and his staff formulated more effective learning to be carried out during the Covid-19 pandemic after first seeing what problems occurred in the existing learning.

After knowing what learning will be carried out, then the activities of designing the learning program objectives are carried out, namely by making Prota, Prosem, RPP, syllabus, and teaching materials according to the existing subjects. Then prepare learning support facilities, namely various facilities and learning media that will be used with a special purpose to be able to control the learning of students. Next, arrange online and offline learning schedules during the Covid-19 pandemic. As for the latter, after the previous matter is available, the school will hold socialization for parents of students.

Before carrying out activities, the first step that needs to be done is to make a plan. The purpose of planning is to make decisions and what to do to achieve a goal. So also in a lesson, before learning is carried out, it is necessary to have some planning or preparation (Sanjaya, 2009:23).

2. Implementation of Aqidah Akhlak Blended Learning at MIS Islamiyah Sunggal

The implementation of learning is all the efforts and efforts made by educators and students to share information and process it with the aim that the learning and knowledge provided can benefit students and become the basis for sustainable learning. For online learning, it can be done through E-learning and WhatsApp applications, starting with providing directions and information before learning about the material to be discussed and the stages of learning. Then when the learning time arrives, the educator will greet and motivate students and upload learning materials which can be in the form of videos, power points, youtube links, or just instructions for implementing the material that will be discussed in the LKS and evaluation questions. Then there is a question and answer session and ask questions in the existing E-learning comments column as the author quotes from the results of an interview with Mr. Amiruddin Munthe, MA. the following:

“For the implementation of Blended Learning, Aqidah Akhlak learning itself is generally the same as usual, there is an introduction, content, closing and student attendance are all the same. For online learning, we use E-learning and WhatsApp. However, WhatsApp here functions as information on what students will make and an introduction to teaching materials for Aqidah Akhlak, then for teaching

materials, for example in the form of videos, there are pre-test and post-test as well. For Aqidah Akhlak, we provide direction and motivation first before starting learning. Because it is online, we teach students to learn independently, because it is rather difficult to teach morals to children online, so what must be done when offline is an opportunity to provide direct instruction and direction such as how to behave like a good human being, because this morality is related to social interaction between students and students, students and teachers, then this must be face-to-face. However, due to limitations, we created a da'wah stimulus that hit children's psychology. After delivering the material, we will give assignments, various tasks can be in the form of summarizing tasks, answering questions from LKS or practice". (The results of the interview with the Akidah Akhlak teacher, Monday, October 18, 2021, at 10.30 A.M. - finished)

The interview excerpt above informs that the implementation of Blended Learning learning is delivering lessons to students by going through the stages of learning activities which include creating conditions at the beginning of learning, carrying out initial activities, implementing appreciation, assessing abilities, core and closing activities. The application for supporting Blended Learning here is by using E-learning and WhatsApp. In this case, the reason for implementing Blended Learning is to achieve the existing learning objectives.

Supporting this, Waskito explained that learning media also plays a role as a means of guiding students so that they can learn more actively and independently where when offline or face-to-face learning is carried out, it does not only explain and deliver material but can also interact with each other such as discussions and get feedback in learning (Handoko & Waskito, 2018:92). Thus, the implementation of Blended Learning on the Aqidah Akhlak subject at MIS Islamiyah Sunggal is in accordance with combining the best aspects of online learning, face-to-face activities, and practice in the real world. Where in the online learning system, learning in the classroom provides a special experience for students.

3. Evaluation of Blended Learning at MIS Islamiyah Sunggal

Learning evaluation is a process to determine the level of achievement of learning objectives that have been carried out previously in a systematic way. Evaluation of Blended Learning on Aqidah Akhlak subjects in grade VI conducted at MIS Islamiyah Sunggal, namely by doing daily practice questions, mid-semester exams (UTS), and final semester exams (UAS). This is as stated by Mr. Amiruddin Munthe, MA. In the following interview excerpts:

"There are two kinds of evaluations for Aqidah Akhlak learning, for example, when something has to be memorized, the memory deposit can be made via video sent via Whatsapp or video call, but as much as possible to deposit memorization we do it face-to-face because when we only send memorization videos it could only be reading, so it is more valid when face to face or offline in class. In Aqidah Akhlak, many materials really need to be emphasized, so as much as possible they should really be delivered and make the best use of the one-hour lesson a week. If these children do not collect or do assignments, they will also be given a deterrent effect, even if they do not go to class if for example one semester stays in the material being taught and does not take the existing exam". (The results of the interview with the Akidah Akhlak teacher, Monday, October 18, 2021, at 10.30 A.M. - Done)

Supporting the interview quoted above, Nurhadi & Suwardi (2011:1) explained that evaluation is a process to determine the level of success in a program. Then, learning evaluation is an activity process to obtain data information about learning and teaching outcomes that have been passed by students and process and interpret them into values in the form of quantitative data according to certain standards where the results are needed as decisions in the field of education and teaching in a lesson. In Blended Learning at MIS Islamiyah Sunggal, according to what the researchers found from Mr. Amiruddin Munthe, MA, the evaluation or follow-up stage in learning Aqidah Akhlak used Pre Test (before starting learning), Post Test (after learning), Formative Test (daily test), and Summative Test (mid-semester assessment and end-semester assessment).

4. The Impact of Blended Learning on Aqidah Akhlak Subjects

The implementation of learning, of course, has its effect, impression, and consequences. The impact that occurs can be positive or negative. Blended Learning certainly has an impact on several things, such as students' interest in learning. Regarding the direct impact of Blended Learning on Aqidah Akhlak learning, it is the formation of students' thinking patterns and knowledge on social aspects. Learning that is done online through E-learning can be done by showing short films or even videos that are in accordance with the material to be taught. Likewise with face-to-face learning by doing direct habituation. As the author quotes from the results of an interview with Mr. Amiruddin Munthe, MA., the following:

Likewise with face-to-face learning by doing direct habituation. As the author quotes from the results of an interview with Mr. Amiruddin Munthe, MA., the following:

“These children are more serious in learning nowadays when there is learning in class and face to face, also more active and often ask and answer questions than when online because they may better understand the material that I convey directly in class, while online-only children may be bored and many do not open the material sent by the teachers, so children's interest in reading while online is lower, for the formation of their attitudes can be obtained by getting used to these attitudes in everyday life. Because I think habituation to positive things is the most important thing so that they can understand something and shape the quality of children's thinking for the better”. (The results of the interview with the Akidah Akhlak teacher, November 8, 2021, at 10.15 A.M. - finished)

If it is concluded, then the impact of Blended Learning on Aqidah Akhlak subjects is:

1. Interest and motivation to learn
2. Learning is more active and communicative
3. Reduce learning difficulties
4. Formation of thought patterns
5. Increased literacy
6. Formation of knowledge on social aspects

Online learning that was carried out during the Covid-19 pandemic has made students easily bored in carrying out the learning process. Manggabarani (2016) explains that several factors cause online learning to be less than optimal in its implementation. So the implementation of Blended Learning learning is a form of effort from educators so that learning can be carried out effectively and maximally. Therefore, the combination of online and offline learning is carried out at this time.

5. Supporting and Inhibiting Factors of Blended Learning at MIS Islamiyah Sunggal

In general, in carrying out a lesson, of course, there are obstacles or inhibiting factors as well as supporting factors in the success of learning. Of course, many factors influence the success or failure of a learning process. However, in general, learning is influenced by two factors, namely internal factors, and external factors. In the implementation of Blended Learning at MIS Islamiyah Sunggal did not experience such a significant problem. Nevertheless, there are several supporting factors and there are also inhibiting factors for Blended Learning at MAS Islamiyah Sunggal. This is as the author got from the results of interviews with Mr. Legino, S.Pd.I:

“In my opinion, there are several supporting factors, the main ones are of course adequate facilities and infrastructure, the way the teacher teaches, the selection of appropriate and appropriate learning applications, the enthusiasm of the children to want to learn and the support of the parents of the children, of course, there are obstacles or factors that hinder the implementation of online learning time, especially the children who study here are not only from one area. For example, if there are still children here who don't have an Android cellphone, there are even those who are not very good at using this kind of Android cellphone, which then their parents or siblings use. Then the problem is in internet packages or quotas, as we know not all parents of children here are well-off people, so buy an internet package. If the problem

is offline or face-to-face, the study time is short and limited, then because this is still a pandemic period, I'm a little worried about the health of the children at school". (Results of the interview with WKM, September 9, 2021, at 10.30 A.M. - finished)

According to Akidah Akhlak teacher, Mr. Amiruddin Munthe, MA, the supporting factors for Blended Learning at MIS Islamiyah Sunggal are communication between teachers and parents and the way the teacher delivers lessons while the inhibiting factors are the internet connection, internet quota, limited time, and lack of honesty. Here's an excerpt from the interview:

"I think that collaboration and communication between teachers and parents and students is the most important supporting factor in this Akidah Akhlak subject, then the infrastructure facilities that are prepared and provided are also provided by the school for children who are constrained by cellphones and the internet can go to school using the facilities provided, the way the teacher conveys the subject matter is also the way the teacher motivates children in learning, learning applications, as well as responses and feedback from children when learning material is delivered. The inhibiting factor and the obstacle is when the Akidah Akhlak subject is in grade VI there are several obstacles that I sometimes encounter with children, such as signals and internet connections most often because some of them live in areas that are a little difficult to reach signals, then the internet quota is limited, then the children are easily trained to cheat in doing assignments, for example when there are questions or daily assignments or tests, the children easily look for answers on the internet without reading and understanding the questions and memorizing first even though this cheating can happen anytime and anywhere only but when face to face at school then the teacher can monitor more on the children". (The results of the interview with the Akidah Akhlak teacher, November 8, 2021, at 10.20 A.M. - finished).

Based on the results of the interview above, it can be seen that the factors that support Blended Learning at MIS Islamiyah Sunggal, among others:

1. Adequate facilities and infrastructure

The provision of adequate facilities and infrastructure to carry out the learning process is one of the main factors. This is based on Blended Learning which is carried out with the presence of educators and students with electronic communication. For this reason, the implementation of learning and the process of understanding several disciplines is carried out by optimizing teaching and learning that is more flexible by utilizing existing technology.

2. The right learning strategy

The learning strategy is one of the important factors in the implementation of Blended Learning. Good learning is one that not only prepares all students to get a position or profession but also can solve problems faced by students in everyday life.

3. Collaboration between Educators and Parents

Cooperation between educators and parents is very necessary. Given that educators and parents are companions, educators as well as mentors for children in learning. Educators and parents alike must have good learning methods and strategies so that students can understand and imitate them in everyday life.

4. Learning Motivation of Students

The interest and enthusiasm of students in implementing and participating in learning that takes place both face-to-face and online is also one of the factors supporting the success of Blended Learning at MIS Islamiyah Sunggal. Because with this, learning can be carried out effectively and maximally.

The inhibiting factors and obstacles faced in learning Blended Learning on Akidah Akhlak subjects in class VI are:

- a. Signal

Existing network constraints are problems that hinder the online learning process. To overcome this, MIS Islamiyah Sunggal provides a solution to use a choice of applications which in use do not always require a strong and efficient network in the use of internet quota such as WhatsApp, but the main application still uses the provided E-learning.

b. Internet Quota

Internet quota is also included as an inhibiting factor and obstacle in the implementation of Blended Learning at MIS Islamiyah Sunggal. However, the school provides a solution to be able to access the internet at school on study days if it is constrained by existing things. Providing relief for students to continue to be able to learn to use the internet through a computer laboratory connected to the internet so that students can still access learning well if in conditions and situations that are not conducive to learning from home.

c. Limited time on face-to-face

The limited-time during face-to-face meetings is also an obstacle and obstacle that is often encountered. To work around this, it is the teachers who will explain the learning materials that will be carried out when face to face when online but not in its entirety but only the important points of some of the existing materials.

d. Students are honest when doing assignments online

This happens a lot when online learning is done. So the teacher's way of dealing with it is by reminding students to be honest, reminding students to read, read, understand, and then answer assignments and don't always rely on answers from the internet.

CONCLUSION

Based on the findings and explanations above, it can be concluded that the implementation of Blended Learning in Aqidah Akhlak subjects during the Covid-19 Pandemic at MIS Islamiyah Sunggal includes several things, namely planning by designing learning program objectives, providing adequate and adequate facilities and infrastructure, arrange a learning schedule and socialization before the implementation of Blended Learning learning is carried out. The implementation of Blended Learning in Aqidah Akhlak subjects is fully the responsibility of the existing subject teachers. Some of the activities include online or online learning which is carried out on a predetermined schedule through the school's E-learning application and Whatsapp class groups that have been created and face-to-face learning once a week for Aqidah Akhlak subjects which is carried out as a student learning control activity as well as reviewing and develop material that has been studied online and discuss new material. As well as evaluation which includes examination and collection of students' daily assignments, Mid-Semester Examination (UTS), and Final Semester Examination (UAS). For the impact of implementing Blended Learning in Aqidah Akhlak subjects during the Covid-19 Pandemic at MIS Islamiyah Sunggal, there is an increase in interest and motivation in learning Aqidah Akhlak students, learning Aqidah Akhlak is more active and communicative, students better understand the Aqidah Akhlak material being taught, and reduce the difficulty of learning Aqidah Akhlak for students online. In addition, there are supporting and inhibiting factors in the implementation of Blended Learning in Aqidah Akhlak subjects during the Covid-19 Pandemic at MIS Islamiyah Sunggal. The supporting factors are infrastructure, appropriate learning strategies, the collaboration between educators and parents, students' learning motivation. The inhibiting factors are signal constraints, internet quota, a limited time when face to face, and students being less honest when doing assignments online.

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