



Hybrid Learning Model in Islamic Education: Challenges and Opportunities in the Digital Era

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Abstract

The development of digital technology encourages Islamic educational institutions to develop adaptive learning models without neglecting Islamic values. This study aims to analyze the opportunities and challenges of the Hybrid Learning model in Islamic Education and formulate a conceptual model that integrates pedagogy, digital technology, and the internalization of Islamic values. The study used a descriptive qualitative approach, located at IAI Darul Fattah Lampung. Data were collected through observation, interviews, and questionnaires. Data analysis techniques included data reduction, data presentation, and conclusion drawing. The results indicate that Hybrid Learning offers opportunities to increase learning flexibility, expand access to learning resources, develop learning independence, and strengthen students' 21st-century competencies and digital literacy. However, its implementation requires systematic pedagogical design, adequate technological support, and the integration of Islamic values into every learning activity. The novelty of this research lies in the development of a Hybrid Learning conceptual model that combines three main dimensions: pedagogy, digital technology, and the internalization of Islamic values. This research can serve as an alternative strategy for transforming Islamic Education in the digital era.

Keywords: Digitalization of Education; Hybrid Learning; Islamic Values; Digital Technology

Abstrak

Perkembangan teknologi digital mendorong lembaga pendidikan Islam untuk mengembangkan model pembelajaran yang adaptif tanpa mengabaikan nilai-nilai keislaman. Penelitian ini bertujuan untuk menganalisis peluang dan tantangan model Hybrid Learning dalam Pendidikan Islam serta merumuskan model konseptual yang mengintegrasikan pedagogik, teknologi digital, dan internalisasi nilai-nilai Islam. Penelitian menggunakan pendekatan kualitatif deskriptif dengan lokasi penelitian di IAI Darul Fattah Lampung. Data dikumpulkan melalui observasi, wawancara, dan penyebaran angket, teknik analisis data yakni reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Hybrid Learning memberikan peluang dalam meningkatkan fleksibilitas pembelajaran, memperluas akses terhadap sumber belajar, mengembangkan kemandirian belajar, serta memperkuat kompetensi abad ke-21 dan literasi digital mahasiswa. Namun, implementasinya memerlukan desain pedagogik yang sistematis, dukungan teknologi yang memadai, serta integrasi nilai-nilai Islam dalam setiap aktivitas pembelajaran. Kebaruan penelitian ini terletak pada pengembangan model konseptual Hybrid Learning yang memadukan tiga dimensi utama, yaitu pedagogik, teknologi digital, dan internalisasi nilai-nilai Islam, sehingga dapat menjadi alternatif strategi transformasi Pendidikan Islam di era digital.

Kata Kunci: Digitalisasi Pendidikan; Hybrid Learning; Nilai-Nilai Islam; Teknologi Digital

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Introduction

The development of information and communication technology in the digital era has brought significant changes to education systems around the world, including Indonesia (Sugito, 2024). The Industrial Revolution 4.0, which later evolved into Society 5.0, has encouraged educational institutions to transform learning to be more adaptive to the needs of the times (Fakhri et al., 2023). Digitalization of education is no longer seen as an option, but rather as part of a strategy to improve educational quality, producing graduates with academic competence, digital literacy, critical thinking, creativity, communication, and collaboration skills (Mulyana et al., 2023). In this context, Islamic education has a broader responsibility, not only developing students' intellectual abilities but also shaping character, noble morals, spirituality, and Islamic values that serve as the foundation of social life (Rahmaati & Munawaroh, 2024).

This shift in the educational paradigm has encouraged the emergence of various innovative learning models that integrate digital technology with conventional learning processes (Munawaroh & Khoiri, 2025). One rapidly developing model is Hybrid Learning, a learning model that combines face-to-face learning with digital technology-based learning in a planned and complementary manner (Anggaira et al., 2025). This model provides flexibility for lecturers and students in accessing learning resources, expands the space for academic interaction, and allows the learning process to take place continuously without being limited by space and time (Waroh et al., 2024). Thus, Hybrid Learning is a strategic alternative in increasing the effectiveness of learning in higher education, including in Islamic educational institutions (Zaini et al., 2023).

In Islamic education studies, the application of hybrid learning has distinct characteristics compared to other disciplines (Umayyatun & Ludfi, 2025). Islamic education is not only oriented towards the transfer of knowledge, but also towards the internalization of values and character building (Mafaakhir & Muhlisin, 2024). Therefore, the use of digital technology must support the achievement of the holistic goals of Islamic education, namely the formation of individuals who are faithful, pious, knowledgeable, and have noble character (Apriyansyah, 2023). The integration of technology and Islamic values presents both a challenge and an opportunity to create a

learning process that is relevant to current developments without abandoning Islamic identity (Khoiri et al., 2024).

Various previous studies have shown that the implementation of Hybrid Learning has made a positive contribution to increasing the effectiveness of learning at various levels of education (Harun et al., 2021). found that the use of Hybrid Learning can improve learning outcomes, motivation, and flexibility of the learning process through the integration of face-to-face and online learning. Furthermore, (Kosasih et al., 2024). examined the implementation of Hybrid Learning in Islamic Education, emphasizing the use of digital platforms, infrastructure readiness, and supporting and inhibiting factors. Research conducted by Rosyidah et al (2025) also highlighted the opportunities and challenges of implementing Hybrid Learning in Islamic higher education institutions, particularly regarding technology adaptation, lecturer competency, and student readiness for digital transformation. However, most of this research focuses on technical implementation, learning effectiveness, and technology utilization, while studies integrating pedagogical dimensions, digital technology, and the internalization of Islamic values within a conceptual model of Hybrid Learning are still very limited. Therefore, this study seeks to fill this gap by developing a Hybrid Learning perspective that not only emphasizes the effectiveness of technology use but also integrates pedagogical strategies and Islamic values as the foundation of learning in the digital era. The novelty of this research lies in the development of a conceptual framework for Hybrid Learning that combines three main dimensions, namely pedagogy, digital technology, and internalization of Islamic values as a learning model that is relevant for the transformation of Islamic higher education in the digital era.

Method

This study uses a descriptive qualitative approach to analyze the implementation of Hybrid Learning in Islamic Education and identify the challenges and opportunities for its implementation in the digital era. The study was conducted at IAI Darul Fattah Lampung. Subjects were selected using purposive sampling, consisting of two Islamic Education lecturers, seven students, and one academic administrator involved in the implementation of Hybrid Learning. Data were collected through observation, interviews, and documentation. Data analysis techniques included data reduction, data presentation, and conclusion drawing (Miles et al., 2018). This approach was used to obtain a comprehensive overview of the implementation of Hybrid Learning in Islamic

Education, along with the challenges and opportunities for its development in the digital era (Creswell, J. D. (2018).

Results and Discussion

Hybrid Learning as a Pedagogical Transformation in Islamic Education

Research findings indicate that the implementation of Hybrid Learning at IAI Darul Fattah Lampung not only represents a shift in learning media from conventional to digital, but also demonstrates a transformation in the pedagogical approach in the Islamic Education learning process. This change is marked by a shift in the role of lecturers from information providers (teacher-centered learning) to facilitators who encourage students to construct knowledge through the exploration of various learning resources and ongoing academic interactions, both in face-to-face learning and through digital platforms (Toni Ardi Rafsanjani et al., 2026).

This transformation is evident in changes to the learning design, which provides students with opportunities to study the material before lectures begin. Thus, face-to-face sessions are no longer dominated by material delivery, but are instead directed toward concept clarification, discussion, case study completion, and academic reflection. These findings suggest that the effectiveness of Hybrid Learning is determined more by the quality of the pedagogical design than simply the use of digital technology. Technology serves as a tool that expands the learning experience, while learning success remains dependent on the lecturer's ability to design meaningful learning activities (Arif & Aziz, 2023).

These findings expand the concept of Hybrid Learning, which has been widely understood as a combination of offline and online learning. In the context of Islamic Education, this study shows that the success of Hybrid Learning is determined not only by the integration of the two learning modes, but also by the ability to connect learning activities with the goals of character building and strengthening Islamic values (Sugito, 2024). Thus, technology is not the primary goal of learning, but rather an instrument that supports the achievement of educational goals more comprehensively (Bond et al., 2021).

The results of this study align with the thinking of Charles R. Graham, who positions Hybrid Learning as an integration of face-to-face and technology-based learning (Graham & Halverson, 2022). However, this study provides a broader perspective because it shows that the successful implementation of Hybrid Learning in Islamic Education is influenced not only by the combination of learning modes, but also

by the integration of pedagogical dimensions and the internalization of Islamic values in every learning activity.

Factors Influencing the Effectiveness of Hybrid Learning in Islamic Education

This research shows that increased student participation during the implementation of Hybrid Learning is not solely due to the use of digital technology, but also to a shift in learning paradigms that are more adaptive to student learning needs. Based on observations and interviews, increased participation is influenced by the availability of flexible learning spaces, which provide students with the opportunity to prepare before participating in class discussions (Fakhri et al., 2023). From an educational psychology perspective, this flexibility enhances students' self-regulated learning, intrinsic motivation, and self-efficacy because they have greater control over their time, strategies, and learning resources. This situation aligns with the demands of modernizing higher education, which positions students as active, independent, and responsible learners (Luo & Zhou, 2024).

These findings indicate that the characteristics of asynchronous learning contribute to increased student participation. Unlike conventional learning, which requires immediate responses, online learning provides students with the opportunity to consult references, develop arguments, and consider their answers before participating in discussions (Ardiansyah et al., 2025). From a sociological perspective, this mechanism creates a more inclusive interaction space because each student has a relatively equal opportunity to express their ideas without being hampered by the dominance of certain participants (Schermeier et al., 2026). Thus, Hybrid Learning not only expands access to learning but also fosters a more participatory, collaborative, and democratic academic culture (Indellicato, t.t.).

Furthermore, increased access to scientific journals, e-books, learning videos, and various digital resources also enriches the quality of academic discussions (Warsah dkk., 2021). Students are no longer dependent on a single source of information from lecturers but are able to compare various references, making their arguments more critical and evidence-based. From a curriculum management perspective, these findings demonstrate the importance of developing a curriculum that is adaptive to digital transformation, namely one that integrates digital learning resources, flexible learning strategies, and strengthens 21st-century competencies without neglecting graduate learning outcomes. Thus, changes occur not only in the intensity of interactions but also in the quality of knowledge construction and the relevance of the curriculum to technological developments (Carlgren, 2021).

From an Islamic education perspective, this study shows that technology integration does not diminish the internalization of Islamic values. Instead, technology expands

opportunities for lecturers to link learning materials to Quranic verses, hadith, and Islamic literature, which students can access independently (Kamaludin et al., 2023). These findings emphasize that educational modernization should not be understood as a process of secularizing learning, but rather as an effort to optimize the use of technology to strengthen the character, ethics, and spirituality of students. Therefore, digital transformation in Islamic education needs to be directed at integrating technological innovation and Islamic values to produce graduates who are both adaptive and character-driven.

The results of this study also provide an alternative perspective to the view that digitalization of learning has the potential to diminish educational interaction and character formation. In the context of this research, educational interaction continues intensively through a combination of synchronous and asynchronous activities, while character formation is strengthened through value reflection, the instilling of academic ethics, and the responsible use of technology (Purwandari et al., 2022). In addition to improving learning quality, the implementation of Hybrid Learning also offers efficiency benefits by optimizing time, utilizing digital learning resources, and managing the learning process more flexibly without compromising the quality of academic interactions. Therefore, the effectiveness of Hybrid Learning lies not in the extensive use of digital applications, but in the ability to integrate technology, adaptive curriculum management, principles of learning efficiency, and educational objectives to create a meaningful, sustainable, and relevant learning experience that meets the demands of the digital era.

Conceptual Model of Hybrid Learning in Islamic Education

Based on the overall research findings, it can be formulated that Hybrid Learning in Islamic Education is a learning system built on three main components: the pedagogical dimension, the digital technology dimension, and the internalization of Islamic values (Purwati et al., 2024). These three components are interrelated and form a learning ecosystem that is oriented not only toward academic achievement but also toward developing students' character and digital literacy.

The pedagogical dimension serves as the primary foundation because it determines how learning objectives are designed, learning strategies are implemented, and assessments are conducted authentically. The digital technology dimension serves as an instrument that expands learning access, increases flexibility, and supports ongoing academic interactions (Hudriati et al., 2023). The internalization of Islamic values dimension is the main differentiator of the model produced in this study, as the entire learning process is directed toward developing students who are not only academically competent but also possess moral and spiritual integrity (Alotaibi, 2024).

This conceptual model demonstrates that the success of Hybrid Learning cannot be measured solely by the intensity of technology use or improved learning outcomes. Successful implementation is also determined by the ability to integrate technology with effective pedagogical strategies and the consistent reinforcement of Islamic values (Nur et al., 2024). Thus, this study offers the perspective that digital transformation in Islamic education must be understood as a comprehensive transformation of the learning system, not simply the digitalization of the teaching and learning process.

The main contribution of this research lies in the development of the Hybrid Learning concept, which not only combines offline and online learning but also integrates pedagogical dimensions, digital technology, and the internalization of Islamic values within a single conceptual framework (Firmansyah et al., 2024). This perspective expands on studies of Hybrid Learning, which have previously focused primarily on the effectiveness of technology use, by placing character formation as an integral part of learning design. Therefore, this study offers a more appropriate model for application in Islamic higher education institutions that focus on both academic and value development.

Conceptual Model of Hybrid Learning in Islamic Education

Based on research findings, Hybrid Learning in Islamic Education cannot be understood simply as a combination of face-to-face and online learning (Zaini et al., 2023). Research findings indicate that the successful implementation of Hybrid Learning depends on the integration of three main dimensions: pedagogy, digital technology, and the internalization of Islamic values. These three dimensions complement each other and form a learning ecosystem that supports the achievement of academic competencies while simultaneously developing student character.

The first dimension is pedagogy, which serves as the primary foundation for learning design. Research results indicate that the use of digital technology has an optimal impact when supported by a systematic, student-centered learning design that encourages active student involvement. In this context, lecturers no longer act as information transmitters but as facilitators who design learning experiences through discussions, case studies, collaborative learning, reflection, and authentic assessment (Novrizal & Muhammad, 2025). Thus, the

transformation of learning does not lie solely in the use of technology, but in changes in pedagogical approaches that provide space for students to construct knowledge independently.

The second dimension is digital technology, which functions as an enabler or supporting instrument for the learning process. The use of Learning Management Systems (LMS), video conferencing, digital libraries, online discussion forums, and various electronic learning resources allows for flexible learning without the constraints of time and space (Kreijkes & Grootenboer, 2024). However, this study shows that the effectiveness of technology is not determined by the number of applications used, but rather by its suitability to the learning objectives and pedagogical strategies implemented. Therefore, technology is positioned as a means to expand learning access, enrich academic interactions, and improve students' digital literacy, rather than as the ultimate goal of learning.

The third dimension, a key characteristic of this model, is the internalization of Islamic values. Unlike most Hybrid Learning models, which focus on improving learning outcomes and efficient use of technology, this study demonstrates that learning in Islamic higher education must remain oriented toward character building and strengthening spirituality. The integration of Islamic values is achieved through linking material to verses from the Quran and Hadith, fostering academic ethics, reflecting on moral values, and developing digital ethics in the use of technology (Masbur, 2024). Thus, technology does not shift the identity of Islamic education, but rather becomes a medium to strengthen the process of knowledge transfer, values transfer, and the formation of student morals.

These three dimensions form an interdependent relationship. Pedagogy determines the direction and strategy of learning, digital technology provides a flexible and interactive learning environment, while the internalization of Islamic values provides a moral and spiritual orientation to the entire learning process. This relationship demonstrates that the success of Hybrid Learning cannot be explained by a single dimension alone, but rather by the synergy between these

three components (Hudriati et al., 2023). If one dimension does not function optimally, the effectiveness of learning will also be reduced.

These findings yield a conceptual model that views Hybrid Learning as an integrative learning system that connects innovative pedagogy, the use of digital technology, and the internalization of Islamic values within a unified framework (Alfian et al., 2022). This model not only produces graduates with academic competence and digital literacy but also develops 21st-century competencies more operationally. Critical thinking skills are demonstrated through students' ability to analyze various Islamic education issues based on studies of the Qur'an, Hadith, and scientific literature, evaluate various perspectives objectively, and develop academically sound arguments and conclusions. Communication and collaboration skills are developed through cross-modal group work (face-to-face and online) in completing case studies, engaging in active discussions, providing feedback on peers' work, and building effective academic communication through a Learning Management System (LMS). Meanwhile, creativity is demonstrated through the ability to produce various innovative learning products, such as learning videos, infographics on Islamic Religious Education materials, digital modules, and technology-based learning designs that still integrate Islamic values. All of these competencies are strengthened by the formation of Islamic character which is reflected in attitudes of responsibility, honesty, academic ethics, and the wise use of digital technology in accordance with the principles of Islamic teachings.

From a theoretical perspective, this conceptual model broadens the understanding of Hybrid Learning, which has traditionally been positioned as an integration of offline and online learning (Badri & Malik, 2024). This research demonstrates that in the context of Islamic education, the success of Hybrid Learning is determined not only by the balance between synchronous and asynchronous learning but also by the successful integration of pedagogical dimensions and Islamic values into the learning design. Thus, this research offers a more comprehensive perspective on the development of Hybrid Learning in Islamic educational institutions. The scientific contribution of this research lies in

the development of a Hybrid Learning model that integrates three main pillars: pedagogy, digital technology, and the internalization of Islamic values as an inseparable whole. Unlike previous studies that have focused more on the effectiveness of technology or improving learning outcomes, this study demonstrates that the transformation of learning in the digital era must remain directed toward achieving the fundamental goals of Islamic education: producing graduates who excel academically, adapt to technological developments, and possess moral and spiritual integrity. Therefore, the resulting conceptual model can serve as a foundation for curriculum development, learning strategies, and policies for implementing Hybrid Learning in Islamic higher education.

Conclusion

This study concludes that the implementation of Hybrid Learning in Islamic Education at IAI Darul Fattah Lampung has developed beyond the mere combination of face-to-face and online learning into an integrated pedagogical approach that combines innovative learning strategies, digital technology, and the internalization of Islamic values. The findings indicate that the effectiveness of Hybrid Learning depends not only on technological facilities but also on lecturers' ability to create active and meaningful learning experiences. Based on these findings, this study proposes a conceptual model of Hybrid Learning founded on three main pillars: pedagogy, digital technology, and Islamic values, as a contribution to the development of learning in Islamic higher education. Practically, the study highlights the importance of strengthening lecturers' digital pedagogical competencies, developing adaptive curricula, and integrating Islamic values into learning design. However, because this research was conducted in a single institution and employed a qualitative approach, the findings cannot be generalized to all contexts of Islamic higher education. Therefore, future studies are recommended to involve broader educational settings and employ mixed methods approaches to examine the impact of Hybrid Learning on academic achievement, digital literacy, and student character development.

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