

Implementation of a Blended Learning System in Enhancing Learning Motivation at Muhammadiyah Longkali Vocational School, East Kalimantan

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Abstract

In this era, science is developing rapidly. Among the various learning methods available, the use of the internet is considered particularly effective, which allows students to take advantage of unlimited time and place. Currently, educational institutions have the option to apply several learning models such as conventional in-person learning, online education, and a combination of both known as blended learning. This blended learning model is designed to support and adjust to the dynamics of students' learning processes. This research seeks to implement a blended learning system while assessing student and teacher perceptions concerning its impact on fostering learning motivation at SMK Muhammadiyah Longkali. A qualitative method was adopted in this research, with data gathered through observations, interviews, and document analysis. The participants in this study consisted of five students and teachers and principals as informants. The data analysis technique used Collecting, Editing, Reducing, Display, Verification, Conclusion, and triangulation as a check on to verify the accuracy of the data. The results of the research found in the Blended learning system learning succeeded in presenting effective solutions in dealing with geographical challenges and infrastructure limitations in schools. Has a beneficial effect on the enhancement of quality and access to education at SMK Muhammadiyah Longkali. In addition, this system is generally well received and considered effective in creating a more flexible and interactive learning environment. This method is able to increase student participation and learning motivation.

Keywords: Implementasi, Blanded Learning, Learning Motivation

Abstrak

Perkembangan ilmu pengetahuan di era saat ini berlangsung sangat cepat. Di antara berbagai metode pembelajaran yang ada, pemanfaatan internet dinilai sangat efektif

karena memungkinkan siswa belajar tanpa terikat waktu dan tempat. Lembaga pendidikan kini memiliki berbagai pilihan model pembelajaran, mulai dari tatap muka konvensional, pembelajaran daring, hingga gabungan keduanya yang dikenal sebagai blended learning. Model pembelajaran blended learning ini dirancang untuk menyesuaikan dengan kebutuhan serta dinamika proses belajar siswa. Penelitian ini bertujuan untuk menerapkan sistem blended learning sekaligus mengevaluasi pandangan siswa dan guru terkait dampaknya terhadap peningkatan motivasi belajar di SMK Muhammadiyah Longkali. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan analisis dokumen. Informan dalam penelitian terdiri dari lima siswa, beberapa guru, serta kepala sekolah. Analisis data dilakukan melalui tahapan pengumpulan, pengeditan, reduksi, penyajian, verifikasi, penarikan kesimpulan, serta triangulasi guna memastikan keakuratan data. Hasil penelitian menunjukkan bahwa penerapan blended learning mampu menjadi solusi efektif dalam mengatasi hambatan geografis serta keterbatasan infrastruktur di lingkungan sekolah. Model ini memberikan kontribusi positif terhadap peningkatan mutu dan akses pendidikan di SMK Muhammadiyah Longkali. Selain itu, blended learning juga diterima dengan baik dan terbukti efektif dalam menciptakan suasana belajar yang lebih fleksibel dan interaktif, serta mampu meningkatkan partisipasi dan motivasi belajar siswa.

Kata Kunci: Implementasi, Blanded Learning, Motivasi Pembelajaran

A. Introduction

With advances in information and communication technology, knowledge, like other economic goods, is now considered a "commodity." The role of information and communication technology is increasingly important in the modern world. This is understandable, as the world is moving towards an information age or knowledge society.¹ Today, scientific progress is occurring at a rapid pace. The internet and computers are the key technologies of this century. Optimal learning can be achieved through the internet, allowing students to utilize unlimited time and space.

This change has shifted traditional learning methods toward an era of knowledge-based learning, which offers easy access in a variety of settings and situations, whether in the classroom, university, library, home, or on the go. This learning can take place at any time, without being tied to a schedule, and is flexible enough to be used throughout the day, from morning to night.

¹Salsabila, Unik Hanifah. Agustian, Niar., "The Role of Educational Technology in Learning." *Ahmad Dahlan University Yogyakarta*, 2021.

Educational institutions can currently implement various learning methods, such as direct classroom learning, online-based learning, and a combination of the two through blended learning.²Face-to-face learning is a conventional form of classroom learning that emphasizes the direct presence of the teacher as the primary facilitator. Technological developments have had a significant impact on education, driving innovation and advancement in learning methods.³To face the inevitable tide of globalization, the presence of information technology has become a necessity. Different aspects of learning, including media, models, strategies, technology, teaching staff, and other supporting components, have all undergone significant and gradual development in education.

The government has established a policy requiring all educational institutions to implement limited face-to-face learning (PTM). Minister of Education, Culture, Research, and Technology, Nadiem Makarim, stated that the issuance of Joint Decrees (SKB) Number 05/KB/2021, Number 1347 of 2021, Number HK.01.08/MENKES/6678/2021, and Number 443-5847 of 2021 concerning Guidelines for Implementing Learning During the Covid-19 Pandemic is part of the learning recovery strategy in educational institutions.⁴This policy was implemented in response to learning conditions that have been disrupted for almost two years due to the pandemic.

Muhammadiyah Longkali Vocational School, located more than 20 kilometers from the sub-district capital and 189 kilometers from the district capital, has very limited educational facilities and equipment compared to public schools in the sub-district and district capitals. In addition to the limited facilities, access to the school is quite difficult. Access to the school is still via a muddy and rocky road.

² Adi, A. K., & Rukayah, S., "Teacher and Student Training in Online Learning to Improve Efficiency.," *International Journal of Research and Innovation* 6 (2) (n.d.): 84–88.

³ Darmawan., "Development of E-Learning Theory and Design." *PT. Rosdakarya Youth*, 2014.

⁴Ministry of Education and Culture Public Relations/EN., 2020, <https://setkab.go.id/inilah-perubahan-kebijakan-pendidikan-selama-masa-pandemi-covid-19/>.

During the rainy season, face-to-face teaching and learning activities cannot take place every day. In addition to limited facilities and infrastructure for teaching and learning activities and difficult road access, SMK Muhammadiyah Longkali also faces a shortage of educators or teachers. Given these circumstances, the author decided to play an active role in supporting the learning process at SMK Muhammadiyah Longkali. The Merdeka Belajar Kampus Merdeka program organized by ITD AD Jakarta became a forum for participation in realizing this decision, with the hope of contributing to supporting education at the school. Learning activities can be carried out face-to-face or offline in the classroom when the weather is good. Conversely, when it rains, the learning process is switched to online methods or conducted through various digital platforms, such as Google Meet, Zoom, WhatsApp Groups, and so on.

During the pandemic, the government implemented various policies, including online learning. At Muhammadiyah Longkali Vocational School, students encountered a lack of understanding of the online learning system after the pandemic ended. This situation became a major obstacle to students' learning, particularly as they tended to lose motivation and faced limitations in accessing and understanding course materials.

Although technology-based learning offers many conveniences, some students still struggle to understand the material or explanations provided by teachers. In response, the Ahmad Dahlan Institute of Technology & Business Jakarta, through its Merdeka Belajar Kampus Merdeka (MBKM) program, is holding a Teaching Assistance program at Muhammadiyah Longkali Vocational School. This program aims to support the school's learning process through the implementation of technology-based learning methods, namely blended learning.

Based on these findings, Muhammadiyah Longkali Vocational School faces several obstacles in the learning process. These include students' difficulty understanding material delivered through technology-based learning media, students' boredom with face-to-face learning, teachers' use of monotonous and unvaried teaching methods, and students' lack of technology skills.

As an adaptation to the dynamics of modern developments that increasingly prioritize technological advancements, face-to-face learning is implemented by integrating blended learning methods through the Ruangguru platform. The implementation of blended learning aims to customize students' learning experiences by combining various methods, such as educational animated videos and practice exercises, to improve their understanding and participation in the learning process.⁵With effective development, the blended learning method is expected to improve the overall quality of school institutions.

Along with the development of the internet, learning models have also shifted, giving rise to various applications of digital technology-based learning methods, including e-learning, smart classroom technology, virtual classrooms, blended learning, and other technological innovations. The chosen learning model represents the most feasible alternative based on the situation and learning needs at Muhammadiyah Longkali Vocational School, East Kalimantan.

Findings from previous studies indicate that blended learning is effective in significantly improving student learning outcomes. Students who participate in blended learning have been shown to have a higher level of understanding of the material than those who only learn through traditional face-to-face methods.⁶Furthermore, blended learning provides students with access to a more diverse and comprehensive range of learning resources. A study by Abroto on the impact of blended learning on elementary school students' motivation and learning outcomes revealed that this approach significantly improved both aspects.⁷Meanwhile, research conducted by Neadinta and Priantinah on the implementation of blended learning-based learning in

⁵Widyasari, Angie, L., & Arief Rafsanjani, M., "Can the Implementation of Blended Learning Improve Student Motivation and Learning Outcomes in Distance Learning?" *Journal of Educational Sciences*, n.d., 3.

⁶Husamah., "Blended Learning." *Pustaka Jaya's Achievements.*, 2014.

⁷Abroto., "The Effect of the Blended Learning Method in Improving Motivation and Learning Outcomes of Elementary School Students." *Scientific Journal of Educational Sciences.*, 2021.

Basic Banking subjects showed good effectiveness and ease of implementation in vocational schools as an effort to increase students' learning motivation.⁸

B. Literature Review

Technology Curriculum

The technology curriculum is heavily influenced by behaviorist learning psychology theory. One of the main characteristics of this theory is its emphasis on mechanical behavioral patterns, as explained in Stimulus-Response theory. According to Sanjaya, There are several forms of using computers as media in learning, including:⁹

1. Using Multimedia Presentations: One of the main advantages of this medium is its ability to integrate various elements, such as text, video, animation, images, graphics, and audio. This combination makes the learning process more engaging and interactive.
2. Interactive Multimedia CD; This media combines sound, animation, video, text, and graphics in one interactive unit, allowing students to learn in a more dynamic way and supporting better understanding.
3. Utilization of the Internet; The Internet is used as a means of independent learning, where students can access various materials and complete assignments without having to be present in person in class.

Blended Learning in Education

Blended learning is a process that combines various learning methods using both virtual and physical learning resources. Driscoll defines blended learning as the integration or combination of various learning formats to achieve a common goal.¹⁰ Allen defines blended learning as a learning program that combines online and

⁸Neardinta, P., & Priantinah, D., "Implementation of Blended Learning Model to Improve Student Learning Motivation in Basic Banking Subject of Class X Ak 1 SMK Muhammadiyah 1 Yogyakarta in Academic Year 2017/2018." *Yogyakarta State University.*, n.d.

⁹Sanjaya, W., "Learning Strategy Oriented to Educational Process Standards." *Golden*, 2010.

¹⁰ Driscoll, M. C., *Advanced Web-Based Training Strategies. Blended Learning as a Curriculum Design Strategy.*, 2005.

face-to-face learning, where around 30 to 79 percent of the content is delivered online, this is in accordance with the statement below:¹¹

The definition of an online program or blended program is similar to the definition used for courses; an online program is one where at least 80 percent of the program content is delivered online and a blended program is one where between 30 and 79 percent of the program content is delivered online.

Based on these expert definitions, it can be concluded that blended learning is the combination of two or more learning strategies or methods to achieve desired learning outcomes. Blended learning consists of three main components combined into an integrated learning format. These three components include online learning, face-to-face learning, and independent learning. According to Dabbagh & Bannan Ritland, online learning is as follows:¹²

Online learning is an open and distributed learning environment that uses pedagogical tools, enable by internet and web based technologies, to facilitate learning and knowledge building through meaningful action and interaction..

According to expert definitions, online learning can be defined as a learning environment that utilizes intranet technology and web-based platforms to access course materials and enable interaction between students and teachers anytime and anywhere. Furthermore, online learning is also a component of blended learning, where the internet is used as the primary resource in the learning process.

Motivation in Learning

¹¹ Allen, I. E., Seaman, J., & Garrett, R, "Blended in the Extent and Promise of Blended Education in the United States.," *The Sloan Consortium.*, 2007.

¹² Dabbagh, N., & Bannan Ritland, B., "Online Learning: Concept, Strategies, and Application.," *Pearson Education Inc.*, 2005.

Sardiman defines learning motivation as a non-intellectual psychological factor that plays a role in arousing enthusiasm, pleasure, and passion for learning.¹³ Meanwhile, Uno classifies learning motivation indicators as follows:¹⁴

1. There is a desire and will to succeed
2. There is a driving need to learn
3. There is hope in achieving ideals
4. There is appreciation in the learning process
5. There are interesting learning activities
6. The existence of a conducive learning environment

According to Kompri, Motivation related to meaning and cognitive roles tends to be intrinsic. This motivation originates from within the individual, such as curiosity or interest in something. Intrinsic motivation is crucial in developing children's skills, as it serves to encourage them to learn and develop optimally. In the context of learning activities, motivation plays a crucial role. Some of the functions of motivation are as follows:¹⁵

1. Motives direct and regulate individual behavior.
2. Motives as Selectors of Individual Behavior
3. Motives energize and restrain individual behavior.

C. Method

The research approach in this study uses qualitative methods. In general, this research focuses on analyzing and presenting a phenomenon or event systematically, factually, and with high accuracy.¹⁶ This research will be conducted at Muhammadiyah Longkali Vocational School, located in East Kalimantan. The researcher will conduct

¹³Sardiman, A. M., "Interaction and Motivation in Teaching and Learning." *PT. Raja Grafindo.*, 2010.

¹⁴Uno, Hanzah, B., "Motivation Theory and Its Measurement." *Earth of Letters.*, 2014.

¹⁵Kompri, "Learning Motivation from the Perspective of Teachers and Students," *Bandung: Rosdakarya Youth*, 2016.

¹⁶Sugiyono, "QUANTITATIVE QUALITATIVE RESEARCH METHODS and R&D," *Bandung: Alfabeta*, 2021.

direct observations and interviews with five students at Muhammadiyah Longkali Vocational School, East Kalimantan. In addition, the researcher will interview the principal, homeroom teachers, and students during the learning process, both offline and online. This approach allows the researcher to draw direct conclusions based on the combined results of observations and interviews.

Primary data was obtained through interviews with homeroom teachers and five students who implemented the blended learning model in their classes. Second, secondary data, derived from other sources in the field, served as supporting data to complement and strengthen the information obtained from the primary data. The researcher played a dual role as both the primary instrument and the implementer in the data collection process. The procedures used in data collection included:¹⁷

1. Observation

Researchers conducted direct observations related to the learning process in the blended learning model. Thus, researchers studied students' motivation to learn after using the blended learning model.

2. Interview

Interviews were conducted with students to understand their desires for using technology. During the interviews, researchers asked students a series of questions verbally using a prepared interview instrument.

3. Documentation

Documentation serves to verify the validity of the data obtained, provide support, and complement information that has been obtained through other methods, through observation and interview methods.

The data analysis process was carried out using the Collecting, Editing, Reducing, Display, Verification, and Conclusion techniques. To ensure data credibility, this study utilized enhanced observation, triangulation, and discussions with colleagues.

¹⁷Nande, M., & Irman, W. A., "Implementation of the Blended Learning Model in Improving Vocational High School Students' Learning Outcomes." *Educational: Journal of Educational Sciences* 3, no. 1 (n.d.): 180–87.

D. Results and Discussion

Implementation of Blended Learning

Interviews with teachers and the principal at Muhammadiyah Longkali Vocational High School revealed that the implementation of the blended learning system has presented new challenges and opportunities in the learning process. The principal explained that this system was adopted in response to the need to overcome geographical and infrastructure limitations. Observations showed that the implementation of this method allows learning to continue despite physical obstacles, such as difficult road access during the rainy season.

Teachers at the school also provided diverse perspectives on this implementation. Data analysis showed that despite increased student participation, particularly through online platforms like Google Meet and WhatsApp Groups, some students still faced difficulties understanding and operating the technology.

The results of this study highlight that the successful implementation of blended learning at SMK Muhammadiyah Longkali is highly dependent on technological readiness and support for students and teachers. School documentation demonstrates ongoing efforts to improve digital literacy through training and outreach. Despite initial challenges, the system's implementation demonstrates significant potential for improving educational access and learning efficiency in a region with significant geographic challenges.

The implementation of the blended learning system at Muhammadiyah Longkali Vocational School has seen significant changes for both students and the school. Interviews with several students revealed that many felt more flexible in managing their study time. Field observations also indicated that students were more enthusiastic about learning because they could access materials anytime and anywhere, using devices available at home or school.

For schools, the implementation of blended learning has opened up new opportunities to improve the quality of learning, despite technical challenges. Principals have expressed that this system has helped schools overcome physical and geographical limitations, which had previously been major obstacles. Research shows that, despite necessary adaptations, blended learning has successfully increased student participation in learning, particularly through the use of online platforms like Google Meet and WhatsApp Groups.

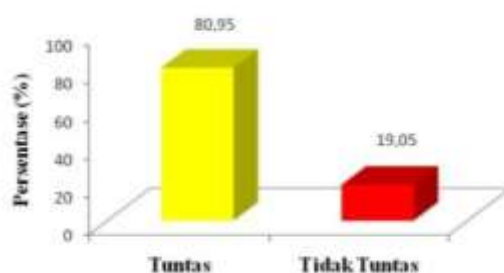


Figure 1. Student Achievement Diagram

Learning Motivation

Data analysis also revealed that while some students still face challenges in using technology, they generally feel more motivated and engaged with more interactive learning. School documentation shows an increase in student grades and participation since the implementation of this method. Overall, the implementation of the blended learning system at SMK Muhammadiyah Longkali has had a positive impact, both in terms of learning flexibility and increased student motivation and learning outcomes, although further efforts are needed to address the technology gap.

Interviews with teachers at Muhammadiyah Longkali Vocational School (SMK Muhammadiyah Longkali) showed that the implementation of the blended learning system had a positive impact on student motivation. Teachers stated that this method was able to bridge the limitations of facilities and access in the area. Observations made during the learning process showed that students were more enthusiastic and motivated when using interactive learning media such as animated videos and interestingly structured practice questions.

Interviews with several students revealed that they felt more comfortable and motivated to learn thanks to the flexibility of time and place offered by blended learning. Qualitative data from documentation also showed that the use of blended learning contributed to improved student learning outcomes, as evidenced by the increase in average class grades.

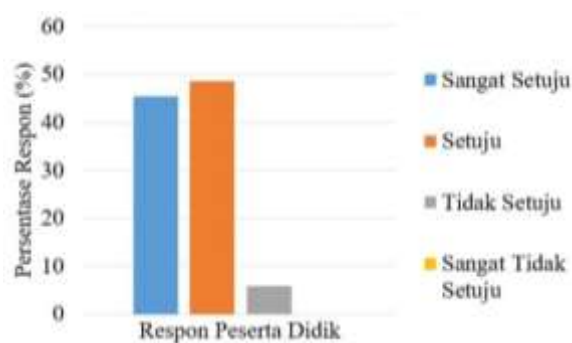


Figure 2. Response Diagram for the Blended Learning System

Data analysis results show that students who are invited to participate in the planning and implementation of learning tend to have higher levels of motivation. For example, the use of interactive learning media such as animated videos is chosen based on student feedback. This persuasive approach also involves providing appreciation and recognition for student achievements, which has been proven effective in increasing their enthusiasm for learning. Documentation shows that students who are frequently praised and recognized for their efforts show significant improvements in learning outcomes.

Data analysis shows that the lack of technological literacy at Muhammadiyah Longkali Vocational School is a major obstacle to maximizing the potential of technology-based learning. Despite this, efforts to provide training and mentoring are ongoing. Teachers and school staff actively conduct additional training sessions and provide hands-on guidance to students to improve their technology use. In conclusion, overcoming this obstacle requires a sustainable and comprehensive approach to improving students' technological skills, which will ultimately contribute to improving the quality of education at the school.

The implementation of a blended learning system at Muhammadiyah Vocational High School Longkali, East Kalimantan, is a strategic step to improve the effectiveness and efficiency of learning. Blended learning, which combines face-to-face and online learning, offers much-needed flexibility in areas with limited access like Longkali. According to Husamah, Blended learning can increase students' learning motivation by utilizing rapidly developing information technology.¹⁸ Bersin & Josh stated that blended learning can increase students' active participation and independent learning abilities.¹⁹ Dwiyanto stated that e-learning can increase students' absorption of the material being taught.²⁰

Within the context of learning theory, blended learning combines constructivist and behaviorist approaches. The constructivist approach emphasizes active and collaborative learning, while the behaviorist approach focuses on reinforcing behavior through practice and repetition. This combination of the two approaches allows students to learn independently and receive constructive feedback from the teacher.²¹

The implementation of blended learning at Muhammadiyah Longkali Vocational School involves several stages, from preparatory training for teachers to developing curriculum-aligned learning materials. Teachers and students also need to be educated about the use of online platforms and the importance of online learning. Technology and infrastructure readiness are crucial for implementing e-learning. Students who learn using blended learning methods have a better understanding of the material than those who learn conventionally.²²

¹⁸Husamah., "Blended Learning." *Pustaka Jaya's Achievements.*, 2014.

¹⁹ Bersin, & Josh., "The Blended Learning Book: Best Practices, Proven Methodologies, and Lesson Learned.," *Pfeiffer.*, 2004.

²⁰Dwiyanto, F., "The Analysis of the Effectiveness of E-Learning-Based Learning Systems." *Journal of Computer Science and Visual Communication Design*, 2, no. 1 (2017): 1–14.

²¹ Olusegun, S., "Constructivism Learning Theory: A Paradigm for Teaching and Learning.," *Jurnal of Research & Method in Education*, 5, no. (6) (2015): 66–70.

²² Saputra, I. S., *Implementation of the Blended Learning Model in Learning to Write Expository Texts.*

An evaluation of the implementation of blended learning at Muhammadiyah Longkali Vocational School showed positive results. Students became more active and motivated in their learning, and demonstrated improved independent learning skills. Blended learning can increase student satisfaction with learning and the learning outcomes they achieve.

Blended learning also provides teachers with flexibility in delivering material. Teachers can save time and money by reducing paper use and leveraging information technology. Furthermore, teachers can explore broader and deeper information via the internet, thereby improving the quality of their teaching.²³

Within the context of a conceptual framework, blended learning can be seen as the integration of traditional and technology-based learning. This integration allows for a more dynamic and interactive learning environment, where students can learn at their own pace and style. E-learning can increase access and flexibility in learning.²⁴

Thus, blended learning is an effective and efficient solution to improve the quality of learning at Muhammadiyah Longkali Vocational School. Implementing this method not only helps overcome limited facilities and infrastructure but also improves student motivation and learning outcomes. Blended learning can enhance student motivation by leveraging rapidly evolving information technology, making it an effective learning alternative in this digital age.

Students at Muhammadiyah Longkali Vocational School feel more motivated to learn because they can access course materials anytime and anywhere. This is especially helpful when weather conditions are not conducive to face-to-face learning. Dwiyoogo stated that e-learning can improve students' absorption of the material. Students also feel more engaged with the use of interactive learning media such as

²³Yusuf Hadi Miyarso., "Sowing the Seeds of Educational Technology." *Jakarta: Kencana*, 2016.

²⁴Abdullah, W., "Blended Learning Model in Improving Learning Effectiveness." *Fikrotun* 7, no. 1 (2018): 855–66.

animated videos and interactive practice questions.²⁵Blended learning can increase students' active participation and independent learning abilities.

In its implementation, blended learning at Muhammadiyah Longkali Vocational School also involves the use of advanced information technology, such as computers and learning software. This technology allows students to access learning materials anytime and anywhere, thereby increasing flexibility and effectiveness. Saputra stated that information technology can improve the quality of learning and training.²⁶ Overall, the implementation of blended learning at Muhammadiyah Longkali Vocational School provides numerous benefits for both students and teachers. Students become more motivated and active in learning, while teachers can improve the quality of their teaching by utilizing information technology. stated that e-learning can improve the overall quality of educational institutions.²⁷Thus, blended learning is an effective and efficient solution for improving the quality of learning at Muhammadiyah Longkali Vocational School. Implementing this method not only helps address limited facilities and infrastructure but also improves student motivation and learning outcomes.

²⁵Dwiyogo, W. D., "Blended Learning Based Learning." *Depok: Rajawali Press.*, 2018.

²⁶ Saputra, I. S., *Application of the Blended Learning Model in Learning to Write Expository Texts.*

²⁷ Dwiyogo, W. D. (2018). *Blended Learning-Based Learning.* Depok: Rajawali Pers.

Conclusion

The implementation of this method successfully provided an effective solution to address geographical challenges and limited infrastructure at the school. The blended learning approach enabled a combination of conventional and digital learning, resulting in increased flexibility in learning activities. Overall, the implementation of blended learning at SMK Muhammadiyah Longkali had a positive impact on improving the quality and access to education. However, a sustainable and comprehensive approach is still needed to improve students' technological skills in learning, which will ultimately support improvements in the quality of education at the school, this system was generally well-received and deemed effective in creating a more flexible and interactive learning environment. The study revealed that although some students still needed assistance in using technology, overall, this method was able to increase their participation and motivation to learn. Thus, the blended learning system at SMK Muhammadiyah Longkali proved to be an effective solution to overcome physical and geographical limitations while enriching students' learning experiences.

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