

Research article

Islamic Education Laboratory in Blended Learning Perspective

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Abstract.

This study aims to develop a discourse related to the position of the Islamic Education laboratory. The development of the Islamic Education laboratory was carried out to adapt to the development of the era. Blended learning becomes a relevant era and perspective to become the basis for developing Islamic Education laboratories. Based on the discourse analysis, it is concluded that Islamic education laboratory can be designed by combining conventional media and digital platforms, Islamic education laboratory are equipped with various learning resources that are multi-perspective and multi-disciplinary, and Islamic education laboratory can be integrated by optimizing various sources and learning media in the Muslim community or community.

Keywords: Islamic Education; Laboratory; Blended learning

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1. Introduction

Effective learning is learning that is able to manage components related to learning well. These components include teachers, students, school coaches, infrastructure and the learning process [1]. An important component in the learning process is the delivery of material. Submission of material will be effective if it is supported by adequate learning media. One of the learning media that supports the learning process is an educational laboratory. By utilizing the educational laboratory, the learning process will not stop only on understanding theory, but also on testing theory and practice directly. The laboratory management process which is part of the learning process is defined as an effort to organize the environment and provide learning facilities for students to learn.[2]. Because the laboratory is the center of learning resources and media in an educational institution or research institution. Through the laboratory, students and researchers can conduct theoretical tests and efforts to demonstrate teaching materials more concretely. The learning process in the laboratory also has the opportunity to provide a more real

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learning experience. Students will get a theoretical and practical learning experience. Such a learning process will have a positive impact on the achievement of the competencies that have been formulated. Laboratory is important for a educational institutions, for several reasons: (1) The activity of a student will not can be realized without the media, and the media it is a laboratory; (2) Activities development-centered activities process skills, motor skills, and the formation of scientific attitudes (particularly development of interest to do investigations, environmental studies and interest in studying nature depth) would not be possible without the existence of a laboratory; and (3) independent attitude students in understanding the lesson can only be built with laboratory. With so many benefits of laboratories, the development of educational laboratories is a necessity for every educational institution [3]. The development of the Islamic Education laboratory needs more attention. This attention is intended so that the management of Islamic education can provide knowledge, shape the attitudes, personality, and skills of students in practicing their religious teachings. So the process of organizing Islamic education needs to be managed as well as possible, including through the Islamic Education laboratory. The Islamic Education Laboratory is a place for teaching and learning through practicum media that can produce a learning experience where students can interact with various tools and materials to observe symptoms that can be observed directly and prove for themselves something learned. Currently, laboratory management is indeed more massive compared to the fields of physics, chemistry, language, information engineering, health, and psychology. However, Islamic Education laboratories may be equally important to be developed in educational institutions. Because the existence of an Islamic Education laboratory will make it easier in the process of delivering material to students[4].

In the digital era, the development of Islamic Education laboratories needs to be adapted to the management approach of modern educational institutions. For example, research conducted by Ahmad Dudin who is affiliated with the Research and Development Center of the Ministry of Religion of the Republic of Indonesia. The results of his research indicate that the Islamic Education laboratory in an educational institution in Badung has reached the standard level, and has adequate utilization in the management of the Islamic Education laboratory. However, to adapt to the development of the era, it is recommended the need to maintain and increase the level of standards, utilization, and supporting factors for the management of Islamic Education laboratories so that their functions are effective and more optimal [5]. The management of the Islamic Education laboratory has been regulated in the Decree of the Minister of Religion (KMA) Number 211 of 2011 which discusses the Guidelines for the Development of National

Standards for Islamic Education in Schools. In the provisions of the Islamic Education Laboratory in schools, as stated in the regulation, it is stated that schools must provide Islamic Education Laboratory infrastructure that functions as a place for students to seek digital information about Islam and carry out the practice of religious skills, and other activities that support Islamic Education learning, both in the form of intra-curricular and extracurricular activities [6]. Islamic education laboratory management in educational institutions serves to (1) Support the learning process of Islamic Education in improving faith through giving, fertilizing, and development of knowledge, appreciation, practice, habituation, and experience students about Islam so that become a Muslim human who continues to increase faith and piety to Allah S.W.T; (2) Provide props and laboratory to complete the method and strategy for strengthening faith, habituation of morality noble, and the quality of worship; and (3) Providing teaching skills and training for Islamic Education teachers with technology media information and Communication (ICT) [7]. As for the use of Islamic Education laboratories in ministerial regulations are stated as: (1) Supporting Islamic Education learning activities; (2) Means of visualizing Islamic religious concepts; (3) Islamic religious learning practice facilities; (4) imitation model of worship implementation; and (5) Processing of da'wah materials [8]. Therefore, the Islamic Education Laboratory in educational institutions must be managed properly in order to facilitate the learning of Islamic Education. Through good management, it is hoped that it can produce the learning experiences needed by students, both in the form of habituation of attitudes, practicing religious teachings, including mastery of Islamic education materials. The management of Islamic Education laboratories can also improve the quality of Islamic education in schools.

One perspective that can be used as a reference for developing an Islamic Education laboratory is blended learning. With blended learning, the learning process will be designed and implemented based on conventional approaches by utilizing online media[9]. Blended learning is a relevant approach to be developed in this digital era. There are at least three reasons why blended learning is suitable as a reference for developing the learning process: 1) good pedagogy, 2) increasing access and flexibility, and 3) increasing the value of benefits. [10]. Therefore, the massive online media as a new learning space has sparked the management of learning in the Islamic Education laboratory. The writing in this article is oriented to identify new patterns in developing Islamic Education laboratories. The management of Islamic Education laboratories must move from the status quo. It is hoped that by being managed using a blended learning approach, there will be an innovation side and a new perspective to be able to adapt to changing times.

2. Research Method

The focus of the problem and research objective is to use a qualitative research approach with a descriptive type of analytical literature research. The type of research used by the author is library research, then continued with an analysis of the development of Islamic Education laboratories in educational institutions. In analyzing the data, the author uses content analysis techniques, namely research techniques to produce an objective and systematic description. The author discusses how to develop the function and position of the Islamic Education laboratory in the perspective of blended learning. The pattern used is to read, discuss and analyze some literature to frame and create a framework for developing an Islamic Education laboratory.

3. Result and Discussion

Educational Laboratory, hereinafter referred to as laboratory, is an academic support unit in an educational institution, in the form of a closed or open room, permanent or mobile, systematically managed for testing, calibration, and/or production activities on a limited scale, using equipment and materials based on scientific methods. in the context of implementing education, research, and community service. So the Islamic Education Laboratory is an academic support unit in which there are practical teaching aids related to Islamic Education, ranging from hard-copy ebook-based ones, digital software, and others. It is intended that Islamic education taught in schools is not just religious theory in the sense that students are only able to listen but more than that, students are invited to exploit and practice religious knowledge gained through religious laboratory media facilities. [11]. The Islamic Education Laboratory as a place for research activities, research, experiments, observations, and scientific testing has many functions. The following are some of the main functions of the laboratory, namely [12]:

1. Balancing between religious theories and practice and unifying theory and practice. The laboratory is a place to test a theory so that it will be able to support the theoretical lessons that have been received directly. In that context, the two will complement each other, namely theory will be the basis for practice and research, while research will strengthen theoretical arguments.
2. Provide scientific work for religious researchers, whether from students, lecturers or other researchers. This is because the laboratory does not only require someone to do an experiment.

3. Provide and foster the courage of religious researchers to seek the essence of scientific truth from a scientific object in the natural and socio-religious environment
4. Increase the skills and expertise of religious researchers in using the media tools available in the laboratory to seek and determine scientific truth in accordance with various kinds of research or experimentation to be carried out.
5. Cultivating curiosity among religious researchers about various kinds of science so that it will encourage them to always study and seek scientific truth by means of research, trial, and experimentation. This will foster their scientific attitude as future Muslim scientists.
6. Islamic Education Laboratories can foster and foster the confidence of researchers in the skills acquired or the discoveries obtained in the process of working in the laboratory. That is, people who find scientific truths that are very strict, thorough, and objective in accordance with scientific principles. Therefore, it is not surprising that many people use the laboratory as the final process of testing the truth.
7. The laboratory can be a learning tool for researchers to understand all science that is still abstract so that it becomes something that is concrete and real. This will be very useful for individuals whose level of thinking is nomative so that it can direct them to more concrete things. Therefore, the laboratory actually emphasizes attention to the cognitive, psychomotor, and affective domains which are of course very much needed by everyone.

The development of an Islamic Education laboratory is urgently carried out to adapt to new ways of learning. If the online learning period for laboratory management is still trapped in conventional buildings, it will have an impact on not realizing the direct learning and research process. Therefore, laboratory management must move from a conventional perspective to a broader and digital perspective. Through the perspective of blended learning, the opportunity to develop the position, function and infrastructure of the laboratory will be very open. In the future, educational institutions will have the task of providing education with four main characters, namely digital literacy, character education, lifelong education and complete learning. The four characters interact with each other to form an educational character that has the opportunity to empower millennial communities to be able to play a role in an era that will be very different in the next 20 years [13]. So this is also a factor that causes the development of an Islamic Education laboratory to be feasible. Currently, blended learning does not only focus on the learning process that integrates conventional learning with the use of online media,

but can also be interpreted as an effort to combine various constructions of learning components. For example, blended learning is used as an approach in constructing learning resources, so a top-down and bottom-up or textual and contextual approach can be used.

Based on the new perspective on blended learning above and demands to develop digital educational institutions, the development of the Islamic Education laboratory can be divided into three laboratory functions. Among them are laboratories as learning resources, as a medium for practicing Islamic teachings, and as research spaces. Islamic Education Laboratory as a learning resource can be designed by providing a lot of literature as learning resources, both hardcopy and digital form. Learning resources available in the laboratory can be used as teaching materials and relevant materials for research. Especially in the context of Islamic studies, a lot of literature research has been carried out. So that various literatures / manuscripts containing Islamic values will be useful to study and research. For example; literature on Islamic history, books on the thoughts of Muslim figures, classic books on creeds, religious works, literary works containing Islamic values, and other literature. In addition to learning resources in the form of book literature in hardcopy or digital form, it can also be equipped with various posters containing Islamic knowledge. Thus visually the laboratory will also look like a gallery. Second, the Islamic Education laboratory as a practice room for the practice of Islamic teachings. Islamic teachings that are ritualistic require a practice space to increase the competence of students in mastering the material. For example, teachings on purification, prayer, pilgrimage, umrah, slaughtering livestock, adhan, reciting the Qur'an, tahlil, sermons, measuring Qibla direction, calculating the beginning of the hijri year, and so on. Including the practice of practicing Islamic teachings that contain good values. For example, internalizing the value of sharing, mutual respect, and mutual respect through role playing. Assuming that the above activities can be carried out in the laboratory, then the completeness of supporting facilities related to the above learning practice media must be available and adequate. Third, the Islamic Education laboratory as a research room. As a science, Islamic teachings are not only important to be practiced, but also studied and researched. Educational institutions have the opportunity to develop laboratories as research centers. Research that allows to be carried out in the laboratory is literature or documentary research. The function of the laboratory as a research center is integrated with the function of the laboratory as a learning resource. Examples of research topics that can be carried out in the Islamic Education laboratory are research on the main sources of Islamic teachings, on the thoughts of Muslim leaders, on the history of Islamic development, on Islamic

architecture found in the interior of the laboratory, and so on. By developing the three functions of the Islamic Education laboratory above, essentially there has been a new perspective on the function of the Islamic Education laboratory. Because the existence of an Islamic Education laboratory or a tarbiyah laboratory is more massively used for the practice of learning and practicing Islamic teachings. The development of a perspective on the function of the laboratory will make the function as a source of learning and research media no longer marginalized. In addition to the development of the function of the Islamic Education laboratory, development in the aspect of the perspective of the infrastructure in it can also be carried out. These include the design of Islamic Education laboratories which are constructed conventionally and digitally, practical resources and facilities developed with a multi-perspective and multi-disciplinary approach, and laboratory construction that is beyond school. Including, if the development of an e-laboratory can be carried out, then this is an effective way of measuring students' psychomotor skills [14].

4. Conclusion

The development of the Islamic Education laboratory should be developed paradigmatically and technically. Entering the digital era, the development of Islamic Education laboratories can be carried out based on a blended learning approach. Substantially, blended learning can be interpreted as a varied perspective in managing the learning process. So with this new meaning it can be used as a perspective to develop learning tools. The development of functions and technical management of the Islamic Education laboratory has the opportunity to make the laboratory an adaptive and innovative medium in the process of delivering Islamic religious knowledge. Islamic education laboratories will no longer sink and become increasingly unknown, but with the development of laboratory management they will be more effective as a means of learning Islamic education. The achievement of learning objectives that are oriented to the cognitive, affective, and psychomotor domains will be easier to do. Learning will be more effective, because it does not stop at understanding theory, but comes to the practice and interior processes of the material through research.

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