

Blended Learning Model to Enhance Managerial Competence: An Islamic Leadership Perspective

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Abstract: Blended learning enhances managerial competence through a holistic Islamic leadership perspective. The study aims to explore Islamic leadership in blended learning to improve managerial competence and ethical job performance. This study employs a qualitative descriptive approach to analyze the implementation of blended learning in PKA training at BPSDMD NTB. Data collection includes interviews, observations, and document analysis to explore the integration of Islamic leadership principles and their impact on managerial competence. The study found that effective blended learning requires strong participant engagement, reliable technology, interactive facilitation, and flexible scheduling. Key challenges include limited interaction, infrastructure issues, and time management, all affecting the success of managerial training at BPSDMD NTB. This study contributes to the academic discourse by bridging the gap between Islamic leadership and modern educational strategies, offering a model that can be adapted to various public sector training programs. This study concludes that integrating Islamic leadership into blended learning effectively enhances managerial competence, promotes ethical leadership, and supports inclusive, interactive training for public administrators in the digital era.

Keywords: Blended learning, Islamic leadership, Managerial competence.

INTRODUCTION

Integrating Islamic leadership principles into blended learning frameworks provides a unique approach to enhancing managerial competencies among echelon 3 offices, particularly within BPSDMD NTB. Blended learning, which merges traditional classroom instruction with online methods, has improved engagement and flexibility, meeting the diverse needs of adult learners (Fauzan et al., 2023; Sari & Hermawan, 2022). This approach supports the development of critical thinking and problem-solving skills, which are vital for effective management. Additionally, it provides a platform for modelling ethical decision-making and servant leadership, principles central to Islamic leadership (Sunardi et al., 2021). The interaction between educators and learners in these environments can be further enriched by these values, promoting integrity and social responsibility among public sector leaders (Supriadi et al., 2022). Ultimately, this integration helps bridge the gap between theoretical knowledge and practical application, preparing administrators to manage the

complexities of their roles with a firm ethical grounding (Puspitasari et al., 2022).

The study addresses the challenge of improving managerial competence among BPSDMD NTB echelon 3 offices by integrating Islamic leadership principles into blended learning frameworks. While managerial skills are increasingly recognized as vital in the public sector, limited empirical research exists on how Islamic leadership can be effectively embedded in educational models to enhance these abilities. This gap is especially relevant in Indonesia, where Islamic values significantly influence leadership practices. Previous studies have established a connection between managerial skills and job performance, highlighting the significance of effective leadership in public administration (Asdlori & Purnama, 2023). However, the specific role of Islamic leadership within blended learning settings has not been thoroughly examined, indicating a need for further research in this area.

The theoretical gap identified in this study stems from the limited exploration of how Islamic leadership principles intersect with blended learning approaches. While prior

research has investigated aspects of Islamic leadership, such as its impact on employee performance and organizational commitment (Abdelwahed et al., 2025; Zaim et al., 2024), there is a lack of studies addressing how these principles can be effectively applied within blended learning frameworks to enhance managerial skills. The uniqueness of this research lies in its potential to connect these two areas, proposing a holistic model that incorporates Islamic ethical values into contemporary educational practices. This approach is especially pertinent given the rapid evolution of educational technology, which calls for leadership styles to adapt while maintaining alignment with ethical norms (Alqhaiwi et al., 2023; Astra et al., 2024).

The study aims to pinpoint essential Islamic leadership principles that can be seamlessly incorporated into blended learning models, examine their influence on the managerial capabilities of BPSDMD NTB administrators, and gauge the overall efficacy of this approach in promoting ethical leadership and enhancing job performance. By concentrating on these goals, the research offers empirical support for embedding Islamic values into modern leadership development programs, thereby improving the proficiency of public sector leaders. Additionally, the study aspires to enrich the broader conversation on leadership by illustrating how Islamic principles can enhance and inform contemporary managerial strategies (Wijayati & Rahman, 2022).

The hypothesis suggests that incorporating Islamic leadership principles into blended learning will significantly enhance the managerial skills of BPSDMD NTB administrators, leading to improved job performance and organizational dedication. This assumption is based on the idea that effective leadership, Effective leadership in the public sector requires a blend of technical proficiency with ethical and cultural aspects. Reddick et al. emphasize that principled leadership greatly improves the efficiency and integrity of municipal organizations, pointing out that morally guided leaders accomplish objectives through others while advancing the success of local governance (Reddick et al., 2025). By creating an environment where Islamic leadership values are actively integrated into blended learning, it is expected that administrators will cultivate a stronger sense of accountability and moral awareness, resulting in

better performance outcomes. This study seeks to establish a comprehensive framework for future leadership training programs, highlighting the value of embedding ethical principles into educational approaches to develop competent and conscientious public sector leaders.

METHODS

The research method used to analyze the implementation of the blended learning approach in the Leadership Training for echelon 3 offices (PKA) at BPSDMD NTB Province is a qualitative descriptive approach. This method was chosen to provide an in-depth understanding of the training process, the challenges encountered, and the supporting factors. According to (Fadli, 2021), qualitative research requires data collection from multiple sources to construct a comprehensive view of the phenomenon. Similarly, Ulpah et al. (2022) emphasize that PKA implementation involves needs assessment, participant engagement, trainers, and interactive instructional methods. Furthermore, Hall & Liebenberg. (2024) highlight that qualitative descriptive studies offer rich insights into participants' experiences, which are crucial for evaluating training effectiveness. This study collects data through in-depth interviews, observations, and document analysis, aiming to explore how Islamic leadership principles can be effectively integrated into blended learning. The findings are expected to contribute to enhancing managerial competencies at BPSDMD NTB while reinforcing leadership practices aligned with Islamic values.

This study involved 9 respondents: 2 Widyaishwara (facilitators), 3 Training Leaders, and 4 Training Participants from BPSDMD NTB. Data collection was done digitally using Google Forms and shared via WhatsApp. This method made it easy for participants to respond at their convenience, improving response rates and reducing logistical issues. Online distribution helped the research team collect and analyze data efficiently using Google Forms' features. This approach ensured accurate and reliable findings. Combining a mixed-methods approach with digital surveys, the study explores how blended learning, integrated with Islamic leadership principles, effectively enhances managerial competence.

The research instrument utilized in this study is a questionnaire incorporating a Likert

scale to assess respondents' views on integrating Islamic leadership principles into blended learning. This scale enables participants to indicate their agreement or disagreement with different statements reflecting their experiences and insights from the training program. Recognized for its effectiveness in capturing subjective opinions, this method ensures structured data collection while reducing response inconsistencies. Using standardized questionnaires allows for efficient data gathering, enhancing the reliability of the findings.

FINDINGS AND DISCUSSION

The Implementation of Blended Learning Methods

Findings may be presented in the form of tables, graphs, verbal descriptions, or a combination of the three. Tables, graphics, or images should not be too long, too large; please do not present too many figures in the manuscript. Authors are recommended to use a combination of presentation tables, graphs, or verbal descriptions. The tables and graphs presented must be referred to in the main text. The writing style for the tables and figures are presented in Table 1. The table should not contain vertical lines (upright), while horizontal (flat) lines are only on the head and tail of the table. Font sizes for table and picture entries may be reduced.

In the implementation of online training, one of the main challenges faced is the often-limited involvement of participants. Although facilitators use question-and-answer techniques to encourage interaction, in reality, many participants have difficulty actively interacting. This is mainly due to the lack of direct face-to-face elements that can facilitate non-verbal communication, such as facial expressions and body language, which generally provide important signals in the learning process.

A significant challenge in online training is the limited engagement of participants, primarily due to the absence of face-to-face interactions that enable non-verbal communication. Despite facilitators implementing strategies like question-and-answer sessions to encourage involvement, many learners struggle to participate actively in virtual settings. Research suggests that the lack of visual cues, such as facial expressions and body language, which are essential for effective communication and relationship-building,

contributes to this issue (Willemsen et al., 2024). Additionally, Law et al. highlight those technical difficulties, including unstable internet connections, further hinder meaningful interactions between trainers and participants, ultimately reducing the effectiveness of online training programs (Law et al., 2023). Without these essential communication elements, participants may feel disconnected, leading to lower motivation and decreased overall learning outcomes.

Furthermore, Willemsen et al. note that transitioning from traditional in-person learning to online formats has resulted in awkward social interactions, as restricted camera use limits the ability to interpret and respond to non-verbal signals. This limitation often leads to isolation, reducing participants' willingness to engage in discussions (Richards & Thompson, 2023). Enhancing the online learning environment through interactive tools is essential to address these challenges. Features like breakout rooms for small-group discussions and advanced communication platforms that support real-time visual interactions can foster engagement (Mutebi et al., 2023). As digital education continues to evolve, addressing these barriers will be crucial in promoting active participation and maximizing the effectiveness of blended learning methods.

Several key factors shape participant engagement in online learning, including the efficiency of instructional design, the reliability of digital tools, and the facilitator's skill in fostering an interactive and inclusive atmosphere. Srivastava et al. (2016) highlight that the effectiveness of technology, including dependable platforms and intuitive interfaces, is essential for sustaining participant interest and involvement. They suggest that technological components should be tailored to meet learners' needs, ensuring a more engaging and interactive learning experience. Thaibah & Arsyad. (2023) highlight that active interaction—through discussion platforms or direct communication—is crucial for improving student participation. They suggest online learning can become monotonous without integrating creative strategies to enhance interaction and maintain engagement. Mabasa (2023) highlights that online forums enhance learning by increasing interaction and success rates. Interactive tools supporting group discussions also build

collaboration and communication skills, which are crucial for managerial roles.

In summary, boosting participant involvement in online learning requires a comprehensive strategy integrating reliable technology, well-structured instructional design, and dynamic facilitation. By focusing on these elements, educators can develop engaging learning experiences that encourage students to participate actively and thrive in virtual settings.

Overall, participant involvement, infrastructure readiness, and time management are the 3 (three) main challenges that affect the effectiveness of online learning, especially in the context of training to strengthen ASN managerial competence. To ensure that the training can take place effectively, joint efforts are needed between the facilitator and the organizer to improve these aspects, both through improving learning techniques, improving infrastructure, and preparing a more flexible schedule. For more details, it can be explained in the following Table 1:

Discussion

Strategies to Overcome Challenges in the Implementation of Blended Learning

The adoption of blended learning introduces distinct challenges, necessitating the development of effective approaches to boost participant involvement and improve educational results. Blended learning integrates conventional in-person teaching with digital learning, offering flexibility and customization in the educational process. Nonetheless, obstacles such as poor technological infrastructure, inadequate educator preparation, and limited student participation can impede its effectiveness (Ali, 2023). To tackle these challenges, key stakeholders, including administrators and instructors, must cultivate an environment that promotes interaction and teamwork, ensuring that blended learning caters to the varied needs of learners (Xu et al., 2023). Implementing focused strategies is crucial for overcoming these hurdles and optimizing the advantages of blended learning.

Blended learning, which combines traditional classroom instruction with online education, offers an adaptable and personalized approach to learning. However, to fully unlock its potential, it is critical to tackle the challenges that arise during its implementation. A significant barrier is the technology gap, where uneven

access to digital tools can result in inequities in student engagement and participation. Schools and universities must dedicate resources to develop reliable technological infrastructure and provide alternatives for students who may face challenges in accessing the internet or devices (Tahmasebi, 2023; Yersel et al., 2023). Moreover, offering digital literacy programs is essential to ensure that all students can confidently navigate and utilize online platforms (Gagne et al., 2023).

Equipping educators with the skills to implement blended learning strategies effectively is equally critical. Professional development initiatives should aim to provide teachers with the pedagogical expertise and confidence needed to manage hybrid classrooms. Studies suggest that educators' readiness significantly impacts the success of blended learning environments. When teachers are skilled in using digital tools and creating interactive content, they can create a more stimulating and engaging learning environment, ultimately enhancing student outcomes (Mariam et al., 2023).

Furthermore, fostering a culture of teamwork and interaction among students can help reduce the sense of isolation often associated with online learning. Approaches such as incorporating interactive discussion boards, peer feedback exercises, and group projects can boost student engagement. By nurturing a supportive learning community, students can exchange ideas and perspectives, deepening their understanding of the material and promoting diverse viewpoints. Addressing these multifaceted challenges and adopting targeted strategies can significantly improve the overall effectiveness of blended learning initiatives.

Approaches to Address Obstacles in Implementing Blended Learning

Blended learning introduces several obstacles that can impede its effectiveness and influence student participation and outcomes. Tackling these issues demands well-considered approaches that improve both the educational experience and the teaching process. Below are three essential strategies to address the challenges in implementing blended learning:

1. **Strengthen Technological Infrastructure:** A primary obstacle to successful blended learning is the availability and reliability of technology. Institutions should allocate resources to develop strong technological systems to ensure all

students have access to essential digital tools. Studies by Müller et al. (2023) underscore the significance of dependable technological support in sustaining student engagement and enhancing learning results. Introducing thorough training programs for both instructors and learners can promote greater adaptability to digital platforms, ensuring a smooth incorporation of technology into the educational process.

2. Ongoing Educator Training: To support the effective use of blended learning, continuous professional development for educators is crucial. Teachers require instruction not only in the technical use of digital tools but also in strategies to engage students actively in a blended setting. Pramesworo et al. (2023) stress that educator training can boost engagement and overcome challenges related to technology use. This training should encompass methods for active learning, effective online communication, and approaches to encourage independent study, all of which contribute to a more enriching learning environment.

3. Promote Collaborative Learning: Establishing opportunities for collaboration within the blended learning model can significantly improve student engagement. Bandara and Jayaweera, (2024) highlight that fostering peer interaction through structured discussion forums and group activities can create a more supportive learning atmosphere. By incorporating techniques that encourage teamwork, such as virtual breakout rooms and collaborative online tools, educators can reduce the sense of isolation often felt in online learning settings. Cultivating a sense of community among students not only enhances engagement but also enriches the learning experience by encouraging knowledge exchange and diverse viewpoints.

Results of the Effectiveness of Blended Learning in Strengthening ASN Managerial Competencies

In the effort to enhance the managerial competencies of Civil Servants (ASN) in the digital age, the blended learning approach, which combines online and in-person instruction, offers a promising solution. However, achieving optimal results requires systematic and evidence-based strategies.

a. Enhancing Curriculum Design

An adaptable and needs-focused curriculum design is crucial for improving

learning outcomes. The curriculum should reflect current managerial trends and address the specific requirements of ASNs in West Nusa Tenggara Province (NTB). Key steps to achieve this include: Incorporating Locally Relevant Case Studies: Using case studies tailored to the unique challenges faced by ASNs in NTB helps participants understand real-world issues and apply managerial principles effectively (Yin et al., 2019). Implementing Project-Based Learning: Involving participants in work-related projects enhances contextual understanding and practical relevance. Offering Customized Learning Paths: Allowing participants to choose learning modules that align with their individual needs and skill levels increases the curriculum's relevance and impact (Hrastinski, 2019).

b. Boosting Interactivity and Collaboration

Fostering high levels of interaction in online learning is essential for improving participant engagement and deepening their understanding of managerial concepts. Studies show that interactive learning environments enhance critical thinking and problem-solving abilities. Strategies to promote interactivity include:

- a. Facilitating Discussion Forums: Creating spaces for thematic discussions enables participants to share insights and exchange ideas.
- b. Encouraging Peer Reviews: Inviting participants to provide constructive feedback on their peers' work cultivates a collaborative and dynamic learning atmosphere.
- c. Utilizing Simulations: Introducing simulations of managerial scenarios provides a controlled setting for participants to explore the consequences of their decisions (Park et al., 2017).

Table 1 outlines the demographic profile of the respondents, emphasizing key attributes such as gender, age, and job roles. The survey revealed that males constituted the larger proportion of participants at 72.7%, whereas females made up 27.3%. Regarding age, a significant 63.6% of the respondents were aged over 45, while 27.3% fell within the 41-45 age bracket, and a smaller segment of 9.1% were between 36 and 40 years old. In terms of professional roles, 63.6% of the respondents were general participants, 18.2% were identified as Widyaiswara, and the remaining 18.2% occupied managerial or administrative positions.

Tabel 1. Respondents Demographic Data

Category	Option	Code	Notes
Gender	Female	F	
	Male	M	
Age Group	36 - 40 Years		
	41 - 45 Years		
	Over 45 Years		
Position	Trainer (Widyaswara)		
	Management/Administrator		
	Participant (Peserta)		

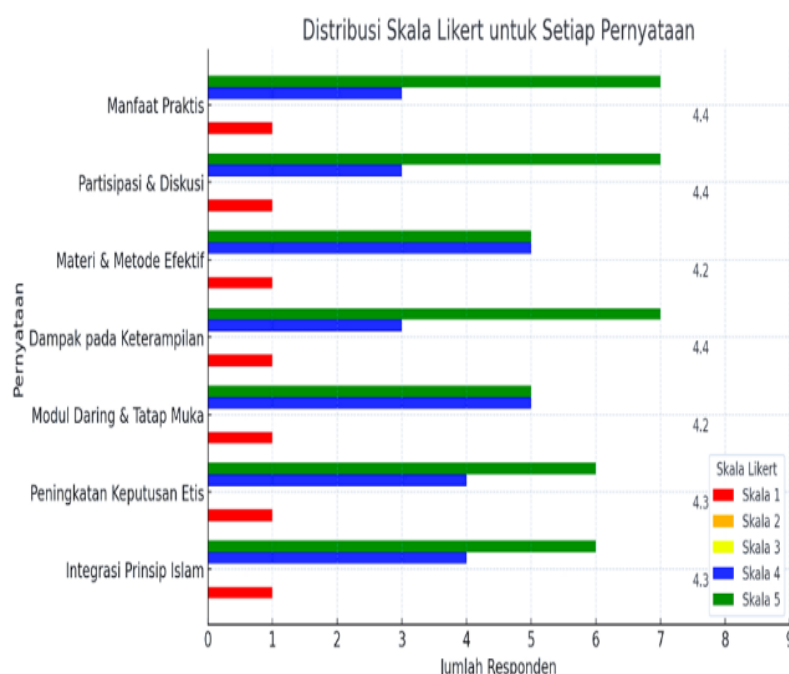


Figure 1. Result of Skala Linkert questionnaire

CONCLUSION

Integrating Islamic leadership principles into blended learning frameworks presents a promising approach to enhancing managerial competencies among BPSDMD NTB administrators. By combining ethical leadership values with modern educational methodologies, this study highlights the potential for fostering integrity, accountability, and effective decision-making within the public sector. The findings are expected to contribute to leadership development programs by demonstrating how Islamic ethical principles can be seamlessly incorporated into

blended learning to improve job performance and organizational commitment. Ultimately, this research offers a comprehensive model for future leadership training, ensuring that public administrators are equipped with both technical expertise and a strong moral foundation to navigate complex managerial challenges.

The findings of this study reinforce the effectiveness of blended learning in enhancing managerial competencies among ASN personnel, particularly within BPSDMD NTB. By integrating structured curriculum design, interactive learning strategies, and technological infrastructure improvements, blended learning

fosters greater engagement, motivation, and self-efficacy among participants. The results highlight the importance of providing adequate training for both educators and learners to maximize the benefits of this educational approach. Furthermore, this study underscores the necessity of addressing digital disparities to ensure equitable access and participation. With the right institutional support, blended learning can serve as a transformative tool for leadership development, equipping public administrators with the skills and ethical grounding needed to navigate complex managerial challenges effectively. The implications of this study emphasize the necessity for policymakers and educational institutions to refine blended learning frameworks by incorporating Islamic leadership principles and enhancing digital infrastructure. This approach not only improves managerial competencies but also fosters ethical leadership among public administrators. The study contributes to the academic discourse by bridging the gap between Islamic leadership and modern educational strategies, offering a model that can be adapted to various public sector training programs. Additionally, it provides practical insights for trainers and administrators, guiding the development of more effective, interactive, and inclusive learning environments.

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