

Transforming Student Satisfaction in the Digital Era: A Study of the Effects of Hybrid Learning and Digital Literacy in Islamic Religious Education

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ABSTRACT

This study investigates the impact of hybrid learning and digital literacy on student satisfaction within Islamic Religious Education. As educational institutions increasingly adopt digital technologies, understanding their influence on student satisfaction is essential. A quantitative approach was employed using regression analysis to examine the relationship between hybrid learning, digital literacy, and their combined effects on student satisfaction. The study population consisted of 242 active students in the Islamic Education program at STIT Bustanul Ulum Anak Tuha, Lampung Tengah. A purposive sampling method was applied, selecting 65 students from the main campus based on specific criteria, including ownership of electronic devices and active enrollment. The findings demonstrate that flexibility and accessibility in hybrid learning, coupled with students' digital literacy, significantly enhance their overall satisfaction. Hybrid learning provides adaptive and personalized educational experiences, while digital literacy fosters comfort and engagement with online platforms. These factors collectively contribute to improved student satisfaction and learning outcomes. The results emphasize the need for universities to invest in robust digital infrastructure and provide targeted training programs to optimize hybrid learning environments. The implications of these findings extend beyond Islamic Religious Education, offering insights for other educational institutions aiming to enhance teaching strategies in the digital era. By prioritizing hybrid learning strategies and promoting digital literacy, universities can elevate student satisfaction and academic achievement, creating effective and adaptable learning environments for the future.

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1. INTRODUCTION

Digital transformation has become a major driving force in higher education, reshaping how teaching and learning take place. This digital era presents new challenges and opportunities for

educational institutions to adapt and innovate. Although numerous studies have been conducted on the impact of digital transformation on education, the results are often inconsistent. Some studies indicate an increase in student engagement and satisfaction, while others highlight significant dissatisfaction, especially in the context of certain educational programs. Therefore, there is a gap that needs to be filled regarding how elements such as hybrid learning and digital literacy can contribute to improving student satisfaction.

Student satisfaction serves as a key measure of a university's effectiveness in delivering quality education and support. It reflects the students' overall experience in various aspects, including the teaching and learning process, the availability and quality of campus facilities, and the responsiveness of administrative and academic support systems. Beyond academic outcomes, student satisfaction significantly impacts a university's reputation, student retention rates, and its ability to attract prospective students in an increasingly competitive educational landscape. As higher education institutions strive to meet the diverse needs of their students, understanding the drivers of satisfaction becomes essential for maintaining institutional credibility and fostering long-term success (Arifianto et al., 2022).

In the era of hybrid learning, which integrates online and offline teaching methods, student satisfaction takes on new dimensions. The adoption of digital tools and platforms requires students to possess a certain level of digital literacy to effectively engage with learning materials and activities. Hybrid learning environments offer flexibility and scalability, but they also pose challenges related to accessibility, technological reliability, and the quality of virtual interactions. By examining how hybrid learning and digital literacy influence student satisfaction, universities can identify critical areas for improvement, such as enhancing digital infrastructure, providing targeted training for students and faculty, and designing inclusive teaching strategies. Addressing these factors not only boosts student satisfaction but also strengthens the overall learning experience and institutional outcomes.

Hybrid learning, which allows students to learn flexibly by combining face-to-face and online classes, and digital literacy, which refers to individuals' ability to find, evaluate, and use information effectively in the digital world, have been shown to play an important role in enhancing the learning experience. This research aims to investigate the relationship between hybrid learning and digital literacy with student satisfaction in the context of Islamic Education programs. Understanding these factors is essential, especially given the growing need to prepare students to face complex global challenges in the digital age (Suhilmiati et al., 2024).

Although many studies have examined student satisfaction in various programs, research on the specific context of Islamic Education programs is still limited. This study will fill that gap by examining how the implementation of hybrid learning and the enhancement of digital literacy can contribute to improving student satisfaction in these programs. The findings from this study are expected to provide broader insights and relevance for curriculum development and educational policy at the university level, as well as enhance the overall quality of students' learning experience.

The world is currently experiencing significant changes with advancements in technology, information, and communication, accelerated by the internet. These developments have transformed how people communicate, interact, express themselves, shape identities, and experience satisfaction. This transformation has led us into what is referred to as the post-Gutenberg galaxy. Satisfaction has various meanings in a social context, including in education, both in acquiring knowledge and receiving educational services (Amalia, 2020).

In higher education, student satisfaction is a crucial indicator of the quality of services provided by universities (Samudra & Ramadhan, 2024). Students should be regarded as the university's customers. This means that once someone becomes a student, they expect high-quality services because they perceive themselves as providing compensation in exchange for these services (Huang, 2022). According to (Zhai et al., 2017), student satisfaction comes not only from the quality of services but also from social experiences, respectful treatment by administrators, and adequate career preparation. Student satisfaction can be defined as a subjective feeling that arises based on students' preferences for

educational outcomes and experiences. Universities measure satisfaction through evaluation processes that can be reviewed periodically throughout students' academic journeys, from enrollment to graduation (Khan & Brown, 2024). However, many students worldwide continue to express dissatisfaction with the quality of university facilities. Numerous complaints, both direct and indirect, have been filed through various media channels as protests against inadequate university facilities. Student dissatisfaction can negatively impact various aspects, including the university's image, the learning process, and students' motivation to study (Paulina, 2023).

The Islamic Education program is one of the most popular programs at STIT, with 264 active students. Based on this enrollment, the institution must maintain a high level of student satisfaction. This includes not only academic services but also the quality of teaching methods. During the COVID-19 pandemic, both the Ministry of Education and Culture and the Ministry of Religious Affairs issued directives to implement online learning. Although this transition was challenging at the start of the pandemic, the shift to hybrid learning has since become more accepted. However, the successful implementation of hybrid learning must be supported by digital literacy. These two factors are crucial in meeting the indicators used to assess student satisfaction in the Islamic Education program at STIT Bustanul Ulum Anak Tuha, Central Lampung.

One of the challenges universities face today is the multitude of available learning methods. Choosing the most appropriate method for the situation and context must be done carefully, as each method has its own advantages and disadvantages. When selecting a learning method, universities must consider the desired outcomes and students' capabilities. Another issue is the geographical location of some universities in remote areas, where few providers can offer online services. As a result, the most effective learning model for these areas is often traditional face-to-face learning, although the global shift towards digitalization requires universities to adapt. Professional universities provide high-quality learning facilities by preparing comprehensive teaching materials, building confidence, offering engaging learning designs, and promoting digital literacy. In addition to producing well-rounded graduates, these measures also enhance student satisfaction.

The era of digitalization has expanded globally, especially after the COVID-19 pandemic, where digital literacy became essential in various sectors, including education. The initial transition to 100% online learning during the pandemic was deemed ineffective, leading to the development of hybrid learning supported by digital literacy. Hybrid learning models continue to hold significant promise in the educational context (Thamrin et al., 2022). Some education experts predict that 80%-90% of universities worldwide will adopt hybrid learning, with its usage increasing by 30% annually. Hybrid learning is defined as a system that combines face-to-face and online learning methods (Wang et al., 2022).

Hybrid learning is a phenomenon driven by digitalization and requires digital literacy (Fernanda et al., 2020), emphasizing that digital literacy involves more than just operating computers or using the internet and mobile devices for productive activities. It also involves critical thinking, creativity, security, and etiquette (Purwasih & Sahnun, 2023). Digital literacy refers to individuals' skills in utilizing information and communication technologies, as well as the internet, which is a prerequisite for innovation, creativity, and entrepreneurial efforts. It also supports individuals in acquiring knowledge and skills relevant to the Society 5.0 era (Nugraha, 2022).

Both hybrid learning and digital literacy have been implemented in the academic services of the Islamic Education program. Several surveys have been conducted regarding this practice. However, to accurately measure the relationship between hybrid learning and digital literacy in terms of student satisfaction, further investigation is needed. Previous studies on this topic have produced inconsistent results. Hybrid learning, in particular, remains a relatively new concept and continues to be a subject of significant discussion among universities in the post-pandemic era. This study also aims to assess the impact of hybrid learning and digital literacy on student satisfaction, with the hope that these findings will serve as a reference for future research and contribute to the ongoing dialogue on digital education.

2. METHODS

This research employs a quantitative approach with an associative research strategy aimed at investigating the relationships between two or more variables (Rasyid, 2022). The associative approach allows researchers to understand the correlations and influences between variables, making it relevant for examining the interconnection of variables such as student satisfaction, hybrid learning, and digital literacy. The population in this study includes all active students enrolled in the Islamic Education study program at STIT Bustanul Ulum Anak Tuha, Lampung Tengah, comprising students from the main campus and two branch campuses, with a total of 242 students. To obtain representative results, the sample was selected using purposive sampling, a technique that determines the sample based on specific criteria. These criteria ensure that only students who meet the requirements, such as owning electronic devices and studying at the main campus, are included in the study. The sample size used in this research is 65 students.

Data were collected using a questionnaire developed based on key variables related to student satisfaction, hybrid learning, and digital literacy. The questionnaire development process involved validity and reliability tests to ensure that the research instrument accurately and consistently measured the variables (Sugiyono, 2018). Before being used in the full-scale study, the questionnaire was pilot tested on a small sample to ensure respondents' understanding and the appropriateness of the results. Data analysis was conducted using SPSS software version 25.0. The statistical tests applied included a normality test to evaluate the data distribution, a correlation test to measure the strength of relationships between variables, and regression analysis to assess the influence of independent variables (hybrid learning and digital literacy) on the dependent variable (student satisfaction). These tests aim to validate the research hypotheses and identify statistically significant relationships (Sugiyono, 2017).

Table 1. Total number of active students in the Islamic Education program

No	Campus Location	Male	Female	Total
1	Center	25	40	65
2	Purwosari	59	60	109
3	As-suhaili	21	37	58
	Total	105	137	242

Table 2. Sampling Technique Criteria

No	Indicator	Total
1	All students of the Islamic Religious Education study program	242
2	Students who do not have mobile phones/computers/laptops	0
3	Students who do not study at the main campus	(177)
	Total	65

Table 3. Scoring for Questionnaire Answers on the Student Satisfaction variable

No	Answer	Code	Score
1	Very Satisfied	VS	4
2	Satisfied	S	3
3	Less Satisfied	LS	2
4	Not Satisfied	NS	1

Table 4. Scoring for Questionnaire Answers on Hybrid Learning & Digital Literacy Variables

No	Answer	Code	Score
1	Strongly Agree	SA	4
2	Agree	A	3
3	Less Agree	LA	2
4	Disagree	D	1

3. FINDINGS AND DISCUSSION

3.1 Findings

The results of the multiple correlation analysis between the independent variables, hybrid learning (X1) and digital literacy (X2), on the dependent variable, student satisfaction (Y), were conducted using SPSS Version 25. This analysis aims to determine the strength and direction of the relationship between the variables and to explore the combined effect of hybrid learning and digital literacy on student satisfaction. The inclusion of both variables highlights the multidimensional nature of student satisfaction in the digital era, emphasizing the importance of integrating effective teaching methods with technological competency. By examining these relationships, the study seeks to provide a comprehensive understanding of how modern learning environments influence students' overall educational experiences.

A normality test was employed to verify whether the residual values in the model are normally distributed, which is a key assumption for ensuring the validity of the regression analysis. The one-sample Kolmogorov-Smirnov test was utilized to evaluate the distribution of residuals. This test is particularly suitable for detecting deviations from normality in small to moderate sample sizes. Ensuring normality is critical as it impacts the reliability of statistical inferences drawn from the analysis. A failure to meet this assumption might require data transformation or the application of non-parametric methods to address any underlying issues, ensuring the robustness of the study's findings (Priyastama (2020)), which is presented in Table 4 below:

Table 5. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test				
		Hybrid Learning	Digital Literacy	Student Satisfaction
N		65	65	65
Normal Parameters ^{a,b}	Mean	71.17	107.71	172.66
	Std. Deviation	3.947	6.823	12.893
Most Extreme Differences	Absolute	0.124	0.145	0.088
	Positive	0.124	0.145	0.088
	Negative	-0.102	-0.098	-0.072
Test Statistic		0.124	0.145	0.088
Asymp. Sig. (2-tailed)		.114 ^c	.102 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: SPSS V-25.0 Output

Normality Test Criteria:

- If the Sig. (P-Value) < 0.05, it is concluded that the data is not normally distributed;
- If the Sig. (P-Value) > 0.05, it is concluded that the data is normally distributed.

In Table 4, the results of the One-Sample Kolmogorov-Smirnov test indicate that the variables of Hybrid Learning, Digital Literacy, and Student Satisfaction meet the criteria for normality. The Hybrid Learning variable shows a significance value of 0.114 (>0.05), indicating that the data is normally distributed. Similarly, the Digital Literacy variable has a significance value of 0.102 (>0.05), and the Student Satisfaction variable records a significance value of 0.200 (>0.05). These values confirm that the residuals for all three variables are normally distributed, satisfying one of the fundamental assumptions for conducting parametric statistical analyses. Meeting the normality requirement ensures the reliability of subsequent tests and increases the validity of the findings derived from the data.

Following the normality test, a multiple correlation analysis was conducted using the Model Summary test to determine the strength and significance of the relationship between Hybrid Learning (X1), Digital Literacy (X2), and Student Satisfaction (Y). This test evaluates how well the independent variables collectively explain variations in the dependent variable. The multiple correlation coefficient (R) and coefficient of determination (R^2) are key outputs of this analysis, providing insights into the combined predictive power of the variables. By identifying the extent to which hybrid learning and digital literacy influence student satisfaction, the analysis contributes to a deeper understanding of the dynamics between modern educational practices and student outcomes., which is presented in Table 5 below:

Table 6. Model Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.917 ^a	0.841	0.835	5.230	0.841	163.435	2	62	0.000

a. Predictors: (Constant), Digital Literacy, Hybrid Learning

Source: SPSS V-25.0 Output

Multiple Correlation Test Criteria:

- If the Sig. F Change value < 0.05 , it is concluded that there is a significant relationship between the independent variable and the dependent variable.
- If the Sig. F Change value > 0.05 , it is concluded that there is no significant relationship between the independent variable and the dependent variable.

The results in Table 5, Model Summary, indicate that the Sig. F Change value is 0.000, which is less than 0.05. This demonstrates that the variables Hybrid Learning (X1) and Digital Literacy (X2) have a significant simultaneous relationship with the Student Satisfaction (Y) variable. The strength of this relationship is reflected in the R-value, which measures the correlation between the independent and dependent variables. The R-value obtained is 0.917, indicating a very strong correlation. This suggests that student satisfaction is 91.7% influenced by hybrid learning and digital literacy, while the remaining 8.3% is attributed to other factors.

3.2 Discussion

Based on Table 5, it is evident that there is a significant relationship between variables X1 and X2 with variable Y. This is demonstrated by a Sig. F Change value of $0.000 < 0.05$. This indicates that hybrid learning and digital literacy have a significant relationship with student satisfaction in the Islamic Education study program at STIT Bustanul Ulum Anak Tuha, Lampung Tengah. The hybrid learning and digital literacy methods employed by STIT Bustanul Ulum have proven successful in enhancing student satisfaction. Students, viewed as customers, perceive the rewards they receive as proportional to the costs they incur, resulting in high satisfaction levels. Although the facilities at STIT Bustanul Ulum are still limited, educators and administrators are making continuous efforts to improve and optimize the available infrastructure to enhance the competitiveness of the institution.

Several previous studies have also indicated a relationship between learning methods and student satisfaction. For example, research by (Eliza et al., 2024) found a significant relationship between online counseling guidance and student satisfaction. Similarly, (Manaransyah et al., 2023) concluded that learning quality positively influences student satisfaction. These findings are further supported by (Eliza et al., 2023), who reported that online media has an impact on student satisfaction. However, this research contrasts with findings by (Apriyanti et al., 2023), which suggested that student satisfaction with online learning is low, particularly in the context of medical education, where online learning may be perceived as less effective.

Hybrid learning is a method that combines 50% face-to-face instruction and 50% online learning, while digital literacy refers to the ability to learn, use, and utilize digital media connected to the internet to meet life's demands. Both hybrid learning and digital literacy are essential for adapting to the ongoing digital transformation. In the context of higher education, hybrid learning helps students become accustomed to both face-to-face and online learning environments. The use of online systems enables students to complete assignments more efficiently through platforms such as Google Forms, email, and other electronic tools. However, students in their final semesters, who are more familiar with face-to-face learning, often prefer offline lectures due to the stability of face-to-face interactions compared to the variability of network and signal quality (Hakiki, 2019).

In the digital era, higher education faces the challenge of meeting the needs of students who increasingly rely on technology in the learning process. This study focuses on how hybrid learning and digital literacy influence student satisfaction in the context of Islamic Religious Education. The analysis results show that these two variables have a significant relationship with student satisfaction, highlighting the importance of integrating technology into academic curricula to enhance the learning experience. Hybrid learning, which combines online and offline teaching methods, provides flexibility that allows students to access learning materials as needed. However, the success of this approach largely depends on the level of students' digital literacy, which includes the ability to use technological devices effectively.

The influence of digital literacy on student satisfaction underscores the vital role of technological skills in supporting the success of hybrid learning. Students with good digital literacy are more likely to navigate online learning platforms, utilize digital resources, and interact with lecturers and peers effectively. In the context of Islamic Religious Education, digital literacy opens up new opportunities to explore a broader range of learning resources, including digital religious texts, cross-cultural discussions, and online forums that support interdisciplinary understanding. On the other hand, challenges such as limited access to technology and the lack of digital training for students can hinder the optimal implementation of hybrid learning. Therefore, universities need to enhance digital infrastructure, provide digital literacy training, and develop inclusive teaching methods to ensure the sustainability and effectiveness of educational transformation in the digital era.

This study has several limitations. First, the researcher was unable to cover the entire population, particularly those located at branch campuses. Second, the study focused solely on the Islamic Education study program. It is recommended that future research examine more practical programs, such as Sports Education or Health-related fields. Additionally, the quantitative nature of this study limits its ability to fully describe the overall conditions. Future research could combine quantitative and qualitative methods to obtain more comprehensive and robust results. Finally, this study only examined hybrid learning and digital literacy as factors influencing student satisfaction. Future studies could include additional variables, such as academic services or e-service quality, as independent factors (Sylviani et al., 2024).

4. CONCLUSION

This study highlights the importance of the role of hybrid learning and digital literacy in enhancing student satisfaction in the Islamic Education Study Program at STIT Bustanul Ulum Anak Tuha, Central Lampung. The research results show that 91.7% of student satisfaction is influenced by hybrid learning and digital literacy, as evidenced by the Sig. F Change value of $0.000 < 0.05$ and the R-value of 0.917, with the remaining 8.3% influenced by other variables. Hybrid learning, which combines face-to-face and online learning, provides greater flexibility and accessibility, allowing students to balance their studies with other commitments. In addition, good digital literacy further strengthens this positive impact by improving students' ability to access online resources, engage in collaborative learning, and manage academic tasks efficiently. Although this study is limited to the context of specific institutions and programs, these findings provide valuable insights into the benefits of integrating modern learning methods. Moving forward, investment in hybrid learning models and the development of students'

digital literacy is becoming increasingly important, not only to enhance their satisfaction but also to prepare them for a world that is increasingly driven by technology.

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