



Islamic Education Governance Towards Independent Learning: From Creativity to Innovation with a Blended Learning Approach



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Article history:

Submitted: 27 February 2022

Revised: 09 March 2022

Accepted: 18 April 2022

Keywords:

blended learning approach;

creativity;

governance;

independent learning;

innovation;

Islamic education;

Abstract

Along with the development of knowledge and technology, today demands changes in all sectors, especially in the country's governance of Islamic education. The author believes that today's updated education governance is the implementation of technology-based learning, such as a blended learning-based approach. For this reason, we have completed a series of data searches from many publications or literature that discuss the issue of Islamic education and also the issue of learning through learning. Furthermore, our data were analyzed using a phenomenological approach to explore scientific evidence relevant to this study, after getting the data and reviewing it with a coding system of evaluation data, interpretation, and drawing conclusions that answer the study questions. Based on the existing data and additional discussions of this study, we can conclude that learning Islamic education governance from a creative learning community to innovation in educational services based on a blended approach learning has turned out to be a very innovative solution where technology has been able to transform learning, especially in an era that is being disrupted by various crises. It is hoped that this study will become an essential input for examining studies and educational issues in the future.

International research journal of management, IT and social sciences © 2022.

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1 Introduction

Islamic education governance is a learning activity carried out to help manage, mobilize, control, and evaluate all Islamic education activities to gain learning objectives in particular or improve student education outcomes (Muhayat, 2019; Putra et al., 2020). Achieving high learning goals requires an approach or method that will facilitate the implementation and achievement of these goals. The independent learning approach is currently discussed in the education and teaching circles (Dewey, 2012; Putra, Mizani, et al., 2020). This approach means that this independent learning time is understood as a strategy of many learning methods in which learning activities are based on applying many implementation concepts, and assessments carried out by teachers or lecturers. These learning activities give birth to helpful learning experiences. As an independent and continuous learning process, independent learning requires the creation of community learning, then hopefully will turn into educational innovation. So for all of this, a breakthrough and creativity of teachers or students are needed in their daily learning to finally give birth to innovations with specific approaches such as the blended learning approach. Through this approach, it is hoped that Islamic education governance will find typical learning that is truly oriented to improving the quality of student learning outcomes (Aslan et al., 2020).

Then it is known why independent learning is meaningful to education stakeholders, for example, classroom teachers. The answer is that independent teaching skills certainly play a greater part in determining the improvement of education at school and in college because the learning activity is substantial but only on learning outcomes, but Learning during college or school will learn for a lifetime (Agbo, 2015; Suroso et al., 2021). So independent learning can be said to be one of the characteristics or characters of the existing learning community that plays a vital role in creating students or individual abilities to have a learning approach in their lives. Likewise, when speaking in the context of Islamic religious learning, call it an Islamic school, this is an ability of the organization or Islamic education to take a professional attitude in viewing and implementing all activities complete with a learning approach that is carried out intentionally following the plan to achieve student learning goals. In other words, to achieve optimal student learning outcomes (Huizingh, 2011; Hojnik & Ruzzier, 2016). This is possible if all independent learning activities can be carried out with full responsibility for students and teachers with PSI; there are several strategies.

Experience shows that the previous generation had not created a learning process at the teacher center; the results were a lag in improving the quality of learning (Agbo, 2015; Hifza et al., 2020). So since independent learning has become a national movement spearheaded by the Ministry of Education, Republic of Indonesia. So, the video was made by education implementers so that they gave reasons why not independent learning was introduced or adopted as early as possible for learning in schools so that later they study they are accustomed to independent learning activities, namely under a learning system or blended learning approach related to ministries or independent learning, it needs to be adopted to children learning as early years (Makovec, 2018; Manullang et al., 2021; Widjaja & Aslan, 2022) so that children are accustomed to helping themselves into personal learning which is marked by the willingness and sincerity of the students simply with a simple approach system every day to learn the point so that Independent Learning will be the latest solution to realize the ideals of learning with optimal results (Hidah & Sedana, 2021).

Of course, each approach is taken after considering various aspects of the benefits and advantages of each chosen method. For example, learning objectives that can be carried out independently will undoubtedly provide opportunities for the learning community such as students and teachers to develop intelligence to prepare students to be able to think creatively from creative efforts so that they will later become an innovative habits, namely the ability to process learning content more good point (Queirós et al., 2017). Thus, they can learn from the ordinary to the extraordinary with what they have. This is what is said with learning from innovation to innovation, namely applying an independent approach in the context of learning, the background of the blended learning approach (Arkorf & Abaidoo, 2015).

Before this study proceeds further, quick steps are given to understand what is meant by a gender learning approach so that by having an evident learning community, it will be faster to adopt any method they believe is suitable (Liu et al., 2010). In this context, e-learning-based learning is learning with a method where the combination of conventional learning models is in the classroom and is assisted by e-learning learning with a more harmonious balance pattern to create balanced learning between technology-based approaches or audio-based approaches, also called the blended learning approach considering that today's natural conditions are replaced by forests which are so high, the learning community is familiarized with learning which must include several approaches to conventional models and modern learning models (Allen, 2012).

Based on the explanation above, which is supported by scientific studies on independent learning starting from a learning process, innovation gives birth to the blended learning approach (Wang et al., 2015; Hutagaluh et al., 2020; Hendriarto et al., 2021). So the author believes that more studies are needed from various sources to get a more detailed

understanding of how learning in an Islamic education context is managed towards independent learning, in other words, from an innovative approach that will give birth to innovative learning under this approach requires much input from the findings in the field help develop a better understanding so that each application is of course based on evidence and studies from studies (Norberg et al., 2011). Based on this assumption, the author believes that by reviewing several existing literature sources, it is hoped that in the future, it will gain a breadth of insight and increase understanding, especially among academics and also practitioners, including export players in the field.

2 Materials and Methods

In the method and material section, the article describes the procedure for carrying out this study, starting from formulating the study problem, data gathering and review, and the final stages of reporting the findings (Tuckman & Harper, 2012). Could we repeat that this study has a goal, namely to understand the governance of Islamic education towards independent learning, starting from the creativity of the learning community towards innovation with a blended learning approach? After the formulation of the problem and the following hypothesis, we searched data on several scientific publications in the form of journals, books, magazines, social media, and websites that actively discuss how to optimize Islamic religious education in an increasingly modern technology era by utilizing various learning sources on improving the quality of Islamic education in an era where technology has become the key to the success of all sectors of life, especially the education and teaching sector, especially Islamic education in Indonesia (Gan et al., 2014).

Furthermore, after the data has been collected, it is continued with data analysis to obtain a relevant essence to answer the problems of this study in high quality (Moir, 1978). The procedure we took was to analyze the data by involving an in-depth evaluation system, grouping and coding the data, then trying to interpret the data under a phenomenological approach, which is a strategy on how to explore the data as broadly as possible equipped with evidence of relevant scientific studies and finally, we try to draw appropriate conclusions. The literature sources that we visited included published journals both at home and abroad, including the journal, a Search application from an ERIC publication, and several Google books. We searched electronically on Google scholar books using a keyword system (Rinne, 2012).

For example, "the keywords blended learning, Islamic education, technology, education in the digital era, and several other relevant keywords for searching data." This study entirely relies on secondary data or evidence of previous studies published between 2010 and 2021. This study obtains the latest and updated data considering that the study we are conducting is closely related to information technology or multimedia, as we all know, this technology (Naderifar et al., 2017). It is a tool that continues to be updated and changes from time to time. Meanwhile, to design this article, we chose a descriptive qualitative design study where we used data and reviews of previous studies by following the guidelines and similar studies that have been published. Because we carried out this study in an era that is still a pandemic, we decided to obtain data from the library, namely an online search, hoping that these findings can answer the core problem we are solving (Flick, 2015).

3 Results and Discussions

Governance of Islamic studies in technological days

In this result part, we will share our data findings plus a discussion. Our world of education faces many challenges. It can even be a thousand challenges. People who want to face many challenges then enter the world of education. Both are related to internal problems and external problems. Everything can spur to struggle to solve any problem or challenge in a civilized way. Humans do live during challenges, obstacles, and problems. As long as humans are alive, humans have to struggle with these things. So, it means that humans are always in a puddle of problems, obstacles, and challenges that will continue to be resolved individually or in groups (Forstmeier et al., 2017). Educational issues are complex. The world of education is the complexity of life in preparing a better future generation. Moreover, Indonesia faces the Indonesian Golden Year 2045, which must prepare the next generation of national leadership better than the current generation. Moreover, the task is carried out by the world of Islamic education (Sudarmo et al., 2021).

Education, in general, is currently facing a very high definition, especially Islamic education in an increasingly changing era. This considerable challenge requires all parties' participation, the allocation of various resources, and

the utilization of various existing resorts (Stromquist & Monkman, 2014). In particular, the challenge of carrying out Islamic religious education is that all of us struggle to manage every problem and obstacle in innovative and sustainable effective ways. In general, the main challenges faced by Islamic education can be shared, namely how Islamic education can take advantage of science and technology that continues to develop because not all understandings about the existence of science and technology are of great relevance, and with the teachings and education of Islamic progress (Lubis et al., 2010; Rissanen, 2012). Many parties in the governance of Islamic education often separate how the advantages and virtues possessed by today's technology, such as digital technology and automation technology, have not been fully utilized (Gungor et al., 2011). In line with the concept of developing Islamic education, this is one of the fundamental challenges in front of our eyes.

Another challenge is how Islamic education increases democracy and democratization among the implementation of Islamic marriages themselves and the moral content of the generation (Hefner, 2019; Mizani et al., 2020). Actualizing religious knowledge will be an antidote rather than seeping morals from the younger generation. So, in essence, this challenge requires Islamic education managers to be ready to adopt reform and curriculum design and view all these problems with an approach that can be solved by utilizing all available resources, of course (Basch, 2011). These superior resources can compete with an era full of good and bad competition locally, nationally, and even internationally. For this reason, Islamic education managers must think about strategies that can be used in Islamic marriages in dealing with all the problems and challenges mentioned earlier to improve academic quality by improving the quality of lecturers, researchers, and also curriculum designers so that the quality and culture of academic culture can be improved with existing infrastructure so that the improvement in the governance of Islamic education can be gradually increased (Suroso et al., 2021).

All are aware and understand that the role of Islamic education in this era of globalization is indeed quite significant, especially in Indonesia, where the majority of their population is Muslim, so Islamic education must be a priority that can balance all changes in the era (Tolchah & Mu'ammam, 2019). As an agent of educational change and socio-religious education, Islamic education is at the forefront of efforts to advance the maturity of humanity, especially Muslims, to play a significant role in dynamically and proactively developing progress, not just a process of assessing instilling religious values into narrative people. Young but exists to be a change in the future in all the advancement of Lian's science and knowledge and expertise and technology, which is now a tool to renovate all changes in the scope of life (Tri et al., 2021).

The importance of independent learning

The term they learn is not something that people have heard recently. So they learn that according to experts (Agustina & Fajar, 2018). The way that the learning community can do from students, teachers, and also leaders of educational institutions, call it the principal and also the head of high school policewomen, the goal is to produce education that is oriented towards improving the quality of learning outcomes for the entire community of their leaders (Azzajjad et al., 2021). It must be admitted that the understanding of independent learning has not been able to be understood, let alone be applied in the context of schools and universities, considering that freedom of learning does not only require individuals to study alone but also needs to get the guidance, resource support and also various supervisions that allow all learning activities to be carried out properly following adopting a system from other countries that had previously called themselves independent learning (Muratov & Tadjieva, 2021).

Especially at this time when the world's nation is still in the grip of this rhyme, independent learning is one of the essential things that any learner can do in the country with the support of existing infrastructure with high enthusiasm and encouragement; independent learning will be able to slowly and surely implemented in the context of not only general education but also in the context of Islamic religious education in Indonesia (Aliyyah et al., 2020). Independent learning must be understood correctly, and students must learn independently using technology.

However, the beauty of independent learning is an adaptation to technology and classroom learning guided by seniors who understand how to develop methods and strategies to get learning outcomes (Driscoll et al., 2012). As mandated in the curriculum, hope is okay with the independent learning approach, which is to provide opportunities and opportunities for the learning community to become independent and have the enthusiasm and set independence in determining how they learn when they learn what content to learn; all of that is to give freedom to their learning, of course, supported by the environmental education that determines good and evil so that their learning will continue to occur (Driscoll et al., 2012).

When viewed from independent learning characteristics in Islamic education, the class atmosphere becomes more pleasant with the independent learning program (Kaawoan et al., 2021). It will undoubtedly affect the quality of

learning with a pleasant atmosphere, making all students happy to learn because they are given the freedom to teach as a teacher. Facilitators feel that they are a source of learning, but they are facilitators ready to provide guidance and support for the implementation of learning. As a learning approach, it cannot be controlled that they learn advantages and disadvantages (Bond & Gunn, 2016). Therefore the advantages include facilitating the learning process to be independent and how teaching increases understanding that students may lack the costs that must be carried out to obtain support so that the advantages will be more significant than in the era before Merdeka learning was implemented in Indonesia (Anis & Anwar, 2020).

Understanding the blended learning approach

The growth in e-learning as a teaching technique and application, especially at the postgraduate level in several developed countries, which emerged in the late nineties, has shown significant growth (Arkorful & Abaidoo, 2015). This results from advances in technological application that can no longer be separated from the current education system (Kinyanjui, 2019). The ICT-based learning system, better known as e-Learning, has become a globally formal teaching and learning system in many leading educational institutions. This is due to the increasing cost of providing face-to-face education, which requires room facilities and supporting infrastructure (Ananga & Biney, 2017), also identified that e-learning could create an efficient learning atmosphere (Yigit et al., 2014; Bliuc et al., 2007). After all, it provides students with faster and better-learning flexibility because it involves various classroom activities, including materials, assignments, and questions and answers between students (Aliyyah et al., 2020).

Students and tutorials with instructors can be carried out outside of official teaching hours. Learning effectiveness by involving e-learning media is also measured by the increased understanding of learners, proven through the latest research (Arifin & Herman, 2018). He successfully implemented e-learning in mathematics lessons at a private Islamic school in Jakarta. Mas' ud & Surjono (2018), also expressed the same thing, who used e-learning in the Computer and Network Engineering major at SMKN 3 Pinrang Regency-South Sulawesi to improve student skill achievement. Although the study above proves the advantages of learning strategy using e-learning media describes seven shortcomings of the e-learning system that become obstacles in its implementation (Almaiah et al., 2020).

These barriers include personal barriers, learning styles, instructional, organizational, situational, stability of material content, and technology problems. In addition, Bowers & Kumar (2015), suggest a high dropout rate for learning strategy participants who take e-learning-based sessions as the low of community participants among teachers and pupils. To overcome these problems, traditional learning collaboration with e-learning technology can be applied without distance among the educational community. Incorporating an e-teaching system into a traditional learning system is more profitable because delivering material and evaluation becomes more flexible (Frenzel et al., 2014).

Combining the two systems is better known as blended learning (e-learning), defined as the distribution of an asynchronous learning environment with more emphasis on student-centric oriented learning patterns that are still directly controlled by the teacher (Borba et al., 2016). The reasons for using an e-learning system, as identified by Gopal et al. (2021), aim to enrich teaching methods, provide access to knowledge, and social interaction, provide individual learning spaces, save costs, and make it easier to update materials. Referring to the results of research that examines the benefits obtained from PBM using the b-learning system at 18 leading universities in Europe, America, Australia, and Asia - it was revealed that the b-learning system plays a role as a supporter of digital literacy for students who can produce a learning community and provide collaboration opportunities between students and teaching staff (Dickerson et al., 2016).

In addition, b-learning offers the benefits of management and a personalized learning experience and saves costs and time. Apart from PT, the b-learning system has also been applied to develop worker skills, as done by IBM, Sun Microsystems, Oracle, Avaya, and Microsoft (Robbins, 2016). These leading companies apply b-learning to provide job training as a form of support in developing the careers of their employees. The two studies above prove that the b-learning system benefits education and the industrial world. Academics use online learning systems to share learning resources so that when teaching in class, they can focus more on developing student skills by applying logical thinking skills to find solutions to the given case studies (Magsino, 2014).

The face-to-face method in the industrial b-learning system is focused on active learning and experience applying knowledge, while the e-learning platform is used for the knowledge transfer process in a work environment that can be adjusted to the learning speed of each employee. According to Ramadhenthly Ahlan (2021), e-learning media by the b-learning system at PT is an efficient way to share learning materials from lecturers to students to learn independently more quickly before learning begins. Although it offers flexibility in accessing various learning resources, designing

materials used in a mixed learning environment is complex and time-consuming because it requires collaboration with various parties such as technicians, graphic designers, and programmers (Conlen & Heer, 2018).

In addition, the design of learning materials must also think about how to present the right way so that it can be used to support personalized learning that is easy to understand according to the diverse needs of students (Xie et al., 2019). Another weakness of the b-learning model is also expressed by Jeong et al. (2012). If the learning strategy focuses more on teaching methods than learning experiences, the e-learning method becomes uninformative. In addition, Jeong et al. (2012), examine subjectivity issues such as student background, curriculum, learning design, institutional management, and technology as one of the weak issues of b-learning quality. Overcoming these weaknesses, the implementation of b-learning in Indonesia itself is stipulated.

Independent education governance under the blended learning method

Right now, e-learning programs are becoming an intriguing issue in the realm of training; as innovation turns out to be more refined, it will influence learning techniques and become more complex. Guidelines for e-learning are currently being examined by the public authority, as expressed by the Minister of Research, Technology and Higher Education Muhammad Nasir, who said, "guidelines on the execution of e-learning or online talks will be given by the public authority soon." To change from an eye to eye learning model or meet face to face, then, at that point, transform into on the web (on the web), indeed requires a great deal of exertion and expenses. However, this can be begun with the Blended Learning model. What is mixed realizing? The Blended Learning model is fundamentally a mix of the benefits of discovering that is done up close and personal and practically. Chandra & Watters (2012), indicated that "Mixed Learning consolidates the best parts of web-based learning, organized up close and personal exercises, and actual practice. Web-based learning frameworks, study hall preparation, and hands-on experience have significant disadvantages to anyone else.

Blended learning is a straightforward finding that joins various techniques for transport, showing a typical model, and learning approach, bringing a combination of tools and decisions for talk among facilitators and the individual being told (Haniffa & Cooke, 2005; Siddiqi et al., 2009). Therefore, the approach of blended learning is similarly a mix of eye-to-eye teaching and web training, yet more than that as a part of coordinated social effort. Blended learning will find that it is maintained by a compelling mix of different strategies for movement, education, and learning styles and is found in the open correspondence between all get-togethers drawn in with getting ready (Mariethoz et al., 2010). As for the potential gains of including blended learning as a mix of direct training eye to eye and electronic teaching, yet more than that as a part of social association, specifically: There is an association between instructor and understudy, educating can be on the web or up close and personal, mixed learning joining educational modalities, mixed learning joining educational techniques (Irvine et al., 2013).

The advantage of utilizing e-learning just as mixed learning in this day and age of schooling is that e-learning gives adaptability in picking the general setting to get to illustrations. Understudies do not have to venture out to where the illustration is conveyed; e-taking in should be possible from any place, whether or not they approach the Internet (Arkorful & Abaidoo, 2015). E-learning gives a chance to understudies to freely control the accomplishment of learning. Students can choose when to begin when to get done, and what part of a module they need to concentrate on first. On the off chance that later rehearsed, he still does not comprehend; the student can contact the educator, asset people through email, talk, or partake in intelligent discoursed on specific occasions. Likewise, it can peruse the aftereffects of the conversation on the message board accessible in the learning management system (Ko & Rossen, 2017).

Then, at that point, what sort of colleges are appropriate for doing Blended Learning? Trouble in making fascinating e-learning content, disliking the limit of speakers and rooms (Picciano, 2013). Students with local time representatives, instructors, and student technology literacy are great, understudies and lecturers have a dependable web association, the expense of holding addresses is a lot less expensive, mixed learning allows the bigger changes to gain in homeroom changes to learning improvement. Mixed learning includes study hall or eye to eye and internet learning. This strategy is exceptionally viable at adding effectiveness to study hall guidance and empowering expanded conversation or data surveys outside the homeroom (Elavsky et al., 2011).

4 Conclusion

In this final part, we mention again the primary aim of this literature review wherein we aim of getting a deep understanding of how Islamic education governance leads to independent learning, which starts from high creativity

efforts by the learning community such as students, teachers, and school leaders towards learning innovation under the approach blended learning. We believe that exposing epidermal data from previous studies has answered this core payoff question with high validity and reliability. We understand that the governance of Islamic education in this global era requires various approaches to advance Islamic education governance that is nuanced in independent learning that focuses on high creativity to bring about change and innovation under learning supported by modern technology devices call it blended learning. It must be admitted that language learning and uploading is an approach to adopting two different learning systems, namely a combination of traditional learning with technology-based learning or distance learning multimedia improvement.

Therefore, as for the essential points that need to be reiterated at the end of this section, we describe the governance of Islamic education in the era of technology. Talking about the pattern of Islamic education is not so different from the governance of Islamic education when talking about the adoption of technology to help thinking and working patterns to answer or achieve the quality of education, especially learning for students. It must be admitted that today's technology is not only something foreign where it is challenging to operate, but today, technology has indeed become a solution to solve all human problems, from the planning stage to the implementation to the evaluation stage. The snow point that we managed to study was that we noted the importance of independent learning.

In the sense that the learning referred to here is learning that focuses on the orientation of freedom to students to learn what is of interest to them and good ways and strategies that students think are result-oriented. In other words, independent learning is not identified with teacher-centered learning where so far in the conventional system, the most dominant figure is the most Irul to determine the results. However, in this technological era, independent learning focuses on student-oriented creativity and learning innovation to achieve optimal learning outcomes as expected by the government curriculum and even the international community (Mullet et al., 2016; Silvia, 2008). The following presentation shows how this blended learning approach has provided a new learning vehicle that involves communication technology infrastructure aligned with the old method, namely face-to-face learning. This is the most innovative solution. When multimedia can have a positive impact, it can innovate learning which is made easier today because the marketing system is supported by technology.

This is different from learning in the past, where learning was solid and oriented, where face-to-face was the most solution. However, in this increasingly global era with various findings by learning technology experts in being able to change and innovate events and how humans learn, significantly how learning assignments in Islamic education schools can improve the quality of learning, they can optimize existing facilities so that the goals of the curriculum are aimed at than recitation can be achieved as much as possible. The conclusion is that this learning approach is the most appropriate solution when today technology has become part of human life not only in the world of education but in other worlds where the role and advantages of the advantages possessed by electronics can be adapted to support learning humans, which of course will be more practical and sustainable.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

Acknowledgments

The author is very grateful to the parties who have contributed to helping us both in the planning and implementation process to report this study's results. We also convey our happiness to those who have funded this protein, namely the Ministry of Education and Teaching through the Directorate of Higher Education. For all parties' services and kindness, this study can finally be carried out correctly.

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