



A Systematic Literature Review: Innovation Hybrid Learning Learning In Islamic Schools

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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi implementasi hybrid learning di sekolah Islam secara komprehensif, dengan fokus pada kontribusinya terhadap keterlibatan, motivasi, hasil belajar siswa, serta hybrid learning identifikasi tantangan dan peluang penerapannya. Penelitian menggunakan pendekatan Systematic Literature Review (SLR) dengan metode PRISMA 2020, memanfaatkan database Scopus, Google Scholar, Crossref, serta alat Elicit. Dari 408 literatur yang ditemukan, dilakukan penyaringan berdasarkan kriteria inklusi dan eksklusi, sehingga diperoleh 4 jurnal utama yang menjadi data penelitian. Hasil analisis menunjukkan bahwa hybrid learning efektif meningkatkan keterlibatan, motivasi, dan hasil belajar siswa melalui kombinasi pembelajaran daring dan tatap muka, modul adaptif, dan metode kolaboratif. Tantangan yang muncul mencakup keterbatasan infrastruktur, kesenjangan akses teknologi, dan keterampilan digital guru yang masih perlu penguatan. Temuan ini memberikan arahan praktis bagi guru, sekolah, dan pembuat kebijakan untuk mengoptimalkan melalui pelatihan guru, penguatan infrastruktur, integrasi nilai Islami, dan strategi pengurangan kesenjangan digital.

ABSTRACT

This study aims to explore the implementation of hybrid learning in Islamic schools comprehensively, with a focus on its contribution to student engagement, motivation, learning outcomes, and identifying challenges and opportunities for its implementation. The study employed a Systematic Literature Review (SLR) approach with the PRISMA 2020 method, utilizing the Scopus, Google Scholar, Crossref, and Elicit databases. The 408 literature sources were screened based on inclusion and exclusion criteria, resulting in 4 primary journals used as research data. The analysis showed that hybrid learning effectively increases student engagement, motivation, and learning outcomes through a combination of online and face-to-face learning, adaptive modules, and collaborative methods. Challenges include limited infrastructure, gaps in technology access, and the need for strengthening teachers' digital skills. These findings provide practical guidance for teachers, schools, and policymakers to optimize learning through teacher training, infrastructure strengthening, integration of Islamic values, and strategies for reducing the digital divide.

INTRODUCTION

The education concept of hybrid learning introduces learning innovation by combining traditional face-to-face learning methods and online learning, which offers greater flexibility for both teachers and students (Hinterberger et al., 2004), (Littlejohn & Pegler., 2007). Hybrid learning is becoming increasingly relevant in the modern educational context due to its ability to accommodate various learning styles and individual needs of learners (Halverson et al., 2012). Platform hybrid learning enables dynamic and effective interaction in the teaching and learning process, so that it can improve the quality of education (Garrison & Arbaugh, 2007).

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Hybrid learning is a combination of training methodologies using the best delivery methods to successfully achieve learning objectives. This learning emphasizes that educators are not only flexible but can also organize themselves in good learning management. Through this approach, students can learn more interestingly and according to their needs. A study by (Alammary et al., 2014) shows that hybrid learning can increase student engagement and learning outcomes compared to traditional learning methods. The process is hybrid, carried out by combining various learning sources ranging from laptop media, cellphones, TV channels, YouTube videos, and others, which are used in face-to-face activities to create effective and efficient learning (Dwiyogo, 2018).

Hybrid learning is not just an ordinary learning method, but also an innovation that can improve the classroom climate and encourage active participation of students (Rovai, 2018). By utilizing technology, educators can create a learning environment that is inclusive and responsive to students' needs by considering increasingly practical developments (Aziz & Zakir, 2022). This is in line with the principle of society 5.0, which emphasizes collaboration and connectivity in learning (Sudibjo et al., 2019). It is hoped that the designed learning can motivate students to play a more active role, so that students can reach the level of understanding that meets expectations (Hendrayati & Pamungkas, 2016).

Innovation is a brilliant idea that creates a new concept, such as a particular form of practice, a product resulting from thought and technology that is applied through certain stages to solve problems that arise and improve a certain situation (Shalikhah, Norma Dewi, 2017). Innovation in hybrid learning includes the use of adaptive learning platforms, learning analytics, and content personalization to meet individual learning needs (Means et al., 2013). The media that can be used include: Zoom Meeting, Google Meet, Google Form, Google Classroom, Quizizz, Kahoot, and so on.

Islamic schools in Indonesia have an important role in the national education system, especially in providing religious and general education to students. Islamic schools not only function as formal educational institutions, but also as a place for the formation of the character and morality of students. In the context of innovation-hybrid learning, Islamic schools are faced with the challenge of integrating technology in the learning process. Although many Islamic schools have begun to adopt online learning methods, challenges in implementing technology remain, especially related to infrastructure and teacher training. However, there are challenges in implementing hybrid learning. It also needs to be taken into account because not all students have the same access to technology, so a digital divide

emerges that can hinder. For this reason, efforts to ensure that all students can enjoy the benefits of interactive learning are very important (Hwang et al., 2015).

The importance of using hybrid learning. It can also not be denied that educators implementing assessment methods that are appropriate to the learning format can help make things easier (Gikandi et al., 2011). Assessment can be formed by giving online quizzes, collaborative projects, and presentations can provide a more comprehensive picture of students' deeper understanding. Therefore, teachers can provide more effective and efficient feedback in helping students achieve learning goals. Effective evaluation in hybrid learning should include formative and summative assessments, as well as ongoing feedback to improve learning (Yorke, 2003).

The integration of technology and information in education has great potential in creating a more inclusive learning environment (Aziz & Zakir, 2022). By utilizing technology, students who have special needs can gain better access to learning materials. This can create fairer opportunities for all students to participate in learning. It is also important to pay attention to teacher professional development in ensuring the successful implementation of hybrid learning. Adequate training and support for teachers is essential to ensure that they can use technology and hybrid learning strategies effectively (Hammond LD, Hyle EM, 2017).

Several previous studies have examined the application of hybrid learning in public schools, both in terms of learning effectiveness, student engagement, and improved learning outcomes. However, this research, focusing on Islamic schools, is still very limited, even though Islamic schools have unique characteristics such as the integration of general and religious curricula, the instilling of religious values, and a learning environment that emphasizes moral-spiritual dimensions in addition to academic aspects. These characteristics implement Islamic education as a priority. Hybrid learning in Islamic schools cannot be understood in the same way as in public schools. Some recent studies have begun to touch on the application of hybrid learning in Islamic education; one of the studies is from (Aida Hayani et al., 2024) which compared online and hybrid learning in Islamic secondary schools. Meanwhile, according to (Setyawan et al., 2025), which examined the development of hybrid learning in Islamic Religious Education. Considering the above studies, they are still partial, limited to certain cases and subjects, and do not provide a comprehensive picture of the effectiveness and challenges of implementation. hybrid learning in Islamic schools.

Based on the explanation above, this research aims to explore hybrid learning. In the context of Islamic schools, the research focuses on understanding how hybrid learning

innovations contribute to improved learning outcomes, motivation, and student engagement, while also identifying emerging barriers such as limited access to technology, teacher preparedness, and the digital divide. This research is expected to provide a more comprehensive picture of the implementation of hybrid learning in Islamic schools and offer theoretical and practical implications for developing learning models relevant to the unique characteristics of Islamic schools that integrate academic, moral, and spiritual dimensions.

RESEARCH METHOD

This research uses a type of literature review that is important in collecting and analyzing knowledge with relevant concepts, theories, and library sources. Systematic Literature Review (SLR) provides a general overview of knowledge according to procedures and systematics in data management. Systematic Literature Review (SLR) in this research uses the method Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 (Muhaymin Hakim Abdullah et al., 2022). The new reporting form reflects advances in methods for identifying, selecting, assessing, and synthesizing studies (Mengist et al., 2020). The PRISMA analysis stages consist of 4, namely: identification, screening, retrieval, and reporting (Linnenluecke et al., 2020). The use of PRISMA is assisted by tools Publish or Perish (PoP) from various database sources, Scopus, Google Scholar, and Crossref, as well as using Elicit as an additional external reference Publish or Perish (PoP). The criteria for data collection are limited as follows:

1. Inclusion Criteria
 - a. Articles published in 2020-2025.
 - b. Indexed by Scopus/SINTA.
 - c. Discussing the topic of hybrid learning in the Islamic context has a relevant abstract.
2. Exclusion Criteria
 - a. Articles that are opinionated or conceptual without empirical data.
 - b. Publication duplication.
 - c. Articles that do not focus on learning in Islamic schools.
3. Article Quality Evaluation (Quality Appraisal)

To maintain the quality of data, articles that pass the selection are evaluated using the Critical Appraisal Skills Programme (CASP) with three main dimensions

- Methodological validity, clarity of research design, analysis techniques, and data reliability.
- Relevance of findings, suitability of results with the focus of hybrid learning.
- Contribution to the context of Islamic schools, academic, religious, and moral-spiritual integration.

The literature search process uses Harzing Publish or Perish (PoP), which involves indexing from various database sources such as Scopus, Google Scholar, and Crossref, as well as utilizing Elicit. This search focused on the last five years, from 2020 to 2025, and yielded a total of 408 literature. Of these, using the keywords “Hybrid Learning” and “Islamic Schools” obtained 408 literature consisting of journals, which were then filtered to produce a final result of 4 literatures as research data. The research results obtained were then classified in the following Figure 1:

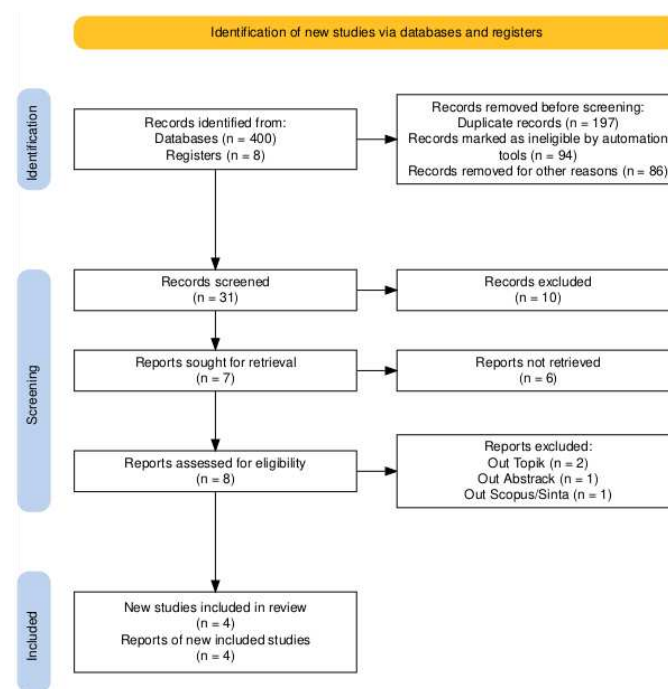


Figure 1: Results of Analysis Data Identification Using PRISMA Flow Diagram

RESULT AND DISCUSSION

Result

Table.1 Classification of Selected Literature

No	Author Name	Journal Name	Volumes and Editions	Indexing	Amount
1	Pathurohman, Michael Berger, Guri Michael	At-Tasyrih: Journal of Islamic Education and Law	Volume 8, Number 2, 2023	SINTA 4	1
2	Abdullah Agus Mukti, Suroyo,	Al-Misbah: Journal of Islamic Studies	Volume 10, Number 1, 2022	SINTA 3	1

Hasanudin						
3	Muhamad Zaini, Agus Purwowidodo, Nuryanti	JPAI: Journal of Islamic Religious Education	Volume 2, Number 2, 2023	SINTA 1	1	
4	Ari Rahmawati Dwi	IJISS: Indonesian Journal of Islamic and Social Science	Volume 2, Number 1, 2024	SINTA 3	1	

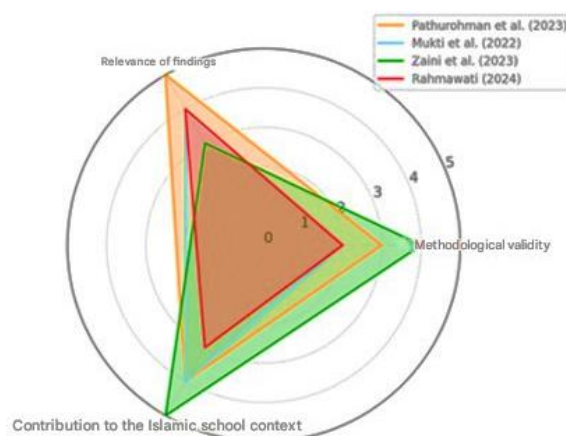


Figure 2: Quality Appraisal of Hybrid Learning in Islamic Schools

Figure 2 shows the research results from the quality appraisal of hybrid learning in Islamic schools as follows:

1. The article by Zaini, Purwowidodo, and Nuryanti obtained the highest score across all 5 criteria, confirming that this research is not only methodologically sound but also relevant and makes a significant contribution to the development of hybrid learning in Islamic schools.
2. The articles by Pathurohman, Berger, and Michael and Mukti, Suroyo, and Hasanudin both show good quality with a score of 4 on both methodology and contribution, with Pathurohman excelling in the relevance of findings with a score of 5.
3. Rahmawati is in a moderate position with a score of 3 in all criteria, indicating potential but still needs strengthening in methodology, relevance, and contribution to the context of Islamic schools.

Innovation Mapping Results: Hybrid Learning on Learning in Islamic Schools

The research results obtained from the 4 pieces of literature used as research data are presented in Table 1 below. Literature analysis shows that there is a relationship between innovation and hybrid learning on learning in Islamic schools based on the journals found.

Based on these findings, researchers will provide further explanation regarding more specific and relevant data, which is presented as follows.

Table 2. Results of literature research showing innovation in *hybrid learning* on learning in Islamic schools

No	Author Name	Research Result
1	Pathurohman, Michael Berger, Guri Michael	The research results show that hybrid learning at MTs during the COVID-19 pandemic aims to maintain the quality of learning amidst the unpreparedness of all educational elements. The research was carried out using a qualitative descriptive approach using the Madrasah Action Research (PTM) model, which was divided into two cycles. The first cycle focuses on administrative preparation, including creating an activity journal model and a learning implementation plan (RPP), while the second cycle emphasizes formulating administrative decisions and socializing the collaboration model to parents. Findings indicate that collaboration between WAG (<i>WhatsApp Group</i>) and offline methods is effective in improving the quality of learning, with parental involvement being very important. Hybrid learning can be a solution to improve education at MTs during the pandemic, but technology training and adequate infrastructure development are needed to support a better learning process (Pathurohman et al., 2023).
	Abdullah Mukti, Agus Suroyo, Hasanudin	The research results show that the hybrid module innovation at the Muhammadiyah Middle School in Sleman is an alternative distance learning solution during the COVID-19 pandemic. All 15,407 Muhammadiyah elementary school students and 9,063 Muhammadiyah junior high school students use this module as a learning resource for teachers, students, as well as parents and guardians of students. The effectiveness of the innovation in using hybrid modules at Muhammadiyah Middle School in Sleman as an alternative distance learning solution during the COVID-19 pandemic provides many benefits. This article also discusses the various advantages of the hybrid module (Mukti et al., 2022).
	Muhammad Zaini, Agus Purwowidodo, Nuryanti	The research results showed that the average student learning outcomes in the experimental class were better than those in the control class ($67.523 > 57.028$). Students in the experimental class also had better creative thinking abilities compared to the control class ($70.387 > 53.633$). Apart from that, the average student interest in learning in the experimental class showed higher interest compared to the control class ($37,378 > 29,441$). This information shows that students who receive Hybrid Generative Learning have much higher learning outcomes, creative thinking abilities, and interest in learning compared to students in other classes. The implications of this research indicate that the use of hybrid generative learning models on other parameters requires further development for future research to reveal positive results in several more comprehensive models. In addition, the ideal time

	duration needs to be extended for different learning. Although research on hybrid generative learning models has been carried out by several researchers in Indonesia, their focus is only on developing this model for students' thinking and metacognition skills. Therefore, this research is an original, new study and can be used as a scientific reference (Zaini et al., 2023).
Ari Dwi Rahmawati	The research results show that the IFAS and EFAS scores in each lesson are 3.22, 2.68, 2.65, and 3.27. The results of qualitative research show that in online learning, class VIII students at Mataram Kasihan Middle School show inappropriate or sub-optimal adaptation, which results in a decrease in student learning outcomes. On the other hand, in offline learning, Mataram Kasihan Middle School students show a positive attitude in the form of enthusiasm, joy, and new motivation, which reappears after implementing face-to-face learning (Rahmawati, 2024).

Discussion

Optimization of Implementation of Hybrid Learning Innovation in Learning in Islamic Schools

The research results show innovation in hybrid learning on learning in Islamic schools, with a focus on its effectiveness and impact on student learning outcomes. Through the literature search process using Harzing Publish or Perish (PoP), a total of 408 relevant articles were found, which were then filtered into four main journals that became the research data. The results of the research conducted by (Pathurohman et al., 2023). that hybrid learning in MTs during the Covid-19 pandemic can be an effective solution to maintain the quality of education amidst the unpreparedness of all elements of education. According to Garrison and Kanuka, hybrid learning that combines online and face-to-face methods can improve students' learning experience (Garrison & Kanuka, 2004). Research by (Mukti et al., 2022) highlights the innovation of hybrid modules at Muhammadiyah Middle School in Slema as an effective alternative to distance learning. This innovation provides significant benefits for educators, students, and parents.

Research by (Zaini et al., 2023) showed that students involved in hybrid generative learning had higher learning outcomes, creative thinking skills, and learning interests compared to students in the control class. According to Jonassen, emphasizing the importance of active involvement of students in the learning process to achieve better results (Jonassen & Rohrer-Murphy, 1999). This study also shows that the development of a more comprehensive learning model is needed to optimize student learning outcomes in the future. Finally, the study (Rahmawati, 2024) indicates that offline learning has a positive impact on student motivation and enthusiasm. According to Vygotsky, it emphasizes the importance of social

and environmental interaction in the learning process (Vygotsky, 2019). Overall, innovation in hybrid learning in Islamic schools has proven effective in improving the quality of education, although further development and technology training are needed to support its optimal implementation.

Challenges and Opportunities for Implementing Hybrid Learning in Islamic Schools

Implementation of hybrid learning in Islamic schools has become an educational strategy that is increasingly relevant in today's digital era. Hybrid learning, which combines face-to-face and online learning, offers a variety of conveniences and flexibility for both students and teachers. However, implementing this method also faces several challenges, particularly related to infrastructure, human resource readiness, and school culture (Hadiati et al., 2023). Islamic schools have unique characteristics because, in addition to emphasizing academic aspects, they also instill Islamic values in the learning process. Therefore, implementing hybrid learning in Islamic schools requires not only technological readiness but also the ability to integrate Islamic content to maintain alignment with Islamic educational principles (Barid et al., 2024). In the midst of existing challenges, hybrid learning also opens up significant opportunities. This method allows for broader educational access, flexibility in learning schedules, and the development of digital and soft skills for students. With proper planning and adequate infrastructure support, hybrid learning can be an effective strategy for improving the quality of education in Islamic schools.

1. Challenges of Implementing Hybrid Learning in Islamic Schools

a. Inadequate Digital Infrastructure

Many Islamic schools, especially in remote areas, face limitations in internet access and adequate technological devices. This hinders the effectiveness of online learning and reduces equality of access to education (Maria et al., 2025).

b. Cultural Resistance to Technology

Some Islamic education communities have shown resistance to the use of technology in learning, considering it contrary to traditional values. This could hinder the widespread adoption of hybrid learning methods

c. Limitations of Teachers' Digital Skills

Teachers in Islamic schools often lack the skills to use information and communication technology (ICT), which is necessary to manage hybrid learning effectively.

d. Technology Access Gap between Regions

There is a significant gap between schools in urban and rural areas in terms of access to technology, which affects the success of hybrid learning implementation (Arif et al., 2024).

2. Opportunities for Implementing Hybrid Learning in Islamic Schools

a. Flexibility in Learning

Hybrid learning allows students to access learning materials anytime and anywhere, increasing flexibility and convenience in the learning process (Pratama, 2025).

b. Improving Accessibility of Education

By using digital platforms, Islamic schools can reach students in remote areas, expanding access to quality education.

c. Integration of Islamic Values in Technology

Hybrid learning provides an opportunity to integrate Islamic values into digital learning materials, creating a learning experience that is in accordance with Islamic principles

d. Improving Students' Soft Skills

Through hybrid methods, students can develop skills such as independence, discipline, and technological abilities, which are important in the digital age (Riyas Agung Pangestu et al., 2025).

CONCLUSION

Hybrid learning in Islamic schools can improve student engagement, motivation, and learning outcomes through a combination of online and face-to-face learning. An effective hybrid learning model utilizes digital platforms, adaptive modules, and collaborative methods, making the learning process more interactive, personalized, and aligned with the characteristics of Islamic schools, which integrate academic, moral, and spiritual dimensions. However, the implementation of this method faces significant challenges, such as limited infrastructure, disparities in technology access between regions, low teacher digital skills, and cultural resistance to the use of technology in learning. Practically, these findings guide teachers, schools, and Islamic education policymakers. Teachers are advised to design learning hybrid Adaptive learning, integrating Islamic values, and utilizing technology-based formative and summative assessments. Schools need to strengthen digital infrastructure, ensure equitable access for all students, and encourage active collaboration between teachers,

students, and parents. For policymakers, this research emphasizes the importance of regulations and supporting programs, including teacher training, standardization of hybrid modules, and strategies for closing the digital divide, for the effective and sustainable implementation of hybrid learning in Islamic schools.

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