

Needs Analysis of Development FBO Media as a Support for *Blended learning* in Al-Qur'an Hadits Lesson

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Abstract: The rapid development of science and technology has a significant impact on learning practices in formal educational institutions such as MAN. On the other hand, the implementation of the Merdeka Curriculum requires students to learn independently and requires the development of learning media that can be accessed in face-to-face and online learning. This study aims to analyze the needs of students and teachers at MAN Kota Batu for the development of FBO Media to support blended learning in Al-quran Hadith Lessons. The research was conducted at Madrasah Aliyah Negeri Kota Batu using a the ADDIE type (Analyze, design, development, implementation, and evaluation) with qualitative approach. The research subjects were the teachers and students of Al-Qur'an Hadith class X MAN Kota Batu. The results showed that in general: (1) there are problems in using the Al-Qur'an Hadith textbooks as the main source, (2) students need flexible learning materials and media, (3) the infrastructure owned by MAN Kota Batu is sufficient to implement blended learning with FBO Media, (4) using FBO media can be an alternative as a flexible media to support blended learning. Based on this results, it is recommended that future researchers explore the development process of online flipbook media and evaluate its effectiveness on student learning outcomes in blended learning environments.

Keywords: *FBO Media, Blended Learning.*

Abstrak: Perkembangan IPTEK yang begitu cepat memberikan pengaruh yang signifikan pada praktik pembelajaran di institusi pendidikan formal. Disisi lain, penerapan Kurikulum Merdeka menuntut siswa untuk dapat belajar secara mandiri dan memerlukan pengembangan media pembelajaran yang dapat diakses pada pembelajaran tatap muka maupun pembelajaran daring. Penelitian ini bertujuan untuk menganalisis kebutuhan peserta didik dan guru di MAN Kota Batu terhadap pengembangan media pembelajaran *Blended learning* berbasis FBO Media pada Pelajaran Al-Qur'an Hadits. Metode penelitian yang digunakan adalah penelitian pengembangan dengan jenis ADDIE (Analyze, Design, Development, Implementation, and Evaluation) dengan pendekatan kualitatif yang dilaksanakan di Madrasah Aliyah Negeri Kota Batu dengan siswa dan guru Al-Qur'an Hadits kelas X MAN Kota Batu sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa secara umum (1) terdapat permasalahan dalam penggunaan buku paket Al-Qur'an Hadits sebagai sumber utama, (2) peserta didik membutuhkan bahan dan media pembelajaran yang fleksibel, (3) sarana prasana yang dimiliki oleh MAN Kota batu telah cukup untuk menerapkan pembelajaran blended learning dengan FBO Media,

dan (4) penggunaan FBO media dapat menjadi alternatif sebagai media pembelajaran blended learning. Dengan hasil penelitian ini diharapkan kepada peneliti berikutnya untuk mengeksplorasi proses pengembangan media flipbook online serta evaluasi efektivitasnya terhadap hasil belajar siswa pada pembelajaran blended learning.

Kata Kunci: *FBO Media, Blended Learning*

INTRODUCTION

The utilization and application of Science and Technology (IPTEK) in the area of education is considered crucial for educational transformation, particularly in the learning system. IPTEK has transformed the conventional learning system into a future-oriented learning system based on information and communication technology (ICT) (Hamka and Effendi, 2019; Tambak et al., 2022). On the other hand, digital technology can serve as a solution to provide a new learning experience outside the classroom and facilitate the expression of student-centered meaning construction. (Hills and Thomas, 2020; Sukenti et al., 2023). With technological advancements, the area of education has become increasingly captivating.

Education is a crucial factor in all aspects of human existence (Husein et al., 2018; Tambak and Sukenti, 2024). Education exerts a significant influence on the formation and growth of an individual's personality. The quality of an individual's character or personality is greatly influenced by the education they receive. The better the education somebody receives, the better their personality will be, and if the education they receive is poor, it will lead to a poor personality as well. Education holds an important place in every aspect of life (Ahdar et al., 2022; Sukenti and Tambak, 2023). The importance of education has been widely acknowledged by all segments of society, as a result of the growing

demand for education by the community. The need for education by society is evidenced by the numerous job vacancies that make education a primary requirement, prompting individuals to strive for the highest level of education possible in order to secure their dream jobs (Malikah, 2014; Tambak et al., 2024).

When discussing education, it is impossible to separate it from the process of getting learning. Learning is a dynamic process that involves the interaction of students, educators, and learning resources within a designated learning environment (Djamaluddin and Wardana, 2019; Tambak and Sukenti, 2020). That mean, when teachers and students engage with each other in an educational setting, this is referred to as learning.

One of the essential subjects that must be taught at every level of education in Indonesia is Islamic Religious Education (PAI). Islamic Religious Education is a purposeful endeavor that encompasses distinct elements within its framework (Elihami and Syahid, 2018; Tambak et al., 2022). The special thing is learning that prioritizes the cultivation of spiritual values in students. With the meaning PAI refers to the practice of imparting, cultivating, and reinforcing the principles of belief through educational means, grounded in both cognitive and spiritual aspects of human development.

One of the subjects under the scope of Islamic Religious Education (PAI) is the Al-Qur'an Hadith subject (Ar Rasikh, 2019).

The purpose of the Al-Qur'an Hadith lesson is to enable students to proficiently read, study, comprehend, believe, and practice the contents of the Al-Qur'an and Hadith. The messages included in the Al-Qur'an and Hadith are advice and guidance in all aspects of human life. Therefore, the study of Al-Qur'an and Hadith is highly necessary at every level of education in Indonesia. Al-Qur'an Hadith lessons provide a considerable challenge for certain students (Idris and Mahyuni, 2013; Tambak et al., 2020). This lesson is considered challenging due to the inclusion of memorization and writing of verses from the Quran and Hadith. Therefore, in order for students to comprehend the subject matter effectively, the teacher's creativity in determining the model, strategy, and creation of instructional media is highly necessary.

Blended learning is a type of learning that combines two methods of teaching, namely direct teaching and indirect teaching (Poon, 2013; Tambak and Sukenti, 2024). Blended learning has been extensively employed in educational endeavors and demonstrated to provide many beneficial outcomes (Senturk, 2021; Sibilana et al., 2020; Viriyani Asih, 2022). The implementation of Blended learning in learning activities needs engaging media as a supporting tool for learning (Fransisca & Yunus, 2021). The available media options include various tools such as learning applications, LMS, e-books, hybrid applications, and mobile web (Reiser and Dempsey, 2018).

Understanding of instructional and learning media is essential for teachers. Learning media is a vital part of the entire learning process (Zinnurain, 2015; Zh, Ardiansyah, Dewi, et al., 2022; Tambak et al., 2022)). With this, It is known that learning media plays a crucial role in effectively delivering educational content.

Professional teachers must possess a comprehensive understanding of educational materials and possess dependable learning tools (Usman, 2017). Teachers are considered professionals when they are able to create educational materials or media that enhance the learning process to its fullest potential.

Learning media is used as a tool for facilitating communication between students and teachers during the learning process in schools. The application of media is intended to enhance the effectiveness of communication and interaction between teachers and students. The utilization of learning media in the classroom is an indispensable necessity that cannot be disregarded (Umar, 2014). This is understandable considering that the learning process that students experience is oriented towards diverse activities aimed at enhancing their knowledge and understanding. According to Rowntree (1995), there are three main purposes of teaching media, including 1) enhancing learning motivation, 2) reinforcing previous knowledge, and 3) providing learning stimulus. With this can be concluded that learning media serves the purpose of aiding students in the learning process and can also serve as a means to retain the lessons that have been taught.

Based on the observations conducted in the X class of Madrasah Aliyah Negeri (MAN) in Batu City, it is known the utilization of learning media in the process of learning Al-Qur'an Hadith by the teacher is well-established. Teachers utilize textbooks as the educational resources during the learning activity. The implementation of textbooks in the learning process has been proven to be successful in assisting students in their learning. This is in line with the opinion of Supriyo (2015), who stated that textbook

media can assist students and enhance their academic performance. fortunately, on the other hand, the use of textbooks hinders the learning process from reaching its maximum potential, as it is not uncommon to find students who forget to bring their books during the learning process. In addition, the rapid development of information and communication technology (ICT) and the implementation of the Merdeka Curriculum, which is being promoted, require students to be able to learn independently using various learning models such as Blended learning. In order for integrating the model, it is necessary to have media that can be utilized in face-to-face and online learning. Based on this foundation, flipbook online is considered suitable to support Blended Learning in MAN Kota Batu.

Flipbook online is one visual media that was created as an educational tool with unique qualities that could not be obtained from other media. Flipbook online is an animated flipbook or digital book that is presented in the form of a web link. This media contains elements from Al-Quran Hadith lesson, which are designed as attractively as possible to support the learning process. Flipbook online is distinguished by its simplicity character and flexibility. This is because flipbook online is accessible at any time and from any location using any internet-connected browser (Zh, Ardiansyah, Dewi, et al., 2022; Tambak et al., 2022).

Existing research related to blended learning in the context of Islamic Religious Education, particularly in Indonesia, has largely focused on traditional forms of learning media and general perceptions of blended learning. This existing research has not adequately explored the specific needs and preferences of students and teachers for digital tools that support the Qur'an Hadith lesson. Therefore, there is a

notable gap in research and practical application regarding the integration of modern digital tools specifically designed to support blended learning in the Qur'an Hadith lesson in Indonesia. This research aims to fill this gap by focusing on the development and application of digital tools, such as online flipbooks, tailored to the specific needs of Qur'an Hadith education in the context of blended learning.

By investigating the needs of students and teachers at MAN Kota Batu, this research seeks to provide a nuanced understanding of how digital media can be effectively integrated into the Qur'an Hadith lesson to improve learning outcomes and meet the evolving demands of contemporary education. As such, this research provides a new perspective on how digital media can be effectively integrated into the Qur'an Hadith curriculum to improve learning outcomes and meet the evolving demands of modern education. This is very essential to have this basic knowledge when designing a teaching material product. Furthermore, the outcomes of this analysis provide advantages for researchers in ascertaining the appropriate media development concept in blended learning practices. The focus of this study primarily focuses on the analysis of needs. This analysis is crucial in the design and development of products that are aligned with practical needs.

THEORY CONCEPT

Blended learning

The utilization of Information and Communication Technology (ICT) in the area of education has transformed the learning process from a conventional or traditional learning approach to an adaptive digital learning paradigm that relies on the utilization of technology and information (Abdullah, 2018). The

abundance of digital-based learning media developments that are always evolving will undoubtedly facilitate students to learn independently, hence enabling the success of both online and offline learning.

Online learning has certain drawbacks, such as the limited direct interaction between students and teachers, which might reduce the effectiveness of learning (Puspita Handayani et al., 2022). Blended learning is a form of solution to the weaknesses of online learning by combining online and face-to-face learning (Abdullah, 2018). Blended is a mixture or combination, and learning refers to the process of acquiring knowledge. Graham defines Blended learning as the integration of face-to-face learning commonly found in conventional education with traditional learning concepts, as well as the utilization of online and offline learning that leverages technology to deliver instructional materials to students (Picciano et al., 2011).

Blended learning is a combination of face-to-face learning and online learning with the assistance of Information and Communication Technology (ICT). This technique possesses several notable benefits. *First:* students have the opportunity to engage directly with the learning content, so improving their understanding. *Second:* students are provided with the chance to engage with their peers, thereby promoting teamwork and the sharing of ideas. *Third:* blended learning promotes collaborative discourse and the interchange of viewpoints, with the intention of cultivating crucial interpersonal abilities. *Fourth:* students have the opportunity to utilize the e-library and virtual classroom, thereby enhancing their access to a wide range of educational materials. *Fifth:* online evaluation has the advantage of flexibility and ease when it comes to analyzing one's

learning progress. *Sixth:* there are e-tuitions available, as well as the ability to access and maintain learning blogs, participate in webinars, and directly access resources through video and audio platforms. *Seventh:* these offerings encompass virtual laboratories that can provide interactive educational experiences through the use of technology (Lalima and Lata Dangwal, 2017).

The most common and often used type of blended learning is the 50/50 pattern, which indicates that the amount of time available for face-to-face learning is equal to 50% of online learning. Additionally, there is the 75/25 pattern, signifying that 75% of the learning is conducted through face-to-face meetings and 25% using online platforms. Similarly, there is the 25/75 pattern, indicating that 25% of the learning is done face-to-face and 75% is done online. These patterns depend on the presented time analysis (Abdullah, 2018).

Blended learning is characterized by: (1) a learning process that combines various models, styles, and technology-based learning media, (2) a combination of online self-learning and direct interaction between teachers and students in face-to-face learning, while integrating self-learning. (3) A learning approach supported by the effectiveness of delivering materials, learning styles, and perspectives on learning. In the context of blended learning, the role of the teacher is that of a facilitator, while parents play a crucial role as motivators in their children's learning process (Shivam and Singh, 2015; Muhajir, Tambak and Sukenti, 2024).

In the end Blended learning is a prevalent learning approach nowadays as it efficiently combines two types of learning, allowing for the efficient reception of learning materials or

messages (Hasanah et al., 2020; Senturk, 2021; Viriyani Asih, 2022).

Flipbook Online Media (FBO Media)

Flipbook online is an enhanced development of flipbook media that is accessible on the internet. This multimedia combines learning video, textual media, audio elucidation of the content, and assessment in the form of games packaged in a flipbook format (Zh, Ardiansyah and Dewi, 2022). As frequently utilized, a flipbook, also known as a digital book, is a form of educational media that is packaged and presented in a virtual format (Mulyadi et al., 2016). In other words, flipbook is an e-book development tool designed to make studying and teaching more engaging rather than tedious. According to Wijayanto and Zuhri (2014) a flipbook is a type of classic animation created from a collection of paper resembling a thick book, where each page depicts the process of something that later appears to be moving or animated.

The utilization of flipbook-based learning media is considered effective in supporting the learning process (Aprilia, 2021; Wahyuliani et al., 2016). This is because of the reason that flipbooks are considered captivating and facilitate students who forget to bring their books in the learning process. According to Wahyuliani et al., (2016), flipbooks are also considered effective as they can assist students in the ongoing discussions during the learning process, hence enhancing students' learning outcomes.

Flipbook is a learning media that has ability to captivate students while they are engaged in the learning process (Izza, 2018). This is because flipbooks are considered to have a significant influence to support the learning process. For the use of the flipbook itself, there is one software that makes it easy for teachers to create

flipbooks, namely flipbook maker (Wijayanto and Zuhri, 2014).

A flipbook maker is a software that enables the user to simulate the experience of opening each page of a book. Utilizing flipbook maker software enhances student engagement in studying due to the abundance of interesting e-book displays it offers (Linda et al., 2018). Flipbook maker is a tool that can create e-books by converting PDF files or photos into a book format. By just sliding the edge of the book image, it automatically opens to the next page. The final outcome of this flipbook can be saved in .swf, .exe, or html format (Pornamasari, 2015).

The term "online" originates from the combination of the English terms "on" and "line", with "on" referring to being or being present, and "line" denoting a pathway or conduit. When the two are merged, they will create the concept of online, which refers to the condition of a computer being connected to the internet network (Nenden, 2013). If the computer is online or connected to the internet, students can easily utilize internet services such as web browsing, information retrieval, and social media communication with individuals across various distances and time zones.

In the current era of information and technological literacy, numerous methods exist for accessing the internet at any time and from any location. One of them is by using a smartphone or mobile device that has an internet quota or internet subscription. By using smartphones and internet data allowances, students can gain unrestricted access to the internet network. In addition, accessing the network on the internet also has no time and age restrictions, so everyone can access the internet freely and pleasantly.

In order to achieve effective and efficient learning processes, it is essential for the education sector to undertake a

more creative transformation in the utilization and development of technology, such as using Flipbook Online-based learning (Zh, Ardiansyah and Dewi, 2022). The purpose of the online flipbook is to create engaging and flexible instructional resources. Attractive instructional media encompasses resources that possess a clear, functional, and well-structured nature (Zh, Ardiansyah, Dewi, et al., 2022). Flexible learning media refers to media that can be conveniently accessible at any location and at any time (Rifa'ie, 2020). Therefore, the development of learning media based on flipbook online is considered to be included in the category of interesting and flexible media.

In addition to the aforementioned aspects, flipbook online possesses other advantages, including (1) the ability to present engaging learning materials through the incorporation of images, audio, and animations (Yulinar, 2019), (2) easy accessibility and customization of flipbook online according to desired creativity (Ramdani et al., 2020), (3) cost-effectiveness as it only requires internet or wifi data usage (Muhson, 2010), (4) compatibility with both Android devices and computers (Linda et al., 2018), and (5) facilitation of the learning process.

RESEARCH METHOD

This study employs the research and development methodology. Research and development is an approach used to create a specific product, followed by testing its practicality and effectiveness (Hamzah, 2020). This research pertains to the ADDIE development model. The ADDIE development model is an acronym that represents the following stages: analysis, design, development, implementation, and evaluation (Branch, 2020).

In the research, the researchers focus on the analysis of needs that are developed

based on the first stage of the ADDIE development model. The main goal of this research is to determine the level of need for the development of instructional/learning media in Al-Quran and Hadith Lesson. The research took place at Madrasah Aliyah Negeri Kota Batu with Al-Qur'an Hadith teachers and class X students as research subjects.

In order to gather data, researchers employed many methodologies, specifically: conducting interviews, making observations, examining documents, and distributing questionnaires, all in accordance with the analysis indicators at the ADDIE development model stage (Branch, 2020).

Data results were obtained through conducting interviews with research subjects. Observation is conducted in order to carefully examine, analyze, and comprehend the entity or topic being studied. Questionnaires are utilized for the purpose of gathering quantitative data, whereas documentation is employed to chronicle the events that have transpired at the research site.

RESULTS AND DISCUSSION

Results

Development research refers to the discrepancy between the current real state and the projected conditions, and it is based on the needs that are present in the field. To address this disparity, learning activities must be improved through a needs analysis. The goal of this FBO media development needs analysis is to ascertain whether the media can be produced to meet the demands of students during the educational process. In order to gather data and examine development needs, a needs analysis is required.

Gathering data on the requirements for the advancement of FBO Media in Al-Qur'an Hadith learning subjects is

accomplished through conducting interviews with participants and watching the study subject. Following the interviews and observations, a qualitative descriptive analysis is conducted to identify the needs of students and teachers. This analysis serves as an initial phase in the development of FBO Media in Al-Qur'an Hadith topics at Madrasah Aliyah Negeri Batu. In the ADDIE development model, there are several important parts that need to be analyzed including analyzing (a) student characteristics, (b) learning objectives, and (c) facilities and infrastructure. Based on the results of the research that has been carried out, the following data is obtained:

Analysis of Student Characteristics

The swift advancement of technology has altered the framework of the educational process within the classroom (Hamka & Effendi, 2019). Initially, the learning of Al-Qur'an Hadith was primarily conducted through in-person instruction. However, with the advancement of technology and the adoption of the Merdeka Curriculum, teachers now occasionally include blended learning methods into the Al-Qur'an Hadith learning process to enhance its

effectiveness. These findings align with the results of the research conducted at MAN Kota Batu, where the AL-Qur'an hadith teacher implemented blended learning in the educational process. The learning media employed by teachers in blended learning at MAN Kota Batu are sufficiently effective, namely text books for face-to face and PowerPoint presentations sent using WhatsApp for online learning. The utilization of these media is considered inadequate for facilitating blended learning due to the presence of students who fail to bring their books during face-to-face sessions, resulting in suboptimal learning outcomes. Therefore, there is a want for the advancement of more inventive and imaginative forms of media, such as FBO Media.

In order to determine the significance of FBO Media in facilitating blended learning, it is imperative to examine student attributes, including their prior knowledge, perceptions of content, initial abilities, motivation, and the efficacy of the presentation system. This analysis can be conducted through a modified and adapted questionnaire, based on the research conducted by Afifulloh and Cahyanto (2021) using Google Forms. The detailed results of the needs analysis for students can be observed in table 1 below.

Tabel 1
Analysis of Student Characteristics

No	Variabel	Student Characteristics	Percentage
1	Perception of Content	Have a positive view on the utilization of flexible technology-based media as a support for learning Al-Qur'an hadith with blended learning.	84%
2	Level Ability	Have a habit of using flexible technology-based media in blended learning activities.	90%

3	Motivation	Having an interest in the utilization of flexible technology-based media as a support for learning Al-Qur'an hadith with blended learning.	100%
4	Potential System Presentation	Having an interest in technologically-based material that is flexible in order to support self-directed learning.	100%
5	Knowledge on Content	Having knowledge of utilizing flexible technology-based media as a support for blended learning of Al-Qur'an and hadith studies	90%

Based on the analysis of student characteristics, it is evident that students hold a positive perception towards the use of flexible technology-based media as a means of supporting their learning of Al-Qur'an Hadith through blended learning. Specifically, 84% of students acknowledge the value of this approach, 90% have a regular habit of utilizing flexible technology-based media in their learning activities, 100% express interest in using such media to support their learning of Al-Qur'an Hadith, 100% believe that flexible technology-based media can enhance their learning independence, and 90% possess

knowledge about the use of flexible technology-based media in the context of blended learning for Al-Qur'an Hadith lesson.

Analysis of Learning Objectives

The analysis of learning objectives involves analyzing the achievement of learning that students must attain based on the content of the Quran and Hadith subjects, using the KKM value as a basis. The detailed description of the learning objectives analysis can be depicted in the following Table 2.

Table 2
Analysis of Learning Objectives

No	Variable	Student Characteristics	Ket.
1	Comprehending the fundamental concepts of Al-Quran Hadiths Lesson	FBO Media can support understanding of the basic concepts of Al-Qur'an Hadith lesson.	Valid
2	Analyzing the content of Al-Quran Hadith learning materials.	FBO Media can support the process of analysis of Al-Qur'an Hadith lesson materials.	Valid
3	Implementing the concepts of the Al-Quran Hadith in everyday life.	FBO Media can help students to learn and apply Al-Qur'an Hadith lesson materials in everyday life.	Valid

4	Developing educational tools for studying Al-Quran Hadith lesson.	FBO Media can support the process of development of Al-Qur'an Hadith lesson.	Valid
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The analysis of the learning objectives indicates that the developed FBO Media is expected to support the understanding of the Al-Qur'an Hadith learning materials, facilitate the analysis of the Al-Qur'an Hadith learning materials, aid in the development of Al-Qur'an Hadith learning tools, and assist students in implementing the blended learning of Al-Qur'an Hadith conducted at MAN Kota Batu.

Analysis of Facilities and Infrastructure

Infrastructure and facilities are crucial in the education process, as good infrastructure and facilities can contribute to enhancing students' learning outcomes (Zakiyawati et al., 2021). Good facilities are defined as facilities that effectively facilitate the uninterrupted progression of the learning process. According to the findings of the observations, it is evident that MAN Kota Batu possesses the facilities and infrastructure to effectively conduct

blended learning by using technology-based media such as FBO Media.

The presence of excellent facilities alone is insufficient to create a conducive learning environment if students are unable to utilize them effectively (Nur et al., 2018). Therefore, it is necessary to do an analysis of the facilities and infrastructure for students in order to determine the extent to which students are prepared to receive this FBO Media-based development.

An analysis of facilities and infrastructure includes an examination of content sources, available technologies, and learning facilities owned by students. This analysis was conducted using a Google Form questionnaire that offers answer options that can be selected by respondents. Detailed information on the needs of students is offered in a comprehensive manner in Table 3.

Table 3
Analysis of Facilities and Infrastructure

No	Variabel	Student Characteristics	Percentage
1	Availability Technology	The students own mobile devices that can support the utilization of FBO Media in blended learning.	100%
2	Understanding Technology	Students have Good understanding of the use of technology (FBO Media) in learning.	100%
3	Source Content	The substance of using FBO media is available in journals, books, and sources related to the subject matter of Al-Quran Hadits Lesson.	90%

According to the analysis, it is evident that all students at MAN Kota Batu already possess mobile devices, allowing the implementation of FBO Media in blended learning. Furthermore, the analysis table elucidates that students possess a proficient comprehension of utilizing mobile gadgets.

Discussion

The findings indicate that online flipbook media (FBO) offers innovative and effective solutions for enhancing blended learning in Al-Qur'an Hadith lessons at MAN Kota Batu. A significant majority of students exhibit a favorable disposition towards the integration of flexible technology-based media in supporting their Qur'an Hadith learning, with 84% acknowledging the efficacy of this approach and 90% regularly engaging with such media in their educational activities. Moreover, all students express interest in utilizing these resources to bolster their learning independence, underscoring their belief in the capacity of flexible technology-based media to augment their educational experiences. These are in strong agreement with the findings of Azzahra and Prayogo (2022) which underscore the significant role that digital media plays in religious education. Their research highlights how digital tools and platforms not only enhance the motivational aspects for learners but also provide avenues for more autonomous, self-directed learning. By engaging with digital media, students can explore religious concepts and teachings in ways that are more personally meaningful and contextually relevant. This technological integration fosters an environment where learners can take ownership of their educational journey, leading to deeper, more profound understanding and engagement with religious content. Moreover, the flexibility

and accessibility afforded by digital media contribute to a more inclusive and adaptable educational experience, catering to diverse learning needs and preferences (Roemintoyo and Budiarto, 2021; Tambak et al., 2023).

Furthermore, the analysis of learning objectives underscores the potential of FBO media to enhance students' comprehension of Al-Qur'an Hadith materials, facilitate material analysis, aid in the development of educational tools, and support the practical application of Al-Qur'an Hadith concepts in everyday contexts. Kumar et al., (2021) contend that digital media can effectively enable the attainment of complex learning goals, including critical analysis and practical application of concepts in real-world scenarios. Additionally, challenges inherent in Qur'an Hadith learning, such as the need for extensive content memorization and understanding, can be effectively addressed through interactive media platforms like FBO (Zh, Ardiansyah, and Dewi, 2022; Tambak and Sukenti, 2024). FBO media, tailored for blended learning environments, provides essential visual and interactive elements that deepen students' comprehension, as illustrated in Kalalo et al., (2021) study on digital media in scope of education.

Moreover, the assessment of facilities and infrastructure reveals that all students at MAN Kota Batu possess mobile devices capable of supporting FBO media in blended learning scenarios. Additionally, students demonstrate proficient knowledge in utilizing these technologies for educational purposes, with 90% having access to relevant content sources for Qur'an Hadith lessons. Aprilia (2021) underscores the pivotal role of robust infrastructure in creating conducive learning environments. This assertion

resonates particularly well in the context of MAN Kota Batu, where an exhaustive assessment of facilities reveals universal access among students to mobile devices capable of supporting Flipbook Online (FBO) media. Moreover, the demonstrated proficiency of students in utilizing these technologies for educational purposes, coupled with their ready access to specialized content for Qur'an Hadith lessons, further substantiates the potential for seamless integration of FBO media into blended learning practices at the institution. This alignment between technological availability, student competence, and academic objectives not only underscores the feasibility but also the pedagogical advantage of adopting FBO media in enhancing learning outcomes at MAN Kota Batu.

In conclusion, the study affirms the potential of FBO media to enhance Qur'an Hadith education at MAN Kota Batu, supported by students' technological preparedness, positive perceptions towards technology-based media, and the imperative to optimize blended learning effectiveness. Furthermore, FBO media is demonstrated to facilitate the attainment of intricate learning objectives and enrich educational processes through its interactive and adaptable features. Thus, FBO media emerges as a promising tool for advancing Qur'an Hadith learning practices at MAN Kota Batu.

CONCLUSION

Based on the analysis of student characteristics, it is evident that students have a positive perception of the use of flexible technology-based media as a means of supporting the learning of Al-Qur'an Hadits through blended learning. Specifically, 84% of students acknowledge

the value of this approach, 90% have a habit of using flexible technology-based media in their learning activities, 100% express interest in using such media to support their learning of Al-Qur'an Hadits, 100% believe that flexible technology-based media can enhance their independent learning, and 90% possess knowledge of using flexible technology-based media in the context of blended learning for Al-Qur'an Hadits. Furthermore, the analysis of learning objectives indicates that the developed FBO media is expected to meet the following goals: (1) facilitate the understanding of Al-Qur'an Hadits lessons, (2) assist in the analysis of Al-Qur'an Hadits material, (3) support the development of Al-Qur'an Hadits learning tools, and (4) help students implement Al-Qur'an Hadits learning through blended learning at MAN Kota Batu. The final analysis reveals that all students at MAN Kota Batu have the necessary mobile devices, allowing the implementation of FBO Media in blended learning. Additionally, the analysis table shows that students have a good understanding of using mobile devices. Overall, MAN Kota Batu students demonstrate their interest in Al-Qur'an Hadits lessons through the use of media that facilitates integrated learning. In conclusion, the needs analysis results indicate that both teachers and students have a positive perception and high interest in the use of flexible technology-based media for Al-Qur'an Hadits learning. It is expected that following this needs analysis, further subsequent research will focus on exploring the development process of

online flipbook media and evaluating its effectiveness as a learning tool.

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