

Comparative Study of Implementation of Online Learning at the Tarbiyah and Teacher Training Faculty and the Faculty of Adab and Humanities

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Abstract

This research examines the comparison of the implementation of online learning at the Tarbiyah and Teacher Training Faculty and the Faculty of Adab and Humanities at UIN Raden Fatah Palembang using a qualitative approach with comparative studies, which aims to comprehensively investigate the differences in blended learning strategies and policies in the two educational institutions. Through data collection methods that include direct observation, in-depth interviews with academic stakeholders, and analysis of official documents, this research explores significant variations in the implementation of hybrid learning models, with a primary focus on the proportion of online learning, technology platforms used, and the pedagogical impact of different approaches. Key findings show that the Tarbiyah and Teacher Training Faculty implements a model with 40% online learning and 60% offline, utilizing e-learning for administrative management, while the Adab and Humanities Faculty limits online learning to 30% using the Zoom and Google Meet platforms. These differences reflect institutional flexibility in responding to digital educational challenges, while also revealing the complexity of pedagogical adaptations required in the modern higher education context. This research not only identifies technical variations in the implementation of blended learning, but also analyzes the strategic implications of different approaches, including the potential impact on the quality of academic interactions, the effectiveness of knowledge transfer, and the need for continuous professional development for teaching staff. The research conclusion emphasizes the importance of systematic evaluation and continuous adjustment in the hybrid learning model, while underscoring the blindness of a more standardized approach that still pays attention to the unique characteristics of each faculty in implementing blended learning strategies.

Keywords: *Blended Learning, Online Learning, Faculty Comparison*

Introduction

Digital transformation in higher education has become a significant global phenomenon, especially after the COVID-19 pandemic which pushed the acceleration of technology adoption in the learning process (Cinta, Wibawa, Mumtaziah, Sholaihah, & Hikmawan, 2021; Selvia, Rahmat, & Anwar, 2022). Blended learning, which integrates online and offline teaching methods, is now the main strategy for higher education institutions to improve the flexibility and quality of education (Kahfi, 2021). In this context, differences in faculty characteristics and capacities in implementing hybrid learning models are an interesting research area to study in more depth (Dhawan, 2020, p. 7; Priyanda et al., 2023; Solviana, 2020, p. 2275).

In Indonesia, various faculties at universities have implemented online learning to ensure academic continuity amidst various physical limitations (Betari, Righo, & Putri, 2020, p. 127; Herlambang & Yulia, 2022, p. 111; Kahfi, 2021, p. 27) Raden Fatah State Islamic University Palembang, with two faculties that have different scientific

backgrounds - the Faculty of Tarbiyah and Teacher Training and the Faculty of Adab and Humanities - provides a unique context for exploring variations in blended learning implementation. This study seeks to fill the existing knowledge gap by conducting an in-depth comparative study of how differences in academic characteristics influence the adoption and implementation of educational technology. The majority of previous research is general in nature and pays little attention to specific differences between faculties within one institution. This study aims to comprehensively investigate how the academic background of the Faculty of Tarbiyah and Teacher Training, which focuses on education, compared to the Faculty of Adab and Humanities, which is based on cultural studies, influences blended learning strategies and effectiveness. The research adopts several main theoretical frameworks, including the technology acceptance model for understanding technology adoption, cognitive load theory in online learning design, and the concept of pedagogical content knowledge. The main objective is to analyze how different scientific characteristics influence the implementation of hybrid learning, identify pedagogical technology strategies developed by each faculty, and evaluate their impact on the quality of learning and student outcomes.

The significance of this research lies in its ability to provide in-depth insights into digital adaptation in higher education. By exploring variations in blended learning approaches in two faculties with different backgrounds, this research not only documents existing practices, but also provides practical recommendations for developing learning models in the future. Through a comprehensive comparative approach, this study seeks to uncover the complexity of blended learning implementation, considering factors such as technological readiness, lecturers' digital competence, and student participation. Thus, it is hoped that this research can provide a substantive contribution in understanding the digital transformation of higher education, especially at institutions with diverse faculties such as UIN Raden Fatah Palembang.

The research will use qualitative methods with comparative studies, collecting data through in-depth observations, interviews with academic stakeholders, and analysis of official documents. The main focus is to identify differences and similarities in online learning strategies, technology readiness, and student responses in the two faculties, with the ultimate goal of providing a more comprehensive understanding of the implementation of blended learning in the context of modern higher education.

Methods

This research uses a descriptive method using a qualitative approach, aiming to describe, analyze and compare online learning strategies at the Faculty of Tarbiyah and Teacher Training and the Faculty of Adab and Humanities. In this way, a qualitative approach was chosen because it allows researchers to gain an in-depth understanding (Alwasilah, 2019; Creswell & Guetterman, 2021, p. 142; Rijali, 2019) The research design used is a comparative case study. Comparative case studies allow researchers to compare two or more cases in depth and detail (Dewi, 2019; Fitrah & Luthfiyah, 2017; Semiawan, 2016, p. 18). In this research, the cases being compared are the implementation of online learning at the Faculty of Tarbiyah and Faculty of Adab.

To ensure the representativeness and depth of the data, the research will involve 16 informants with details of 10 informants from the tarbiyah and teacher training faculties and 10 informants from the adab and humanities faculties where in each faculty

6 lecturers and 4 students will be selected. The selection of informants used a purposive sampling technique with the criteria being that lecturers had at least 2 years of online teaching experience, and students who had attended at least 2 semesters of online lectures. Data collection is carried out by means of observation, interviews and document studies with two loci, namely the Faculty of Tarbiyah and Teacher Training and the Faculty of Adab and Humanities.

The researcher made observations by observing the online lecture process for one semester by noting the methods of lecturer-student interaction, use of technology platforms, student participation patterns and technical obstacles faced. The interviews were carried out in a semi-structured manner with an interview guide that covered two informant objectives, namely lecturers and students. For lecturers, interviews were conducted regarding online adaptation strategies, challenges in implementing blended learning, assessment of the effectiveness of online learning methods and experiences using various technology platforms. As for students, it concerns learning experiences in an online environment, perceptions of the quality of online teaching, obstacles faced during online lectures as well as platform preferences and learning methods used by lecturers. Document studies were carried out to analyze RPS, documentation of the use of e-learning platforms, learning outcome reports and institutional policies related to online learning.

To guarantee validity and reliability, researchers used source triangulation, method triangulation, member checking and audit trials (Azwar, 2017, p. 77; Yusup, 2018). Furthermore, data adaptation is used by adopting Miles and Huberman's interactive model, namely reduction, data display, then conclusions and verification (Agustianti, Pandriadi, Nussifera, & Wahyudi, 2020, p. 60; Sari, 2022, p. 71). Reduction is used to select and focus important data as well as abstraction of raw data. Meanwhile, data presentation is used to organize information that allows conclusions to be drawn and the use of matrices, graphs and descriptive narratives. Conclusion drawing and verification are used to interpret the meaning of data, develop analytical propositions, and carry out ongoing verification throughout the research.

In a comparative context, researchers consider the specific differences between the two faculties starting from the institutional policy lines of each faculty, study program characteristics, technological infrastructure, and the number of students where FITK is approximately 1200 while the adab faculty is approximately 800 students. This comprehensive approach is designed to produce a deep understanding of the dynamics of online learning in both faculties, taking into account the contextual uniqueness and variations in blended learning implementation.

Results and Discussion

This research reveals the complexity of implementing blended learning at the Faculty of Tarbiyah and Teacher Training and the Faculty of Adab and Humanities at UIN Raden Fatah Palembang, which shows significant variations in digital pedagogical approaches. The following table shows the results of open interviews from two faculties regarding the implementation of online learning.

Table 1. Implementation of Online Learning

| Aspect | Faculty of tarbiyah and Teacher Training | Faculty of Adab and Humanities |
|------------------------------|---|---|
| Policy implementation | Online learning is carried out on the basis of an official circular from the Chancellor of UIN Raden Fatah Palembang. | Circular from the Chancellor of UIN Raden Fatah reintroducing online learning. |
| Implementation system | Online learning is permitted with a percentage of 40%, while offline learning is 60%. | The maximum online learning is 30%, the remainder is offline learning. |
| Learning methods | Online learning is carried out using several features such as e-learning, zoom and Google Meet. However, the most dominant ones are zoom and e-learning. For collecting assignments, e-learning is dominant. Learning via e-learning is carried out on campus and at home. | Zoom and e-learning are features that are popular with lecturers and students when learning online. Of these two features, the Zoom application is a mainstay when online learning at this faculty. Learning via Zoom is done at home. |
| Student response | Active students, high participation, complaints about heavy assignment load | Passive students, low participation, complaints of lack of interaction |

j The two faculties adopted a blended learning model with different proportions, where the tarbiyah faculty was 40% online and 60% offline while the adab faculty was 30% online and 70% offline. These differences reflect unique institutional adaptations, influenced by the scientific characteristics and technological infrastructure of each faculty. As for the pedagogical technology readiness factor, it can be seen that tarbiyah and teaching faculties are more adaptive in integrating technology, providing regular training for lecturers, using multiple platforms (e-learning, zoom, Google meet) and the level of student participation is higher. In the same aspect, the technological infrastructure in the faculty of adab and humanities is less comprehensive, there is minimal digital capacity development training, dependence on limited platforms and student participation is still relatively low.

The findings of this research can be analyzed using several theoretical frameworks. According to Davis' theory of technology adaptation as quoted by Setiawan, (Setiawan, 2021, p. 115) there is a difference in the perception of ease and usefulness of technology between the two faculties, where the Tarbiyah faculty shows a more positive acceptance of technology. Apart from that, in Vygotsky's social constructivism theory, social interaction in the digital environment at each faculty is different, tarbiyah faculties are considered to be more able to create a more collaborative digital ecosystem (Fathoni, 2023, p. 78).

Apart from that, it also appears that the Tarbiyah Faculty is more prepared and adaptive to online learning than the Adab Faculty. Technological readiness and adequate training at the Tarbiyah Faculty enable lecturers and students to actively participate in the learning process. On the other hand, the Adab Faculty faces several obstacles in technological readiness and support, which results in less varied learning methods and low student participation.

Then, after finding out about the implementation of online learning, researchers conducted an investigation into the supporting factors for implementing online learning. The following is a comparative table of interview results regarding supporting factors for implementing online learning.

Table 2. Inhibiting factors for implementing online learning

| No | Faculty of tarbiyah and Teacher Training | Faculty of Adab and Humanities |
|----|--|--|
| 1 | There are several students who experience difficulties because network access is unstable. | The material presented during online learning is actually the same as during face-to-face learning. However, the scope of discussion and explanation time are very limited so that it is very short and simple. This is one of the inhibiting factors in online learning, because students sometimes have difficulty understanding lecture material. |
| 2 | From the perspective of teaching staff, namely lecturers, the concentration of students is quite difficult to control. It could be said that it is less effective because some students choose to turn off the meet camera during discussion forums. | Students feel the impact of difficulties more, because online learning usually follows the conditions and circumstances of the lecturer. For example, when you are outside the city or on assignment outside the region, to eliminate the obligation to teach, learning is made online. Students can access it through online study. |
| 3 | As for the students' perspective, they feel that online learning is very boring and the explanations are sometimes difficult to understand, resulting in them choosing to do other activities <u>when the Zoom meet lecture is held.</u> | Most students prefer to conduct lectures offline. |

Inhibiting factors are something that cannot be avoided when implementing a program. As with the implementation of online learning at UIN Raden Fatah Palembang, there are certainly several things that become obstacles or factors that influence a program to run less than optimally. The Tarbiyah and Teacher Training Faculty of UIN Raden Fatah has the largest number of students and can be named the favorite faculty on the UIN Raden Fatah campus.

Therefore, in the implementation of online learning, several inhibiting factors are encountered when online learning is carried out. Such as poor network access, especially

for students from certain areas, the level of focus is quite difficult to control because students consider online learning to be boring. Campus wifi facilities are one of the options used by the Adab and Humaniora faculty community. This is one of the points that can minimize network access difficulties for both students and lecturers. Online learning is emphasized by the conditions of the teaching staff themselves, meaning that when lecturers are responsible for teaching and apparently have additional duties outside, then online learning becomes an appropriate alternative, this is not directly proportional to the wishes of students because it maintains learning concentration at school. The front of the cellphone/laptop layer is not an easy thing. For example, deciding to close the camera is a sign that the level of concentration is lacking.

In addition to having inhibiting factors, of course there are also supporting factors. The following is a comparative table of supporting factors for online learning at FKIP and the Faculty of Humanities and Humanities.

Table 3. Supporting Factors for Implementing Online Learning

| No | Faculty of tarbiyah and Teacher Training | Faculty of Adab and Humanities |
|----|--|--|
| 1 | Learning can be done anytime and anywhere according to the teacher's conditions. | Wifi access provided by the faculty at certain places is a factor that can help the online learning process. |
| 2 | The flexibility is high enough to make it easier for students to take lectures online. | Facilities and infrastructure that are good enough help students to access online learning. |

The above supporting factors from the two loci are factors that can minimize difficulties when accessing online learning. So based on the supporting and inhibiting factors in implementing online learning, the following is a table of assessment components from the two faculties.

Table 4. Results of Assessment of Online Learning Implementation

| No. | Assessment Components | Categories | |
|-----|--|--|--------------------------------|
| | | Faculty of tarbiyah and Teacher Training | Faculty of Adab and Humanities |
| 1. | Implementation of Online Learning | Good | Good |
| 2. | Supporting and Barrier Factors | Good | Good |
| 3. | Impact of Implementing Online Learning | Good | Good |

Although both faculties implement blended learning, there are significant variations in approach, infrastructure and outcomes. The Tarbiyah Faculty shows higher adaptability and digital maturity than the Adab Faculty. Research findings emphasize the need for a contextual and responsive approach in developing digital learning models in higher education, taking into account the uniqueness of each academic unit.

Conclusion

Based on research analysis on the implementation of blended learning at UIN Raden Fatah Palembang, this research reveals the complex dynamics of implementing digital learning in higher education, which goes beyond just a mechanical comparison

between two faculties. The significant differences in the adaptation of pedagogical technology between the Tarbiyah and Teacher Training Faculty and the Adab and Humanities Faculty reflect institutional diversity in transforming higher education. Key findings show that the success of blended learning does not simply depend on the percentage split between online and offline, but rather on the quality of the digital ecosystem created. The Tarbiyah Faculty demonstrated a more mature model with a holistic approach, including continuous training, use of multimedia platforms, and creating a collaborative learning environment that encourages active student participation.

The practical implication of this research is the need for a contextual approach in developing digital learning models. Each academic unit has unique characteristics that require tailored technology adaptation strategies, not just uniform implementation based on regulations. Thus, continued research and educational practitioners are expected to explore the psychological factors influencing educational technology adoption and develop comprehensive metrics to assess the effectiveness of blended learning that go beyond simple quantitative metrics

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