

Implementation and Problematic of Blended Learning in Fiqh Learning: A Combination of Synchronous and Asynchronous in Online Learning

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ABSTRACT

This article aims to analyze how the implementation and problems of Blended Learning learning in fiqh courses are carried out in the Islamic Religious Study department at UIN Sunan Kalijaga Yogyakarta. The subjects research were students of P Islamic Religious Study of the second semester. Data collection through observation, online interviews via a google form, and documentation from related literature. The results shows that The implementation of the Blended Learning method of learning is done by combining the Synchronous model using the Zoom Meeting and Google Meet platforms, and Asynchronous using the e-learning platform. Some problems in blended learning include problems with internet network disturbances and limited quotas, disturbances in the learning environment, difficulty in finding references, and some students who feel they do not understand the material. So it is necessary to solve problems related to external and internal factors in the learning process. Mastery of technology and environmental conduciveness is essential for students. In addition, lecturers must also be able to manage classes by adjusting online learning conditions as well as possible.

Keywords: *Blended Learning, Combination Synchronous Asynchronous, Online Fiqh Learning*

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INTRODUCTION

Almost two years more the world began to change since the arrival of the Corona Virus Disease 2019 (Covid-19) outbreak; all aspects of life were forced to accelerate in various fields in order to run stably. Not least the world of education, where the Ministry of Education and Culture (Kemendikbud) has banned universities from conducting face-to-face learning activities and ordered them to conduct lectures or online learning (Salinan SKB 4 Menteri PTM Agustus 2020, n.d.) Colleges are directed to organize online learning or online learning.

Responding to the government circular, various universities began to change their learning model, which was initially conventional face-to-face turned online (in-network). That is done to prevent the spread of Covid-19. The World Health Organization has called for a halt to events that could lead to large crowds. Therefore, face-to-face learning that many students follow in the classroom is tested for implementation. Lectures should be held in a scenario that is able to prevent physical contact between students, teachers, and students with students (Firman & Rahayu, 2020).

Online learning uses the internet with access, connectivity, flexibility, and generating different types of learning interactions. Chang et al. At the level of practice, online learning needs to select the correct methods and approaches in its application, including applying a blended learning model that combines a synchronous and asynchronous learning model.

Blended learning, which has only been conceptualized as a combination of face-to-face and online learning, was denied by Chaeruman. Blended learning is not only a combination of face-to-face and online learning but also includes a combination of synchronous and asynchronous learning. He further classified synchronous learning on direct face-to-face synchronicity and virtual synchronicity and qualified asynchronous learning to be asynchronous collaborative and self-asynchronous (Chaeruman, 2019). Another study from Narayana states that mixing the two methods is better than using only one of these methods, which affects the motivation of learning students. If you mix synchronous and asynchronous, students will not get bored, and educators will be more flexible in delivering material time (Narayana, 2016).

The study of blended learning that combines synchronous and asynchronous and asynchronous learning models was also conducted by Nieuwoudt. He revealed that the combination of synchronous and asynchronous learning could improve students' academic success due to the flexible nature of learning. In addition, he also gives advice when doing online learning in sync to record it so that it can become asynchronous learning (Nieuwoudt, 2020).

In line with this, the tertiary institution of UIN Sunan Kalijaga Program through the Islamic Religious Education Study Program (PAI) of UIN Sunan Kalijaga Yogyakarta was held in order to prepare prospective professional educators in higher education, researchers, and expert consultants in the field of education to continue to explore and carry out learning in the field of education during this pandemic period. Innovation continues to be carried out in order to develop learning to the maximum during the pandemic. One of them is doing learning with a blended learning approach. This Blended Learning approach is also carried out on fiqh courses that are competent by Mr. Munawar Khalil, M.Pd, who uses a combination of learning with synchronous and asynchronous methods in one semester.

Even so, there are still some obstacles in the implementation of learning using a combination of synchronous and asynchronous models. In synchronous learning, such as using zoom applications or the like sometimes there are internet connection constraints that make the delivery of material less clear and understanding of the material less complete (Windhiyana, 2020). It is also revealed by Niken Bayu Argaheni (Argaheni, 2020) that online learning makes it difficult for students to understand learning concepts. That is due to the teacher's limitations of the explanation of the material, especially in the asynchronous method, in which the student discovers and understands the material itself. From these studies, no one has specifically examined the implementation and problems in learning that combines synchronous and

asynchronous, especially in fiqh courses in the PAI department of UIN Sunan Kalijaga Yogyakarta.

In the process of learning fiqh, there must be a balance between theoretical learning and also practice. The teaching of fiqh should be practiced, if it contains commandments or commandments to be carried out, and if it contains prohibitions, it should be abandoned or avoided. Therefore, fiqh should not only be known but also practiced. Fiqh itself is an understanding or result of the development of the interpretation of human thought (ijtihad al-mujtahid) of sharia (Qur'an and hadith) to change and develop following the thinking ability of mujtahids (Maimunah, 2019). From the above explanation, it can be concluded that fiqh learning requires a detailed understanding of the material and solutions in answering the ever-evolving issues of fiqh.

Discussions about mixed learning have already been discussed, including Puspitasari, whose researchers found that the combination of synchronous and asynchronous models at IAIN Kediri was proven to be more able to help students be directly involved in learning activities and feel connected with peers and lecturers who regulate learning flexibility (Intan Nuyulis Naeni Puspitasari, 2021). Setiawan also researched the same thing about the implementation of a blended learning-based Islamic education study program at IAIN Samarinda (Setiawan, 2019). Judging from the previous research, there is no specific one that discusses the learning of fiqh subjects, and the discussion is still focused on learning lectures in general. So, this research gives us a better idea of how to learn fiqh courses that require a full understanding.

Judging from the ideals of understanding fiqh and the reality of learning that requires online fiqh courses, the author tries to dissect more deeply the application of blended learning with synchronous and asynchronous methods in online learning in fiqh courses. And researchers want to know what problems are faced in online learning using blended learning methods with synchronous and asynchronous methods in fiqh courses, especially in the Islamic Religious Education Study Program (PAI) at UIN Sunan Kalijaga Yogyakarta.

METHOD

The type of research used in this research is field research using a qualitative approach. The purpose of this study is to describe online learning using blended learning methods with synchronous and asynchronous methods in fiqh courses held in the Islamic Religious Education Study Program of the Faculty of Tarbiyah Science and Teacher Training of Sunan Kalijaga State Islamic University Yogyakarta. Online learning referred to in this study is learning that uses learning media that can be accessed using internet services.

The research subjects were students of the Islamic Education Study Program of the Faculty of Tarbiyah and Education Sunan Kalijaga State Islamic University Yogyakarta Second Semester who had carried out online learning and were grouped based on the response of the research subjects. Data collection is done through telephone interviews and/or cloud meeting zooms and spreading the questionnaire spread using google Forms given to students through WhatsApp messages. The aspects asked in the interview are: (1) the facilities and infrastructure that students have to carry out online learning; (2) Student response to the effectiveness of online learning blended learning methods with synchronous and asynchronous methods; (3)

Implementation of online learning using blended learning methods with synchronous and asynchronous methods in fiqh courses.

Data analysis is performed using the Miles analysis model and consists of Huberman's (1994) rankings of stages, namely data reduction, data representation, compilation, and verification of results. The data analysis stage of the research data reduction stage is the stage of collecting all the necessary information from the interview results and then collecting the data. The presentation stage of data is the presentation of information necessary for research, which does not need to be discarded. The summary and verification stage is interpreting research data to draw conclusions based on events obtained (Miles & Huberman, 1984).

RESULT AND DISCUSSION

Blended Learning (Synchronous and Asynchronous Learning)

Blended learning is a blend of face-to-face learning with online learning through utilizing information and communication technology. Thus, in blended learning, the thing that should be a concern is the mastery of technology owned by teachers and students (Rasheed, Kamsin, & Abdullah, 2020). Considering the utilization of information and communication technology can not be separated from the concept of blended learning.

However, Subhan and Chotibuddin mentioned that the combined aspects of blended learning include not only face-to-face and online learning but also learning methods, media, resources, environment, or strategy (Subhan Adi Santoso & M. Chotibuddin, 2020). According to Chaeruman, the blended learning model is flexible because it combines synchronous and asynchronous learning parameters in the right way to achieve learning goals. One of the advantages of using this model is that it can accommodate the characteristics of multimedia learning subjects. The instructional appeal of lectures becomes high and can develop various skills and attitudes, in this case, learning independence (Chaeruman, Wibawa, & Syahrial, 2020). In this case, the asynchronous learning model can be used to complement the synchronous learning model (Holmes, Gardner, & Gardner, 2006).

Among the several important factors in the blended learning model that combines synchronous and asynchronous are cognitive factors (Offir, Lev, & Bezalel, 2008) and social factors, especially in the asynchronous model (Lee, 2014). More recent research says that forms of social factors and asynchronous learning can be realized through emoticon features to provide expression and feedback (Andel et al., 2020).

Synchronous Learning Model

Synchronous learning occurs when students and instructors simultaneously communicate with the online learning community using learning technologies, including internet conferencing, satellite, video conferencing and chat in the same and predefined time (Lewis & Clarke, 2009). Synchronous learning can be divided into the first two types, learning activities that occur between learners and teachers/tutors simultaneously and are called synchronous physical formats. Second, a learning process in which students and teachers can learn simultaneously but in different places. This type is called virtual synchronous (Chaeruman et al., 2020).

The advantages of using a synchronic model include; 1) If there are questions students can ask the teacher directly that can be answered by a facilitator or tutor, 2) Liveliness in a learning activity looks like a face-to-face space. 3) In the classroom, communication between students and teachers will be better established, and students are not aware of distractions from ordinary classrooms.

While the disadvantages of using a synchronic model are; 1) Must use high-speed internet access, 2) Is real-time resulting in participants being unable to access at a later time, except those scheduled. 3) Learners are not given a long time to think in the learning process.

Asynchronous Learning Model

Asynchronous learning is self-learning that does not require it at the same time. In other words, students can interact with certain materials at a time of their choosing. One of the things that can be done is for students to convey their thoughts on the day specified by students and other students commenting on the thoughts conveyed in the forum, such as discussion forums (Hosier, 2013). The asynchronous learning level is divided into two types. First, collaborative learning is synchronous, a learning process where learners/instructors can learn anytime and anywhere, such as discussion forums, assignments, mailing lists, and others. Second, self-faced direct asynchronous learning is a learning process where learners and tutors/instructors can learn anytime and anywhere, such as reading online articles, watching videos, presentation slides, and others (Chaeruman et al., 2020).

Similar to synchronous learning, asynchronous also has several advantages: 1) High-quality dialogue can be achieved by using the discussion framework and giving participants more time to think about what will be posted. 2) In the following learning, students can choose at any time at the right time to respond to learning. 3) Involvement in space is not a problem, and students can learn freely whenever they have time. While the disadvantages of asynchronous learning: 1) Communication in a language or script provided by tutors is sometimes not readily accepted by readers 2) Requires an internet connection.

Fiqh Learning at Perguruan Tinggi Keagamaan Islam (PTKI)

Fiqh is interpreted as the knowledge of Islamic law formulated by Islamic jurists (Mujtahid) through the process of reasoning against the verses of the Qur'an and hadith texts related to the deeds of intelligent and mature people (Nasution, 2019). Fiqh referred to here is one of the Islamic Religious Education (PAI) courses, which discusses the laws, rules, and ordinances of worship to God Almighty taught in universities. In this case, fiqh is also part of Islamic religious education, which aims to prepare learners to learn, understand, live, and practice Islamic sharia, which becomes the basis of its life guidelines through guidance, teaching, and practice. Ibn al-Qayyim says that fiqh is more specific than understanding, which is a deep understanding of the various verses of the Qur'an, both textually and contextually. Logically, understanding is achieved if the source of the teaching in question is textual, while understanding can be textual or contextual. The results of understanding Islamic texts are arranged systematically to be easy to practice (Maimunah, 2019).

Jurisprudent education is presented as a compulsory subject in PTKI with the vision of realizing a man who is godly and noble and aims to produce a human being who is honest, fair, virtuous, moral, disciplined, harmonious, and productive, both personally, professionally, and socially. Fiqh education is expected to produce people who always strive for the perfection of faith, piety, morality and actively build civilization and harmony of life, especially in advancing the civilization of a dignified nation (Lilik Nur Kholidah dkk., 2019). Fiqh education is part of Islamic religious education that aims to develop and strengthen the faith by instilling and perfecting learners' knowledge, imagination, practice, and experience from legal aspects, both in the form of worship and in the form of *muamalah* teachings until they are able. To become a Muslim can advance to a higher level of education in terms of faith and piety

to God Almighty (Maimunah, 2019). And noble morals in personal life, social, national, and state.

In the study of fiqh, it is not just theory that means explicit knowledge; practical learning must contain elements of theory and practice. The teaching of fiqh should be practiced if it contains commandments or commandments to be carried out, and if it contains prohibitions, it should be abandoned or avoided. Therefore, fiqh should not only be known but also practiced. Fiqh itself is an understanding or result of the development of the interpretation of human thought (ijtihad al-mujtahid) of sharia (Qur'an and hadith) to change and develop by the thinking ability of mujtahids. According to time. At the same time, Islamic law includes legal norms contained in the Qur'an and hadiths that do not involve human reasoning and legal norms that do not involve human reasoning (fiqh ijtihad) as a result of the development of understanding the human reason. Koran. Moreover, adjust the hadith of the Qur'an to the level of human thinking ability (Nasution, 2019).

Learning at PTKI must pay attention to the coherence of core knowledge and values. Learning at PTKI can select and apply one or more variables to an integration relationship. Learning at PTKI refers to Permenristekdikti No. 44 of 2015 on National Standards of Higher Education. Learning has interactive, inclusive, integrative, scientific, contextual, objective, practical, collaborative, and student-centered learning traits (Permenristekdikti No.44 Tahun 2015, 2015).

Fiqh education plays a central role as a comprehensive compulsory subject in religious universities in Indonesia, where the content of learning teaches the propositions of human activity regulated by Islamic legal sources that do not violate the rules of Islamic sharia and depart from all prohibitions. Learning follows the guidelines stipulated in the Minister of Religious Affairs Regulation of the Republic of Indonesia (Maimunah, 2019). Therefore, every student studies at PTKIN is involved to ensure that it is determined by the decision of the Minister of Religious Affairs. The content of fiqh is essential, so students need to know, understand, and apply it in daily activities, not only as a formality in lectures but also to comply with Islamic sharia and pass on this science to people to understand the essence of fiqh is not valid.

Implementation of Blended Learning With Synchronous and Asynchronous Methods in Online Learning in Fiqh Courses

From the results of observations made by researchers, it was found that the online learning of Fiqh courses in the Islamic Education study program second semester was implemented by creating a Whatsapp group at the beginning of the study consisting of students and lecturers who mastered the program the courses. The group is used to communicate with lecturers and students if there are instructions and questions in the lecture process. The equipment needed in this learning process includes mobile phones, laptops, and internet networks. Many types of online learning can be created with advanced development and the modern workplace student suite. Several types of online learning solutions can be used to teach students. Choose the type that best suits the student's needs, considering the available technology that will help them access online learning methods. Most online learning methods are synchronous and asynchronous. It depends on the needs of students and lecturers (Fadhilah, Sutrisna, Muslimah, & Ihsan, 2021).

The results of the interviews with the lecturers of fiqh subjects said that:

“During the pandemic, lectures were conducted using zoom meeting (synchronous). The agreement with our students is at least four times during one

semester, namely: the initial period (study contract), before the mid-semester examination, after the mid-semester examination and before the end-semester examination. But it is also possible when there is material that is deemed necessary to be responded to directly when learning using e-learning (asynchronous), then we use direct meetings with zoom meetings (synchronous)"

The lecturer's presentation shows that the online learning model in Fiqh lectures uses Blended Learning, which combines two learning models, namely synchronous and asynchronous learning. The number of meetings and the time for sharing Synchronous and Asynchronous learning are determined when the contact learns and finds agreement at least four times with the selected time.

That was chosen with the background that if they consistently use synchronous media such as zoom meeting, students objected because they had to require a large amount of internet quota, this was conveyed by one student who said that:

"Lectures using zoom take up a lot of quota, so with our lecturers we agreed not to always use zoom meeting, so we can save quota for the purposes of looking for references, and other needs."

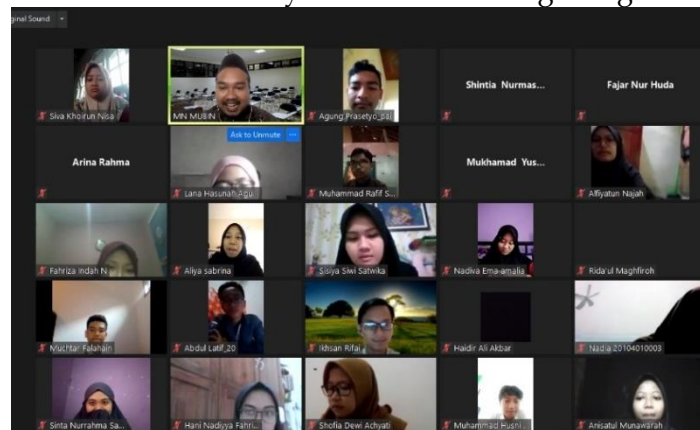
The results of the interview above show that the selection of both Synchronous and Asynchronous learning models is an agreement between students and lecturers with various considerations and solutions for both parties. So that students do not feel burdened. Likewise, lecturers can be more comfortable delivering material and evaluating the overall learning. Asynchronous and synchronous methods can work well. Because it includes all learning techniques that refer to the use of available technology (Fadhilah et al., 2021). The description of the Synchronous and Asynchronous learning processes is as follows:

Synchronous

The advantages of using a synchronous learning environment include knowledge sharing and learning in real-time and direct access to instructors to ask questions and receive answers. However, this environment requires a set date and time for meetings, which goes against the promise of online "anytime, anywhere" learning (Amiti, 2020). So online learning with this approach requires readiness between students and lecturers in each learning process.

In synchronic learning, the learning process in fiqh courses is carried out using zoom meeting and google meet applications. That is intended as a reinforcement of learning from lecturers. When students listen to the explanation of lecturers, there will also be reciprocal communication. If there is a problem that wants to be asked, students can ask directly to the lecturer. However, synchronous model learning like this is only done six times in one semester.

Picture. 1. Documentation of synchronous learning using Zoom Meeting media

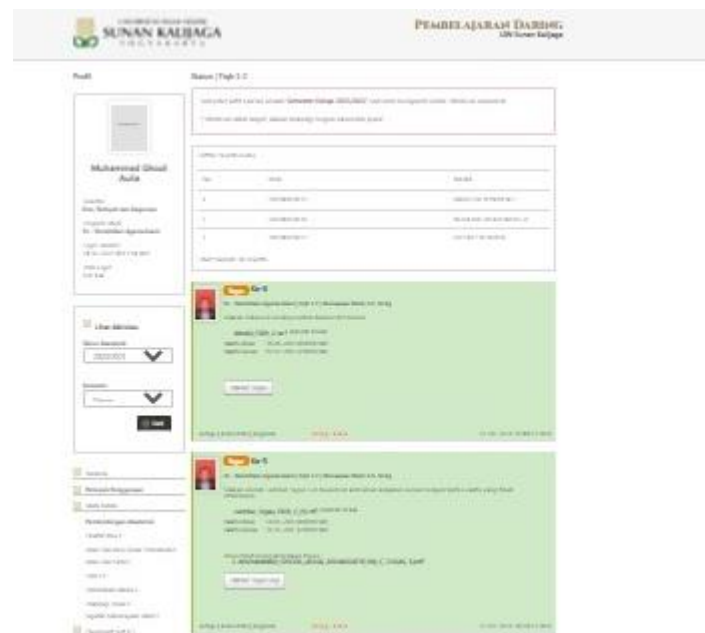


Because the learning model is not too often implemented, it is beneficial for students because they do not spend many internet quotas. Because if they use zoom meeting or google meet will usually spend much quota. This synchronic model is also essential for students because it is a booster of what they learn. In addition, students can ask lecturers directly about problems and problems that arise from the material they have studied before.

Asynchronous

The asynchronous learning process in fiqh courses is implemented using an e-learning platform that has been provided by the relevant institution, namely on the learning.uin-suka.ac.id page. Through e-learning, lecturers usually give assignments to students who have the deadline of work required. The teacher gives the task in the form of instruction to students to search and read literature that has been determined by lecturers related to the theme of fiqh material. In addition, there are post-test related to literature that has been determined as a benchmark and evidence that students have read and understood the literature.

Picture. 2 Documentation of the form of the UIN Sunan Kalijaga E-Learning platform. As a medium of asynchronous learning



In addition, there is an assignment sheet given in E-Learning as a benchmark and proof that students have read and understood the material and assignments given by the lecturer.

Picture. 3 Documentation of the form of the assignment sheet given in E-Learning
Assignment Sheet

Fiqh 1.

Name :

SIN :

Roll Number :

Read the related literature on the meaning of Shari'ah, Usul Fiqh and Fiqh, to answer the following questions:

- 1. State the meaning of Shari'ah, Usul Fiqh, and Fiqh (estimological aspects/lughotan as well as terminology/terms!**
- 2. State the difference between Shari'ah and Fiqh based on the following table (fill in the blank):**

Aspects	Shari'ah	Fiqh
Scope		
Truth's Nature		
Teaching substance		
Existence		
Unity and diversity		

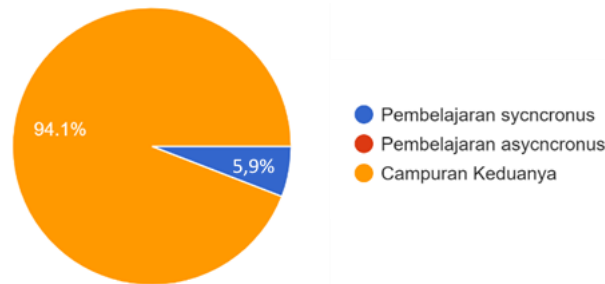
- 3. Give 1 example of synergy/relationship between Shari'ah, Usul Fiqh and Fiqh.**

From the above documentation, it can be seen that the cognitive domain in FIQH learning has been fulfilled at the level or level of the thinking process. The level starts from the lowest level to the highest level, namely the first point, knowledge (Ahmad & Sukiman, 2019), which is known from the first question, namely; "Explain the meaning of Shari'ah, Usul Fiqh, and Fiqh (estimological aspects/lughotan as well as terminology/terms!". Second, the level of understanding (comprehension) and analysis (analysis) (Ahmad & Sukiman, 2019), "State the difference between Shari'ah and Fiqh scope, nature of truth, teaching substance, existence, unity and uniformity between Shari'ah aspects and Fiqh aspects." Then the last step of synthesis (Ahmad & Sukiman, 2019). This level can be seen from the question "Give 1 example of synergy/relationship between Shari'ah, Usul Fiqh, and Fiqh".

From the results of the analysis above, it shows that asynchronous learning through the e-learning platform of the UIN Sunan Kalijaga Campus already includes the student's learning process to think highly because it has fulfilled several aspects of high-level thinking standards. However, of course, there are obstacles that exist in the learning process that must continue to be evaluated and addressed.

Researchers explored student comfort between synchronous and asynchronous learning or a mixture of both in online learning through questionnaires distributed using Google Forms with a purposive technique of 20 students selected from three PAI classes at the second-semester level.

Picture. 4 Diagram of student tendencies in Blended learning.



The questionnaire results showed that 94.1% of students were more comfortable using a mixture of synchronous and asynchronous (Blended Learning), 5.9% chose synchronous learning and none chose asynchronous learning. Another study from Nafan, et al. shows that mixed learning is more desirable than choosing between synchronous and asynchronous (Tarihoran Nafan, Bayi Syafurib, 2021). So it can be concluded that students are more comfortable learning a mixture of synchronous and asynchronous (Blended Learning) rather than choosing one. Another reason for the tendency of the learning model was expressed by one of the students that:

"The problem is that when lectures are just our assignments, sometimes we do not really understand, especially if there is no direct feedback from the lecturer, also sometimes we don't have references from books that I don't have."

From the results of direct face-to-face interviews, researchers also found student opinions about asynchronous learning. According to one student named Ghozil Aulia, who said that,

"Distance learning asynchronously makes me feel less comfortable, because the environment is not conducive at home and I don't know how to find suitable references. Maybe if you have a friend, it might be more comfortable because someone is invited to discuss or work together."

Based on the interview, we can say that the lack of a good environment for independent learning is caused by the students themselves, tutors, learning materials and resources (modules), including the way they are distributed, the atmosphere of the student's online learning environment, and family activities that get in the way.

From the results of these interviews, it can be concluded that students often do not understand the material they are looking for themselves without any reinforcement from the lecturer. Students also sometimes find it difficult and confusing to choose references. Another study from Ogbonna, et al, showed that a synchronous mix of asynchronous e-learning was more effective in increasing student interest and learning outcomes (Ogbonna, Ibezim, & Obi, 2019). So, blended learning is a solution that can be chosen in online learning.

It can be concluded that blended learning (synchronous and asynchronous) is more attractive to students with various advantages and disadvantages.

Problems In Online Learning Using Blended Learning with Synchronous and Asynchronous Models in Fiqh Courses.

From the results of the questionnaire given to students containing students' perceptions regarding problems in the Fiqh learning process, it was found that these problems were as follows:

1. The problem of disrupting the stability of the internet network and limited quota. Students often experience that in areas or villages where the signal is unstable. The internet network has difficulty reaching remote areas or remote areas that can be reached. These problems do not only occur at the secondary school level; even at the college level, students face the same problems when participating in distance learning (Prawira, Ayundhari, & Kurnia, 2021).

This disorder often causes student motivation to be reduced. In addition, the understanding of passion for the material is not optimal. That was conveyed by one of the students who said that:

"Our problem is when we are in sync via zoom, sometimes the signal is lost, or maybe the power goes out, causing me to miss the material and have to ask my friends again to miss me."

In line with the previous statement, the students stated that:

"The signal is sometimes unstable or the internet quota runs out and quota assistance from uinsuka is sometimes late at my provider."

The student's narrative shows that the internet network's stability and internet quota adequacy are essential aspects of maintaining smoothness in synchronous learning. Signal and hardware constraints are important factors. Constraints that occur are usually participants, the tools used alone cause problems such as poor sound quality, pictures, email delays, etc. (Gazan, 2020). So online learning depends on the technology and method chosen.

2. In synchronous online learning often get disturbed in the learning environment. However, blended learning has several advantages in the learning process, such as usability, convenience, flexibility, satisfaction, and effectiveness. However, the importance of self-conditioning and the student's environment is no less paramount (Rahiem, 2020). This problem was conveyed by one of the students:

"Sometimes when you are studying online at home, there are other things that interfere with the learning process, such as being busy at home asking your mother to go and others."

That is because students who do lectures from home are often disturbed by activities at home. Another student agreed he said:

"When there is a live lecture, the home environment cannot be controlled. Applications such as Zomm Meet when the home environment is crowded. This condition distracts me and makes me unable to concentrate."

Hence, it can be said that the conduciveness of the environment is very important in the online learning process, both synchronously and asynchronously. In this condition, the teacher's role becomes essential (Abdilah, Tafsir, & Sukandar, 2021). Teachers can be more proactive in checking student readiness before learning begins (Juliya & Herlambang, 2021) so that student readiness is better conditioned. Teachers can also better understand the condition of students so that student motivation is maintained.

3. Difficulty finding references to complete the assignments given by the lecturer. That is because many students do not know about online-based references (e-resources) and still stick to conventional learning, which was still carried over before the pandemic by relying on books from the library (Rahiem, 2020).

Students said that:

"Sometimes we are confused about choosing material that is in accordance with the assignments sent by the lecturer, because our perception of fiqh uses the yellow book, and other conventional ones that are rarely found on google."

Students may express this perception based on traditional Islamic boarding schools who are still carried away by traditional Islamic boarding school culture. That is also because students are classified as new students. So that some students do not understand how to find suitable leather materials, that can be anticipated by providing education to students in advance to look for online-based references (e-resources).

4. Differences in the level of understanding experienced by students about the material being studied. Students' misunderstanding of the material sent by lecturers is a problem often experienced by students if only learning through e-learning. Students perceive no full attention and direct response from lecturers (Aji, Ardin, & Arifin, 2020). However, in the learning process in this study, the lecturer tried to direct how each student should read the references. That was conveyed by the supporting lecturer that:

"Sometimes students don't pay attention and don't read the material given, maybe because online learning makes students feel less supervised by lecturers, and indeed the level of student care is different. So then I often recommend students to read the books and references that I have chosen. As additional material outside of assignments in e-learning "

That is because online learning has a different atmosphere from offline learning. However, the implementation of distance learning can increase awareness of learning commitment (Prawira et al., 2021). However, online learning that is carried out synchronously makes it difficult for students to understand the specified material. The solution to this problem is to periodically evaluate and follow up on learning outcomes with remedial and enrichment.

For this reason, to overcome some of these problems, at least two of these problem-solving capabilities are needed. *First*, problem solving occurs outside the online learning space (external), such as technical interference from either the network or the device used. The ability to use technology is very important, both for lecturers and for students. In addition, students must choose an environment that is conducive to the learning process. *Second*, problem-solving occurs in the online learning space. Classroom conditioning in learning is very important. Lecturers must be able to carry out the learning process by using various strategies, techniques, and learning media following online learning. That is because the use of media and learning strategies can affect learning motivation for students. The use of strategy and learning media that are monotonous and less appropriate makes students less motivated in the learning process. In addition, lecturers also need to periodically motivate to maintain students' spirit during online learning conditions and the state of the Covid-19 pandemic.

From this explanation, it was found that : 1) the implementation of the Blended Learning method of learning is done by combining the Synchronous model using the Zoom Meeting and Google Meet platforms, and Asynchronous using the e-learning platform. 2) Some problems in blended learning include problems with internet network disturbances and limited quotas, disturbances in the learning environment, difficulty in finding references, and some students who feel they do not understand the material. So it is necessary to solve problems related to external and internal factors in the learning process. Mastery of technology and environmental conduciveness is essential for students. In addition, lecturers must also be able to manage classes by adjusting online learning conditions as well as possible.

The study of synchronous and asynchronous online learning was previously discussed by (Palupi, 2022). However, this research only discusses theoretically and has not reached the practical realm. While in the context of learning, several previous studies have explained that the combination of bold learning with synchronous and asynchronous models is an alternative to deal with bold learning problems. Such as research conducted by (Partini & Pinoa, 2022), (Muhammad Hanif Fahmi, 2020), (Rahma & Setyaningsih, 2021) and (SULISTIO, 2021). However, all of these studies are research on subjects other than fiqh. In contrast to this research, which focuses on learning fiqh and is carried out at the university level. This of course requires a different motivation to apply the blended learning. Likewise research with students' perceptions of synchronous and asynchronous online learning activities carried out by (Anugrah, Azzahra, & Suryaman, 2021). He said that synchronous and asynchronous online learning received a good response from students.

This result contributes to showing an overview of learning using blended learning models of synchronous and asynchronous combinations in online learning, especially in fiqh courses. The cooperation and concern of students and lecturers is a necessity that cannot be avoided from every online learning. Hopefully, the results of this research can consider strengthening university and lecturer policies in choosing and implementing the type of approach in online learning. Therefore, this research is expected to consider selecting models, methods, and learning media in online learning, especially in fiqh courses. The facts show that various deficiencies and conditions must be studied become evaluations to perfect the existing learning process. Researchers in this condition only describe the models and methods used in online learning at the research location and see the tendency of students to choose the learning without measuring its effectiveness. For this reason, further researchers can conduct further research, considering that it must be able to measure the results of the application of blended learning in online learning.

CONCLUSION

The implementation of blended learning in learning fiqh courses in Islamic Education Program Study UIN Sunan Kalijaga Yogyakarta department combines two learning models: First, the Synchronous learning model using Zoom Metting or Google meet. However, the learning of this synchronous model is only done six times in one semester. Second, the asynchronous learning model uses the e-learning platform on the learning.uin-suka.ac.id page. Through e-learning, lecturers provide material to students and provide test questions related to the theme determined with a predetermined time limit. Some problems in blended learning are obstacles in the disruption of internet network stability and limited quotas, disruptions in the learning environment, difficulty finding references in finding literature, and some students there who feel less understanding of the material delivered by lecturers. That requires solving problems both related to external factors and internal factors in the learning process. Mastery of technology and a conducive environment are very necessary for students. In addition, lecturers must also be able to manage classes by adjusting online learning conditions as well as possible.

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AUTHOR CONTRIBUTION STATEMENT

All authors have designed and conducted research, compiled research results, conducted data analysis, and aligned all findings and theoretical analysis to the final text of the results. All authors contributed to the final version of the manuscript.

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