[1]*Akhmad Kuncoro
[2]Mustaji
[3]Utari Dewi
[4]Mochamad Nursalim
[5]Jimi Asmara

Developing a Novel Learning Model Based on Blended Learning to Increase Student Learning Independence in Indonesia

Abstract: - This research introduces a novel learning model that integrates blended learning approaches to enhance student learning independence in the context of education in Indonesia. The study presents a comprehensive framework that combines traditional face-to-face teaching with online resources and activities tailored to promote autonomy and self-directed learning among students. The model was implemented in a diverse Indonesian educational setting, aiming to empower students to take ownership of their learning process and develop critical thinking skills. This study aims to develop a new learning model by introducing the Understanding, Observing and Practicing (PAP) method according to blended learning to help the students become more independent learners in Middle School in Mojokerto, East Java, Indonesia. In this study, we adopt the Dick and Carey Model with ten stages using two instruments to gather data: a questionnaire to gather information about the viability of product development, and product assessment and observation to gather information about learning independence. The questionnaire is tailored to the variables that will be examined in this study. In this paper, the PAP learning model analyze the gathered data by using T-tests and descriptive percentage methods to obtain results of 96.35%, according to the development research findings. The UAP learning model with blended learning, has the potential to enhance learning independence by harvesting the significance level (0.000 < 0.05) or 2-tailed confidence level is 0.000. Through a series of structured evaluations and observations, the results demonstrated a significant improvement in student learning independence and engagement. This innovative approach holds potential to positively impact the educational landscape in Indonesia by fostering a more dynamic and student-centered learning environment.

Keywords: Independence, Blended Learning, Feasibility, Effectiveness

I. INTRODUCTION

In recent years, educational systems across the globe have been exploring innovative approaches to enhance student learning outcomes and foster independent learning skills. In the context of Indonesia, there is a growing need to address the challenge of developing students' learning independence, as it plays a crucial role in preparing them for higher education and future careers. Traditionally, the education system in Indonesia has heavily relied on teacher-centric instruction, where students are passive recipients of knowledge. This approach limits students' ability to think critically, solve problems, and become independent learners. As a result, there is a pressing need to explore alternative strategies to empower students and promote their active engagement in the learning process [1]

Blended learning, a pedagogical model that combines face-to-face instruction with online learning, has emerged as a promising solution to this educational issue. This model provides students with opportunities to access learning resources, collaborate with peers, and work at their own pace, fostering independence and self-regulated learning. While blended learning has gained recognition worldwide, its implementation and effectiveness in the Indonesian educational context are not yet fully explored. Therefore, there is a need for research aimed at developing and evaluating a novel blended learning model specifically designed to enhance student learning independence in Indonesia [2]

In the Indonesian educational context, there are specific challenges in fostering student learning independence. The traditional teacher-centric instructional approach limits student engagement, inhibits critical thinking, and constrains independent learning[3]. Studies have also indicated that students in Indonesia rely heavily on rote memorization rather than active engagement and deep understanding. Consequently, there is a clear need to explore innovative teaching and learning approaches that cultivate student autonomy and promote independent learning [4].

Blended learning has emerged as a pedagogical model that can address the challenges of fostering student learning independence. Blended learning combines traditional face-to-face instruction with online learning components, providing students with opportunities for self-paced learning, collaboration, and access to a wealth of resources [5]. Several studies from various educational contexts have found positive outcomes associated with blended learning, such as improved student motivation, engagement, and independent learning skills[6]. Blended learning

[1*2345]Department of Educational Technology, Universitas Negeri Surabaya, Surabaya, East Java, Indonesia

is characterized by the integration of face-to-face instruction with online learning activities, providing students with a flexible and personalized learning experience. Research studies have highlighted various benefits of blended learning, including increased student engagement, improved learning outcomes, and enhanced student autonomy [7].

While the benefits of blended learning have been well-documented globally, its implementation and effectiveness in the Indonesian educational context are relatively understudied. However, a few studies have indicated the potential of blended learning in promoting student autonomy and learning independence in Indonesia. For example, Handayani and Suyanto (2018) found that blended learning improved students' critical thinking skills and independent learning behaviors. Another study revealed that blended learning increased students' motivation and self-regulation in their learning process [8].

The educational process is a communication and information-sharing process between educators and students. It involves the use of media to present ideas, concepts, and educational materials as well as the students themselves. In fact, the majority of educational information is influenced by the media. digital technology. Almost all human activities in the modern technological era require the assistance of sophisticated devices that can easily assist them in their activities [9]; this suggests to educators and aspiring educators that they are able to apply learning methods using the newest technology effectively. This means that in order for educators or those aspiring to become educators to perform their jobs effectively in line with the relevant curriculum, they need to be proficient with technology. In a world where demographic shifts and information technology advancements are changing at the same time, education plays an increasingly important role. In the second millennium, education will become outdated and out of step with advancements if the educational landscape does not adapt to the advancements of this day and age [10].

The goal of applying learning system design is to produce effective learning, or learning that can assist students in gaining the necessary competencies[11] Selecting, figuring out, and creating the best learning strategies to get the intended outcomes is how to improve the quality of learning [12]. The learning model is a conceptual framework that explains methodical processes for setting up learning experiences to meet specific learning objectives. It also acts as a roadmap for educators and learning designers when it comes to organizing and carrying out learning activities [13]. Students' understanding needs to be continuously enhanced in order to better comprehend the variations amongst each individual student[14]. The best learning can occur when pupils comprehend professional education in the twenty-first century is evolving thanks to competency-based learning and blended learning, which are bolstered by digital technology. Numerous articles address the opportunities and difficulties posed by this tendency. They demonstrate how blended learning can be helpful in increasing the significance of learning on both a social and personal level [15]. Blended learning has developed from combining in-person instruction with online learning activities.In this instance, blended learning incorporates in-person instruction . The extra mix model in the class serves as the foundation for blended learning. Mandatory activities that are weighted in assessments are a common practice in blended learning environments [13]. Educational institutions can only offer and expand blended learning formats if they have confidence in the performance of their students outside of the classroom. traditional. The conceptual revision above makes clear that when creating a blended learning environment, many factors need to be taken into account.

All those involved in the field of education should be concerned about independent learning because it is so important. Because they have strong self-confidence and are not readily swayed by the opinions of others, students who are accustomed to learning independently will typically exhibit composure when completing assignments. Problems exist because of solutions, so when we encounter one, it is hoped that we will be able to stay consistent while trying to find a solution The development of student learning independence is necessary because it influences the success of students' learning. In order to improve student achievement, independent learning is crucial, which calls for increased student participation. All those involved in the field of education should be concerned about independent learning because it is so important. If students can complete learning tasks without assistance from others, they are considered to be capable of learning independently. Student learning independence plays a crucial role in fostering critical thinking, problem-solving skills, and self-regulated learning. Studies emphasize the significance of developing students' autonomy and metacognitive strategies to enhance their learning independence.

The research and implementation of this innovative blended learning model in the Indonesian educational context represent a significant step towards transforming the traditional teaching paradigms and fostering a more student-centered approach. By integrating a variety of teaching modalities, including face-to-face instruction and online resources, this model not only aims to enhance the quality of education but also to cultivate essential skills in students that are crucial for their success in the increasingly dynamic and knowledge-driven society.

Through the rigorous evaluation and assessment of this novel learning model, researchers seek to gather valuable insights into the efficacy and impact of blended learning on student learning outcomes, particularly focusing on the development of students' independence and critical thinking abilities. By equipping students with the autonomy and skills necessary to navigate the complexities of the modern world, the model not only empowers them to take charge of their own learning but also lays the foundation for a lifelong learning journey that transcends formal education.

Furthermore, the outcomes of this research have the potential to inform educational policymakers and stakeholders about the benefits of incorporating blended learning approaches into the Indonesian education system. By emphasizing the cultivation of independent, lifelong learners, the model aligns with the broader goals of nurturing a well-rounded and adaptable workforce capable of thriving in an ever-evolving knowledge-based economy. Ultimately, this novel learning model represents a crucial step towards shaping the future direction of Indonesian education and preparing students to meet the challenges and opportunities of the 21st century.

II. LITERATURE REVIEW

Research studies of Student Learning Independence have highlighted the importance of developing students' learning independence in educational settings. Scaffolding students towards becoming independent learners has been found to promote critical thinking skills, problem-solving abilities, and metacognitive awareness[16]. Furthermore, independent learners are more likely to achieve higher academic success and exhibit lifelong learning behaviors. Developing strategies to enhance student learning independence is a crucial element for effective education. Enhancing student learning independence is a fundamental component of effective education as it empowers individuals to take control of their own learning journey and develop essential skills that extend beyond academic knowledge. By fostering a sense of autonomy and self-directedness in students, educators are not only supporting their intellectual growth but also nurturing their ability to think critically, problem-solve, and adapt to various learning environments and challenges [17].

Traditional educational models in Indonesia often rely on teacher-centered approaches with limited opportunities for student engagement and independence. Researchers have noted the need to shift towards more learner-centered models that foster active student participation and self-directed learning[18]. Blended learning has been recognized as a promising approach to increase student learning independence. By offering a combination of face-to-face and online activities, blended learning provides opportunities for students to take ownership of their learning, engage in self-paced activities, and develop time management and self-discipline skills. Moreover, blended learning integrates technology, promoting digital literacy skills that are essential for students' future success[19]

A paper conducted research in 2017 and found that, out of approximately 225 million Muslims in Indonesia, roughly 54% cannot read the Al-Qur'an, while approximately 46% can read it and its tajwid[20]. This research was based on survey data collected for an article published in 2017.Introducing the Tilawah and Tahfidz Qur'an programs into classroom instruction is one way to enhance students' understanding of the Qur'an Hadith. Numerous lessons and a life guide, particularly for Muslims, can be found in the Qur'an, a holy book revealed to the Prophet[21]. The word "tahsin" in Arabic refers to fixing, enhancing, adorning, and improving something beyond its previous state. This indicates that in order to preserve the integrity of the recitation practice, it is necessary to read the Qur'an accurately and precisely in accordance with the example. In actuality, tahsin and tajwid are interchangeable. Shaykh Ahmad Hajazi wrote at-tajwid = at-tahsin in the book Qaulus Saidiid fii ahkaamit tajwid to explain the linguistic definition of tajwid. If clarified, the word "tahsin" is derived from the verb "hassana-yuhassinu," which signifies "to enhance or mend.[22]**.** The tahsin recitation method covers how to recite the Qur'an, how to explain it, and how to incorporate it into the educational system from a basic level all the way up to a flawless level.

Despite the positive evidence, a significant gap remains in developing and evaluating a novel blended learning model specifically tailored to enhance student learning independence in Indonesia. The unique cultural, social, and educational dynamics of Indonesia necessitate the adaptation of blended learning strategies to cater to the specific needs of Indonesian students. Therefore, conducting research to design and assess the effectiveness of a novel blended learning model that focuses explicitly on enhancing student independence is essential[23] In summary, the literature review of this study indicates that student learning independence is a crucial factor for academic success and lifelong learning. The traditional approach of the Indonesian education system lacks strategies to foster student autonomy and independent learning. Blended learning has emerged as a promising approach to address these challenges and enhance student independence. However, further research is needed to develop and evaluate a novel blended learning model specifically tailored to the Indonesian educational context.

III. METHOD

This study employed the Dick and Carey methodology. Scientific research in a variety of scientific disciplines, particularly when it comes to the integration of technology into learning during the implementation and evaluation phases, is based on the Dick, Carey, and Carey model. In[24] In this study, Dick's phases of planning, development, and evaluation as well as Carey's model are applied. (28). As part of the product testing process, experts in learning design, materials, languages, and media are tested [25]. These ten steps make up this model: (1) defining broad learning objectives; (2) carrying out learning analysis; (3) determining initial learner behavior and characteristics; (4) formulating targeted learning objectives; (5) creating benchmarks for test items; (6) creating learning strategies; (7) creating and composing learning materials; (8) creating and executing formative evaluations; and (9) rewriting learning activities. (10) creating and carrying out final assessments. [26].

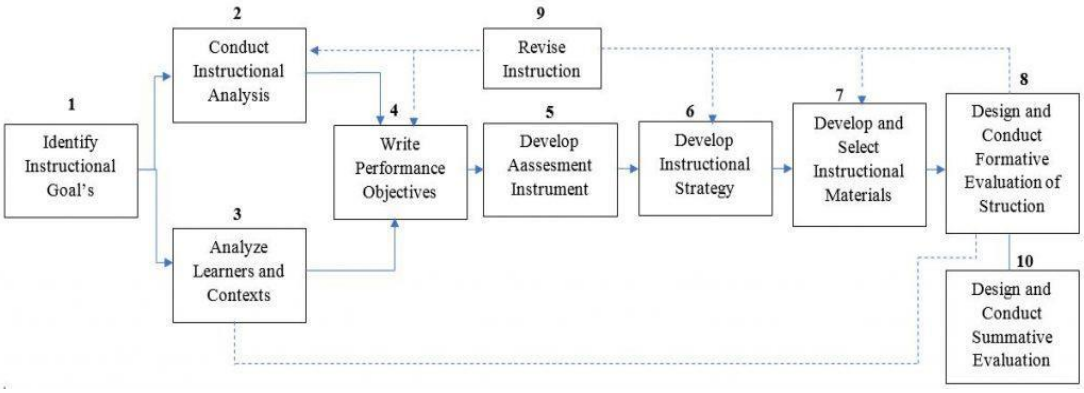

Figure 1. Dick and Carey Development Model

The Dick and Carey Instructional Design Model is a systematic and iterative approach that guides educators and instructional designers through the process of creating effective learning experiences. The model comprises ten steps that collectively contribute to the development of instructional materials and strategies. The first step involves defining broad learning objectives, setting the overarching goals for the instruction. These objectives provide a clear direction for the design process. The second step, learning analysis, delves into the specifics of the learning environment, audience characteristics, and the task at hand. This detailed analysis informs subsequent design decisions. Determining initial learner behavior and characteristics (step 3) helps tailor the instruction to the existing knowledge and skills of the target audience.

Formulating targeted learning objectives (step 4) refines the broad goals into specific and measurable outcomes, serving as the foundation for assessment. Creating benchmarks for test items (step 5) ensures that assessments align with the objectives, providing meaningful measures of learner achievement. Learning strategies (step 6) are then developed, outlining the sequence of content delivery and activities that best facilitate learning based on the identified objectives and learner characteristics. The subsequent steps focus on the creation and refinement of instructional materials. This includes developing or selecting materials that support the learning objectives (step 7) and executing formative evaluations (step 8) to gather feedback on the materials and strategies. The iterative nature of the model is highlighted in the step involving rewriting learning activities (step 9), where revisions are made based on formative evaluation feedback. Finally, the model emphasizes assessment through the creation and

execution of final assessments (step 10), providing a comprehensive evaluation of the overall effectiveness of the instructional program. The results of these assessments inform future iterations, fostering continuous improvement.

In essence, the Dick and Carey model promotes a learner-centered approach, ensuring that instructional design decisions are informed by the needs and characteristics of the learners. The iterative nature of the model allows for ongoing refinement, aligning the instructional materials and strategies with the intended learning outcomes. Through this systematic process, educators and instructional designers can create instructional programs that are effective, efficient, and tailored to the unique needs of their learners.

The Dick and Carey Instructional Design Model adopts a learner-centered approach by prioritizing the individual needs, characteristics, and prior knowledge of learners throughout the instructional design process. The model begins with the establishment of broad learning objectives, which are then refined to specific goals in consideration of the diverse capabilities and preferences of the learners. Through comprehensive learner and learning analyses, the model ensures a deep understanding of the context and the target audience. It further integrates formative evaluations and continuous feedback loops, allowing for ongoing adjustments to instructional materials and strategies based on learner responses. The emphasis on customization, consideration of prior knowledge, and the use of learner-centric technologies underscores the commitment to tailoring the learning experience to individual learners, promoting a more engaging and effective educational journey. The Dick and Carey model's iterative nature, culminating in a final assessment aligned with learning objectives, solidifies its commitment to learner-centered instructional design and the attainment of meaningful learning outcomes.

IV. RESULT AND DISCUSSION

Identifying learning objectives is carried out through literature reviews and field observations to identify information about needs such as what products to develop; does the product being developed have an important role in education; literature study related to the problem to be studied by collecting various information related to the product to be developed and formulating a research framework. The study was carried out through curriculum analysis, analysis of the results of the tahsin recitation of the Qur'an subject, analysis of lesson plans and supporting tools, observation of the teaching and learning process, teacher interviews and analysis of the needs of grade 7 students at eLKISI Middle School.

The curriculum study aims to find out the curriculum used by class 7 of eLKISI Boys Middle School. Based on the results of interviews with the homeroom teacher and teacher of the tahsin recitation of the Qur'an subject, it was stated that the curriculum used was the UMMI curriculum. Where a subject appears based on the study material that has been agreed upon. This tahsin recitation of the Qur'an subject supports the competence of grade 7 students at eLKISI Boys Middle School. So in this case it is clear that grade 7 students at eLKISI Boys Middle School must have the ability to read the Qur'an well and correctly. The ability to read the Al Qur'an for grade 7 students at eLKISI Middle School can be seen from the value of the deposit for reading the tahsin recitations of the Al Qur'an subject as one of the prerequisite subjects for taking the next subject. 67% of students out of a total of 62 people still have low scores for the ability to read the Qur'an as one of the competencies supporting eLKISI Middle School graduates.

The RPP analysis aims to find out how the learning activity scenarios are contained in the RPP document that has been prepared by the teacher who teaches the tahsin recitation of the Qur'an subject. From the results of the analysis of the lesson plans prepared by the lecturer who teaches the tahsin recitation of the Al Qur'an subject for class 7 students at eLKISI Middle School, it is presented in table 1 below:

Table 1. Results of RPP Analysis

No.	RPP aspects	Analysis Results
1.	Use of Methods/Strategies	The use of assignment, discussion and question and answer models is felt to be less effective in improving the ability to read the Qur'an and learning independence related

		to the process of practicing tahsin recitations of the Qur'an.
2.	Use of Teaching Materials	Learning teaching materials that can support the ability to read the Qur'an have not been used.

Data on the analysis of students' needs was obtained by filling out an assessment questionnaire on the subject of tahsin recitations of the Qur'an, the learning model used by educators, understanding of the practice of reading the Qur'an and learning independence, will be presented in table 2 as follows:

Table 2. Results of Analysis of Student Needs

No	Indicator	Number Of Students	Procentage
1	Learning Model used by Educators	66 students out of a total of 82 students/respondents	80.48% of respondents expect new learning models used by educators, especially models that integrate ICT
2	Students' understanding of learning independence is related to the learning process	68 students out of a total of 82 students/respondents	82.92% of students/respondents do not yet have a comprehensive understanding of learning independence as a learning achievement

PAP learning model can present learning steps that can make it easier for students to understand the tahsin recitation of the Qur'an subjectThe learning models designed are expected to have an impact on achieving learning objectives, namely that students have responsibility and work together through development. Therefore, in addition to the learning model products produced, accompanying products include lesson plans and teaching materials, reading ability observation sheets, and learning independence, all of which are easily used by students. As a developer of educational technology and education/training analysis, Tahsin Tilwah Al Qur'an aims to optimize and facilitate learning in collaboration with scientific advancements in educational technology.

The next step is to develop an assessment instrument that is useful for measuring the level of success in problem solving in learning. Based on this, the instruments developed are instruments used to measure the feasibility of learning models (structured interviews), reading ability assessment instruments (questionnaires) and learning independence instruments (observation sheets). Experts in learning design and learning material were interviewed in a structured manner as part of the developed structured interview instrument. Tahsin recitations of the Qur'an are the subject of this structured interview instrument, which is used to evaluate the viability of the learning model developed and the suitability of the reference material for the steps in carrying out the learning process in order to increase students' learning independence.

The independent learning observation sheet instrument is intended for students. This instrument is used to determine students' learning independence in carrying out tasks given by educators in the subject of tahsin recitations of the Qur'an using a blended learning-based understand observe practice (PAP) learning model.

Table 3. Results of the Validity of the Learning Independence Instrument

No	r count	r table	Conclusion
1	0.316	0.312	Valid
2	0.602	0.312	Valid
3	0.719	0.312	Valid
4	0.572	0.312	Valid
5	0.628	0.312	Valid
6	0.557	0.312	Valid
7	0.538	0.312	Valid
8	0.377	0.312	Valid
9	0.420	0.312	Valid
10	0.602	0.312	Valid

Based on the validity trial conducted on 41 students with df=n-2, sf=31-2=29 at a significance level (α) of 0.05, we were able to obtain r (table) = 0.312, according to the rule that states that a question is deemed valid if r (calculate) > r (table), and invalid if r (calculate) > r (table). Of the 10 questions that have been examined for validity, 10 have been deemed valid based on the information provided above. Testing the instrument's reliability comes next, following the completion of the validity test. Using SPSS version 21, the learning independence instrument's reliability test was conducted.

Table 4. Results of the Reliability of the Learning Independence Instrument

Reliability Statistics	
Cronbach's	
Alpha	N of Items
,721	10

According to the results, r (calculation) is 0.721, which indicates that the question is deemed reliable according to the decision rule r (calculation) > r (table). If, on the other hand, r (calculation) < r (table) indicates that the question is not deemed reliable, then r calculation (0.721) > r table (0.312) indicates that the Learning Independence instrument used is dependable.

Table 5. Results of Developing Components of the Understand and Observe Practical Model Based on Blended Learning

No	Model Components	Explanation
1.	Theoretical basis	The theoretical basis used in development is *blended learning learning theory*
2.	Syntax	The syntax of the model developed is a learning model that is understood and observed by practitioners based on *blended learning*

3.	Social Systems	The Social System outlines the responsibilities of teachers and students as well as the guidelines decided upon when the blended learning-based model of comprehension and practice observation was put into place. Teachers accompany pupils, who watch videos on YouTube, interact with Dr. Aiman Rusydi Suwaid, a world-renowned scholar on Qur'an interpretations, and listen to the Qur'an read aloud as interpreted by Suwaid. The facilitator, mentor, and motivator of student-centered activities is the role of the educator. The way that teachers and students interact varies depending on the stage, as stated in the description above. In order to facilitate accurate and correct reading of the Qur'an, the teacher's job in stage 1 is to teach titen (remembering) science material about various symbols in the Medina print of the Qur'an. In order to facilitate accurate and precise reading of the Qur'an, students' role is to listen to and comprehend the titen (remembering) science material about several symbols in the Al Qur'an printed in Medina. Stage 2 involves the educator's role of escorting the students. After watching YouTube videos, students read the Qur'an as it is read by Dr. Aiman Rusydi Suwaid, a scholar known as the World Reference Qur'an. In stage 3, teachers read aloud to each student individually while the students practice accurately and correctly reciting the Qur'an.
4.	Reaction Principles	The reaction principle is a set of procedures that outlines how teachers should view and interact with students, including how they should respond to them, according to Joysce, Weil, and Shower (2009). For instance, during a lesson, teachers will respond to students in a reasonable manner. The methods educators employ to respond to how students behave during class activities, offer suggestions, or resolve issues are also connected to the principle of reaction. Joysce, Weil, and Shower (2009) state that the principle of reaction serves as a framework for teachers to recognize and react to stimuli in the form of students' attitudes or behaviors during the learning process. It is anticipated that this response will positively influence attempts to meet learning objectives.
5.	Support System	Joysce, Weil, and Shower (2009) define a supporting system as all the resources—including equipment, supplies, and facilities—that are needed to put the model into practice. The learning device that is created is the support system that is mentioned in this model. This time, lesson plans and instructional resources are included in the development of the Understand, Observe, and Practice model, which is based on blended learning.
6.	Instructional Impact	The application of a learning model is intended to support the best possible achievement of the established learning goals or objectives, as stressed by Joysce, Weil, and Shower (2009). The idea behind using a model is that in order to accomplish learning objectives, all of the model's components should work together harmoniously. According to learning achievement, which states that students have learning independence to optimize and facilitate learning in accordance with technological scientific developments, the instructional impact of implementing this model is increasing students' ability to read the Qur'an as a basis for reading well and correctly according to recitation. Training and Instructional Design. The implementation of the blended learning-based model of understanding and observing practitioners is expected to result in the emergence or development of all these accompanying impacts.

Blended Learning-based Understand Observe Practice model that have been described, there is one component in the form of syntax or learning steps that will be implemented in the experimental class. The syntax of the *Blended Learning*- based Understand Observe Practice model is as follows:

Table 6. Results of Developing Components of the Understand and Observe Practical Model Based on *Blended Learning*

No	Syntax	Educational Activities	Student Activities
1	**P** understand	Distributing educational materials about the science of titen, or remembering, regarding various symbols found in the Medina-printed Al Qur'an, in order to facilitate accurate and precise reading of the text.	To make it simpler to read the Qur'an accurately and correctly, listen to and comprehend science material (remembering) about several symbols in the Al Qur'an printed in Medina.
2	**A** is dead	Accompanying Students	Students observe YouTube videos, Dr. Aiman Rusydi Suwaid (World Reference Qiro'at Scholar) and following the reading of the Qur'an exemplified by Dr. Aiman Rusydi Suwaid.
3	Practice **it**	Listen to students' reading one by one	Implementation of the practice of reading the Qur'an properly and correctly.

In accordance with the learning model developed in this research, namely the "Understand and Observe Practice Model Based on *Blended Learning* ", at this stage, pay attention to the results of the stages that have been carried out previously. At this stage, design development is carried out from the beginning of the product to be developed. In this step, the activities carried out include making an initial design of the product to be developed, determining the necessary facilities and infrastructure needed by the developer when carrying out research, determining the stages for validating the design, as well as determining the parties involved in the research and describe their respective tasks.

V. CONCLUSIONS

This article aims to fill this research gap by presenting a study that develops a novel learning model based on blended learning to increase student learning independence called PAP model. The model integrates various instructional strategies, digital tools, and techniques that encourage active participation, critical thinking, and self-directed learning. The study obtains a sample of students from junior high school levels in selected schools in Indonesia. Mixed methods, including surveys, interviews, and classroom observations, will be utilized to collect both quantitative and qualitative data. The collected data will be analyzed to assess the effectiveness of the novel blended learning model in enhancing student learning independence.

Students at eLKISI Middle School can benefit from using the blended learning-based understand and observe practical learning model as a means of enhancing their level of learning independence. The experts' evaluation results, which have a very good and appropriate qualification score of 96.53%, demonstrate this. Students' learning independence can be increased by using the blended learning-based learning model that emphasizes comprehension and practice observation. This is demonstrated by t-test calculations, where the *a-symp* column is used to determine the significance value. The significance level (0.000 < 0.05) or 2-tailed confidence level is 0.000.

The findings of this study will have significant implications for educational policymakers, administrators, and teachers in Indonesia, providing evidence-based recommendations for implementing blended learning approaches to promote student independence. It will contribute to the existing body of literature on blended learning,

particularly with regard to its application in the Indonesian educational context. The proposed novel learning model has the potential to address the limitations of traditional educational approaches in Indonesia and increase student learning independence. However, further research is needed to investigate the model's effectiveness, measure its impact on student outcomes, and assess its feasibility in different educational contexts. Additionally, attention should be given to scalability, teacher training, and support systems required for successful implementation.

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