Evaluating The Effectiveness of Blended Learning during Covid-19 on Students' Learning Achievement: A Case Study in terms of Islamic Education

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ABSTRACT

Purpose – This study aims to evaluate the effectiveness of blended learning during the Covid-19 pandemic on students' learning achievements at SMP Muhammadiyah 1 Prambanan.

Design/methods/approach – This research was conducted by means of a descriptive qualitative method. The data were collected through observation, interviews and documentation. The collected data were analyzed by reducing data, presenting data, and drawing conclusions.

Findings – This study revealed that the blended learning had not been able to achieve the desired learning objectives, since it had not been able to reflect the value of Islamic education as seen from students' lack of manners, particularly to teachers. This fact is attributed to several factors: 1) Teachers' lack of monitoring on students' development and associations during the pandemic 2) lack of motivation to learn, 3) lack of adequate facilities for online learning. To overcome the aforementioned problems, teachers have done the followings based on several aspects: 1) the cognitive aspect, the teachers were proactive by helping students who had learning difficulties during the online learning. 2) affective aspects, teacher set an example to students, trained them to practice regular worship, sharpen their ability to behave honestly, and monitored the development of their attitudes and behaviors through their parents. 3) psychomotor aspect, teachers reopened several extracurricular activities.

Research limitations – The limitations of this research are mainly centered on the limited number of samples observed as case studies at SMP Muhammadiyah 1 Prambanan.

Originality/value – The research findings provide an explanation on the effectiveness of blended learning during the Covid-19 pandemic and teachers' efforts in achieving learning outcomes.

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Introduction

The rapid development of industry 4.0 has led to some considerable changes on the current educational practices, where conventional patterns are gradually replaced by digital patterns. This fact is especially obvious during the pandemic situation, which highly necessitates internet-based learning. The excessive fluidity of life has made the blended learning model as an alternative to meet the current educational demands. The high intensity of human activities and the birth of new technologies have underpinned the introduction of blended learning models as new innovations in answering the needs of the times. Terminologically, blended learning refers to a combination between traditional learning models that are often carried out face-to-face and internet-based learning models commonly referred to as e-learning *(Rossett and Frazee, n.d.; Asst. Prof. Dr. Meltem Eryilmaz, 2015; Means et al., 2013; Gedik and Kiraz, 2013; Rumini, 2021).*

Blended Learning is derived from two words: Blended and Learning. The combination of these two words indicates the fact that Blended Learning refers to a combination of two or more learning models that can be applied properly. Blended Learning was introduced as an applicable model to the currently rapid emergence of the development of information and communication technology (ICT), thus encouraging the world of education to use ICT as the novel learning media (Panggayuh, 2021; Tobing, 2020).

The gradual shift of learning models from conventional to blended learning or online learning has incurred some positive and negative impacts on the educational process. Some of the positive impacts lie on the use of technology in the learning implementation for ease of learning, anytime and anywhere through the Internet. However, the introduction of this new learning model has also led to some drawbacks, mainly due to the absence of a direct learning process or lack of face-to-face interaction between teachers and students. This condition has made it difficult for teachers to control students' attitudes and behaviors. In principle, the true nature of education, as well as Islamic education, lies on its ability to change behavior. The educational process should have been able to change students' attitudes and behaviors to adopt the noble, moral and ethical values (Mansyur,2020; Nugraheni, Sutopo, 2021). Hence, the lack of improvement in students' behaviour indicates the failure in education or Islamic education.

As a concept, Islamic Education refers to the terms *al-tarbiyah*, and *al-ta'lim*. Of these terms, the most popularly used term in Islamic education is *al-tarbiyah* (Shobron & Anshori, 2020). The term *al-tarbiyah* is derived from the word *Rabb,* which has various meanings. However, it generally refers to the effort to cultivate, develop, maintain, care for, govern, and preserve the existence or presence of an object (Setiawan dkk., 2021). In this context, online learning is not in line with the primary goal of Islamic education, because learning through the internet may help students improve and develop their ability, but it will be difficult for teachers to maintain the learning process. Such difficulty is mainly attributed to the fact that students are located in different spaces and situations that has prevented teachers to impose strict control. Thus, in terms of online learning, the role of parents is

indispensable as the main controller. Nonetheless, countless parents are unaware of the educational necessities of their children and they put more emphasis and devote most of their time to their job to meet their daily needs.

Islamic teaching has highlighted the key role of parents in providing the basis of educational value to their children. The Prophet Muhammad (PBUH) once said that "No father has granted a gift to his child better than good manners." This hadith is narrated by Imam At-Tirmidzi and Imam Al-Hakim of the companions of Amr bin Sa'id bin Ash r.a (May, 2015). This hadith serves as the foundation on parents' responsibility for their children's education, and thus education is not only the absolute responsibility of the school or madrasa. During the Covid-19 pandemic, there has been a shift in the educational patterns from traditional face-to-face learning model to virtual spaces. Such new learning pattern has made it difficult for teachers to directly monitor their students. Therefore, parents should play an important role in imposing strict policies in supervising their children and providing them with affective reinforcement (Akhwani, 2021).

In his educational theory, Benjamin S. Bloom has introduced the importance of Bloom's taxonomy that refers to three learning domains: the cognitive domain (concerned with the aspect of thinking and intellectual ability), the affective domain (concerned with feelings, emotions, value systems, and attitude of the heart), and the psychomotor domain (concerned with motor skills or the use of skeletal muscles) (Magdalena, Islami, Rasid, 2020; Hussar, 2016). These three domains have been the focal points of learning achievement in real-life education. Attitude is something that must be considered because it serves as the objective of implementing education (Kang & Kim, 2021; Li & Yu, 2022; Stefanovic & Klochkova, 2021).

The wide spread of Covid-19 pandemic across the globe has considerably impacted the world of education. The application of distance learning, which has initially been widely rejected, is currently beginning to gain public acceptance due to existing condition. Nonetheless, some researchers have seen some limitations of online learning because it puts more emphasis on the cognitive dimension, thus ignoring the affective dimension. This fact is clearly revealed in a study that highlighted the absence of learning interaction between students and between teachers and students in this type of learning. On the one hand, this condition definitely has an impact on the lack of achievement of the affective domain in the learning process and outcomes (Finlay et al., 2022; Widiana, Bayu, 2017; Kurnia, 2020).

On the other hand, the widely adopted online learning or blended learning has deemed as the potent solution in providing educational services during the outbreak and spread of the Covid-19, although the effectiveness of this educational process remains questionable. When the main orientation and objective of education is to build students' character (Aristovnik, Kerzic, Ravselj, Tomazevic, 2020; Divjak et al., 2022; Graham, 2003; Santika, 2020), it is deemed necessary to carefully consider the achievement of students' affective domain during online learning or blended learning. The affective domain refers to

students' attitude towards their peers, and students' attitudes towards their teachers, as well as their attitudes in obtaining learning materials and others (Aidarbekova et al., 2021; Dios & Piñero, 2021; Peñarrubia-lozano et al., 2021; Pokryszko-dragan et al., 2021).

The long-term implementation of online learning has led to some questions regarding the learning achievement of students' affective domain. Lack of interaction in the online learning has made it difficult for teachers to evaluate students' affective domain. Students' affective aspects suffer because some students have refused to complete assignments from teachers since their parents prefer completing the assignments for their children on their own. This is mainly resulted from parents' insufficient knowledge to directly teach their children at home about the importance of learning the latest materials. This problem has revealed students' lack of honesty in doing schoolwork, which thus indicates poor affective value. Such condition has prevented students from achieving the expected affective domain. Schoolwork completed by parents will ultimately have a negative impact on the student's ability to understand and learn the subject matter, which subsequently leads to cognitive and psychomotor problems (Blondeel & Everaert, 2021; Gronline, Christoffersen, Ringstad, Andreassen, 2021; Pavlidou et al., 2021; Istiningsih, 2015; Zeng et al., 2021).

Previous research findings have disclosed the poor learning achievement of students in terms of the affective domain as seen from the perspective of Islamic education. In principle, the nature of education is to change someone's mindset from life failure to successful life. In this context, it is pivotal to change and improve students' character for their betterment.

Methods

As a qualitative research, this research used a method based on the philosophy of post positivism. The method particularly aims to examine the condition of natural objects and positions the researcher as the key instrument (Sugiyono, 2016.). This type of research is opposite of the experimental research. Patton stated that qualitative research aims to understand the existing phenomena or events scientifically. Scientific data serve as the main concept of qualitative research. The data are obtained directly from the research subjects (Ahmadi, 2016). Asep Kurniawan held that qualitative data are obtained through in-depth analysis and cannot be obtained directly (Kurniawan, 2018).

The qualitative approach in this research aims to evaluate the effectiveness of blended learning in terms of three domains of learning achievements: the cognitive, affective, and psychomotor, of students at SMP Muhammadiyah 1 Prambanan. As a descriptive qualitative research, this research collected information from an existing event by describing the current state and variable, instead of measuring a specific hypothesis (Irkhamiyati, 2017). This qualitative descriptive was chosen because the results of the study provide a descriptive picture related to the effectiveness of blended learning in students' learning achievement in terms of the affective domain, at SMP Muhammadiyah 1 Prambanan.

The phenomenological approach was used in this study, because in Lincoln's view, it aims to investigate something that is happening in the form of issues or events within a certain period of time (Ahmadi, 2016). In this context, the phenomenological approach was used to seek for in-depth information on the effectiveness of blended learning methods to achieve the cognitive, and affective domain. The research informants were the Principal, Vice Principal for Curriculum, teacher representatives, and student representatives. To collect the data, the researcher observed the learning process, had some in-depth interviews with the research informants, and documented the observation and interviews. Observation aims to obtain data from the learning process and to take note of student attitudes and behaviors, while in-depth interviews aim to obtain data on the learning process and the impact of learning. The documentation is purported to examine the track record of the data related to the blended learning process. Data samples were collected by means of purposive sampling and snowball sampling.

The data validity were checked using triangulation of data sources and technical triangulation (Sugiyono,2018). The researcher used triangulation to check the data validity by utilizing something outside the data to check or to compare with the collected data (L.J. Moleong, 1993). The data were obtained from the principal, deputy head of curriculum, teacher representatives, as well as student representatives of SMP Muhammadiyah 1 Prambanan. The data were then processed with triangulation of data sources and technical triangulation. Triangulation of data sources is a method to compare data by checking data through several sources to be described, categorized and specified and then concluded. The technical triangulation is applied by checking data with the same source through different techniques.

Result and Discussion

1. ### Changes in students' achievements, attitudes, and creativity from the teacher's point of view

There have been some changes in the learning patterns in the past two years due to the outbreak of the COVID-19, particularly in terms of the learning method and techniques. Face-to-face learning with direct interaction between students and teachers, has shifted to online learning or distance learning, which has significantly changed students' learning patterns. This breakthrough effort is carried out to break the chain of transmission of Covid-19, but on the other hand it also has an impact on student' learning achievement, comprised of achievement or cognition, attitude or affective, and creativity or psychomotor domains.

The observation revealed that there had been a decreasing students' cognition at SMP Muhamamdiyah 1 Prambanan. This decline was caused by the absence of direct learning and teaching implementation and the lack of students' enthusiasm to participate in the learning process. This was evident from the decrease in midterm exam scores for the 2nd Semester of the 2021/2022 School Year. This was also revealed in the interview with Mrs. Sukamti, a teacher at SMP Muhammadiyah 1 Prambanan, "we were concerned about

the students' enthusiasm for learning. Currently many students have experienced a decline in academic achievement and midterm exams scores, and many grades incomplete. Presumably, this condition was resulted from the fact that they were saturated from the changes in the learning system that reduced their learning enthusiasm."

There had been a decrease in students' learning enthusiasm. This was revealed by Mrs. Daswati R. Sahifah, the principal of SMP Muhammadiyah 1 Prambanan. She stated that "they experienced a downturn or decrease in learning enthusiasm. I think, this condition was because some of them did not have adequate online learning facilities. For example, sometimes they encountered some problems with the internet network, some of them had their internet balance run out, and some even did not have any adequate devices. Thus, it affected their learning enthusiasm, which had an impact on their learning achievement." From this factor, it is clear that the dwindling cognitive aspects of these learners were influenced by their psychological problems during online learning and also because of the inadequate facilities.

Furthermore, there has also been some changes in terms of attitude or affective domain. Students who used to be able to interact directly with the teacher became embarrassed just to answer teachers' questions during online learning. This condition, consequently prevented a good flow of communication in the learning process because students preferred to remain silent. Two possibilities might cause students' silence: they might be embarrassed since they were not used to have online learning or because they did not understand the conversation at all. These presumptions were quoted from an interview with Mr. Endri Padmono, a teacher at SMP Muhammadiyah 1 Prambanan, who held that "From my personal observation during the learning process, online learning has seemed to create an awkward feeling or atmosphere in the learning interaction. When I asked students with easy questions, no one responded. They might be embarrassed during the online meeting or because they did not understand the topic. In other words, the classroom atmosphere seemed frozen. Such attitude certainly has an impact on online learning,"

In addition to this attitude, there were some students who were disrespectful towards the teachers. This is also the result of the absence of direct interaction in education, especially the parents who did not pay attention to their children' manners and ethics. The interview conducted with Mrs. Sukamti revealed that "Some students were known to often cause a scene. They might drive teachers' temper and made them angry, but we kept on educating them tenderly. For example, we tried to teach them and provide learning activities happily. Those special students were treated gently. The teachers believed that they acted bad because of lack attention from their parents.

To the researcher's observation, it was true that at SMP Muhammadiyah 1 Prambanan, some students liked to cause a scene during their classroom session. Some students provoked their friends by disturbing them, or even by consciously getting out of class. They asked for teacher's permission to go to the bathroom to relieve themselves,

but made a stop at the canteen for a while. These actions are some indications that there had been some disconcerting changes in terms of students' attitudes. Another striking point was seen from the informal and disrespectful language used towards the teacher as if they were talking to their friends. This point was stated in the interview of Mrs. Daswati R. Sahifah "Something concerning is about students' way of speaking. Sometimes, students used informal language to talk with teachers as if they were talking with their friends. This may be attributed to the fact that they haven't been to school for a long time because of the pandemic. It may also be resulted from their parents' inability to guide them at all times because of their busy activities."

This fact clearly points out the unsuccessful learning achievement, especially in terms of the affective aspects of online learning. This is evidence from the fact that some students' attitudes are not in accordance with educational goals, which are directed to achieve betterment. Therefore, there needs to be synergy and real efforts by the school to improve and maintain students' attitudes.

In terms of creativity or psychomotor, it was clear that some students at SMP Muhamamdiyah 1 Prambanan tended to decrease their creativity. For instance, after receiving an assignment from the teacher to answer some questions, most of these students chose to find the correct answers at an instance, particularly by peeking at their friends' answer. This occurred because students did not want to open up their understanding for the provided learning materials.

The decreasing creativity was attributed to several underlying factors. The interview with Mrs. Daswati R. Sahifah revealed that "actually they are smart and potential children. It's just that because of this two-year period, we have been hit by a pandemic disaster, which forced us to turn into online learning activities. Even worse, extracurriculars that stimulate children movement were also eliminated. As a result, children tended to require what they want instantly without even wanting to try hard. Whenever, they were required to think about a particular complicated topic, they no longer tried to achieve mutual consent and were easily saturated."

From the interview, it can be understood that students' lack of creativity is mainly attributed to online learning. Online learning has prevented teachers from training students to think creatively in task completion. In addition, they were also accustomed to do things at an instant and swiftly by having some shortcuts, such as looking for help from friends in answering the question. This condition certainly leaves out one essential learning process, namely remembering and understanding the learning materials to answer questions.

2. Changes in students' attitudes from students' point of view

The change in learning patterns from face-to-face to remote has resulted in the changes in students' learning enthusiasm in blended learning model. Such changes were observable not only in terms of the learning enthusiasm but also in terms of attitude, particularly in getting along with their friends. A ninth-grade student at SMP

Muhammadiyah 1 Prambanan stated that "Some friends were nosy, sometimes they caused trouble by causing a scene, or even disturbing their friends during class. Therefore, they couldn't concentrate because the other students also say something rudely."

Another change in attitude was the seemingly awkward pattern of interaction between students during the blended learning. Such uncomfortable learning atmosphere was mainly because they had not seen each other for almost two years. This fact was revealed by a ninth-grader at SMP Muhammadiyah 1 Prambanan, "we used to meet when we were in the seventh grade, but then there was an outbreak of pandemic. Thus, during the learning session in the eight-grade, we never met each other face-to-face. We only had a chance to interact again when we were in the ninth grade. As the result, we only communicated with some students who were familiar to us.

This less interactive attitude results in a weak learning cooperation between students, even though the aspect of cooperation serves as part of the learning process. In fact, cooperation between students can train their initiative and motivation to be responsible with their group. This weak interaction also led to the lack of care between fellow students, which can be seen in the classroom learning process. During the research observations, it was clear that normally one class comprises of diligent students who attentively follow the lesson, but there are those who make noise or cause a scene and disturb the diligent students. In other words, there has been a dwindling value of concern for this learning aspect due to the impact of existing changes in learning patterns.

3. Teacher strategies in achieving learning domain

Despite the COVID-19 pandemic outbreak, which is currently entering the third wave with the Omicron variant, SMP Muhammadiyah 1 Prambanan constantly strives to provide students with the best educational services. Such services are oriented towards the achievement of the core vision and mission of education. The learning process, thus, is required to cover three learning domains, namely the achievement of cognitive, affective, and psychomotor domains using blended learning. Schools are still urged to achieve the most outcomes in these learning domains using certain strategies even during online learning or blended learning.

In this context, SMP Muhammadiyah 1 Prambanan continually endeavors to achieve the expected learning outcomes in the three aforesaid domains, including the cognitive domain by means of providing students with the best service. For example, teachers applied the proactive strategy by visiting students who experienced problems in the learning process, which indicated teacher's reliability and professionalism. The strategy was realized according to the needs of each student, as stated by Mr. Endri Padmono "in this school, we constantly work hard and make all efforts, for example by proactive we visited students who have severe learning difficulties during blended learning. In addition, we are also committed to helping those who find it difficult to provide online learning facilities for their children, such as providing internet balance assistance, and we also allowed some students to continue attending school."

The proactive strategy could facilitate students who had learning difficulties so that they could keep up with the updated learning materials. This fact was revealed in the interview of Mr. Endri Padmono "by applying proactive strategy, students who struggled in their learning development could eventually keep abreast with the updated learning materials. Although their exam score was still far from optimal, at least the learners could grasp the learning materials more easily."

In terms of affective domain or attitude, SMP Muhamamdiyah 1 Prambanan has created its own branding and core vision as "Sekolahnya Anak Sholeh" (The School of the Virtuous). This tagline transfers an inspiring value to always require students to behave wisely. Thus, the first attempt to build students' characters is by setting an example. Every morning, the teachers greet their students kindly, and provide a particular example, such as being discipline and keeping up their words. This fact was disclosed in an interview with Mrs. Sukamti who said that "Every morning, we always instill our students with 5S (greetings, smiles, salutation, courtesy, and civility) to inspire and help them get accustomed with such virtuous atmosphere."

A teacher once pinpointed that the second attempt of the school to build students' character is by getting them used to compulsory worship and sunnah. Every day, students at SMP Muhamamdiyah 1 Prambanan are required to attend the mandatory and sunnah prayers as part of the school program. The observation revealed that students started their morning with the congregational dhuha prayer, then continued with *tadarus* (Quranic recitation) in their respective classes. When it came to noon before returning home, they were scheduled for doing congregational prayers. These habituations are expected to change and improve their attitude and behavior for betterment. Prayers are deemed to prevent them from heinous and vicious deeds. Thus, it is expected that the program will build a positive atmosphere and can inspire students to do good deeds.

The third effort of the school is to train students to stand for honesty by establishing the honesty canteen. This honesty canteen program is provided in each class and allow each of students to take one meal by way of direct payment according to the price of the food. This program is controlled by the payment calculation after school. When the incoming money matches the total price of the provided food for consumption, students have stood for honesty. However, a slight discrepancy between the total income and the total food price indicates that some students are dishonest and will usually be revealed by the report of the class administrator. This fact was revealed in an interview with Mrs. Daswati R. Sahifah who held that "Here, we have established an honesty canteen program, which provides students with food for sale in each class. Thus, when they take one snack, they have to pay according to the price of the snack. A slight discrepancy between the incoming money and the food taken means that some students are dishonest and we usually get a report from the class administrator. Thus, the student concerned will be guided to enlighten his understanding."

The fourth effort, made by SMP Muhamamdiyah 1 Prambanan to build students' characters is by coordinating and communicating with students' parents as the guardians. The role of parents is indispensable, and parents must also understand that school is not a place to wash their dirty laundry and wash their hands clean of their responsibility in taking care of their children. There must be a role of parents to color the child's education. Parents as students' family serve as the main pillar of education that shapes students' character from early childhood to adulthood. This point was reflected from an interview with Mrs. Daswati R. Sahifah who highlighted that "we also coordinated with students' parents. We constantly communicated with them about the development of their children, and parents at the same time conveyed students' development when they are at home. For example, parents informed us, who played with their children, whom they socialized with, and how they socialized. Indeed, we also need information from parents to know students' background."

In terms of psychomotor aspects, SMP Muhammadiyah 1 Prambanan has reopened extracurricular activities during the blended learning atmosphere, although not for all extras. The extras that were reopened were mainly related to students' creativity, like *Hizbul Wathan* and culinary art. These extras were provided to help students develop and enhance their creativity in their daily lives as a way to maximize the potential of their intellectual ability in order to comply with the commands of the Qur'an about *'afala tadazakaruun* (so perhaps you may use your reasoning).

The expressions conveyed by the speakers and the results of direct observations clearly indicated a decrease in students' learning achievement. The decline generally occurred in both the cognitive, and psychomotor domains, and more profoundly in the affective domain. The decreased achievement in the cognitive, psychomotor and especially in the affective domain was considerably realized by the Principal, Vice Principal for curriculum, teachers as revealed by the interviews and triangulation of observations to students.

It was clearly seen that the school has effectively applied certain strategies to achieve the expected learning achievement, even though in practice, students' learning achievements were far from expectation. Therefore, it is necessary for the school to constantly and persistently apply the aforesaid strategies because educating students requires a gradual process that in time will be able to change their attitude and way of life for the better.

4. Learning Objectives in terms of Islamic Education

As a concept, Islamic Education refers to the terms al-tarbiyah, and al-ta'lim. Of these terms, the most popularly used term in Islamic education is al-tarbiyah (Shobron & Anshori, 2020). The term al-tarbiyah is derived from the word Rabb, which has various meanings. However, it generally refers to the effort to cultivate, develop, maintain, care for, govern, and preserve the existence or presence of an object (Setiawan dkk., 2021). In this context, online learning is not in line with the primary goal of Islamic education, because learning

through the internet may help students improve and develop their ability, but it will be difficult for teachers to maintain the learning process. Such difficulty is mainly attributed to the fact that students are located in different spaces and situations that has prevented teachers to impose strict control. Thus, in terms of online learning, the role of parents is indispensable as the main controller. Nonetheless, countless parents are unaware of the educational necessities of their children and they put more emphasis and devote most of their time to their job to meet their daily needs.

Islamic teaching has highlighted the key role of parents in providing the basis of educational value to their children. The Prophet Muhammad (PBUH) once said that "No father has granted a gift to his child better than good manners." This hadith is narrated by Imam At-Tirmidzi and Imam Al-Hakim of the companions of Amr bin Sa'id bin Ash r.a (May, 2015). This hadith serves as the foundation on parents' responsibility for their children's education, and thus education is not only the absolute responsibility of the school or madrasa. During the Covid-19 pandemic, there has been a shift in the educational patterns from traditional face-to-face learning model to virtual spaces. Such new learning pattern has made it difficult for teachers to directly monitor their students. Therefore, parents should play an important role in imposing strict policies in supervising their children and providing them with affective reinforcement (Akhwani, 2021).

Affective is one of the considerable learning domains, as shown by Bloom's taxonomic theory that highlights the importance of three learning domains: the cognitive, affective and psychomotor (Suarez, Feijoo, Chiyon, 2021; Magdalena, Islami, Rasid, 2020). Education with blended learning during the COVID-19 pandemic is not only about meeting the needs of providing students with learning materials, but also, most importantly, is about gaining the expected learning outcomes of changing students' attitudes and behaviors to develop them into well-educated humans who have better attitude.

The Qur'an Surah Luqman verse 13 has reminded us that "And ˹remember when Luqmân said to his son, while advising him, "O my dear son! Never associate anything with Allah in worship, for associating others with Him is truly the worst of all wrongs." This verse pinpoints that Luqman as a parent has reminded his son to maintain his faith in Allah. Moral values serve as the most important thing to be referred to as the main fundamental capital in shaping children's character before he started to learn in formal educational institutions (Hafiz and Noor, 2016; Sada, 2015; Taubah, 2015)

Islamic education is therefore oriented not only about cognitive aspects but also about changing the behavior and personality of students. Therefore, blended learning as the widely adopted model of online education during the COVID-19 pandemic should not only answer the current changes in the learning pattern for delivering the learning materials, but it is expected to solve the problems related to the growth and development of student behavior. The expected concept of this type of learning should always refer to the scientific materials delivered by teachers, but parents must also play a key role in

shaping their children's basic character by way of supervising and monitoring the development of their children.

At a broader scope, Islamic education comprises several approaches, namely maintaining the nature of students to develop themselves and achieve emotional maturity (*insan baligh*), developing all potentials towards perfection, and gradually directing the entire nature towards perfection (*insan kamil*) (Hana dkk., 2021). Islamic education is a set of efforts to guide, direct, and nurture students consciously in a planned manner in order to build the virtuous Muslim personality in accordance with the values of Islamic teachings as a way to pursue happiness of the world and the hereafter (Uin dkk., 2020). Based on this concept, online learning and blended learning are provided as alternatives at times of emergency (pandemic). It is clear that the process of guiding, directing and fostering students through the online learning model or blended learning cannot effectively achieve the desired learning outcomes for lack of direct or face-to-face monitoring of students' activities. This is added by the fact, students of primary school are still in need of utmost assistance, particularly from their parents. Nonetheless, only few parents were aware of the needs of their children in education. Parents were mostly "busy working to meet their daily needs".

The primary purpose of education is not only about intellectual education but also about moral education (Aristovnik, Kerzic, Ravselj, Tomazevic, 2020; Rosalina, 2021; Means et al., 2013). However, during the pandemic, teachers find it difficult to directly monitor the development of their students, which makes the achievements of students' learning domain at stake. Online learning or blended learning as alternative model may cover the cognitive aspect, but this model is definitely not the correct answer to address the affective domain. The implementation of online learning may be supported by a circular letter from the Minister of Education and Culture, which states that the health and safety of students, educators, education staff, families, and the community remains as the top priority in establishing learning policies (Mendikbud, 2020). This circular, thus, has positioned online learning or blended learning as an alternative to carry out educational services during the pandemic.

Online learning requires teachers to be more innovative and creative in structuring learning steps (Nugraheni, Sutopo, 2021). Learning outcomes with online learning model are better than face-to-face learning outcomes (Radita, Aminah, 2018). However, other studies stated that outcomes of face-to-face learning are better than those of online learning (Fahrurrozi, 2020; Nugraheni, Sutopo, 2021). This is certainly caused by several factors, one of which is the problem related to the readiness of students and teachers in implementing the model. Online learning perhaps can achieve the cognitive domain but it takes more attention to achieve the affective domain due to the limited distance and time between teachers and students who were unable to meet in person. The achievement of affective domain is no less important than cognitive domain.

Under normal conditions, the weakness in the achievement of affective domain experienced by students is attributed to several things, namely: (1) lack of information in the process of assessing, consulting, and placing students. (2) the time consuming and costly paper and pencil-based tests (3) lack of reliability and validity in the existing instruments of affective assessment as compared to cognitive assessment instruments (4) and the harder achievement of affective learning objectives as compared to the achievement of cognitive learning (Asst. Prof. Dr. M. Eryilmaz, 2015; Azizan, 2010). This condition occurs due to the weakness of educators in compiling indicators of assessment of affective aspects in learning. During the implementation of blended learning, the existing conditions were aggravated by an erratic atmosphere, which may confuse people due to the current condition.

In the world of education, learning implementation is certainly inseparable from an assessment, as a means to measure the abilities and competencies that have been achieved. The learning assessment comprises three aspects: the cognitive, affective, and psychomotor domains (Hidayah, 2020). Ideally, these three aspects should serve as main concern for educators in the learning implementation. On this basis, the online learning model or blended learning is ideally oriented towards the aforesaid three aspects of assessment. In fact, online learning through the internet network has made it difficult to assess students' achievements in terms of the cognitive, affective and psychomotor outcomes. Thus, it would be much easier to assess the cognitive, affective and psychomotor domain (in the online period) by way of triangulation techniques, for example as revealed by the direct observation. While the cognitive assessment in the online period should not include any intervention from outside parties, such as parents, or other family members, the affective assessment should be strengthened by direct observation.

From this research, we can draw conclusion that teachers in online learning must set appropriate and applicable assessment indicators for the learning process. The affective assessment indicators are ideally in line with the achievement of cognitive indicators so that there is a continuous linkage in the learning achievement. As a matter of fact, in today's online education services, teachers have not been able to set up details related to learning achievements because of the more complex work load in teaching their students. Teachers are required to think about material delivery for students who opted for offline learning and those who preferred learning at home through online platform.

Hence, the blended learning has required teachers to have more careful preparation as a way to achieve the cognitive, affective, and psychomotor domains in students' learning outcomes. Principally, the essence of learning or educational achievement is the occurrence of a change in students' attitude for the betterment (Stacey, 2008). Unequal achievement between the cognitive and affective domains in students' learning outcomes definitely necessitates improvement strategies in the learning practice.

Conclusion

The research on the evaluation on the effectiveness of blended learning during Covid-19 as seen through the cognitive, affective and psychomotor domains in students learning outcomes in SMP Muhammadiyah 1 Prambanan revealed that the implemented blended learning has not been able to optimally achieve the desired learning outcomes. This is due to several factors, including the diminishing students' learning motivation due to the platform used in online learning and lack of adequate facilities to take part in online learning which makes students indifferent to learning. Consequently, these resulted in a decreasing academic achievement. The cognitive intervention of parents during the learning process has also made students' cognitive achievement less objective. On the contrary, the lack of parents' role in affective education has prevented students from gaining the desired affective achievement.

SMP Muhammadiyah 1 Prambanan has applied certain strategies to achieve the objectives of learning domain from an Islamic educational perspective during the implementation of blended learning. In terms of a cognitive perspective, teachers have applied a proactive strategy by visiting students who learning difficulties during the online learning. This strategy indicates teacher's reliability and professionalism. The proactive strategy was realized by teachers by way of dispensing students' difficulty through the commitment of providing the best access to enable students' participation in learning. In terms of the affective aspect, teachers give a particular example to the students as a way to get students accustomed to mandatory prayers and sunnah, get them used to behaving honestly, and more importantly, the school monitors the development of student attitudes and behaviors through their parents. In terms of the psychomotor domain, the school has started to reopen several extracurricular activities that can stimulate students' psychomotor sensors in order to grow their creativity. This way, students are enhanced to use their reasoning, which accords with the Qur'anic command 'afala tadzakkaruun (So perhaps you may use your reasoning).

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