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The Influence of the Blended Learning Model and Student Activeness on the Learning Outcomes of Students in the Educational Administration Study Program, Universitas Jambi After the Covid-19 Pandemic

Astri Danola Padang*, Sofyan, Robi Hendra
Prodi Administrasi Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Jambi

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ABSTRACT

The aim of this research is to find out how influential blended learning and student activity are in increasing student learning outcomes. Blended learning is one solution to the weaknesses of online learning because it combines online, offline and face-to-face learning. Closing schools or universities is a solution to the post-Covid-19 pandemic which affects access to education, more than 370 million school children and students are not studying because of temporary closures and requiring them to study online or from home, but this learning makes students less active in learning due to network problems or other problems that make them feel dissatisfied with the learning model. Indonesia is one of the countries infected with the Covid-19 virus. In this case, as an effort to break the chain of spread of Covid-19, many schools or universities have been closed.

Coressponding author: azizahliza1@gmail.com

INTRODUCTION

Online learning is a learning model used for distance learning which has been implemented since the mid-1960s by the Open University in the United States and in the United Kingdom. Materials such as lectures and simulations have been made into videotapes and then developed using the internet, DVDs and CDs, making learning using video call facilities between lecturers and students so that it is easier for students to learn and explore knowledge. However, online learning still requires face-to-face learning called blended learning, which combines online learning with face-to-face learning. Research conducted by Dziuban, et al. (2014) that blended learning can improve learning outcomes and can increase student interest in learning compared to full learning using online learning.

Utilization of Information, Communication and Technology (ICT) in education has changed the way of learning from conventional learning or traditional learning that emphasizes face-to-face to digital-based learning with the use of technology and

information. Many developments in digital-based learning media make it easier for students to learn independently, resulting in online learning or offline learning.

However, according to Noer (in Husamah, 2014: 11) online learning has the obstacle of direct interaction between students and teachers, however teachers need feedback from students and students also need feedback from teachers. The reason why online learning is less satisfying even though the material is available and can be studied anywhere is because students also need interaction and direct interaction with teachers. Even though online learning is now also equipped with the development of video conferences and webchats between students and students, students and lecturers need direct interaction with each other.

According to Good (1945) (in Wiji Suwarno, 2009) education is: (1) the entire process by which a person develops abilities, attitudes, and other forms of behavior that have positive value in the society in which he lives, (2) a social process in which people are faced with the influence of a selected and controlled environment (especially those who come and attend lectures), so that he can obtain or experience the development of optimal social and individual abilities. Driyarkara (1980: 78) as published in the book Ilmu Pendidikan, while Dwi Siswoyo, et al. (2015: 48) argue that education is a process of humanizing young people. The elevation of young people to the level of humanity must be realized in all educational processes or efforts.

The development of science and technology has increased significantly. Especially in the field of technology in meeting daily needs. The results of a survey from the Association of Indonesian Internet Network Providers (APJII) in 2020 internet users in Indonesia were 196.7 million people. Where the total population of Indonesia is 256.2 million people, meaning that internet users in Indonesia are 73.7% in this case it can be seen that technological advances have an impact on progress in the field of education. Bergmann & Sams (2012) said that the blended learning model is a learning model that utilizes information technology through learning videos. Both of these models are based on the principle that learning activities that are usually (conventionally) carried out in class are carried out at home. Likewise, homework that is usually done at home is completed in class.

Sukroyanti (2018: 38) emphasized that student learning activities can be felt through student involvement in the learning process, both intellectually and emotionally. They are required to be active in learning if their thoughts and feelings are not involved, then student activity will affect the learning outcomes that students will get. A student can carry out their duties professionally. Lecturers are required to be able to understand and have adequate skills in developing various effective, creative and enjoyable learning models, as required in the Education Unit Level Curriculum.

In reality, there are still many lecturers who are dominant in classroom learning compared to students themselves. As we know that the purpose of education according to Law No. 20 of 2003 is to form active students to develop all their potential. According to Sutikno (2014) One of the factors that influences the success of the learning process is the selection of the right learning model, a learning model that conditions students as the center of learning (student centered) including the blended learning model.

METHODS

This uses a quantitative approach with a survey research design, the population in this study is the University of Jambi campus and the sample in this study are students from Educational Administration who use the blended learning model as a learning process aid for a minimum of 6 months, including students of Educational Administration batches 2018, 2019 and 2020 totaling 265 people. The technique used in data collection is by using a questionnaire that will be distributed to measure a variable related to the blended learning model and student activity towards student learning outcomes. From this study, researchers must use the Slovin formula in determining the number of samples to be studied.

$$\mathrm{n} = \frac{N}{1 + N.e^2}$$

Information:
n = number of samples
N = number of population
e2 = error tolerance limit

Based on the size of the sample depends on the level of accuracy or error tolerance desired by the researcher. However, the level of error tolerance in this study is 5%, 10%, and 15%. In this study, the researcher must take an error tolerance of 10% (0.1) therefore, sampling must use the Slovin formula as follows:

$$= \frac{265}{1 + 265.(0{,}1^2)} = \frac{265}{3{,}65} = 72{,}60 \approx 73$$

FINDINGS AND DISCUSSION

Student Learning Outcomes

According to Adisewojo (in Sukardi and Maramis, 1996) said that learning is a gradual change in student behavior, and is directed through a planned process in stages, so that students at the end of the learning process can have the ability and skills according to what will be aimed at in the teaching system. Based on the opinion above, it can be concluded that the basis of learning is marked by changes in behavior, obtained from experience, relatively permanent results, changes related to physical and mental aspects, these changes are caused by physiological growth.

In the sense of physiological growth, namely changes in a person's behavior that occur over a certain period of time. Such as knowledge, understanding, skills, values, and attitudes from experiences received from the environment where the learning situation itself exists.

Blended Learning

Initially, the term blended learning was also known as the concept of hybrid learning which combines face-to-face, online and offline learning but recently it has

changed to blended learning. Blended means a mixture or combination while learning is learning. Graham (2014) also stated that blended learning is a combination of various learning, namely combining face-to-face learning with traditional learning concepts that are often carried out by education practitioners by delivering material directly to students with online and offline learning that emphasizes the use of technology.

Student Activity

According to Sudjana (2010) student learning activity has indicators, namely paying attention and listening to explanations from lecturers, answering questions from lecturers, asking questions to lecturers and other students, taking notes from lecturers and discussion results, reading learning materials, giving opinions during discussions, listening to friends' opinions, giving responses, practicing completing practice questions, daring to present discussion results, being able to solve problems.

Descriptive Statistical Analysis

Descriptive statistics are used to describe or depict data that has been collected through questionnaire techniques, the purpose of which is to understand the general picture of each variable studied, using the help of the SPSS 23.0 For Windows application which can be reviewed from the following table:

Table 1. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Blended Learning (X1)	73	75.00	137.00	116.2877	12.43257	154.569
Activity (X2)	73	43.00	76.00	63.3562	5.02043	25.205
Learning outcomes (Y)	73	46.00	73.00	61.8767	5.37728	28.915
Valid N	73					

Furthermore, based on the data that has been collected through the questionnaire, the researcher explains how the respondents responded to each indicator studied to make it easier for researchers to interpret the results of the respondents' responses regarding the variables studied, so in terms of categorizing the respondent's response score using the mean to see the level of respondent response.

The Influence of Student Activeness on the Learning Outcomes of Students of the Educational Administration Study Program, University of Jambi

In the formulation of the first problem using the first hypothesis is as follows:

H1: There is an influence of blended learning on the learning outcomes of Students of the Educational Administration Study Program, University of Jambi.

H0: There is no effect of blended learning on the learning outcomes of students of the Educational Administration Study Program, University of Jambi.

Based on the results of this study, it shows that there is a significant effect of blended learning (X1) on learning outcomes (Y) so that H1 is accepted and H0 is rejected. This can be proven through the results of the t-test analysis with the help of SPSS 21.0

for windows which shows the value of Blended Learning on learning outcomes of 3.820 while the t-table value is 1.994, then the results obtained are that tcount> ttable, namely 3.820> 1.994. This proves that the blended learning variable (X1) partially has a positive and significant effect on learning outcomes (Y), and based on the results of the determination coefficient test (X1) on (Y) the R Square figure is 0.170 or 17.0%. This means that it can be concluded that the magnitude of the effect of blended learning (X1) on learning outcomes (Y) is 17.0%.

According to Thorne (2003:2) blended learning is the integration of innovative and technological advances offered by online learning with the Internet, interaction and participation offered by the best of traditional learning.

The Influence of Student Activeness on Learning Outcomes of Students of the Educational Administration Study Program, University of Jambi

In the formulation of the second problem using the second hypothesis is as follows:
H1: There is an influence of blended learning on the learning outcomes of Students of the Educational Administration Study Program, University of Jambi.
H0: There is no influence of blended learning on the learning outcomes of Students of the Educational Administration Study Program, University of Jambi.

Based on the results of this study, it shows that there is a significant influence of student activeness (X2) on learning outcomes (Y) so that H1 is accepted and H0 is rejected. This can be proven through the results of the t-test analysis with the help of SPSS 21.0 for windows which shows the value of student activeness on learning outcomes, namely 5.601 while the t-table value is 1.994, then the results obtained are that t count> t table, namely 5.601> 1.994. This proves that the student activity variable (X2) partially has a positive and significant effect on learning outcomes (Y), and based on the results of the determination coefficient test (X2) on (Y), the R Square figure is 0.306 or 30.6%. This means that it can be concluded that the magnitude of the influence of student activity (X2) on learning outcomes (Y) is 29.3%.

Learning activity is influenced by internal and external factors (Yunus, 2013). Internal factors are factors that originate from within the students themselves. While external factors are factors that originate from outside the students themselves. Readiness is needed because during the learning process, students are required to be ready, with this readiness students will find it easy to follow the learning process.

Blended Learning Model and Student Activeness on Learning Outcomes of Students of Educational Administration Study Program, University of Jambi

In the formulation of the third problem using the third hypothesis is as follows:
H1: There is an influence of blended learning and student activeness on the learning outcomes of Students of Educational Administration Study Program, University of Jambi.
H0: There is no influence of blended learning and student activeness on the learning outcomes of Students of Educational Administration Study Program, University of Jambi.

Based on the results of this study, it shows that blended learning (X1), student activeness (X2) on learning outcomes (Y) so that H1 is accepted and H0 is rejected. This

can be proven through the results of the f test analysis with the help of SPSS 21.0 for windows which shows the value that blended learning and student activeness on learning outcomes are 19.122 while the ttable value is 2.73, then the results obtained are that fcount> ftable, namely 19.122> 2.73. This proves that there is a joint influence between the variables that blended learning (X1), student activity (X2) on learning outcomes (Y), and based on the results of the determination coefficient test, the R Square figure is 0.353 or 35.5%. This means that it can be concluded that the magnitude of the influence of blended learning (X1), student activity (X2) on learning outcomes (Y) is 35.5%.

CONCLUSION

From the results of this study, it was concluded that There is an influence of blended learning on the learning outcomes of students of the Educational Administration Study Program, Jambi University. This is proven through a regression analysis that obtained the test result value which shows a partial correlation value of 0.151, a determination coefficient of R Square = 0.170 with a significance of 0.000 <0.05 and obtained from the test result value which shows that t count exceeds the t table value, namely 3.820> 1.994, then H0 is rejected and H1 is accepted. So it can be said that blended learning has an effect on the learning outcomes of students of the Educational Administration Study Program, Jambi University by 17.0%. There is an influence of student activity on the learning outcomes of students of the Educational Administration Study Program, Jambi University. This is proven through regression analysis which obtained the test result value which shows the partial correlation value of 0.552, determination coefficient R Square = 0.306 with a significance of 0.000 <0.05 and obtained from the test result value which shows that t count exceeds the t table value which is 5.601> 1.994 then H0 is rejected and H1 is accepted. So it can be said that student activity has an effect on the learning outcomes of students of the Educational Administration Study Program at Jambi University by 30.6%.

The blended learning model and student activity have a significant influence simultaneously (together) on the learning outcomes of students of the Educational Administration Study Program at Jambi University. This is proven through regression analysis which shows the determination coefficient value R Square = 0.353 with a significance of 0.000 <0.05 and obtained from the test result value which shows that F count> F table or 19.122> 2.73 so that H0 is rejected and H1 is accepted. So it can be said that the blended learning model and student activity have an influence on the learning outcomes of students of the Educational Administration Study Program at Jambi University by 35.3%, the remaining 64.7% is influenced by other variables not discussed in this study.

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