

The Impact of Blended Learning on Cognitive and Affective Outcomes in Fiqh Education

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ABSTRACT

This study aims to examine the impact of Blended Learning on students' cognitive and affective outcomes in Fiqh education at Madrasah Aliyah Irsyadul Islamiyah Bagan Batu. The research employed a quantitative approach using a quasi-experimental method with a Pretest-Posttest Control Group Design. The participants consisted of 60 students divided into an experimental class and a control class. Data were collected through cognitive tests, affective questionnaires, and documentation. The data were analyzed using validity and reliability tests, normality and homogeneity tests, correlation analysis, and Independent Sample t-test with the assistance of SPSS 25. The findings revealed that the implementation of Blended Learning significantly improved students' cognitive and affective learning outcomes. The cognitive variable obtained a significance value of $0.000 < 0.05$ with a correlation coefficient of 0.768, indicating a strong relationship. Meanwhile, the affective variable showed a significant value of $0.001 < 0.05$ with a correlation coefficient of 0.721, also categorized as strong. These results indicate that Blended Learning effectively enhances students' understanding of Fiqh concepts, learning motivation, discipline, responsibility, and active participation in learning activities. This study contributes theoretically by strengthening constructivist and social learning theories in Islamic education and practically by providing innovative digital learning strategies for improving the quality of Fiqh instruction in the digital era.

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1. INTRODUCTION

The development of information and communication technology has brought significant changes to the world of education, including the teaching and learning process of Islamic Religious Education, particularly Fiqh (Islamic Jurisprudence). One learning innovation that has developed in the digital era is the Blended Learning model, a combination of face-to-face and online learning that utilizes digital

technology in the teaching and learning process (Sawaluddin, et.al, 2022). This model is considered capable of meeting the demands of 21st-century education because it provides learning flexibility, increases access to learning resources, and creates more dynamic interactions between teachers and students (Halid, 2022). In addition, Blended Learning also encourages active student involvement in the learning process so that learning becomes more effective and interesting (Sawaluddin, et.al, 2024).

In the context of Islamic jurisprudence (Fiqh) learning, the application of blended learning has significant potential to improve student learning outcomes, particularly in the cognitive and affective aspects (Sutriyana Ningsih, Kamaliah, 2023). The cognitive aspect relates to students' ability to understand, analyze, and apply Islamic legal concepts in everyday life, while the affective aspect relates to students' attitudes, values, and religious character in practicing Islamic teachings (Unik Hanifah Salsabila, et.al, 2023). Fiqh learning emphasizes not only theoretical mastery of the material but also the development of spiritual attitudes, responsibility, tolerance, and the appreciation of Islamic values in social life (Nurhasnawati, Sawaluddin, 2025). Therefore, the use of innovative learning models such as Blended Learning is crucial to supporting the achievement of the overall objectives of Fiqh learning (Ashfaq, 2023).

Several previous studies have shown that blended learning can improve the quality of Islamic religious education. Zamjani concluded that the application of blended learning in Islamic religious education can improve the quality of learning through effective technology integration, enabling students to become more active and gain a better understanding of the material being studied (Zamjani, 2023). Furthermore, Lindawati found that the use of Flipped Classroom Blended Learning was able to improve Fiqh learning outcomes in the Qurban and Aqiqah material at the Madrasah Tsanawiyah level (Lindawati, 2023); (Harahap & Sawaluddin, 2025). These findings indicate that integrating technology into learning can strengthen students' understanding of Fiqh material while increasing their engagement in the learning process (Wang, 2024); (Sawaluddin, Koiy Syahbudin, Imran Rido, 2022).

In addition to improving cognitive learning outcomes, blended learning also has the potential to influence students' affective development. In Islamic jurisprudence (Fiqh) learning, the affective aspect is crucial because it is related to the formation of religious attitudes, discipline, responsibility, and tolerance in social life (Wang, Wen, & Lang, 2023). Effective religious education is not only oriented towards the transfer of knowledge, but also character formation and the internalization of Islamic values in everyday life (Muhajir Muhajir, et.al, 2024). Therefore, the blended learning model is seen as capable of creating a more interactive, reflective, and contextual learning experience, thereby strengthening students' affective dimension (Khoirun Nissa, 2025).

However, the effectiveness of blended learning does not always show consistent results across all learning contexts. Mas'ud and colleagues found that the application of blended learning in Islamic religious education was not always effective in all aspects of learning, especially when technological support, teacher readiness, and learning facilities were still limited (Hajina, Bulqia Mas'ud, 2024). This suggests that the success of Blended Learning implementation is influenced by various factors, such as teachers' digital competence, technology access, student learning motivation, and the learning strategies used (Tangngareng, et.al, 2023). Therefore, further research is needed to determine the extent to which Blended Learning can impact student learning outcomes, particularly in Fiqh (Prihadi, Hasanah, & Nursobah, 2021).

On the other hand, research on blended learning in Islamic jurisprudence (Fiqh) learning still focuses more on improving general learning outcomes and has not examined its impact on two main dimensions of learning, namely cognitive and affective learning outcomes simultaneously. In fact, both aspects are important indicators of the success of Islamic jurisprudence learning (Sawaluddin, Imran Rido, Koiy Sahbudin Harahap, 2024). The cognitive aspect indicates students' success in understanding the material, while the affective aspect indicates the success of learning in shaping students' religious attitudes and character. This research gap opens up opportunities for more comprehensive research on the impact of blended learning on students' cognitive and affective learning outcomes in Islamic jurisprudence learning (Awaludini, Nurmansyah, Yani, & Nazib, 2026).

This research is expected to provide an empirical overview of the extent to which the implementation of Blended Learning can improve students' understanding of Islamic jurisprudence (Fiqh) while simultaneously fostering positive attitudes and affective values in Islamic religious learning. Furthermore, the results are expected to serve as a reference for teachers and educational institutions in developing innovative, effective, and appropriate Fiqh learning strategies to meet the needs of education in the digital age.

2. METHODS

This study uses a quantitative approach with a quasi-experimental design method to analyze the effect of Blended Learning implementation on students' cognitive and affective learning outcomes in the Fiqh subject. The quantitative approach was chosen because this study aims to empirically measure the causal relationship between Blended Learning variables and student learning outcomes through statistical data processing (Bougie, 2020).

The research design used was a Pretest-Posttest Control Group Design. In this design, the researchers divided the research subjects into two groups: an experimental class and a control class. The experimental class was given treatment in the form of learning using the Blended Learning model, while the control class used the conventional or regular face-to-face learning model. Before the treatment was given, both groups were first given a pretest to determine the students' initial abilities. After the learning process was completed, both groups were given a posttest to determine changes in learning outcomes after the treatment was administered (Sugiyono, 2022).

The population in this study was all students of Madrasah Aliyah Irsyadul Islamiyah Bagan Batu who were taking Fiqh in the 2025/2026 academic year. The research sample was determined using a purposive sampling technique, namely the selection of samples based on certain considerations relevant to the research objectives (Rukminingsih, Adnan, & Latief, 2020). The sample consists of two classes, namely one class as the experimental group and one class as the control group (Abigail Soesana, et.al, 2023).

Data collection techniques were conducted using several research instruments, namely tests, questionnaires, and documentation. The test instruments were used to measure students' cognitive learning outcomes in the Fiqh subject. The tests were administered in the form of multiple-choice and descriptive questions structured based on Fiqh learning competency indicators (Hardani, Andriani, Sukmana, & Fardani, 2020). Meanwhile, a questionnaire instrument was used to measure students' affective learning outcomes, such as religious attitudes, discipline, responsibility, and student engagement during the learning process. The questionnaire used a Likert scale with five response alternatives: strongly agree, agree, undecided, disagree, and strongly disagree. Documentation was used to obtain supporting data in the form of school profiles, student data, and learning activities during the research (Yama P. Sumbodo, Marzuki, Sandi Mahesa Yudhantara, 2024).

Before being used in research, the instruments were first tested for validity and reliability. Validity testing was conducted to determine the instrument's accuracy in measuring the research variables, while reliability testing was conducted to determine the instrument's consistency. Validity testing was conducted using the Product Moment correlation, while reliability testing used the Cronbach Alpha formula (Jr, 2021).

Data analysis techniques were carried out quantitatively with the help of statistical applications, such as SPSS. Data analysis began with prerequisite tests, namely the normality test and the homogeneity test to determine whether the research data was normally distributed and had homogeneous variance. Next, to determine the effect of Blended Learning on students' cognitive and affective learning outcomes, the Independent Sample t-test was used. Testing was carried out at a significance level of 0.05. If the significance value is less than 0.05, then the research hypothesis is accepted, which means there is a significant effect of Blended Learning on students' cognitive and affective learning outcomes in Fiqh learning (Ghozali, 2021).

3. FINDINGS AND DISCUSSION

This study aims to determine the effect of the implementation of Blended Learning on students' cognitive and affective learning outcomes in the Fiqh subject at Madrasah Aliyah Irsyadul Islamiyah Bagan Batu. The study was conducted in two classes: an experimental class using the Blended Learning model and a control class using conventional learning. The total number of respondents in this study was 60 students, consisting of 30 students in the experimental class and 30 students in the control class.

Validity Test of Cognitive Learning Outcome Instruments

The cognitive learning outcome instrument consists of 20 multiple-choice questions. The validity test results can be seen in the following table.

Table 1. Results of the Cognitive Instrument Validity Test

No	r-count	r-table	Information
1	0.521	0.361	Valid
2	0.488	0.361	Valid
3	0.617	0.361	Valid
4	0.573	0.361	Valid
5	0.694	0.361	Valid
6	0.445	0.361	Valid
7	0.586	0.361	Valid
8	0.472	0.361	Valid
9	0.651	0.361	Valid
10	0.538	0.361	Valid
11	0.603	0.361	Valid
12	0.559	0.361	Valid
13	0.476	0.361	Valid
14	0.622	0.361	Valid
15	0.517	0.361	Valid
16	0.698	0.361	Valid
17	0.433	0.361	Valid
18	0.571	0.361	Valid
19	0.649	0.361	Valid
20	0.485	0.361	Valid

Based on the table above, all the test items have a calculated r value $> r_{table}$ $r_{calculated} > r_{table}$, so that all the cognitive learning outcome instrument items are declared valid and suitable for use in research. (Sugiyono, 2022); (Ghozali, 2021).

Table 2. Results of the Validity Test of the Affective Instrument

No	r-count	r-table	Information
1	0.587	0.361	Valid
2	0.624	0.361	Valid
3	0.541	0.361	Valid
4	0.672	0.361	Valid
5	0.483	0.361	Valid
6	0.601	0.361	Valid
7	0.558	0.361	Valid
8	0.637	0.361	Valid
9	0.574	0.361	Valid
10	0.468	0.361	Valid

11	0.615	0.361	Valid
12	0.529	0.361	Valid
13	0.644	0.361	Valid
14	0.572	0.361	Valid
15	0.691	0.361	Valid

The test results show that all statement items have a calculated r value $> r_{\text{table}}$, so that all affective questionnaire items are declared valid and can be used as research instruments. (Sugiyono, 2022); (Ghozali, 2021).

Instrument Reliability Test Results

Reliability testing was conducted to determine the level of consistency of the research instrument. Reliability testing was performed using the Cronbach Alpha formula. An instrument is considered reliable if the Cronbach Alpha value is > 0.70 . (Ghozali, 2021)

Table 3. Results of the Cognitive Instrument Reliability Test

Variables	Cronbach Alpha	Reliability Standards	Information
Cognitive Learning Outcomes	0.873	0.70	Reliable

Based on the reliability test results, a Cronbach's Alpha value of 0.873 was obtained. Because this value is greater than 0.70, the cognitive learning outcome instrument is considered reliable and has a high level of consistency (Ghozali, 2021).

Table 4. Results of the Affective Instrument Reliability Test

Variables	Cronbach Alpha	Reliability Standards	Information
Affective Learning Outcomes	0.891	0.70	Reliable

The results of the affective instrument reliability test showed a Cronbach's Alpha value of 0.891. This value is greater than 0.70, so the affective questionnaire instrument is declared reliable and can be used in research (Ghozali, 2021).

Based on the results of the validity and reliability tests, all research instrument items, both for cognitive and affective learning outcomes, were declared valid and reliable. Therefore, the research instrument is suitable for measuring the effect of blended learning on students' cognitive and affective learning outcomes in Fiqh at Madrasah Aliyah Irsyadul Islamiyah Bagan Batu.

Cognitive Learning Outcome Data Description

The pretest and posttest results for the cognitive aspect showed an improvement in student learning outcomes after implementing the Blended Learning model. The results of the average score calculation can be seen in the following table.

Table 5. Cognitive Learning Outcomes Data

Group	N	Pretest Mean	Posttest Mean	Gain Score
Experiment	30	64.20	84.73	20.53
Control	30	63.87	74.15	10.28

The table shows that the average pretest scores for both groups were relatively similar. However, after the treatment was administered, the experimental class experienced a greater improvement in learning outcomes than the control class. This indicates that the implementation of blended learning can improve students' cognitive abilities in understanding Fiqh material.

Meanwhile, the results of the affective aspect measurements were obtained by distributing questionnaires to students after the learning process was completed. The results of the affective data analysis can be seen in the following table.

Table 6. Affective Learning Outcomes

Group	N	Average value	Category
Experiment	30	86.40	Very good
Control	30	76.25	Good

The data shows that the experimental class had higher affective outcomes than the control class. This improvement was evident in students' religious attitudes, discipline, responsibility, cooperation, and active participation during the learning process.

Prerequisite Analysis Test Results

Normality Test

A normality test was performed using the Kolmogorov-Smirnov test to determine whether the research data was normally distributed. The results of the normality test can be seen in the following table.

Table 7. Normality Test

Variables	Group	Sig.	Information
Cognitive	Experiment	0.200	Normal
Cognitive	Control	0.187	Normal
Affective	Experiment	0.165	Normal
Affective	Control	0.173	Normal

Based on the results of the normality test, it was found that all significance values were greater than 0.05. Thus, the research data was declared to be normally distributed (Ghozali, 2021).

Homogeneity Test

The homogeneity test was carried out using the Levene Test to determine the similarity of variance between the experimental class and the control class.

Table 8. Homogeneity Test

Variables	Sig.	Information
Cognitive	0.214	Homogeneous
Affective	0.327	Homogeneous

The results of the homogeneity test indicate that the significance value of both variables is greater than 0.05. Thus, the research data has homogeneous variance, thus meeting the requirements for hypothesis testing.²

Hypothesis Test Results

Cognitive Learning Outcome Hypothesis Testing

Hypothesis testing was conducted using the Independent Sample t-test to determine the effect of Blended Learning on students' cognitive learning outcomes.

Table 9. t-Test of Cognitive Learning Outcomes

Variables	t-count	Sig. (2-tailed)	Information
Cognitive	5,872	0,000	Hypothesis Accepted

Based on the results of the Independent Sample t-test, a significance value of $0.000 < 0.05$ was obtained. This indicates that there is a significant effect of the implementation of Blended Learning on students' cognitive learning outcomes in the Fiqh subject.³ The improvement in cognitive learning outcomes occurred because students more easily understood the material through a combination of face-to-face and online learning. The use of learning videos, online discussions, and flexible access to materials helped students understand Fiqh concepts more deeply.

Hypothesis Testing of Affective Learning Outcomes

Next, a hypothesis test was conducted on students' affective learning outcomes.

Table 10. t-Test of Affective Learning Outcomes

Variables	t-count	Sig. (2-tailed)	Information
Affective	4,965	0.001	Hypothesis Accepted

The test results showed a significance value of $0.001 < 0.05$. Thus, there is a significant effect of the implementation of Blended Learning on students' affective learning outcomes in the Fiqh subject. Improvements in the affective aspect are evident from increased learning motivation, discipline, responsibility, and student engagement in the learning process (Sari & Salim, 2026). Interactive learning makes students more active in discussions and more enthusiastic about participating in Fiqh learning (Rasiman, 2024).

The results of the study indicate that the implementation of Blended Learning has a significant impact on students' cognitive and affective learning outcomes in the Fiqh subject at Madrasah Aliyah Irsyadul Islamiyah Bagan Batu. This finding is supported by statistical test results that show a significance value of less than 0.05, for both cognitive and affective learning outcomes. Furthermore, the correlation test results indicate a strong relationship between the implementation of Blended Learning and improved student learning outcomes (Zhong, Wang, Lv, Xu, & Zhang, 2022). This indicates that the use of technology-based learning models combined with face-to-face learning can improve the quality of Fiqh learning more effectively than conventional learning (Khairuniza & Rizki, 2025).

In terms of cognitive aspects, the study results showed that students who participated in the Blended Learning model achieved higher scores than those who studied using conventional methods (Bao & Yunus, 2024). This improvement in learning outcomes was evident in the higher average post-test scores of the experimental class compared to the control class (Albiladi & Alshareef, 2019). These findings indicate that Blended Learning can help students understand Fiqh concepts more deeply. Learning that combines the use of digital media, learning videos, online discussions, and face-to-face learning provides students with opportunities for more flexible and independent learning (Liao, Zhang, Yang, & Fei, 2023). Students can access learning materials at any time and review material they don't understand, thus making the learning process more effective (Sweller, 2019).

The results of this study are consistent with the constructivist theory proposed by Jean Piaget and Vygotsky, which states that knowledge is actively constructed by students through learning experiences and interactions with the environment (Vygotsky, 1978). In Blended Learning, students not only passively receive information from the teacher, but also actively participate in the learning process through exploration of digital materials, group discussions, and independent learning activities. This condition helps students build their own understanding of Fiqh material more optimally (Chua & Ling, 2023). Furthermore, cognitive learning theory also explains that the use of technology in learning can improve students' critical thinking skills, memory, and understanding of the subject matter (Abd. Rohman, Asep Saepul Hamdani, 2023).

The findings of this study also strengthen the results of Zamjani's research which states that the application of Blended Learning in Islamic Religious Education learning is able to improve the quality of learning and students' understanding of the material being studied (Zamjani, 2023). Lindawati's

research also shows that the Flipped Classroom type of Blended Learning model is effective in improving students' Fiqh learning outcomes in the Qurban and Aqiqah materials (Lindawati, 2023). Thus, the results of this study indicate that the integration of technology in Fiqh learning has a positive impact on improving students' cognitive abilities (Rodiah Nasution, Isroqunnajah, 2024).

In addition to its impact on cognitive learning outcomes, this study also shows that blended learning significantly impacts students' affective learning outcomes. Improvements in the affective aspect are evident in their increased religious attitudes, discipline, responsibility, cooperation, and active participation during the learning process (Kusnul Khotimah, Subar Junanto, 2024). Students in the experimental class demonstrated greater enthusiasm for learning than those in the control class. Interactive and flexible learning motivates students to actively participate in the Fiqh learning process (Halverson & Graham, 2019); (Yova Atika, Dewi Purnama Sari, 2023).

From the perspective of Bloom's affective theory, affective learning outcomes are related to the development of students' attitudes, values, emotions, and character that are formed through learning experiences (Maiyana Nur Afifani, Tri Fahad Lukman Hakim, 2023). Blended Learning creates a more communicative and interactive learning atmosphere so that students more easily develop positive attitudes towards learning (Razieh Tadayon Nabavi, 2011). In addition, *Albert Bandura's* Social Learning theory explains that students learn through social interactions, observations, and learning experiences from their surroundings (Bandura, 1977). In Blended Learning, interactions between teachers and students do not only take place in the classroom, but also through digital platforms that allow students to discuss, exchange opinions, and collaborate in completing learning tasks (Hajina, Bulqia Mas'ud, 2024).

The results of this study support Halid's research, which states that the implementation of Blended Learning can increase student engagement and motivation in the learning process (Halid, 2022). The use of technology in Fiqh learning makes the learning environment more engaging and less monotonous, thus making students more active in participating in the learning process. Thus, Blended Learning not only improves students' understanding of Fiqh material but also helps shape their religious attitudes and character (Khoirun Nissa, 2025).

Based on the results of the correlation analysis, it is known that the relationship between Blended Learning and cognitive learning outcomes is in the strong category with a correlation value of 0.768, while the relationship with affective learning outcomes is 0.721 which is also in the strong category. These results indicate that the better the implementation of Blended Learning, the higher the student learning outcomes in both cognitive and affective aspects (Syarifah Musanna, Warul Walidin, 2025). In addition, the results of the coefficient of determination show that Blended Learning contributes 58.98% to cognitive learning outcomes and 51.98% to students' affective learning outcomes. This indicates that the Blended Learning learning model has a significant role in improving the quality of Fiqh learning (Fandrik Haris Setia Putra, Zaenol Fajri, 2023).

Overall, the results of this study indicate that Blended Learning is an effective learning model for Fiqh instruction in Islamic Senior High Schools (Madrasah Aliyah). This learning model is able to integrate face-to-face and online learning in a balanced manner, allowing students to experience a more active, flexible, and interactive learning experience (Awaludini et al., 2026). The findings of this study provide theoretical contributions, strengthening constructivism theory and social learning theory, which emphasize the importance of active and interactive learning in improving student learning outcomes (Ismunandar & Zahara, 2025). Furthermore, this study also provides practical contributions for teachers and educational institutions in developing innovative, technology-based Fiqh learning strategies that are appropriate to the needs of education in the digital era (Rasyidin, Fahrudin, 2024).

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the implementation of Blended Learning has a significant influence on students' cognitive and affective learning outcomes in the Fiqh subject at Madrasah Aliyah Irsyadul Islamiyah Bagan Batu. The results

show that students who participate in learning using the Blended Learning model obtain higher learning outcomes than students who learn using conventional learning methods. In the cognitive aspect, the improvement in learning outcomes is seen from students' ability to understand, analyze, and apply Fiqh material better after participating in Blended Learning-based learning. This is proven by the results of the hypothesis test which shows a significance value of $0.000 < 0.05$ with a correlation value of 0.768 which is included in the strong relationship category. In addition, the implementation of Blended Learning also has a positive influence on students' affective learning outcomes. Students show an increase in religious attitudes, discipline, responsibility, learning motivation, and active participation during the learning process. The results of the hypothesis test show a significance value of $0.001 < 0.05$ with a correlation value of 0.721 which is included in the strong relationship category. Thus, Blended Learning is not only effective in improving students' understanding of Fiqh material but also in developing positive learning attitudes and character. The results of this study indicate that the integration of face-to-face and online learning can create a more flexible, interactive, and engaging learning process for students. The use of digital media, learning videos, and online platforms provides opportunities for students to learn independently and actively, thus making the learning process more effective. Therefore, Blended Learning can be used as an alternative learning model that is relevant to be applied in Fiqh learning in the digital era. This study provides a theoretical contribution in strengthening constructivism theory and social learning theory, which emphasize that active, interactive, and experience-based learning can improve the quality of student learning outcomes. In addition, this study also expands the study on the effectiveness of Blended Learning in Islamic Religious Education learning, particularly in Fiqh subjects, not only on the cognitive aspect but also on the affective aspect of students.

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