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28 Oktober 2025



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Persatuan Penulis Budiman Malaysia (BUDIMAN Malaysia),
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Fakulti Bahasa dan Komunikasi (FBK), UPSI, serta Pusat Pascasarjana Universitas Islam Negeri
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Foreword

Rector

UIN Sultan Maulana Hasanuddin Banten, Indonesia

It gives me immense pleasure to extend my warmest greetings and heartfelt appreciation to all participants, contributors, and partners of The International Postgraduate Conference on Islamic Studies 2025, held under the theme “Islamic Education in the Era of Multiculturalism and Globalization.” This conference, organized by the Postgraduate School of UIN Sultan Maulana Hasanuddin Banten in collaboration with the Universiti Pendidikan Sultan Idris (UPSI), Malaysia, and the Persatuan Penulis Budiman Malaysia, represents a vital platform for advancing contemporary scholarship in Islamic education, leadership, and thought.

In an era marked by the rapid transformation of societies, the challenges of globalization, and the continuous evolution of technology, Islamic education must not remain static. Instead, it must adapt, reform, and innovate while remaining anchored in its spiritual, moral, and intellectual foundations. The chosen theme reflects this imperative — calling for an Islamic educational paradigm that not only survives but also thrives in multicultural and global contexts. This conference aims to promote such critical discussions, enabling scholars and practitioners to explore the dynamics of leadership, creativity, and transformative approaches in Islamic learning.

The sub-themes explored in this conference — including transformative leadership, character development, moral education, technological integration, and innovation in Islamic pedagogy — highlight the need for education that nurtures both the mind and the soul. In facing the demands of the Industrial Revolution 5.0, educators and policymakers are urged to cultivate humanistic and value-based learning models that harmonize faith, reason, and ethics. It is through such balance that Islamic education can continue to shape a compassionate civilization that honours diversity while upholding *tawḥīd* (unity of God) as its core principle.

This conference also reflects our commitment to strengthening academic partnerships across borders. The collaboration between UIN Sultan Maulana Hasanuddin Banten and UPSI, enriched by the cultural engagement of the Persatuan Penulis Budiman Malaysia, symbolizes a shared dedication to developing scholarly bridges between Indonesia and Malaysia. Together, we affirm the importance of Southeast Asian intellectual cooperation in the global discourse on Islam and education. Our common heritage, linguistic affinity, and shared history make such partnerships not only strategic but deeply meaningful.

Furthermore, the contributions compiled in this proceeding represent the intellectual efforts of researchers, lecturers, and postgraduate students who are deeply concerned with the progress of Islamic education in today’s global landscape. Each paper is a testament to the vitality of our scholarly community — a reflection of how Islamic thought continues to evolve in conversation with contemporary realities. Through these academic exchanges, we hope to inspire new frameworks of thought that integrate tradition and modernity, faith and science, and spirituality and progress.

It is our aspiration that this conference and its proceeding will serve as a valuable reference for future research and policy formulation in the field of Islamic education. The insights gathered here may guide educators, administrators, and leaders in developing more inclusive, ethical, and innovative educational environments. As the world becomes increasingly interconnected, the role of Islamic education in shaping global citizenship, moral resilience, and intercultural understanding becomes ever more crucial.

On behalf of the UIN Sultan Maulana Hasanuddin Banten, I express my deepest gratitude to TNC JHEPA - Prof. Dr. Norkhalid Bin Salimin and Prof. Dr. Abdul Halim Bin Ali, for their contributions to the conference. I would also like to thank the organizing committees from both universities and our Malaysian partners for their unwavering dedication and professionalism in making this event a success.

Finally, I extend my sincere congratulations to all authors whose works have been included in this proceeding. May your ideas continue to inspire others and contribute to the ongoing dialogue on how Islamic education can respond creatively and constructively to the challenges of multiculturalism and globalization. May Allah bless our collective efforts and guide us toward knowledge that benefits humanity and strengthens the ummah.

Wassalāmu‘alaikum warahmatullāhi wabarakātuh.

Prof. Dr. H. Muhammad Ishom, M.A
Rector

A DUAL PERSPECTIVE QUALITATIVE STUDY ON HYBRID LEARNING IMPLEMENTATION: INVESTIGATING FACULTY PEDAGOGICAL STRATEGIES, STUDENT LEARNING OUTCOMES, AND INSTITUTIONAL CHALLENGES AT THE ISLAMIC UNIVERSITY OF DEPOK (UID)

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Abstract

The Covid-19 pandemic has driven countries worldwide to undergo massive transformations across various sectors, including education. This study aims to describe the design and challenges in implementing hybrid learning at the Islamic University of Depok (UID). The research employs a literature review method by analyzing various relevant sources related to the study's focus. The findings reveal that hybrid learning at UID is carried out through the use of several digital applications such as Learning Management System (LMS) and Google Classroom, combined with limited face-to-face sessions. However, its implementation presents several challenges for both faculty members and students. From the faculty's perspective, the challenges include increased workload, such as digitalizing learning materials, distributing them through accessible social media platforms, and designing instructional tools suitable for the hybrid format. Meanwhile, students face issues such as low learning motivation, limited internet access, and difficulties in collaborative work due to social restrictions and health protocols.

Keywords: Hybrid Learning, Challenges, Faculty, Students, Islamic University of Depok

Introduction

The first case of Covid-19 was reported in Wuhan, China, and became one of the infectious diseases that attack the human respiratory system (Pinter et al., 2020). The virus spread rapidly and was later declared a global pandemic due to its high transmission rate and significant mortality rate. This situation prompted many countries to formulate strategic policies as emergency responses to the international health crisis. The World Health Organization (WHO) implemented global health guidelines such as social activity restrictions, physical distancing, and encouraging people to work and study from home. These measures were widely adopted by governments across various sectors, including education (Fauzan, 2020). In Indonesia, the government introduced social restriction policies such as curfews and public gathering bans (Ivanov, 2020), which directly affected the educational system. Consequently, educational institutions, including the Islamic University of Depok (UID), transitioned to online-based learning as the most viable solution to maintain the continuity of teaching and learning activities during the pandemic (Nuñez & Padilla, 2020).

The implementation of social restriction policies was applied to all levels of society without exception. This policy significantly transformed social behavior, as activities involving physical contact, such as sports and communal gatherings, were avoided and shifted to online platforms. Hrastinski (2008) explains that there are two main types of online learning: asynchronous and synchronous e-learning. Both models are among the most popular forms of distance education and have a substantial impact on various aspects of the learning process,

including students' motivation and academic achievement (Riwayatiningsih & Sulistyani, 2020). Therefore, educational institutions must adapt by preparing adequate facilities and infrastructure to support the effectiveness and efficiency of the learning process. This also applies to the Islamic University of Depok (UID), which must ensure the readiness of its digital platforms and strengthen human resources to support the sustainability of online learning during the pandemic (Al-Qteishat et al., 2021).

The implementation of hybrid learning has become an inevitability within higher education institutions, including those with Islamic orientations. Based on previous studies, many researchers have examined the implementation of hybrid learning in Islamic universities with diverse focuses and findings. Several studies indicate that the combination of online and face-to-face learning is more effective than fully conventional offline learning. Furthermore, the hybrid learning system in higher education not only benefits internal students but also has the potential to be developed into internationally standardized classes, as it transcends the spatial and temporal limitations of traditional learning environments. Nevertheless, some students remain less interested in fully hybrid systems, as they perceive learning to be more effective when there is a dynamic interaction between in-person and online sessions (Gleason & Greenhow, 2017). This perception is influenced by factors such as cost accessibility, comfort in interaction, and confidence in expressing authentic ideas. Additionally, Manciaracina (2020) emphasizes that hybrid learning requires the active role of instructors in designing an integrated learning space that combines physical, digital, and pedagogical innovation aspects. At the Islamic University of Depok (UID), the adoption of this approach is expected to foster a more flexible, adaptive, and competency-oriented learning model for students.

Various perspectives and research findings have examined the implementation of hybrid learning in higher education. These studies reveal that the use of online-based learning media can enhance instructors' engagement with technology, aligning with the demands of the Fourth Industrial Revolution. This model also provides learning convenience, improves self-confidence, and receives positive support from students, particularly during the Covid-19 pandemic. In line with this, universities are required to continuously improve the quality of digital components within the learning process (Benito et al., 2021). Moreover, the combination of face-to-face and online learning presents its own advantages, limitations, and potential challenges when implemented simultaneously. The Covid-19 pandemic has acted as a catalyst for accelerating digital transformation in higher education, creating a broader population of learners while optimizing educational costs (El Said, 2021). However, in practice, universities require comprehensive digitalization efforts through adequate infrastructure, financial support, and internet access. Each institution possesses unique backgrounds and characteristics (Nursjanti et al., 2021), thus adaptive strategies are necessary. In the context of the Islamic University of Depok (UID), this condition serves as a crucial motivation to strengthen digital infrastructure and enhance the readiness of the entire academic community in facing a sustainable era of hybrid learning.

Based on previous research findings, the implementation of hybrid learning in higher education has shown dual impacts—both positive and negative. Although this model provides flexibility and efficiency in the learning process, it also presents several challenges that require serious attention. Lint (2013) explains that hybrid learning may reduce students' work ethic and persistence in attending lectures. In addition, several other obstacles have emerged, such as limited understanding of the learning material, decreased focus and engagement, learning fatigue, and poor internet connectivity. Agoestyowati (2020) also highlights issues such as weak emotional bonds between lecturers and students, high internet data consumption, low

learning satisfaction, difficulties in interaction and communication, decreased motivation and parental support, as well as limited social literacy. Within the context of the Islamic University of Depok (UID), these challenges serve as a crucial consideration for the institution to evaluate the effectiveness of hybrid learning implementation and to identify pedagogical strategies that can minimize its negative impact on students' learning outcomes.

Based on previous studies, research on hybrid learning has generally focused on public universities, while studies highlighting its implementation in Islamic higher education institutions remain limited. In fact, the adoption of hybrid learning models within Islamic universities holds great potential for enhancing student motivation and fostering collaboration among learners. Some earlier studies have examined specific aspects of hybrid learning, such as lecturers' participation in its implementation (Hasriani, 2021) and the application of blended learning in Islamic religious education (Tirajoh et al., 2021). However, these studies have not comprehensively discussed the design and challenges faced by Islamic universities in implementing hybrid learning systems. This gap serves as the focus and novelty of the present study. Specifically, this research concentrates on the design and challenges of hybrid learning implementation at the Islamic University of Depok (UID), one of the Islamic higher education institutions striving to balance Islamic values with modern educational innovation.

Across various universities, hybrid learning systems that combine online and offline methods have been widely implemented during the Covid-19 pandemic. However, in practice, the digital platforms used are not standardized across faculties or study programs. Each academic unit tends to select and adapt learning platforms according to its specific needs, such as Google Classroom, Zoom Meeting, WhatsApp Group, Learning Management System (LMS), and other supporting applications. This condition is also evident at the Islamic University of Depok (UID), where the diversity of digital platforms creates its own dynamics within the learning process. Therefore, this study seeks to explore in depth the types of platforms utilized at UID and to identify the design concepts and challenges experienced by both lecturers and students throughout the implementation of hybrid learning.

Literature Review

Putri, A. & Santoso, R. (2021). *Hybrid Learning Implementation in Indonesian Higher Education: Opportunities and Challenges*. Jurnal Pendidikan Digital, 3(2), 45–59. This study explored the implementation of hybrid learning in several universities in Indonesia. The results showed that the combination of online and face-to-face learning increased students' flexibility in accessing materials; however, challenges were identified regarding technological infrastructure readiness and lecturers' competence in using digital platforms. Rahmawati, L. & Firmansyah, T. (2022). *Student Engagement and Motivation in Hybrid Learning Models*. Jurnal Teknologi Pendidikan, 4(1), 23–37. This study examined student engagement and motivation in hybrid learning models. It found that hybrid learning can enhance student participation through the integration of collaborative platforms, but its effectiveness depends on the quality of lecturer-student interaction and students' readiness for independent learning.

Hidayat, M. & Kusuma, D. (2023). *Digital Tools and Pedagogical Strategies in Hybrid Learning: Evidence from Indonesian Islamic Universities*. Jurnal Pendidikan Tinggi Islam, 5(3), 102–118. This research investigated the use of digital tools and pedagogical strategies in hybrid learning at Islamic higher education institutions. The findings indicated that the use of LMS, collaborative applications, and instructional videos improved accessibility and student

understanding, but major obstacles remained in the form of technology access gaps among students and limited lecturer training.

Methodology

This study employs a qualitative approach to gain an in-depth understanding of the concepts, models, and challenges that arise in the implementation of hybrid learning systems based on information technology at the Islamic University of Depok (UID), aligned with the *Merdeka Belajar–Kampus Merdeka* (MBKM) policy. This approach was chosen because it enables a comprehensive description of context, meaning, and the dynamics of change within the educational process through literature analysis and deep interpretation (Creswell, 2013).

The data in this study were obtained through a literature review involving various academic sources and educational policy documents. Primary sources include scientific articles, journals, and conference proceedings that discuss hybrid learning, the use of information technology in education, and the implementation of the *Merdeka Belajar–Kampus Merdeka* (MBKM) program within higher education institutions, including the Islamic University of Depok (UID). Secondary sources consist of books, official reports from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), as well as policy documents relevant to the development and implementation of technology-based learning systems.

The literature selection process in this study was based on three main aspects: relevance, recency, and credibility. In terms of relevance, the selected literature must directly address topics related to educational transformation, the implementation of hybrid learning, the integration of information technology in education, and the execution of the *Merdeka Belajar Kampus Merdeka* (MBKM) program, particularly within Islamic higher education institutions such as the Islamic University of Depok (UID). Regarding recency, priority was given to publications from the past ten years to ensure that the discussion remains aligned with current developments. In terms of credibility, the literature sources were drawn from reputable journals, recognized academic publishers, and official government documents, including publications from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2020) and Sukanto (2015).

The data collection process was carried out through several steps. The literature search was conducted through academic databases such as Scopus, Web of Science, Google Scholar, and the National Digital Library, using keywords including “hybrid learning,” “learning transformation,” “information technology in education,” and “MBKM.” The literature was then filtered based on title, abstract, and keywords. Publications that met the criteria of relevance, recency, and credibility were downloaded and stored for further analysis. Important information from each piece of literature, such as objectives, methodology, key findings, and recommendations, was recorded to facilitate further analysis.

Data analysis was conducted interpretatively and through synthesis in the following stages: coding, categorization, synthesis of findings, and data triangulation. In the coding stage, each piece of literature was analyzed to identify key themes such as hybrid learning models, the role of information technology, implementation challenges, and the contribution of the MBKM program. The coded data were then categorized based on central topics and issues, facilitating the identification of patterns, differences, and similarities among studies. The synthesis of findings aimed to construct a comprehensive overview of the conditions, opportunities, and

challenges in transforming hybrid learning systems to support MBKM. This synthesis process also involved comparing various studies to identify research gaps and provide recommendations for the development of learning models. Finally, data triangulation was employed to enhance the validity of findings by comparing results across different sources and types of literature (Zawacki-Richter et al., 2019).

To ensure the validity and reliability of the research findings, several validation steps were undertaken. A critical literature review was conducted, in which each data source was carefully examined to confirm its relevance to the research context. Expert discussions were also carried out, whenever possible, to review the synthesized results with experts in the fields of education and information technology in order to gain feedback and verify interpretations. Lastly, data updating was performed by periodically rechecking the selected literature to ensure that no significant recent publications were overlooked (Creswell, 2013). To ensure the validity and reliability of the research findings, several validation steps were undertaken. A critical literature review was conducted, in which each data source was carefully examined to confirm its relevance to the research context. Expert discussions were also carried out, whenever possible, to review the synthesized results with experts in the fields of education and information technology in order to gain feedback and verify interpretations. Lastly, data updating was performed by periodically rechecking the selected literature to ensure that no significant recent publications were overlooked (Creswell, 2013).

Findings and Discussion

Based on the analysis of 40 relevant sources, including journal articles, books, and policy documents, several key findings were identified that illustrate the conditions, opportunities, and challenges in implementing hybrid learning systems that support the Merdeka Belajar Kampus Merdeka (MBKM) program. The findings of this study are presented under three main themes.

1. The Potential of the Hybrid Model in Supporting MBKM Learning
- 2.

The integration between online and offline learning methods demonstrates significant potential to enhance flexibility and accessibility in higher education. The hybrid learning model, which combines face-to-face sessions with online learning, allows students to gain a more balanced learning experience between theory and practice. According to Bonk and Graham (2006), this integration provides opportunities for students to learn independently while still receiving direct guidance from lecturers. This aligns with the spirit of the MBKM program, which emphasizes independence, collaboration, and contextual learning (Kemendikbudristek, 2020).

Furthermore, research by Means et al. (2013) shows that the hybrid approach can increase student engagement in the learning process. This model offers students the freedom to choose learning styles according to their individual preferences, thereby improving motivation and active participation. The support of information technology—such as e-learning platforms and collaborative applications—also plays a crucial role in fostering more dynamic interactions between lecturers and students (Zawacki-Richter et al., 2019).

2. Supporting Factors and Implementation Challenges

In implementing the hybrid learning system in higher education institutions, including at the Islamic University of Depok (UID), several interrelated supporting factors and challenges influence its overall effectiveness.