

THE INTERPLAY BETWEEN BLENDED LEARNING AND STUDENTS' LEARNING MOTIVATION AND ACHIEVEMENT

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ABSTRACT

This study aims to investigate the correlations between students' perceptions on blended learning implemented in English teaching during the adaptation to the new normal and students' motivation and achievements in English subject. The research method employed was quantitative approach with correlation and regression test. The participants of this study were 237 11th grade students of SMAN 1 Sukaresmi who had experienced blended learning method more than one year. This study employed the questionnaire adapted from model of Birbal et al. and Gardner's Attitude/Motivation Test Battery, and IBM SPSS Statistic 27 to calculate the data. The results showed that there is significant and positive correlation between students' perceptions on blended learning implemented

during the adaptation to the new normal and students' motivation in English subject. The results also showed that, partially, there is not influence was exerted by students' perceptions on blended learning implemented during the adaptation to the new normal on students' achievements in English subject. However, when blended learning and students' learning motivation are put together, they will have an effect of 21.1% on students' achievements.

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INTRODUCTION

Blended learning has been emerging as one of the most popular learning methods used Post Covid -19. Blended learning is the learning proses that integrates face-to-face learning and online learning (Sunubi & Bachtiar, 2022). Despite the popularity of the use of blended learning, this learning method is not a new thing that emerged because of the pandemic. The blended learning method has grown along with the rapid development of technology especially computer and internet in the world of education (Zainuddin &

Keumala, 2018). Blended learning provides advantages of both face-to-face and online learning methods in terms of learning effectiveness because blended learning allows students to get the opportunity to learn without the limitations of space and time as well as maintain the affective factor that usually obtained from face-to-face learning. The involvement of current technology in this learning method makes this blended learning tastier to be applied in modern-day learning by anyone. The blended learning method is very likely to be used widely in the future.

Blended learning is always associated with the education in the 21st century because it always involves the use of computers and information technology in practice. Zainuddin and Keumala (2018) emphasized that blended learning has developed since there was awareness of the importance of direct physical and emotional interactions in learning that could not be provided by online learning popular at that time, and the belief that education should not be returned to completely traditional methods that do not involve technology which becomes the challenge to the times (Bachtiar, 2022b). Therefore, education has been directed to benefit from both methods (Adambaeva et al., 2020).

Some previous studies indicate the effectiveness of blended learning method. Harpiansi and Suryani (2019) employed an experimental method to investigate the effectiveness of blended learning in improving reading skill achievement of AMIK Bina Sriwijaya students. Along the same line, Isti'annah (2017) proved the effectiveness of blended learning in assisting the second semester students of the English Letters Department of Sanata Dharma University in learning English grammar. Zainuddin and Keumala (2018) employed qualitative approach to explore the advantages and challenges of blended learning implementation as improvement for traditional learning method which is lack of technological resources in Indonesian higher education by digging the concept in terms of theory and practice from reputable sources. Ma'rufa and Mustofa (2021) investigated the professional experience of EFL teachers at SMA Negeri 2 Pamekasan regarding the implementation of blended learning method related to the COVID-19 pandemic which led to suggestions about the need for policy makers to implement online pedagogy based on teacher training and maximize school facilities to support learning.

Blended learning brings some challenges and advantages in teaching and learning process. Zainuddin and Keumala (2018) noted some challenges of blended learning method, such as the extent to which teachers master the technology and apply their skills to the teaching they design, how much time teachers spend setting up their Learning

Management System (LMS) and responding to their students online, and the extent to which students are ready to engage in learning. In contrary, Adambaeva et al. (2020) provide the advantages of blended learning compared to single face-to-face or online learning mode. Blended learning creates the possibility that learning can take place both inside and outside the classroom with broad subject content. It also maintains the physical and emotional interactions in learning to hone students' skill and affective domains.

Another aspect to believe that determine success in the learning process is students' learning motivation. Motivation is an internal process that become the main factor that determines the success of student learning (Riswanto & Aryani, 2017). Purnama, et al. (2019) define motivation as an encouragement for someone to behave or the cause of someone wanting to repeat an action or vice versa. They further justify that motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Therefore, motivation in learning has become the source of reasons for student to act in order to obtain the objective of learning (Riswanto & Aryani, 2017). At all levels of education, motivation is positively correlated with educational achievement which is reflected in score (Purnama et al., 2019). Based on these facts, some researchers indicate that it is necessary to identify how high the student's motivation in learning English with the blended learning method applied during the adaptation to the new normal and/or Post Covid -19 pandemic (Sunubi & Bachtiar, 2022). This is important to help EFL teachers make adjustment of their English teaching by investigating to what extent the students are engaged in the blended learning process, in what aspect teachers can help students to cope their learning problems, and what references available for teachers to always update the blended learning activities. Riswanto & Aryani's (2017) study investigated whether students' perceptions on blended learning implemented in English teaching during the adaptation to the new normal and students' motivations in learning English influence the students' achievements. Their study found that students' achievements are influenced by students' motivations, and blended learning has affected the students' learning motivation.

While many researches have been conducted on the importance of students' learning motivation and achievement, very few studies that have investigated the effect of blended learning on students' learning motivation and achievement. Scarcity of research when investing between blended learning and English language motivation and achievement at secondary education in Indonesian context. This research tries to fill the gaps by investigating the interplay between the implementation of blended learning and

Senior High School Students' learning motivation and achievement in English language subject. The research question that was employed to guide this study is "does the implementation of blended learning affect students' English learning motivation and achievement?"

RESEARCH METHOD

This study aims to investigate the effect of blended learning implementation on students' motivations and achievements in learning English. The research method employed was quantitative approach with correlation and regression test with a sample error tolerance of 5%. Hodge (2020) defines quantitative study as a scientific study designed that systematically examine variables or phenomena and relationships between them. There are some characteristics of a quantitative study, namely relying on collecting and analysis of numerical data, using survey or experimental strategy, conducting measurements and observations, and carrying out theory testing with statistical tests (Maula & Stam, 2020; Watson, 2015).

The population of this study consisted of 430 students of grade XI at SMAN 1 Sukaresmi. The students have experienced in using blended learning in their English class. This study used a probability sampling technique to determine the sample for the ease of data collection. To enhance the consent of research, only students who first declared themselves willing to be the participants of the study were involved in this research. The items used to investigate the students' perceptions on the blended learning method were adapted from the model of Birbal et al. (2018). There are 6 (six) aspects that were investigated in relation to blended learning, namely learning flexibility, online learning, study management, technology, classroom learning, and online interaction that consists of 37 items. Meanwhile, to investigate the students' motivations in learning English, the items were adapted from Gardner's (2005) Attitude/Motivation Test Battery.

Procedure of Collecting Data

The questionnaire was compiled with the Google Form and the URL was distributed through WhatsApp to the participants. One student can only access the questionnaire once because to fill out the questionnaire at the URL provided, students were asked to verify with their own email accounts.

The questionnaire used in this study is a closed questionnaire using a Likert scale with 4 options, namely: strongly agree, agree, disagree and strongly disagree. There is no

right or wrong answer and each response is quantified based on common classifications used in the Likert scale for tabulation. All responses are tabulated with Microsoft Excell, then transferred them into SPSS Statistic 27 to test the normality of the data distribution with Kolmogorov Smirnov and to test the linearity between variables. The result shows that the data distribution is normal with significance value obtained is 0.200 which is bigger than significance value with 5% error tolerance that is 0.05.

Table 1. The Result of Data Normality Testing
One-Sample Kolmogorov-Smirnov Test

		Unstandardi zed Residual	
N		237	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	3.82772626	
Most Extreme Differences	Absolute	.053	
	Positive	.036	
	Negative	-.053	
Test Statistic		.053	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2- tailed) ^e	Sig.	.106	
	99% Confidence Interval	Lower Bound	.098
		Upper Bound	.113

- a. Test distribution is Normal
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

RESULTS AND DISCUSSION

This section presents and discusses the key themes emerged from the findings. There are three key themes emerged: students' conceptions of the effectiveness of blended learning implementation post-covid 19, blended learning affect students' english learning

motivation, and blended learning affect students' english achievement. Below is the discussion of each of the themes.

Students' Conceptions of the Effectiveness of Blended Learning Implementation Post-Covid 19

There were 6 (six) aspects of blended learning that were explored in this study: (1) learning flexibility; (2) online learning; (3) study management; (4) technology use; (5) classroom learning; and (6) online interaction. The research results show that most of the participating students agree that they have the freedom to access the study materials, to decide where to study, to manage their own pace in learning, and to decide when they want to study. The findings from the current study are in line with the study findings from Bachtiar (2022a) and Firman and Rahayu (2020) that found learning over the internet is more convenient to access and may even penetrate more remote areas. Online learning is also considered to be less costly in terms of the overall expenditures made for educational purposes as well as transportation. In addition, the online learning flexibility is considered as another advantage that comes with engaging in educational pursuits online. Students might perhaps organize or arrange their time in order to do a job that is accessible online. However, the current study findings are in contrary with the findings found in Ryan and Deci (2000). Ryan and Deci's research findings showed that students engaged in online learning in a disinterested way since it was a must rather than a choice for them. Because of this, it is very important to keep in mind that in the case of online education, the objectives of the students are not separate from the activities of learning themselves.

In term of online learning mode, the study results show that the dominant responses given by students indicate two contradictory results. On the one hand, there is a large number of responses that state students do not reject learning English online. They like learning English online because it provides a lot of learning content and they feel they can understand English subject matter from lectures, audio recordings, podcasts, or video format. On the other hand, there is a large number of responses as well that consider online English learning is not more effective than face-to-face learning. The possible reason for this contradiction is the students compare the face-to-face learning and the online learning they have experienced, and they actually feel more comfortable learning face-to-face because they find it easier and more interesting to learn together directly in classroom. Akoglu (2018) explained that positive or negative value of the correlation

coefficient indicates whether the variables change in the same or opposite directions. A positive value means the variables change together in the same direction, while a negative value means the variables change together in opposite directions. Previous studies also found that the correlation between students' perceptions on blended learning and students' achievements is significant and positive (Bachtiar, 2022b; Faizah, 2022; Syahida et al., 2022). The research by Hartnett (2016) revealed that students' lack of engagement with their teachers and fellow students was also seen as a contributing factor to their poor motivation. Hence, external motivation was weaker in virtual learning compared to traditional classroom learning due to the absence of contact with both instructors and students. Aji et al. (2020) also found that online courses during Covid-19 might be successful if professors and students interact and coordinate well.

The third aspect is study management. The current study findings indicate that although most students state that they enjoy learning in groups, are able to learn on their own, believe that online learning motivates them to prepare, and to be responsible for their own studies, they experience difficulties in managing online learning. They admit that they more often miss English assignments due date and cannot manage their time better when studying online. The research results concur with the findings from the previous studies. Knowles and Kerkman (2017) discovered a substantial association between an internal locus of control and the use of surface learning tactics. Another notable finding was from the comparison of pre- and post-course attitudes on the absence of student interaction and the acquisition of more knowledge via an online course. Throughout the last week of the course, students' attitudes regarding online learning were generally more favorable than during the first week. The research revealed that this online course delivered an adequate level of student-instructor engagement, a high level of student-to-material interaction, and a low level of student-to-student interaction. Along the same lines as the results of Nurani and Widiati's (2021) research, which demonstrated that students viewed both the approach and the difficulty of online listening courses favorably. That indicates that they agreed that online listening classes may be effective for this pandemic ailment, but that they are still having trouble enrolling.

Regarding technology aspect, the findings indicate that most of the students did not find problems in technology involvement during the blended learning implementation. The participants agreed that they were comfortable of using web/internet site and found it as useful platform for learning English. Therefore, they like learning English using web/ internet site technology, and agree of integrating technology

in learning English. A research conducted by Knowles and Kerkman (2017) revealed a substantial link between an internal locus of control and surface cues. Internet-based virtual learning enables instructors to structure their teaching and learning autonomously. According to Baran et al. (2013), teachers are no longer the primary source of knowledge or the center of engagement in online education; rather, they are the guide on the side. Thus, instructors' speaking time in online classrooms continues to decline. Online learning is defined by Basilaia and Kvavadze (2020) as the transmission and/or exchange of knowledge over the internet. Virtual engagement and participation by educators and students are key components of online learning (Zhu & Liu, 2020). One of the goals of online learning is to encourage remote students to participate in self-study or independent study to compensate for the difficulty of implementing traditional face-to-face instruction (Tuntirojanawong, 2013). Virtual learning is an emerge educational concept that utilizes the internet to offer digital information and create a learner-centered environment for instructors and students. To do this, each institution offers instructors and students with assistance. In addition to the development and distribution of learning materials, all of these acts assist students advance in terms of learning, interaction, and effective communication (Bachtiar, 2022b). As mentioned earlier, online learning institutions offer student support services that are reliant on elements of the learning process, such as attention, motivation, emotional components, and students' readiness to employ different e-learning approaches.

Another aspect that has been explored was learning management. The study results show that the great preference of students for classroom learning aspect of blended learning with the assumption that the features such as fast learning feedback given by teachers, collaboration with friends directly, and teachers' personal directions and face-to-face personal guidance make learning English through face-to-face considered helpful and more effective. In contrast to students who did not employ blended learning strategies, these students did not obtain teacher-provided supplemental materials. Students got just homework assignments, which were collected at the following class session. The class that used blended learning demonstrated a higher degree of critical thinking than the class that utilized the traditional technique. The findings of the research demonstrate that when the Blended Learning paradigm is used, students' critical thinking abilities improve (Rahmawati, 2023; Sela et al., 2022). Hence, blended learning may impact students' critical thinking (Herawati & Sundari, 2023; Sunubi & Bachtiar, 2022)

The last aspect that was investigated was online interaction in the blended

learning. Most of the participating students found it easier to interact online for general matters than to interact offline for learning. They felt able to express themselves and communicate effectively with other people including fellow students outside the classroom using online technology and were able to respect the opinions and information provided by others in the online community. The research findings are contradictory results with previous studies where students in traditional classrooms are more motivated than those who learn online. According to Jaggars (2014), conventional classrooms are preferred for more difficult subjects, whereas online programs are preferred for easy ones. The availability of teachers in conventional classrooms was a factor in this choice. When asked why students prefer conventional education in difficult subjects, the majority said because they prefer it. In the research conducted by Jaggars, students said that online learning was beneficial for subjects in which they could teach themselves the material, but that they preferred the teacher assistance often offered in face-to-face settings for difficult courses. Some researchers have revealed that the quality of online learning outcomes is lower to that of conventional learning (Xu & Jaggars, 2013). Figlio et al. (2013) discovered that there was minimal difference in performance between virtual learning and conventional face-to-face classrooms for high and low performing students, with low performing students doing much worse in an online context. Thus, the deployment of online teaching platforms generates controversies among education stakeholders, particularly among students. Most students prefer face-to-face instruction and see online instruction as less effective (Xu & Jaggars, 2013).

Blended learning affect students' english learning motivation

Pearson product moment was employed to investigate the correlation between students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi during the adaptation to the new normal (Variable X) and students' motivation in learning English (Variable Y). After the analysis with IBM SPSS Statistic 27, the significance value obtained is 0.000 which is smaller than 0.05. It shows there is correlation between them. The correlation is positive and at moderate level because the Pearson correlation value obtained is 0.498. The result of the Pearson product moment test is illustrated in Table 2.

Table 2. The Pearson product moment test

		Students' Perceptions	Students' Motivations
Students' Perceptions	Pearson Correlation	1	.498**
	Sig. (2-tailed)		.000
	N	237	237
Students' Motivations	Pearson Correlation	.498**	1
	Sig. (2-tailed)	.000	
	N	237	237

** . Correlation is significant at the 0.01 level (2-tailed).

The significance value obtained in the correlation test between students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi during the adaptation to the new normal and students' motivations in learning English is 0.000 which is smaller than the significance value of 5% confidence level. This finding confirms that there is significant correlation between students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi during the adaptation to the new normal and students' motivations in learning English and passes hypothesis 3 to be accepted.

In this investigation, the Pearson correlation coefficient obtained is 0.498. From this coefficient, it can be determined that the variables change together in the same direction. If there is an increase in students' perceptions variable, it means there is also an increase in students' motivations variable. The coefficient also shows that correlation between the variables is at moderate level.

After the testing, the coefficient of determination obtained is 0.212. It means that the influence exerted by the students' perceptions on blended learning implemented in teaching English at SMAN 1 Sukaresmi during the adaptation to the new normal and students' motivations in learning English simultaneously on students' achievements in English subject is 21.2%. This value is smaller than value obtained in the study conducted by Suhariyanti (2021) in which the influence given by students' perceptions on blended learning and students' motivations on students' achievements is 44,6%.

Blended learning Affect Students' English Achievement

The results of the correlation test on students' perceptions on blended learning

implemented in English teaching at SMAN 1 Sukaresmi and students' achievements in English subject confirm that there is a significant correlation between the variables. The result of the Pearson product moment test can be seen Table 3.

Table 3. The Pearson product moment test

		Students' Perceptions	Students' Achievements
Students' Perceptions	Pearson Correlation	1	.277**
	Sig. (2-tailed)		.000
	N	237	237
Students' Achievements	Pearson Correlation	.277**	1
	Sig. (2-tailed)	.000	
	N	237	237

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that the significance value obtained is 0.000 which is smaller than the significance value of 5% confidence level. The Pearson correlation coefficient obtained from the correlation test on students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' achievements in English subject is 0.227. Akoglu (2018) explained that a positive or negative correlation coefficient value shows whether the variables are changing in the same or opposing direction. A positive number indicates that the variables move in the same direction, while a negative value indicates that they change in opposing ways. Because the correlation coefficient obtained is positive, it means that the variables change in the same directions. In other words, if there is an increase in students' perception on blended learning implemented in English teaching at SMAN 1 Sukaresmi, there is also an increase in students' achievements in English subject. These findings support the theories about the existence of a significant and positive correlation between students' perceptions on blended learning method implemented and students' achievements from previous studies. Some of the previous studies with the relevant topic are the study conducted by Faizah (2022) about the influence of students' perceptions on hybrid learning and the use of Moodle on students' achievement in the Islamic Education subject at SMA Muhammadiyah 1 Gresik and the study conducted by Suhariyanti (2021) of the influence of students' perceptions and learning motivations on students' achievements in the Sport subject in Subdistrict Mlati, Sleman. Both of these studies found that there was a significant and positive correlation

between students' perceptions on blended learning and students' learning motivation and achievements.

Talking about the causal relationship between the two variables, no influence is given by students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi on students' achievements in English subject. This notion has been proven by the result of the *t* test, in which the significance value obtained for students' perceptions is 0.365 which is bigger than 0,05 and the *t* value obtained is 0.908 which is smaller than *t* table with degree of freedom is 235, that is 1.984. This finding contradicts the finding of Faizah (2022) with *t* obtained is 5,073 and the finding of Suhariyanti (2021) with *t* obtained is 2,639. Both state that students' perceptions on blended learning implemented in teaching give influence on students' achievements.

The most likely assumption based on the participants' responses for the occurrence of this finding is students' perceptions on blended learning implementation in English language teaching at SMAN 1 Sukaresmi are indeed 80% at positive level and 20% at very positive level. However, there is still possibility that some of the students have not fully benefited from blended learning implementation, especially from its online learning aspect. In the online learning, there was a large number of responses that consider online English learning is not more effective than face-to-face learning. Students do not agree if learning English is done online or the duration is increased because they feel uncomfortable with independent online learning for English lessons and find it difficult and boring (Bachtiar, 2022a). In learning management aspect, the students admitted that they experience difficulties in managing online learning. They admitted that they more often miss English assignments due date and cannot manage their time better when studying online. In online interaction aspect, even though they felt comfortable using internet web technology to exchange information with other people in learning, they admitted that they still found some obstacles and many things that are considered to limit them in learning English online. They got easy online access to their teacher, but they don't want to interact with their English teacher online and find it difficult to do assignments with their online friends. However, apart from the assumption provided, there is still a significant correlation between students' perception on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' achievements in English subject.

CONCLUSION AND SUGGESTION

The findings of this study confirm that there is a significant correlation between

students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' achievements in English subject, there is a significant correlation between students' motivations in learning English and students' achievements in English subject, and there is a significant correlation between students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' motivations in learning English

The causal relationship test in this study finds that students' perceptions on blended learning implemented in teaching English at SMAN 1 Sukaresmi and students' motivations in learning English simultaneously have an influence of 21.1% on students' achievements in English subject. It is a fairly large number considering there are many other factors that might influence students' learning achievements. As a result, it is possible to agree that students' perceptions on the learning method applied and students' motivations in learning are important capitals that must be managed wisely in the learning process.

From this study, it can be suggested that to achieve different learning objectives, different strategies are needed. The blended learning method can be an alternative that can be taken by the teachers if it is deemed relevant to achieve the learning objectives set. However, considering that the learning method is not the only factor that influences students' learning achievement and recognizing students as the centre of the learning process itself, who have unique and different prior knowledge, the teachers must consider aspects related to students, including their perceptions on the learning method applied and how motivated they are to learn. Teachers must prepare classrooms that support students by providing the different kinds of instruction and the different levels of support they may need

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