



## THE EFFECT OF BLENDED LEARNING MODEL AND LEARNING MOTIVATION ON STUDENT LEARNING OUTCOMES AT SMK BINA PANGUDI LUHUR JAKARTA

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### Abstract

This study aims to determine the effect of the Blended Learning Model and Learning Motivation on Student Learning Outcomes at SMK Bina Pangudi Luhur Jakarta. The research method used is a quantitative method. The research population was all students in class XI OTKP at SMK Bina Pangudi Luhur. The sample used in this study was 100 students with multiple linear regression techniques. Variable data X1 (Blended Learning) and X2 (Learning Motivation) are primary data using a Likert scale. While the data variable Y (Learning Outcomes) is secondary data by using test questions, namely pre-test and post-test. The data analysis technique used SPSS 25.0 with the results of the F test in the ANOVA table being  $F_{count} (3,435) > F_{table} (3,09)$ . The T test in the analysis of this study is  $T_{count} X1 (-1,982) > T_{table} (-1,666)$  it can be concluded that there is a negative influence between the Blended Learning Model on Learning Outcomes. Then for  $T_{count} X2 (-1,624) < T_{table} (-1,666)$  it can be concluded that there is a negative influence between Learning Motivation on Learning Outcomes. Based on the results of data analysis that this study has a multiple regression equation  $Y = 83,788 - 0,289 X1 - 0,323 X2$ . The coefficient of determination test ( $R^2$ ) is 0,66, which means that Blended Learning (X1) and Learning Motivation (X2) have an effect on Learning Outcomes (Y) of 66%.

### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Model Pembelajaran *Blended Learning* dan Motivasi Belajar terhadap Hasil Belajar Siswa di SMK Bina Pangudi Luhur Jakarta. Metode penelitian yang digunakan adalah metode kuantitatif. Populasi penelitian adalah seluruh siswa di kelas XI OTKP di SMK Bina Pangudi Luhur. Sampel yang digunakan pada penelitian ini adalah 100 siswa dengan teknik regresi linier berganda. Data variabel X1 (*Blended Learning*) dan X2 (Motivasi Belajar) merupakan data primer dengan menggunakan skala *likert*. Sedangkan data variabel Y (Hasil Belajar) merupakan data sekunder dengan menggunakan uji test soal yaitu *pre-test* dan *post-test*. Teknik analisis data menggunakan SPSS 25.0 dengan hasil uji F dalam tabel anova adalah  $F_{hitung} (3,435) > F_{tabel} (3,09)$ . Uji T dalam analisis penelitian ini adalah sebesar  $T_{hitung} X1 (-1,982) > T_{tabel} (-1,666)$  dapat disimpulkan bahwa terdapat pengaruh negative antara Model Pembelajaran *Blended Learning* terhadap Hasil Belajar. Kemudian untuk  $T_{hitung} X2 (-1,624) < T_{tabel} (1,666)$  dapat disimpulkan bahwa tidak ada pengaruh negative antara Motivasi Belajar terhadap Hasil Belajar. Berdasarkan hasil analisis data bahwa penelitian ini memiliki persamaan regresi berganda  $Y = 83,788 - 0,289 X1 - 0,323 X2$ . Uji koefisien determinasi ( $R^2$ ) sebesar 0,66 yang berarti Model Pembelajaran *Blended Learning* (X1) dan Motivasi Belajar (X2) berpengaruh terhadap Hasil Belajar (Y) sebesar 66%.

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## INTRODUCTION

The use of blended learning is very effective and motivates students to participate and interact more in learning activities as well as meet student needs to determine the success of a learning process that can be achieved.

In the current pandemic situation, many teachers in Indonesia have complained about the existence of online classes. When viewed from the results of a survey conducted by the Ministry of Education and Culture (Kemendikbud) quoted by [Republika.co.id](http://Republika.co.id), according to Praptono he said that as many as 60% of teachers experienced problems in learning that involved technology. Teachers need technical guidance, internet quotas to prepare teaching materials, learning implementation plans, to infrastructural assistance in schools (Putra, 2020).

Meanwhile, from the point of view of parents and children, the obstacles or problems faced when children and parents receive PJJ are not all parents are able to accompany children to study at home by optimizing work time or ability as a child's learning companion (Sandi, 2020).

At the online meeting by the Minister of Education and Culture

(Mendikbud) Nadiem Anwar Makarim with 50 students from various regions in Indonesia, covered by [Kompas.com](http://Kompas.com) media. Many students give

his opinions regarding this PJJ, including: the challenges in this PJJ class are the situation that is not yet friendly to children, infrastructure and access to technology that has not been evenly distributed such as the internet, electricity including cellular communication tools, computers, TV and radio (Prodjo, 2020).

In addition to constraints on access to technology, another obstacle is that this PJJ reduces students' interest and motivation in learning due to boredom and laziness. When viewed from the results of a survey by FSGI (Federation of Indonesian Teachers' Unions) in collaboration with KPAI in April 2020 which was covered by [Tribunnews.com](http://Tribunnews.com) stated that 76.7% of 1700 students showed a response that did not like studying at home.

In fact, easy children feel bored and lazy, even more fatal, it can be resulting in a level of stress or pressure on students so that children find it difficult to concentrate on learning (Fahlevi, 2020).

It can be concluded that the main factors in the problem of online class-based blended learning are: 1) inadequate internet access, 2) lack of maximum understanding of the material, and 3) increasing laziness in students so that it is difficult for children to concentrate on lessons. .

According to Jumeri in the *Trijaya Polemic* discussion which was covered by the media [Tribunnews.com](http://Tribunnews.com), the results of the evaluation of PJJ for approximately 10 months have decreased in student learning outcomes. He also said that distance learning prevented students from getting enough material so this had an impact on students' grades or learning outcomes (Umam, 2021). In this PJJ, the role of parents and the community is very much needed in helping children to learn from home. However, considering that not all parents are able to replace the role of teachers in guiding children to learn.

Because there are parents who have to work or are not able to guide in certain subject matter (Umam, 2021).

In online classroom activities, teachers need students who are active and also responsive to the material because it can support student learning outcomes. Therefore, researchers are interested in conducting more in-depth research related to

how much students' motivation towards learning outcomes and the influence of the learning process using the blended learning model in this online class.

## LITERATURE REVIEW

### Blended Learning Model

According to Garrison & Vaughan (2008), optimizing the integration of oral communication in face-to-face learning with written communication in online learning is the basic concept of the Blended Learning learning model (Usman, 2019).

Meanwhile, according to Kurtus (2004) states that "blended learning is a mixture of the various learning strategies and delivery methods that will optimize the learning experience of the user". Explain that blended learning is a learning that combines various learning strategies and methods to optimize learning. The implementation of this strategy allows the use of online learning resources, especially those based on web/blogs, without leaving face-to-face activities (Istiningsih & Hasbullah, 2015).

According to Boelens (2015) the concept of blended learning learning model is a combination of online teaching and classroom-based teaching, there is an openness in this BL model that allows many applications and interpretations to be used in teaching which in turn will increase the teacher's approach and interaction with students in the teaching process. (Bruggeman et al., 2019).

According to Finn and Bucci, the blended learning environment is a type of learning that is different from usual learning. Blended learning has the advantage of being effective in educational aspects, such as face-to-face, does not cause limitations in place and time, as well as e-learning which provides where students can adjust the atmosphere and place to learn (Akkoyunlu & Soylu, 2006).

From the various meanings of blended learning according to several experts who has been submitted, it can be concluded that the blended learning model

is a model that utilizes information technology and combines conventional and online learning methods.

According to Aldhafeeri and Artino & Jones (2012), that learning is very important provide flexibility but still orient students in learning (Broadbent, 2017). Agree with Susan and Chris (2015) that the benefits of blended there are three criteria that can be used as a measure to evaluate the blended learning model, which include:

1. Learning effectiveness, this effectiveness refers to how well students can understand the material and achieve learning objectives.
2. Student participation. This participation refers to the emotional and mental aspects that encourage students' desire to develop themselves through learning experiences.
3. Learning efficiency, this efficiency refers to the resources (time allocation) used for the development and implementation of blended learning. (Alsalhi et al., 2019).

### Motivation to learn

Koff & Mullis (2011) also considers that: "regarded learning motivation as student intention or desire to participate in and make efforts on learning, which was performed on student choice of specific learning activity and the efforts on such activity. Learning motivation is therefore defined, in this study, as guiding students' continued learning and efforts on the learning goals set by teachers in the learning process" (Lin et al., 2017).

Meanwhile, according to Vasteenkiste, et al (2006), he stated that: "Learning motivation has been widely accepted as a key factor which influences the rate and success of learning". Which means that: learning motivation has broadly become the main factor or key that affects the level and success of student learning (Guido, 2018).

Agree with Sardiman (2012) in his theory also states that: "The learning motivation is the driving force and direction of student learning activities so that the learning achievement of learning can be achieved". Which

meaning that it can be stated that: learning motivation is a driving factor in student learning activities so that learning achievement can be achieved (F. Putra et al., 2018).

Meanwhile, according to Karim (2012), he stated that: "regarded learning motivation as the inherent belief to guide individual learning goals, induce learning behaviors to make continuous efforts, reinforce cognition history, and strengthen and improve the learning outcome. Which means that: learning motivation is a form of inherent belief to guide these students to achieve learning goals, encourage learning behavior, strengthen cognition and improve learning outcomes (Lin et al., 2017).

Therefore, it can be concluded that learning motivation is a process stimulus in students to do something for what students want in achieving a learning goal. Students who have high learning motivation, will find it easier to receive encouragement from external and internal aspects so that their focus in learning is increased and gets better results (Everaert et al., 2017).

This is also reinforced by the results of Lucas' research (2001), he stated that students who have motivation to learn both from intrinsic and extrinsic elements will produce higher academic results (Everaert et al., 2017).

In addition, according to Duncan & Mc Keachie (2005) he stated that: "Learning motivation is dynamic and contextually bound and that learning strategies can be learned and brought under the control of the student". This opinion means that learning motivation is dynamic and contestual, that students' learning strategies can be controlled by these students. If the student has a low motivation to learn, the student's interest in learning will decrease and not make progress, and vice versa (Anthony R. Artino, 2005).

According to Kompri (2016) learning motivation is a psychological aspect that is experiencing development, meaning that there is an influence from physiological conditions

students and psychological maturity of students (Emda, 2018). So there are several elements that influence the existence of an impetus for learning activities, namely:

- 1) Ideals or aspirations
- 2) Student ability
- 3) Student condition
- 4) Students' environmental conditions.

#### Learning outcomes

Molstad & Karseth (2016) revealed that learning outcomes can describe students' abilities after what they know and learn. Similar to the opinion of Robert Gagne, he stated that student learning outcomes can describe students' abilities after what they know and learn. (Nurhasanah & Sobandi, 2016).

Meanwhile, according to Shavelson & Huang, "Learning outcomes are assessed or measured according to learning goals and educational approaches". He stated that learning outcomes can be assessed or measured based on the learning objectives and the educational approach model (Kent et al., 2016).

Meanwhile, according to Hava, the understanding of learning outcomes is as follows:

"learning outcomes were in this study, were operationally defined as academic achievement, problem solving, and critical thinking abilities, knowledge, learning efficiency, skills, attitudes, and behavior obtained through educational" (Yu et al., 2020).

From the understanding that has been explained, it can be concluded that learning outcomes are the results of a student's achievement in the form of numbers or scores on a test of learning outcomes at the end of each lesson.

The measurement is not only judged from knowledge and intellectuality but also can pay attention to changes in behavior that are better than students and have good skills in the learning process (Meilani, 2017). According to Moore's theory (2014), he divides the classification of learning outcomes into three domains, which are as follows:

1. Cognitive domain

The cognitive domain consists of knowledge, understanding, application, analysis, creation and evaluation.

2. Affective realm

The affective domain consists of acceptance, response, assessment, organization and determination of value characteristics.

3. Psychomotor domain

The psychomotor domain consists of fundamental movements, generic movements, ordinative movements, and creative movements.

### **HYPOTHESIS**

A hypothesis is a temporary answer or presumption to a problem and must first be proven true through research or research (Hidayat, 2012).

Based on the formulation of the problem, theoretical studies and previous research, the researchers conclude the hypotheses in this study are as follows:

H1: Effect of blended learning model on learning outcomes H2: Effect of learning motivation on learning outcomes

H3: Effect of blended learning model and learning motivation on learning outcomes

### **METHOD**

This research uses quantitative methods with data collection techniques by surveys and tests. The population in this study were 135 respondents with a total sample of 100 respondents. The place of research was conducted at SMK Bina Pangudi Luhur Jakarta. This research was conducted over a period of 4 (four) months, starting from February 2021 to June 2021

### **DATA COLLECTION TECHNIQUE**

The data collection in this study used secondary data (Y) and primary data (X1 and X2). Secondary data researchers took from the results of students' daily tests. This test is done by pre-test and post-test. Meanwhile, for the primary data, the researcher used a questionnaire which was distributed to the respondents

### **RESEARCH RESULT**

Normality test

The results of the calculation on the value of Y (learning outcomes) of 0.200, the value



of X1 (blended learning) is worth 0.200, while the value of X2 (learning motivation) is 0.200. Thus, that the data is normally distributed and can be used in further analysis.

### Linearity Test

The results of the linearity test calculations on X1 and X2 on Y, it can be concluded that the Blended Learning variable has a linear influence with a significance value of 0.704. While the sig value on X2 is 0.949.

### Multicollinearity Test

The Tolerance value is 0.998, which means that the value is greater than 0.10. Then the VIF value is 1.002 which means that the value is smaller than 10.00. So it can be concluded that the data does not occur in multicollinearity problems.

### Heteroscedasticity Test

The significant value of blended learning (X1) is 0.484 and the significant value of learning motivation is 0.219. So the conclusion is that there is no problem with heteroscedasticity because the significant value is greater than 0.05.

### Multiple Regression Test

Model		Coefficients <sup>a</sup>		
		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	83,788	4,649	
	Blended Learning	-,289	,146	-,195
	Motivasi Belajar	-,323	,199	-,159

In the multiple regression test, the regression equation obtained is  $Y = 83.788 - 0.289 X1 - 0.323 X2$ . The equation above can mean that, if the coefficient value of the Blended Learning Learning Model (X1) is -0.289, the value of the Learning Motivation coefficient (X2) is -0.323 which means, if blended learning and Learning Motivation have increased by 1, then Learning Outcomes (Y) will decrease

### F Uji test

The result of the Fcount test is 3.435 while the Ftable is 3.09, so the Fcount is 3.435 < Ftable is 3.09. So, it can be concluded that the blended learning model and learning motivation simultaneously affect learning outcomes

### T Uji test

In the T test, it is known that the Tcount of X1 is  $-1.982 > Ttable -1.66071$  and the Thitung value of X2 is  $-1.624 < Ttable -1.66071$ . then it can be said that there is a partial relationship between the variables

### Coefficient of Determination

The value of R2 is 0.066, it can be concluded that the influence of the variable Blended Learning Model and Learning Motivation on Learning Outcomes simultaneously is \_\_\_\_\_

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6.6% while the remaining 93.4% is influenced by other factors not examined.

### Paired Sample T-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-Test Kontrol - Pret-Test Kontrol	1,880	8,259	,826	,241	3,519	2,276	99	,025
Pair 2	Post-Test Eksperimen - Pre-Test Eksperimen	2,760	8,460	,846	1,081	4,439	3,262	99	,002

Based on the output table above, it can be seen that the post-test and pre-test scores for the control class are  $2.276 > 1.66039$ . Meanwhile, for the experimental class, the post-test and pre-test T-count values were  $3.262 > 1.66039$ . So it can be concluded that there is an average difference between the learning outcomes of the Pre-Test and Post-Test in the control class and the experimental class.

### CONCLUSION

This research has been conducted on students in class XI OTKP SMK Bina Pangudi Luhur Jakarta. Based on the results of data processing that has been carried out by researchers, data descriptions of each variable that have been described, and data analysis that has been described in previous chapters. So it can be concluded that:

1. There is a negative and significant effect between the blended learning model and learning outcomes, this can be seen from the results of Tcount of  $-1.982 > T_{table} - 1.66071$ . If the blended learning model is improved, the learning outcomes will decrease. Vice versa, if blended learning decreases, learning outcomes increase.
2. There is a negative relationship between learning motivation and learning outcomes, this can be seen from the results of Tcount of  $-1.624 < T_{table} - 1.66071$ . If the learning model of learning motivation is increased, learning outcomes will decrease. Vice versa, if learning motivation decreases, learning outcomes increase.
3. There is a jointly positive relationship between the blended learning model, learning motivation, and learning outcomes, this can be seen from the results of Fcount of  $3.435 < F_{table} 3.09$ . If the blended learning model and learning motivation increase, then the results. learning will increase. Vice versa, if the blended learning model and learning motivation decrease, learning outcomes will decrease

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