

# Enhancing Educational Interactions and Student Well-being through Blended Learning in Islamic Religious Education

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## Abstract

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### Keywords:

blended learning,  
Islamic religious  
education,  
educative  
interaction,  
student  
wellbeing, digital  
learning.

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This study aims to analyze the implementation of blended learning in Islamic Religious Education (PAI) to foster educational interaction and enhance students' well-being at SMA Negeri Ploso Jombang. The rapid development of digital technology in education requires innovative learning models that not only utilize technology effectively but also maintain meaningful pedagogical relationships between teachers and students. This research employed a qualitative approach using a field research design. The research participants consisted of Islamic Religious Education teachers and twelfth-grade students at SMA Negeri Ploso Jombang. Data were collected through observation, in-depth interviews, and documentation. Data analysis was conducted through data reduction, data display, and conclusion drawing, while data validity was ensured through triangulation techniques. The findings reveal that the implementation of blended learning strengthens educative interaction between teachers and students through the integration of online and face-to-face learning activities. This learning model provides opportunities for students to study independently through digital media while allowing classroom time to be used for discussions and value reflections. Furthermore, blended learning contributes to improved student well-being, as reflected in increased student engagement, more positive social relationships between teachers and students, and a more comfortable learning environment. These findings indicate that blended learning can serve as an effective pedagogical approach in integrating technological utilization with character development in Islamic Religious Education learning.

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## Abstrak

Kata kunci:  
blended learning,  
pendidikan agama  
Islam, interaksi  
edukatif, student  
wellbeing,  
pembelajaran  
digital

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Penelitian ini bertujuan untuk menganalisis implementasi pembelajaran Pendidikan Agama Islam (PAI) berbasis blended learning dalam membentuk interaksi edukatif serta meningkatkan student wellbeing siswa di SMA Negeri Ploso Jombang. Perkembangan teknologi digital dalam dunia pendidikan menuntut adanya inovasi pembelajaran yang tidak hanya memanfaatkan teknologi secara efektif, tetapi juga tetap menjaga kualitas hubungan pedagogis antara guru dan siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Subjek penelitian terdiri dari guru Pendidikan Agama Islam dan siswa kelas XII di SMA Negeri Ploso Jombang. Data penelitian diperoleh melalui teknik observasi, wawancara mendalam, dan dokumentasi. Analisis data dilakukan melalui

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*proses reduksi data, penyajian data, dan penarikan kesimpulan dengan menggunakan teknik triangulasi untuk menjamin keabsahan data. Hasil penelitian menunjukkan bahwa penerapan blended learning mampu memperkuat interaksi edukatif antara guru dan siswa melalui integrasi pembelajaran daring dan tatap muka. Model pembelajaran ini memberikan ruang bagi siswa untuk belajar secara mandiri melalui media digital sekaligus memungkinkan terjadinya diskusi dan refleksi nilai secara langsung di kelas. Selain itu, blended learning juga berkontribusi terhadap peningkatan student wellbeing yang tercermin dari meningkatnya keterlibatan siswa dalam pembelajaran, terciptanya hubungan sosial yang lebih positif antara guru dan siswa, serta meningkatnya kenyamanan belajar siswa. Temuan penelitian ini menunjukkan bahwa blended learning dapat menjadi pendekatan pedagogis yang efektif dalam mengintegrasikan pemanfaatan teknologi dengan pembinaan karakter dalam pembelajaran Pendidikan Agama Islam.*

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## INTRODUCTION

Education is a fundamental process in shaping the quality of human civilization (Azizah et al., 2023). Education is not only interpreted as a process of transferring knowledge, but also as a process of forming character, attitudes, and moral awareness so that humans can live a meaningful and civilized life (Ainiyah et al., 2025). From a philosophical perspective, education is a process of humanization that aims to liberate humans from backwardness to an independent life in harmony with human and divine values (Azizah & Usman, 2023). Ki Hajar Dewantara emphasized that education aims to guide the development of human nature to achieve the highest safety and happiness (Dewantara, 1977). Thus, education not only produces intellectually intelligent individuals but also individuals who possess moral and spiritual integrity.

In the context of Islamic Religious Education (PAI), education functions not merely as a transmission of religious knowledge but as a process of internalizing values that integrate the dimensions of faith, knowledge, and practice (Masrufa et al., 2023; Umam & Hasan, 2025). Islamic education emphasizes the importance of instilling good manners as the foundation for character formation in students (Arif et al., 2025). Islamic Religious Education teachers serve not only as transmitters of material but also as spiritual guides who provide moral examples to students (Firmansyah, 2019). Al-Ghazali emphasized that the success of religious education is not measured by rhetorical ability or mastery of material alone, but by the ability of that knowledge to shape morals and bring peace of mind (thuma'ninah) to students (Nafi, 2017). This demonstrates that the relationship between teachers and students is a crucial element in Islamic Religious Education learning.

The development of digital technology in education has brought significant changes to learning patterns in schools. Digital transformation provides easy access to information and learning flexibility for students. However, technology-based learning also presents new challenges in the interaction process between teachers and students (Huang et al., 2023). (Whiteside et al., 2023) explains that in technology-based learning, there is often a decline in social presence, a condition where digital media is unable to provide the depth of emotional relationships that face-to-face interactions offer. This condition has become increasingly apparent since the COVID-19 pandemic, which has encouraged educational institutions to widely adopt online learning.

In Islamic Religious Education, these limited social interactions have the potential to reduce the effectiveness of the internalization of values. Religious education essentially requires dialogue, role modeling, and moral development that occurs through interpersonal relationships between teachers and students. Sholichah et al., (2025) states that Islamic education must be able to integrate aspects of knowledge, values, and moral development into the learning process. When interactions between teachers and students occur only technically through digital media, religious learning risks losing the affective and spiritual dimensions that are at the core of Islamic education.

In addition to influencing the quality of educational interactions, changes in learning patterns also impact students' psychological well-being, or student well-being. Student well-being reflects students' psychological and social conditions that enable them to feel safe, valued, and connected to the learning environment. Farmer & Cotter, (2021) explains that individual well-being is influenced by five main dimensions known as the PERMA model: positive emotion, engagement, relationships, meaning, and accomplishment. In an educational context, a positive relationship between teachers and students is a crucial factor in creating a learning environment that supports students' psychological development.

One learning approach considered capable of bridging the needs of technology and social interaction is blended learning. This model integrates face-to-face learning with digital technology-based learning in a single, structured learning design (Osubor & Chiemeké, 2015). Through a blended learning approach, technology can be utilized for flexible material delivery, while face-to-face interaction is still used to strengthen discussions, value reflection, and character development. Li et al., (2025) also explain that students' psychological well-being can develop when the basic needs of autonomy, competence, and connectedness are met in the learning process.

However, most research on blended learning still focuses on improving students' cognitive learning outcomes (Rosyid & Abdullah, 2020). Studies specifically examining the relationship between blended learning design, the quality of educational interactions, and their impact on student well-being in Islamic Religious Education (ISE) learning are still relatively limited. This situation indicates a research gap regarding how blended learning models can be pedagogically designed to strengthen educational interactions while improving students' psychological well-being. Therefore, this study offers novelty by integrating three main variables: blended learning, educational interactions, and student well-being within a single analytical framework for Islamic Religious Education learning at SMA Negeri Ploso Jombang. This research is expected to provide conceptual and empirical contributions to the development of Islamic Religious Education (ISE) learning that is adaptive to technological developments while maintaining spiritual values and character in the educational process.

## **METHODS**

This study employed a qualitative approach with field research (Sugiyono, 2017). The qualitative approach was chosen because it aimed to deeply understand the phenomenon of blended learning-based Islamic Religious Education (PAI) in shaping educational interactions and their impact on student well-being. This approach enabled researchers to explore experiences, perceptions, and the dynamics of interactions that occur during the learning process holistically and contextually. Qualitative research also enabled researchers to interpret the social meanings that emerge from interactions between teachers and students within the learning environment (Creswell, 2014).

The research was conducted at SMA Negeri Ploso Jombang, a research location with unique social characteristics, namely being in the dynamic transition of society from an agrarian-religious culture to a digital society. The research subjects consisted of Islamic Religious Education teachers and 12th-grade students who had experienced the implementation of blended learning with relative stability. The selection of research subjects was carried out purposively, considering the informants' direct involvement in the learning process being studied.

Data collection techniques in this study were conducted through three main methods: observation, interviews, and documentation (Yin, 2014). Observation was used to directly observe the blended learning-based Islamic Religious Education (PAI) learning process and the dynamics of educational interactions between teachers and students in the classroom. In-depth interviews were conducted with Islamic Religious Education (PAI) teachers and several students

to obtain information about their experiences in participating in blended learning and its impact on pedagogical relationships and student learning well-being. Meanwhile, documentation was used to supplement the research data through various learning documents, such as learning tools, learning activity notes, and school archives relevant to the research.

Data analysis in this study was conducted in stages through data reduction, data presentation, and conclusion drawing (Miles et al., 2014). Data reduction was achieved by selecting and focusing on information relevant to the research objectives (Emzir, 2014). The data were then presented in narrative descriptions to facilitate understanding of the interaction patterns that occurred during the learning process. The final stage of analysis was drawing conclusions based on interpretations of the systematically analyzed data. To ensure data validity, this study employed source and method triangulation techniques to verify the data obtained through various perspectives and data collection techniques.

## **RESULTS AND DISCUSSION**

### **Results**

The implementation of blended learning-based Islamic Religious Education (PAI) at SMA Negeri Ploso Jombang demonstrates significant pedagogical dynamics in building educational interactions between teachers and students and in improving student well-being. Based on research results obtained through observation, interviews, and documentation, the application of blended learning is not only utilized as a strategy for using technology in learning, but also as a pedagogical approach that enables the creation of more dialogic and meaningful interactions between teachers and students. This learning model combines online learning activities with face-to-face learning, thus providing space for students to study the material independently while receiving direct guidance from teachers in the classroom.

Interviews with Islamic Religious Education teachers revealed that the blended learning approach was consciously designed to optimize classroom time, eliminating the need for one-way delivery. Teachers utilize digital media to deliver basic material that students can learn independently before face-to-face learning begins. One Islamic Religious Education teacher explained that this approach allows for a shift from teacher-centered to more dialogic learning. He stated:

*"With blended learning, students can learn the material first through the media we share, such as instructional videos or digital materials. In class, learning time can be used for discussions, Q&A sessions, and addressing issues they face in their daily lives."*

This statement demonstrates that the use of blended learning provides teachers with the opportunity to strengthen dialogic educational interactions. Observations conducted by researchers during learning activities also indicate that the learning process is no longer dominated by teacher lectures. Teachers increasingly facilitate class discussions, provide opportunities for students to express their views, and encourage students to reflect on the moral values contained in the Islamic Religious Education (PAI) subject matter. On several occasions, teachers also provide case studies related to the lives of adolescents so that students can connect the learning material to their own life experiences.

In addition to strengthening interactions between teachers and students, the implementation of blended learning also increases student participation in the learning process. Observations show that students appear more active in asking questions and expressing opinions during learning activities. This contrasts with conventional learning models, which tend to position students as passive recipients of information. In the blended learning model, students already have a prior understanding of the material being studied because they have previously studied it through digital platforms provided by the teacher.

This finding is supported by interviews with several students, who stated that Islamic Religious Education (PAI) learning became more engaging because they could study the material independently before participating in classroom activities. One student stated:

*"When we learn this way, we don't just listen to the teacher's explanation from the beginning, but we already have a prior understanding of the material. So, in class, we can ask questions or discuss things we don't understand."*

Another student also said that this learning model made them feel more involved in the learning process. He said:

*"Learning Islamic Education with this system is more enjoyable because we don't just listen to the teacher's explanations. We can discuss with our friends, and the teacher often provides examples related to everyday life."*

This statement demonstrates that blended learning not only increases students' cognitive engagement but also strengthens their social involvement in the learning process. Observations also indicate that group discussions are a common activity in Islamic Religious Education (PAI) lessons. In these activities, students work together to discuss a problem related to the learning material and then present the results of their discussions to the class. This activity creates a more interactive and participatory learning environment.

In addition to improving educational interactions, the implementation of blended learning also impacts students' psychological well-being. Based on student interviews, most stated that this learning model provides a more flexible

learning experience and does not cause excessive academic pressure. One student stated:

*"With blended learning, we don't feel so burdened because we can study some of the material independently at home. In class, we can discuss things with the teacher and our classmates, making learning more relaxed."*

Another student also expressed that Islamic Education (PAI) learning became more enjoyable because the teacher gave students space to share their experiences and perspectives on various life issues. He said:

*"Sometimes teachers also invite us to discuss common issues among teenagers, such as social interactions or social media use. From there, we can learn how to apply religious values in our daily lives."*

These findings indicate that Islamic Religious Education (PAI) learning serves not only as a means of conveying religious material but also as a space for reflection for students to understand moral values in their lives. Observations also indicate that the classroom atmosphere during the learning process is relatively conducive and open. Teachers act as facilitators, encouraging students to express their opinions without fear or pressure.

Documentation data obtained from teachers' learning tools also indicates that the implementation of blended learning has been incorporated into lesson plans. The tools demonstrate that learning activities encompass not only material delivery but also discussion activities, value reflection, and collaborative activities involving active student participation. This demonstrates that blended learning is implemented not merely as a technological innovation but also as a pedagogical strategy designed to improve the quality of interactions in the learning process.

Overall, the research results show that the implementation of blended learning in Islamic Religious Education at SMA Negeri Ploso Jombang has positively contributed to the creation of more dialogic educational interactions between teachers and students. This learning model allows for the integration of the flexibility of digital learning with the depth of face-to-face interaction necessary for the internalization of religious values. Furthermore, blended learning also has a positive impact on student well-being, as students feel more comfortable, more engaged in the learning process, and have closer relationships with their teachers and peers in the learning environment.

## **Discussion**

The results of the study indicate that the implementation of blended learning in Islamic Religious Education learning at SMA Negeri Ploso Jombang has a positive impact on the formation of more dialogic educational interactions between teachers and students. This finding indicates that the integration

between online and face-to-face learning not only functions as a strategy for using technology in the learning process, but also as a pedagogical tool that can strengthen interpersonal relationships in teaching and learning activities. In Islamic Religious Education learning, interaction between teachers and students plays a crucial role because the process of religious education not only aims to convey religious knowledge, but also to shape students' moral and spiritual awareness (Mansir & Karim, 2020). This is in line with Jaja Sulaeman et al., (2023) view that Islamic education must be able to integrate cognitive, affective, and spiritual dimensions in the learning process so that learning not only produces conceptual understanding, but also changes in attitudes and behavior.

Research findings also indicate that blended learning provides teachers with the opportunity to optimize classroom learning activities through discussions, value reflection, and moral dialogue between teachers and students. By utilizing digital media as a means of delivering basic material, face-to-face time can be focused on interactive and reflective learning activities. This situation reinforces Roorda et al., (2012) view, which asserts that educational interaction is a reciprocal relationship between teachers and students aimed at achieving behavioral change in students. This interaction is not only related to the process of conveying information but also involves the development of attitudes and values through dialogic and meaningful communication.

In addition to strengthening educational interactions, research results also show that blended learning increases student engagement in the learning process. Students who have studied the material independently through digital platforms are initially prepared to engage in class discussions. This encourages a more participatory learning process compared to conventional learning, which tends to be teacher-centered. This finding aligns with the social constructivism theory proposed by Vygotsky, (2019), which states that learning occurs through social interaction and dialogue between individuals within the learning environment. In the context of Islamic Religious Education (PAI) learning, collaborative discussions and reflections enable students to develop a deeper understanding of the religious values they are learning (Amirudin et al., 2025; Fasyiransyah et al., 2025).

Furthermore, the research results show that the quality of interactions between teachers and students also influences students' psychological well-being. When students feel valued, listened to, and have a positive relationship with their teachers, they tend to feel more comfortable participating in the learning process. This finding supports the concept of student well-being proposed by Wagner et al., (2020) through the PERMA model, which emphasizes the importance of social relationships as a key component of individual well-

being. In an educational context, a positive relationship between teachers and students can create a learning environment that supports students' emotional and social development (Kovich et al., 2023).

The findings of this study also align with the Self-Determination Theory proposed by Martela & Sheldon, (2019), which states that an individual's psychological well-being is influenced by the fulfillment of three basic needs: autonomy, competence, and social connectedness. In blended learning, students have the opportunity to develop learning autonomy through independent learning activities in a digital space. At the same time, face-to-face learning activities provide a space for students to build social connectedness with teachers and classmates. The integration of these two learning spaces allows students to obtain a more balanced learning experience between cognitive and social aspects.

From an Islamic educational perspective, quality educational interactions play a crucial role in shaping students' morals. Religious education is inseparable from the role models and moral guidance provided by teachers (Gherasim, 2024; Ya' cub et al., 2026). Al-Ghazali emphasized that the primary goal of education is the formation of good morals through habituation and role models in everyday life. Therefore, direct interaction between teachers and students in face-to-face learning remains a crucial element in the religious education process. The findings of this study demonstrate that blended learning can maintain a balance between the use of digital technology and the need for direct interaction in Islamic Religious Education (PAI) learning.

When compared with previous research, the results of this study show both similarities and differences. Bonitasya et al., (2021) A study demonstrated that blended learning can improve students' cognitive learning outcomes through the use of technology in learning. However, this study focused more on academic aspects and did not specifically examine its impact on the quality of educational interactions or students' psychological well-being. Meanwhile, Kubrusly et al., (2019) study demonstrated that hybrid learning can improve students' learning resilience. This study complements these findings by demonstrating that blended learning also plays a role in improving student well-being by creating a more dialogical pedagogical relationship between teachers and students.

Thus, this research provides a new contribution to the study of Islamic religious education, particularly in understanding the relationship between technology-based learning design and the dynamics of social interactions in the learning process. The novelty of this research lies in its attempt to integrate three main concepts: blended learning, educational interaction, and student wellbeing within a single analytical framework for Islamic religious education learning. This research demonstrates that blended learning functions not only as a

technological innovation strategy in learning but also as a pedagogical approach that can strengthen the educational relationship between teachers and students and create a learning environment that supports students' psychological well-being.

The findings of this study also have practical implications for the development of Islamic Religious Education (PAI) learning in the digital era. Islamic Religious Education (PAI) teachers need to utilize digital technology wisely while maintaining the humanistic dimension of the learning process. Technology should not replace the teacher's role as a moral and spiritual guide, but rather be used as a means to expand the educational interaction between teacher and student. Thus, Islamic Religious Education (PAI) learning in the digital era can maintain its primary orientation, namely, shaping students' character and religious awareness amidst the dynamics of social and technological change.

## **CONCLUSION**

This study shows that the implementation of blended learning in Islamic Religious Education (PAI) at SMA Negeri Ploso Jombang creates a more interactive and dialogical learning process between teachers and students. The integration of online and face-to-face learning provides students with the opportunity to independently study the material through digital media before participating in classroom activities. Thus, face-to-face time can be utilized more optimally for discussion activities, value reflection, and moral development, which are the essence of Islamic Religious Education learning. This learning pattern demonstrates that blended learning functions not only as a strategy for utilizing technology in learning but also as a pedagogical approach that can strengthen educational interactions between teachers and students.

The research results also show that blended learning-based Islamic Religious Education (PAI) has a positive impact on student engagement in the learning process and on improving student well-being. Students feel more comfortable and more active in participating in learning activities because they have the opportunity to learn flexibly through digital media while also receiving direct guidance from teachers in the classroom. These findings contribute to the development of Islamic Religious Education studies by demonstrating that the integration of learning technology and pedagogical interaction can create a more humanistic learning environment and support students' psychological well-being. Thus, blended learning can be understood not only as a technological innovation in education, but also as a pedagogical approach that can strengthen the educational relationship between teachers and students in the PAI learning process.

However, this study has several limitations that need to be considered. This study was conducted at only one educational institution with a limited number of informants, so the findings cannot be broadly generalized to different school contexts. Furthermore, this study focused more on the dynamics of educational interactions and students' learning experiences in blended learning-based Islamic Religious Education (PAI), thus not thoroughly examining other aspects such as its impact on academic achievement or long-term character development. Therefore, future research is expected to expand the scope of the study by involving more educational institutions and examining the relationship between blended learning, character development, and students' psychological well-being more comprehensively.

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