MOTIVATION AS A MEDIATOR IN THE ROLE OF BLENDED LEARNING MODEL-BASED LEARNING ON THE LEARNING OUTCOMES OF ISLAMIC CULTURAL HISTORY

(Case Study on Class X Students of Madrasah Aliyah Negeri Insan Cendekia Paser)

THESIS

By:

MAULA ARFAWIE

NIM. 19110102

ISLAMIC EDUCATION STUDY PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2023

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Submitted to the Faculty of Tarbiyah and Teacher Training Maulana Malik Ibrahim State Islamic University Malang to meet one of the requirements for obtaining a bachelor's degree

By

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2023

APPROVAL SHEET

LEMBAR PENGESAHAN

MOTIVASI SEBAGAI MEDIATOR DALAM PERANAN PEMBELAJARAN BERBASIS MODEL BLENDED LEARNING TERHADAP HASIL BELAJAR SEJARAH KEBUDAYAAN ISLAM

(Studi Kasus Pada Siswa Kelas X Madrasah Aliyah Negeri Insan Cendekia Paser)

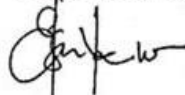Oleh:

Maula Arfawie
NIM: 19110102

Telah disetujui dan disahkan

Pada Tanggal

11 September 2023

Oleh:

Dosen Pembimbing

Dr. Esa Nur Wahyuni, M.Pd
NIP. 19720306 200801 2 010

Mengetahui,

Ketua Jurusan Pendidikan Agama Islam

Mujtahid, M. Ag
NIP: 197501052005011003

ATTESTATION SHEET

LEMBAR PENGESAHAN

MOTIVASI SEBAGAI MEDIATOR DALAM PERANAN PEMBELAJARAN BERBASIS MODEL BLENDED LEARNING TERHADAP HASIL BELAJAR SEJARAH KEBUDAYAAN ISLAM

(Studi Kasus Pada Siswa Kelas X Madrasah Aliyah Negeri Insan Cendekia Paser)

SKRIPSI

Dipersiapkan dan disusun oleh:

Maula Arfawie (19110102)

Telah dipertahankan di depan penguji pada tanggal 27 September 2023 dan dinyatakan

LULUS

Serta diterima sebagai salah satu pernyataan untuk memperoleh gelar strata satu
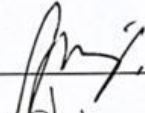
Sarjana Pendidikan (S.Pd)

Panitia Ujian		Tanda Tangan
Ketua Sidang Mujtahid, M. Ag 197501052005011003	:	
Sekretaris Sidang Dr. Esa Nur Wahyuni, M.Pd 19720306 200801 2 010	:	
Penguji Utama Dr. H. M. Mujab, M.A 196611212002121001	:	
Dosen Pembimbing Dr. Esa Nur Wahyuni, M.Pd 19720306 200801 2 010	:	

Mengesahkan

Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Maulana Malik Ibrahim Malang

Prof. Dr. H. Nur Ali, M.Pd
196504031998031002

iv

PRESENTATION SHEET

Alhamdulillahi Rabbil 'alamin, Assholatu wassalamu 'ala asrofil anbiya-i wal mursalin wa ala alihi washahbihi ajmain. All praise be to Allah Subhanahu Wata'ala who has given His blessings and mercy and Shalawat and greetings are always upon the lord of Muslims, the Prophet Sallallahu 'alaihi Wasallam. With all the humility of the author, this work is dedicated to:

1. Beloved father, (Alm.) Dr. H. Ambolala Rauf, S.Sos., M.Ap. and beloved mother Hj. Siti Barisah, S.Pd., M.Pd. who with all her pleasure and prayers as well as direction, guidance, and motivation for writers in every writer's work.

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As well as lecturers, friends, friends of other writers who the author cannot mention one by one, both in Malang and in the author's hometown. May always be given health, ease and smoothness in achieving dreams. "We are descendants of a nation of warriors who must not tire and lose" – (Alm.) Prof. Dr. Ing. Ir. H. Bacharuddin Jusuf Habibie.

MOTTO PAGE

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَلْتَنظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ ۖ وَٱتَّقُوا۟ ٱللَّهَ ۚ إِنَّ ٱللَّهَ خَبِيرٌۢ بِمَا تَعْمَلُونَ

Meaning: "O believers, fear Allah and let each one pay attention to what he has done for tomorrow (hereafter); and fear Allah, verily Allah knows what you do".
(Q.S. Al-Hasyr [58]:18)[1]

---

[1] Al-Qur'an

SUPERVISORY SERVICE MEMORANDUM

Dr. Esa Nur Wahyuni, M.Pd

Dosen Fakultas Ilmu Tarbiyah dan Keguruan

Universitas Islam Negeri Maulana Malik Ibrahim Malang

Malang, 11 September 2023

NOTA DINAS PEMBIMBING

Hal   : Skripsi Maula Arfawie

Lamp.   : 4 (Empat) Eksemplar

Yang Terhormat,

Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Universitas Islam Negeri Maulana Malik Ibrahim Malang
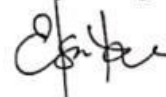
di- Malang

Assalamu'alaikum, Wr. Wb

Setelah melakukan beberapa kali bimbingan, yang meliputi segi isi, bahasa, ataupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut di bawah ini:

Nama   : Maula Arfawie

NIM   : 19110102

Jurusa   : Pendidikan Agama Islam

Judul Skripsi : MOTIVASI SEBAGAI MEDIATOR DALAM PERANAN PEMBELAJARAN BERBASIS MODEL BLENDED LEARNING TERHADAP HASIL BELAJAR SEJARAH KEBUDAYAAN ISLAM (Studi Kasus Pada Siswa Kelas X Madrasah Aliyah Negeri Insan Cendekia Paser)

Maka selaku pembimbing, kami berpendapat bahwasanya skripsi mahasiswa tersebut sudah layak untuk diajukan dan diujikan. Demikian mohon dimaklumi adanya.

Wassalamu'alaikum, Wr. Wb

Pembimbing

Dr. Esa Nur Wahyuni, M.Pd
NIP. 19720306 200801 2 010

AFFIDAVIT OF ORIGINALITY OF WRITING

SURAT PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama	:	Maula Arfawie
NIM	:	19110102
Program Studi	:	Pendidikan Agama Islam
Judul	:	MOTIVASI SEBAGAI MEDIATOR DALAM PERANAN PEMBELAJARAN BERBASIS MODEL BLENDED LEARNING TERHADAP HASIL BELAJAR SEJARAH KEBUDAYAAN ISLAM (Studi Kasus Pada Siswa Kelas X Madrasah Aliyah Negeri Insan Cendekia Paser)

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Malang, 30 Agustus 2023

Saya,

Maula Arfawie
NIM. 19110102

STATEMENT LETTER OF COMPLETENESS OF FILE

SURAT PERNYATAAN KELENGKAPAN BERKAS

Saya yang bertanda tangan dibawah ini:

Nama	:	Maula Arfawie
NIM	:	19110102
Kelas	:	PAI-I 19
No WA	:	085248022800
Email	:	maulaalkhawarizmi@gmail.com
Judul	:	MOTIVASI SEBAGAI MEDIATOR DALAM PERANAN PEMBELAJARAN BERBASIS MODEL BLENDED LEARNING TERHADAP HASIL BELAJAR SEJARAH KEBUDAYAAN ISLAM (Studi Kasus Pada Siswa Kelas X Madrasah Aliyah Negeri Insan Cendekia Paser)
Dosen Pembimbing	:	Dr. Esa Nur Wahyuni, M.Pd
NIP	:	19720306 200801 2 010

Menyatakan dengan ini telah melengkapi berkas data persyaratan Sidang Skripsi yang diselenggarakan oleh jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Demikian surat pernyataan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Malang, 30 Agustus 2023

Hormat Saya,

METERAI
TEMPEL
A8AKX426357685

Maula Arfawie
19110102

FOREWORD

Alhamdulillah, All praise be to Allah Subhanahu Wata'ala, *Rabb* of the universe, who with His mercy, hidayah and grace, the author is given ease and smoothness in completing the thesis with the title "Motivation as a Mediator in the Role of Learning Based on *the Blended* Learning Model on the Learning Outcomes of Islamic Cultural History in Madrasah Aliyah Negeri Insan Cendekia Paser". Prayers and greetings may always be offered to His Majesty the Prophet Muhammad Sallallahu 'alaihi Wasallam who has shown the straight path in walking the perfect religion of Islam and being a mercy for all humans and the universe. In writing and preparing this thesis, of course, it is not purely just the hard work of the personal writer, but also thanks to the support of people around the author either directly or indirectly help the author in completing this thesis. Therefore, let the author thank you:

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Malang, 11 September 2023

Writer

ARABIC-LATIN TRANSLITERATION GUIDELINES

The transfer of Arabic-Indonesian characters in this study is based on the Joint Decree (SKB) of the Minister of Religious Affairs and the Minister of Education and Culture of the Republic of Indonesia, dated January 22, 1988, No. 158/1987 and 0543.b/U/1987 which can be broadly described as follows:

A. Letter

ا : a	ذ : dz	ظ : zh	ن : n
ب : b	ر : r	ع : '	ه : h
ت : t	ز : z	غ : gh	و : w
ث : ts	س : s	ف : f	ي : y
ج : j	ش : sy	ق : q	ء : a
ح : h	ص : sh	ك : k	
خ : kh	ض : dl	ل : l	
د : d	ط : th	م : m	

B. Long Vowels

Vowel (a) Long = â

Vowel (i) Long = î

Vowel (u) Long = û

C. Diphthong vocals

أو = aw

أي = ay

أو = û

إي = î

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ABSTRACT

Arfawie, Maula 2023. **"Motivation as a mediator in the role of learning based on the blended learning model on the learning outcomes of Islamic cultural history (case study on grade X students of Madrasah Aliyah Negeri Insan Cendekia Paser)".** Thesis, Department of Religious Education, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Supervisor: Dr. Esa Nur Wahyuni, M.Pd.

Today's developments have had a positive or negative impact. As is known, we have just passed the COVID'19 pandemic that occurred in Indonesia which certainly has an impact, one of which is on the education sector. The use of technology during a pandemic has made technology have quite a lot of influence in the world of education. This is stated in the concept of *Blended Learning* where a combination of face-to-face learning is combined with network-based learning. The subject of Islamic Cultural History tends to be less interesting to students because students have the view that history is a lesson that reads and memorizes only. Through this *Blended Learning* learning model, it is expected to influence learning motivation to have a positive influence on student SKI learning outcomes.

The objectives of this study are (1) Knowing the effect of learning based on the Blended Learning model on student learning outcomes. (2) Knowing the influence of motivation on student learning outcomes. (3) Knowing the influence of the blended learning model through learning motivation on the learning outcomes of Islamic cultural history (SKI) subjects of grade X IPA MAN students Insan Cendekia Paser.

The research method used in this study is quantitative with the type of research (*Field Research*) and is associative, which is looking for relationships from each variable in the study and then expressed in the form of associative hypotheses. The data collection techniques used were documentation, interviews and questionnaires. After collecting data, then researchers will analyze the data that has been collected, reduce the data, present the data and the last is drawing conclusions.

The results of this study are: (1) The *Blended Learning* Model is able to have a positive influence on student learning motivation. (2) The application of the *Blended Learning* Model also affects the learning outcomes of SKI grade X students at MAN Insan Cendekia Paser. (3) The application of the *Blended Learning* Model is able to positively influence student learning outcomes through student learning motivation.

Keywords: *Blended Learning*, Influence, Motivation, Learning Outcomes

ABSTRAK

Arfawie, Maula 2023. **"Motivasi Sebagai Mediator Dalam Peranan Pembelajaran Berbasis Model Blended Learning Terhadap Hasil Belajar Sejarah Kebudayaan Islam (Studi Kasus Pada Siswa Kelas X Madrasah Aliyah Negeri Insan Cendekia Paser)".** Skripsi, Jurusan Pendidikan Agama, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Esa Nur Wahyuni, M.Pd.

Perkembangan zaman dewasa ini telah memberikan dampak yang positif ataupun negatif. Seperti yang diketahui, kita baru saja melewati pandemi COVID'19 yang terjadi di Indonesia yang tentunya memberikan dampak salah satunya pada sektor pendidikan. Pemanfaatan teknologi pada saat pandemi menjadikan teknologi memberikan pengaruh yang cukup banyak dalam dunia pendidikan. Hal ini tertuang dalam konsep pembelajaran *Blended Learning* dimana perpaduan pembelajaran secara tatap muka dipadukan dengan pembelajaran yang berbasis dalam jaringan. Mata Pelajaran Sejarah Kebudayaan Islam cenderung kurang menarik minat siswa karena siswa memiliki pandangan bahwa sejarah adalah pelajaran yang membaca dan menghafal saja. Melalui model pembelajaran *Blended Learning* ini diharapkan dapat mempengaruhi motivasi belajar hingga memberikan pengaruh positif terhadap hasil belajar SKI peserta didik.

Adapun tujuan penelitian ini adalah (1) Mengetahui pengaruh pembelajaran berbasis model Blended Learning terhadap hasil belajar siswa. (2) Mengetahui pengaruh motivasi terhadap hasil belajar siswa. (3) Mengetahui pengaruh model blended learning melalui motivasi belajar terhadap hasil belajar mata pelajaran sejarah kebudayaan islam (SKI) siswa kelas X IPA MAN Insan Cendekia Paser.

Metode penelitian yang digunakan dalam penelitian ini adalah kuantitatif dengan jenis penelitian (*Field Research*) dan bersifat asosiatif yakni mencari hubungan dari setiap variabel dalam penelitian dan kemudian dinyatakan kedalam bentuk hipotesis asosiatif. Teknik pengumpulan data yang digunakan adalah dokumentasi, wawancara dan angket. Setelah mengumpulkan data, selanjutnya peneliti akan menganalisis data yang telah dikumpulkan, mereduksi data, menyajikan data dan yang terakhir adalah penarikan kesimpulan.

Hasil dari penelitian ini adalah: (1) Model Pembelajaran *Blended Learning* mampu memberikan pengaruh positif terhadap motivasi belajar peserta didik. (2) Penerapan Model Pembelajaran *Blended Learning* juga memberikan pengaruh terhadap hasil belajar SKI Peserta didik kelas X di MAN Insan Cendekia Paser. (3) Penerapan Model Pembelajaran *Blended Learning* mampu memberikan pengaruh secara positif terhadap hasil belajar peserta didik melalui motivasi belajar peserta didik.

Kata Kunci: *Blended Learning*, Pengaruh, Motivasi, Hasil Belajar

تجريدي

عرفاوي ، مولا 2023. "الدافع كوسيط في دور التعلم القائم على نموذج التعلم المدمج على مخرجات التعلم للتاريخ الثقافي الإسلامي (دراسة حالة على طلاب الصف العاشر في مدرسة علياء نيغري إنسان سينديكيا باسر)". أطروحة، قسم التربية الدينية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. عيسى نور وهيوني، عضو في الطب.

لقد كان لتطورات اليوم أثر إيجابي أو سلبي. كما هو معروف ، لقد تجاوزنا للتو جائحة COVID'19 التي حدثت في إندونيسيا والتي لها بالتأكيد تأثير ، أحدها على قطاع التعليم. جعل استخدام التكنولوجيا أثناء الوباء التكنولوجيا لها تأثير كبير في عالم التعليم. هذا مذكور في مفهوم التعلم/المدمج حيث يتم الجمع بين مزيج من التعلم وجها لوجه والتعلم القائم على الشبكة. يميل موضوع التاريخ الثقافي الإسلامي إلى أن يكون أقل إثارة للاهتمام للطلاب لأن الطلاب لديهم وجهة نظر مفادها أن التاريخ هو درس يقرأ ويحفظ فقط. من خلال نموذج التعلم المدمج هذا ، من المتوقع أن يؤثر على دافع التعلم ليكون له تأثير إيجابي على نتائج تعلم للطلاب.

أهداف هذه الدراسة هي (1) معرفة أثر التعلم القائم على نموذج التعلم المدمج على مخرجات تعلم الطلاب. (2) معرفة تأثير التحفيز على مخرجات تعلم الطلاب. (3) معرفة أثر نموذج التعلم المدمج من خلال دافعية التعلم على مخرجات تعلم مواد التاريخ الثقافي الإسلامي للصف العاشر مدراسي عالي طلاب إنسان سينديكيا باسر.

منهج البحث المستخدم في هذه الدراسة كمي مع نوع البحث **الميداني** وهو ترابطي وهو يبحث عن علاقة **كل متغير في الدراسة ثم يعبر عنه على شكل فرضيات ترابطية.** وكانت تقنيات جمع البيانات

المستخدمة هي الوثائق والمقابلات والاستبيانات. بعد جمع البيانات ، سيقوم الباحثون بتحليل البيانات التي تم جمعها ، وتقليل البيانات ، وتقديم البيانات ، والأخير هو استخلاص النتائج.

نتائج هذه الدراسة هي: (1) نموذج *التعلم المدمج* قادر على أن يكون له تأثير إيجابي على تحفيز تعلم الطلاب. (2) يؤثر تطبيق نموذج *التعلم المدمج* أيضا على مخرجات التعلم لطلاب صف التاريخ الثقافي الإسلامي في الصف العاشر مدراسي عليا نيجيري إنسان سينديكيا باسر. (3) تطبيق نموذج *التعلم المدمج* قادر على التأثير بشكل إيجابي على نتائج تعلم الطلاب من خلال تحفيز تعلم الطلاب.

الكلمات المفتاحية: التعلم *المدمج*، التأثير، الدافع، مخرجات التعلم

CHAPTER I

INTRODUCTION

A. Background Context

Education is one of the important factors to consider because education itself has a very large influence on the quality of community resources (HR) or generations that will be the next milestone of a nation. Including Indonesia, as a country based on the highest law, namely the 1945 Constitution, certainly runs in accordance with the values contained in the highest law and is the goal of the Unitary State of the Republic of Indonesia itself. In paragraph a 4 of the 1945 Constitution there is one of the objectives of Indonesia, namely "Educating the life of the nation". In addition, in Article 31 of the 1945 Constitution paragraph 1 which reads, "Every citizen has the right to education". From this evidence, it shows how urgent this Education is for a country.

Basically, this education is an effort to transfer to individuals in the form of knowledge, insights, expertise, and / or certain skills so as to transform individuals into individuals who have competence and to be able to face social dynamics that occur. This is certainly an important output that a country wants, therefore this education becomes something that has urgency because it affects the quality of community resources (HR) rather than humans and society in the country itself which is certainly a benchmark for the progress of a nation. Therefore, improving the quality of human resources can be done by improving education in Indonesia where the

important role in the teaching and learning process in Indonesia is in the teacher as education and also students or students.

A process of teaching and learning activities can only be carried out if there are two important components, namely teachers and students who will then interact in it. The teacher in this case, as an important factor in formal education in general becomes a figure who is treated and imitated by his students and also becomes a promoter or driving force in the smooth transfer of knowledge to his students in a learning process. Therefore, in addition to being required to have good behavior, teachers must also have competencies to support education for their students in the classroom. In teaching and learning activities (KBM), teachers deliver materials based on the existing curriculum and determine the right learning model in order to help students in their learning process. This teaching and learning activity will later provide outputs or learning outcomes obtained by students which are presented in the form of values and numbers. Student learning outcomes themselves involve 3 main targets that become a benchmark for the abilities obtained by these students. This is in line with the statement of Ahdar and Wardana (2019: 3) in their book which states,

> Learning outcomes are determined through intellectual questions (IQ), emotional questions (EQ), and spiritual *questions* (SQ). The three forms of targets above cannot be separated from each other, because the ability of a learner can be seen from the three aspects that affect him.

Student learning outcomes as an indicator of the success of a learning will depend on input and the learning process itself. The input here is in the form of teachers and students and the process here is in the form of materials,

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methods, and media used by teachers in learning. If this input and process is good then it can provide good output. Conversely, if the input is good but the learning process is not good, it will affect the output. Therefore, the output or learning outcomes of these students as an indicator of the success of a learning need to pay attention to inputs that include internal factors of students in the form of skills, talents, competencies, or motivation of the students themselves and the process which includes internal teacher factors, namely materials, methods, and learning media or external factors in the form of the school environment itself. Both of these will have a direct influence on the output later.

Educators when carrying out the learning process are expected to be able to create learning conditions that are interesting, fun, and have good classroom mastery skills so that learning of students can be carried out effectively and efficiently. To support this, teachers or educators must meet the standard competencies of a teacher himself. In line with this, Rina (2019: 4) in her book defines "Teacher competency standards are a measure to get good and professional educators, who have the competence to carry out the functions and objectives of schools in particular and educational goals in general".

Learning motivation is an internal factor that can influence students to learn. However, this learning motivation can also be influenced by external factors, one of which is the teacher during the teaching and learning process. Motivation in learning becomes an important thing because this motivation will make students in learning more optimal so that

they are able to achieve the desired learning goals. Supporting this, Hendra et al. (2018: 29) in the journal concluded that "internal factors, namely learning motivation, have a positive and significant influence on student learning outcomes". Therefore, to achieve maximum learning results, motivation is needed in learning. The emergence of motivation in students itself is certainly related to the role of teachers in teaching and learning activities in the classroom itself. Teachers are expected to be able to design learning using the right models, methods, or media to generate learning motivation from their students. That way, students who have learning motivation will follow learning optimally so that they can show a positive impact on student learning outcomes.

To create interesting and fun learning activities for their students, teachers can design the learning they want to carry out in the classroom. This learning design can be done by the teacher, one of which is by determining the learning model that will be applied in the classroom. The selection of the right learning model as an extrinsic factor that affects individual motivation is asked to be able to foster student motivation during learning. Supporting this, in research conducted by Sulihin (2012) shows that there is an influence given by the blended learning model on student learning motivation where students who are given learning through the *blended* learning model experience an increase in *learning* drive .[2]

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[2] Sulihin, "*The Effect of Blended Learning on Learning Motivation and Learning Outcomes of Vocational Level Students*", Journal of Vocational Education, No. 3 Vol. 2, November 2012, p. 374

The concept of combining face-to-face or traditional learning with online learning is at the core of the blended learning model. As for according to Rusman (2013):

> *"Blended Learning as* a combination of traditional learning characteristics and electronic learning environments or *blended* learning, by combining such as web learning, *video streaming*, *synkronous audio* communication, and *asynkronous* with traditional face-to-face learning".

The learning concept of this *blended learning* model is certainly relevant to the current condition of Indonesia, especially in terms of education. This is supported by Hikmah & Chudzaifah's (2020) opinion in their journal entitled "*Blended Learning: Solutions for Learning Models After the Covid-19 Pandemic*" stated that "In addition to the demands of wider technological developments, the combination of face-to-face learning with *e-learning* is an innovation in the learning process in the *New Normal* era or a new order adapting to Covid-19". Although Indonesia is now in a post-pandemic situation, education in Indonesia needs to adapt slowly to the transformation of education that was originally carried out online (online) back to online or *face-to-face*. Therefore, this *blended* learning model takes the opportunity as a learning model that is relevant to the situation as well as to carry the development of modern education.

The *blended* learning model with its learning concept combined with technology is certainly expected to be able to influence the learning motivation of students. This is supported by Zabir (2018) in his research

journal stating that "there is a significant influence between the use of learning technology on student learning motivation".[3]

Based on the presentation of the background of previous research, researchers have an interest in making research using the title "Motivation as a Mediator in the Role of Learning Based on the Blended Learning Model on the Learning Outcomes of Islamic Cultural History (Case Study on Class X Students of Madrasah Aliyah Negeri Insan Cendekia Paser)".

B. Problem Formulation

1) How does *Blended Learning* model-based learning affect learning outcomes in Islamic cultural history (SKI) subjects of grade X IPA MAN Insan Cendekia Paser students?

2) How does learning based on the *Blended Learning* model affect student learning motivation in the subject of Islamic cultural history (SKI) of grade X IPA MAN Insan Cendekia Paser students?

3) How does the *blended* learning model influence through student learning motivation on learning outcomes in the subject of Islamic cultural history (SKI) of grade X IPA MAN Insan Cendekia Paser students?

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[3] Azhar, Zabir. *"The Effect of Learning Technology Utilization on the Motivation of SMPN 1 Lanrisang Students of Pinrang Regency"*, Thesis

C. Research Objectives

Based on the formulation of the problem, this research focuses on the objectives of:

1) Knowing the influence of learning based on the *Blended Learning* model on the learning outcomes of grade X students of IPA MAN Insan Cendekia Paser in the subject of Islamic cultural history (SKI).

2) Knowing the influence of motivation on the learning outcomes of grade X students of Science MAN Insan Cendekia Paser in the subject of Islamic cultural history (SKI).

3) Knowing the influence of the *blended* learning model through learning motivation on the learning outcomes of Islamic cultural history (SKI) subjects of grade X IPA MAN Insan Cendekia Paser.

D. Research Benefits

This research will show how this *Blended Learning* learning model affects student learning outcomes and motivation. Through this learning model, it also allows teachers including students to be more open in the learning process. This information will later be useful for:

1) **Student**

This *Blended Learning* learning model allows students to obtain learning by utilizing technology which in this era is already very thick for students, allowing learning not to be boring and even making learning more interesting.

2) **Teacher**

For teachers, learning based on the *Blended Learning* model allows teachers to create their learning more broadly, both the learning component in the form of media and evaluation instruments used. Teachers can use technology to help the learning process in their classroom.

3) Institution / school

The *Blended Learning* Model can be a new idea in schools to help schools that are in the post-pandemic transition period or for other schools to develop existing learning designs in schools.

E. Research Originality

Research originality is a summary explanation based on previous research related to research carried out by researchers with the aim that there are no similarities. As for some previous studies that researchers used as follows:

1. Lailatul Rizqi, in 2015, Thesis entitled "The Role of Learning *Motivation in Mediating the Influence of Teacher Pedagogic Competence and Learning Facilities on Learning Outcomes of Economics Subjects (Case Study on Class XI Social Studies Students of Madrasah Aliyah Negeri 1 Semarang Academic Year 2014/2015*". Objectives, approaches, and instruments. This study aims to determine the role of learning motivation as a mediator between teacher pedagogic competence and learning facilities on student learning

outcomes. This research is a quantitative research using a research design that is *ex post facto*.

2. Rizki Firmansyah, Year 2019, Thesis entitled "*The Influence of Blended Learning on PAI Learning Outcomes of Class X Students of SMAN 8 Bandar Lampung*". This study aims to find out how the influence of *Blended Learning* on learning outcomes in Islamic Religious Education (PAI) class X SMAN 8 Bandar Lampung subjects using a quantitative research approach.

3. Yunika Lestaria Ningsih, Misdalina, Marhamah, Year 2017, Journal with the title "*Improving Learning Outcomes and Learning Independence of Statistical Methods through Blended Learning*". The research aims to determine the difference in improving student learning outcomes using blended learning models and ordinary learning from a comprehensive review or based on the initial ability level of mathematics and also to determine the increase in learning independence of students taught with a *blended learning* model compared to students taught from a thorough review or based on the initial level of mathematical ability. As for the research method used Quasi *Experiment.*

4. Azhari Zabir, Journal with the title "*The Effect of Learning Technology Utilization on the Learning Motivation of SMPN 1 Lanrisang Students, Pinrang Regency*". This study aims to determine how the influence of the use of learning technology on the learning motivation of SMPN 1

Lampung students by using the type of associative research and presenting the data in the form of descriptive-analytical.

5. Sulihin B. Sjukur, in 2012, Journal entitled "*The Effect of Blended Learning on Learning Motivation and Learning Outcomes of Vocational Level Students*". The purpose of this research is to determine the increase in learning motivation and learning outcomes of students due to the application of blended learning, as well as differences in learning encouragement and learning outcomes between students who are taught *blended learning* with students who are taught conventionally. This research is a pseudo-experiment andthis research uses quasi-experimental quantitative research methods. The Pretest-Posttest-Non-Equivalent Control Group design was used for this study.

Table 1.1 Research Originality

Numb.	Research Profile	Equation	Difference	Research Originality
1.	Lailatul Rizqi **Thesis** *"The Role of Learning Motivation in Mediating the Influence of Pedagogic Competence of Teachers*	Using motivational variables as mediator variables	The independent variable used here is the pedagogic competence of teachers, while in this research, researchers utilize the *Blended*	This study uses independent variables (*Blended* Learning learning model), mediation variables (Learning Motivation),

No				
	and Learning Facilities on Learning Outcomes of Economics Subjects (Case Study on Class XI Social Studies Students of Madrasah Aliyah Negeri 1 Semarang Academic Year 2014/2015)"		*Learning* learning model	and SKI Learning Outcomes as dependent variables. In this study, researchers focused on research related to how the influence of *the blended* learning model on motivation as a mediator before affecting student learning outcomes directly.
2.	Rizki Firmansyah **Thesis** *"The Effect of Blended Learning on Learning Motivation and Learning Outcomes of Vocational Level Students"*	Themed learning model *Blended Learning,* Motivation and learning outcomes.	The thinking framework and variables used are different in this study using experimental variables and dependent variables. While researchers use independent variables, mediation variables, and dependent variables.	
3.	Yunika Lestari Ningsih, Misdalina, Marhamah **Journal**	Themed and using similar variables, namely *the blended* learning model as an independent	Using only one dependent variable or Y, namely student learning outcomes.	

	"Improving Learning Outcomes and Learning Independence of Statistical Methods through Blended Learning"	variable and learning outcomes as an independent variable.	
4.	Azhari Zabir **Journal** *"The Effect of Learning Technology Utilization on the Learning Motivation of SMPN 1 Lanrisang Students, Pinrang Regency"*	Using learning motivation variables	This study used a different X variable, namely *blended learning*.
5.	Sulihin B. Sjukur **Jurnal** *"The Effect of Blended Learning on Learning Motivation and Learning Outcomes of Vocational Level Students"*	Using *Blended Learning* variables &; learning motivation and student learning outcomes	Researchers make learning motivation as a media variable, *blended* learning models do not directly affect learning outcomes.

F. Research Scope

Researchers are required to provide an explanation of the scope of research in order to fully understand the topic that is the subject of research. The scope of this study includes every variable analyzed. The following is the following research space:

1. The influence of the *Blended Learning* learning model on the learning outcomes of Islamic cultural history (SKI) subjects of grade X IPA MAN Insan Cendekia Paser.

2. The influence of motivation on student learning outcomes in the subject of Islamic cultural history (SKI) of grade X IPA MAN Insan Cendekia Paser students.

3. The influence of the *blended* learning model through student learning motivation on student learning outcomes in the subject of Islamic cultural history (SKI) of grade X IPA MAN Insan Cendekia Paser students.

G. Definition of Terms

1. *Blended Learning* model

    The learning model is a series of approaches to students, methods, techniques, strategies and learning tactics that form into a unity which is then known as the learning model. In other words, this learning model

is a general description of how learning will be carried out from the beginning of learning to the end of learning carried out by the teacher.[4]

Blended Learning is a combination of two words derived from English, namely *Blended* and Learning. *Blended* means blended and *Learning* means learning. As for the terminology or term, *Blended Learning* is a learning model that integrates *face-to-face* learning in class with online or online learning (In Network). The *Blended Learning* learning model itself aims to increase activeness and streamline learning in the classroom.[5]

2. Learning Motivation

Thomas L. Good and Jere B. Briphy define motivation as "encouragement or drive", "instruction", and "reinforcement" given to a person to encourage him to perform a particular action. .[6] Therefore, encouragement for students to follow and complete learning activities is a learning motivation. The indicators according to Asrori are as follows:

a. There is high passion from students

b. Full of passion

c. The presence of high curiosity or curiosity

d. There is student initiative when the teacher gives instructions to students to get something done

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[4] Ade Haerullah and Said Hasan, *Innovative Learning Models & Approaches (Theory and Application) (* Yogyakarta: Lintas Nalar, 2017), p. 5.

[5] Nurlian Nasution, et al. *Blended Learning Model Book* (Pekanbaru: Unilak Press, 2019), p. 30.

[6] Melizubaida Mahmud, "Identification of Factors that Influence Student Learning Motivation in Stenography Courses in the Office Economics Education Study Program, Faculty of Economics and Business, Gorontalo State University" *AKSARA: Journal of Non-formal Education* 1:4 (September, 2015), p. 408

e. There is confidence in oneself

f. Has a high level of concentration

g. Make an obstacle a challenge that needs to be solved

h. There is a sense of patience and high desire

3. Learning Outcomes

According to Oemar Hamalik, there is a change in behavior in individuals after learning. Meanwhile, according to Sudjana, learning outcomes are changes in behavior in the cognitive, affective, and psychomotor domains of students as a result of learning experiences.[7]

H. Systematics of Discussion

In the systematics of this discussion, researchers show how the flow or stages of discussion from beginning to end, in this study consists of six parts that are arranged systematically with detailed descriptions of each chapter / section to make it easier for *the audience* to understand.

CHAPTER I   Introduction, contains the background, problem formulation, objectives, benefits, and scope of research as well as operational definitions, and systematics of discussion.

CHAPTER II Literature Review, contains a descriptive-theoretical explanation of the understanding of learning models and *Blended Learning* models.

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[7]Ahmadiyanto, "Improving Student Activities and Learning Outcomes Using Word *Square-Based* KO-RUF-SI (Educational Letter Box) Learning Media on People's Sovereignty and Government Systems in Indonesia Class VIIIC SMP Negeri 1 Lampihong Academic Year 2014/2015", *Journal of Civic Education* 6:2 (November 2016), p. 984

CHAPTER III Research Methods, in which contains a discussion of the approach used in research and the type of research, the location of the research implementation, variables in the study, population and samples, data and data sources, research instruments, validity and reliability of instruments, data collection and analysis techniques, and research steps.

CHAPTER IV Exposure to data and research results, in which will contain a discussion of the exposure of data that has been obtained and collected by researchers which includes the required school data as well as exposure to the results of documentation, interviews, and questionnaires.

CHAPTER V Discussion, contains a discussion of the results of research conducted by researchers on motivation as a mediator in the role of learning based on a blended learning model on the learning outcomes of Islamic cultural history.

CHAPTER VI Concluding, it contains a discussion of the conclusions obtained based on the discussion in the previous chapter and suggestions from researchers.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Studies

1. *Blended Learning* **Model**

a. The concept of the Blended Learning learning model

This *Blended Learning* learningguide is a guideline for teachers or educators in designing their learning in the classroom. According to Trianto (2010), a design or a design that is used as a reference in classroom learning is a definition of a learning model.[8] So in this learning model as a systematic reference it includes strategies, methods, teaching materials, learning media and learning assessment instruments. This learning model deals with certain learning theories. Through this theory, one of the support systems was developed in the interaction of students with learning resources.

b. Benefits of *Blended Learning* **model**

There are several advantages of multimedia-based Blended Learning learning models. Preceding *Blended* Learning there is actually such a thing as *e-Learning* (*Electronic Learning*). It's just that in its implementation, *e-Learning* has no reciprocity in the process, namely reciprocity between teachers and students. Conversely, in the implementation of *Blended Learning* there is a reciprocal relationship that allows direct discussion or *On going*

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[8] Nurlian Nasution, et al., 2019, *Book Model Blended* Learning, Pekanbaru: Unilak Press, p. 12

discussion during teaching and learning activities. Because indeed the main concept possessed by *Blended Learning* which is the advantage is a combination of two big concepts of learning, namely *face-to-face learning or face-to-face* learning and online learning or *online learning*.

As according to Hadion Wijoyo, et al (2020) as follows:[9]

1) Multimedia as a learning medium can make teaching and learning activities (KBM) that occur in the classroom by teachers and students can reach things more widely. Not all objects related to learning, especially teaching materials, can be reached directly due to the distance of the object, the size of the object, and so on.

2) Multimedia as a learning medium can be a solution to the limitations and differences in background experience possessed by students. With multimedia as a learning medium can show objects that cannot be shown directly to students or these objects only exist in the past.

3) Multimedia as a learning medium allows teachers or educators to reach their students more widely. Also, it allows students to observe simultaneously the learning material or objects in the learning.

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[9]Hadion Wijoyo, *et al*., 2020, *Blended Learning A* Guide, Solok: Insan Cendekia Mandiri, pp. 28-29

4) Multimedia as a learning medium is also able to provide concrete experiences through illustrations or images that are true and realistic.

5) Multimedia as a learning medium can also trigger the growth of learning motivation in students. Through multimedia, teachers or educators can reach and provide stimulus to the five senses of students as well as through audio-visual media such as videos or *films*.

6) Multimedia as a learning medium is also able to become an interactive media that can create student interaction with learning resources.

2. Learning Motivation

a. Understanding Learning Motivation

Grammatically, motivation comes from the word motive which means an impulse or will. So, motivation is an effort to arouse and move motives into action.

According to Nur Hidayah (2005), motivation is a series of activities that move motives into actions in order to satisfy or achieve certain goals. [10] As for Hasri (2009: 49) quoting from Davis & Margaret, explaining that motivation is a concept that includes goals, the desire to achieve these goals, and results or rewards.[11]

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[10]Syarifan Nurjan, 2016, *Learning Psychology*, Ponorogo: Wade Group, p. 151
[11] Rusydi Ananda, Fitri Hayati, 2020, *Learning Variables (Concept Compilation),* Medan: Pusdikra Mitra Jaya, p. 152

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Furthermore, according to Wasty Soemato argues that motivation is a drive obtained by individuals based on conditions or circumstances so that the individual acts to achieve a goal.[12]

Didalam motivasi belajar ini, setidaknya terdapat tiga kata kunci yang menimbulkan motivasi dalam diri seseorang yakni adanya kebutuhan, keinginan, serta tujuan yang hendak dicapai. Hal ini didukung dengan pendapat dari Smittle (2003:9), bahwa setiap tingkah laku seseorang pada dasarnya tergantung pada keinginannya untuk mencapai suatu tujuan. Melalui keinginan inilah kemudian akan lahir suatu dorongan untuk bertingkah laku atau bertindak untuk mencapai tujuan.[13]

b. Learning Motivational function

According to Winarsih (2009: 111), motivation has three functions, namely as follows:[14]

1) Giving encouragement to individuals to move to act, in other words motivation becomes the motor or mover of every action performed by humans.

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[12] Melizubaida Mahmud, "Identification of Factors that Influence Student Learning Motivation in Stenography Courses in the Office Economics Education Study Program, Faculty of Economics and Business, Gorontalo State University" *AKSARA: Journal of Non-formal Education* 1:4 (September, 2015), p. 408

[13] Rusydi Ananda, Fitri Hayati, 2020, *Variabel Belajar (Kompilasi Konsep),* Medan: Pusdikra Mitra Jaya, hal. 155

[14] Amna Emda, "The Position of Student Learning Motivation in Learning" *Lanthanida Journal* 5:2 (2017), p. 176

2) Become a determinant of direction in acting in the direction to go. In other words, motivation can provide direction and what actions must be done based on goals that have been formulated.

3) As an action selector, it means that through motivation a person can determine the actions taken to achieve the goals that have been set.

c. **Types of Motivation**

In the classification of types of motivation of a person, there are two types of motivation, namely as follows:[15]

1) Intrinsic Motivation

Intrinsic motivation here is a motive that can occur without the need for external stimuli or in other words, the drive to make the motive an action comes from the individual himself. Because the emergence of the drive is due to the desire of the individual to achieve a certain goal.

2) Extrinsic Motivation

This extrinsic motivation is the opposite of the intrinsic motivation. The motives contained in this extrinsic motivation can only turn into action if there is an external stimulus. For example, giving prizes to outstanding students.

d. **Factors Affecting Learning Motivation**

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[15]Syarifan Nurjan, 2016, *Learning Psychology*, Ponorogo: Wade Group, p. 154

In the emergence of a motivation is certainly influenced by certain factors. In this case, there are several factors that can affect individual motivation. According to Darsono (2000: 65), several factors that can have an impact on learning motivation are as follows:[16]

1) Ambition

2) Student Abilities

3) Student Conditions and Environment

4) Dynamic elements in learning activities

5) The efforts of educators or teachers in teaching students

The factors that can also affect the type of motivation are intrinsic and extrinsic motivation. That is as shown in the figure of the taxonomy of motivation of human behavior as follows:[17]

1.1 Human Behavior Motivation Taxonomy Chart
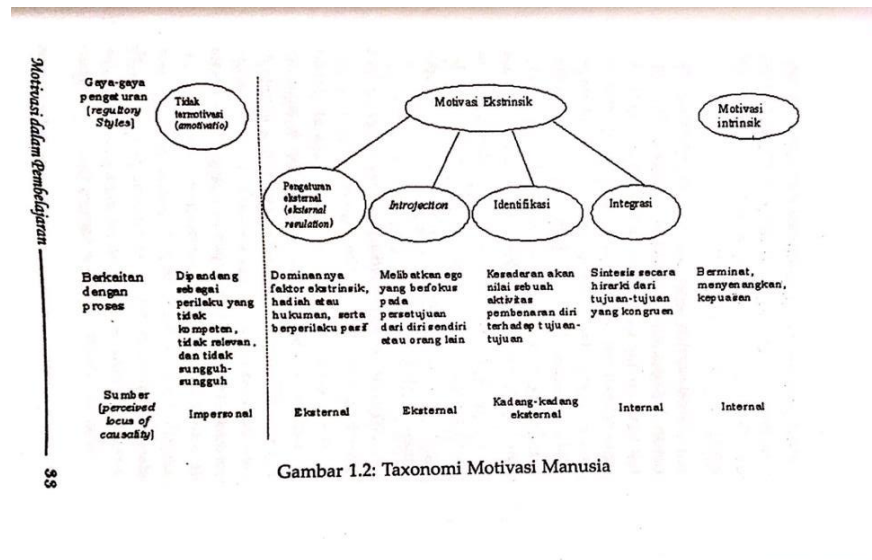
Gambar 1.2: Taxonomi Motivasi Manusia

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[16] Amna Emda, "The Position of Student Learning Motivation in Learning" *Lanthanida Journal* 5:2 (2017), p. 177

[17] Esa Nur W., 2010, *Motivation in Learning*, Malang: UIN-Malang Press, p. 33

e. **Learning Motivation Indicators**

In teaching and learning activities, motivation has a very important role. Through motivation, students in their learning activities will have an increase in student activities and initiatives and also raise, direct, and maintain the perseverance or sincerity of students in learning activities. To identify learning motivation in students, indicators are needed that can be a benchmark for whether students have learning motivation or not and high or low learning motivation owned by students. According to Asrori, these motivation indicators include:[18]

1) There is high passion from students

2) is full of enthusiasm

3) the presence of high curiosity or curiosity

4) There is student initiative when the teacher gives instructions to students to get things done.

5) There is confidence in oneself

6) Has a high level of concentration

7) Make an obstacle a challenge that needs to be solved

8) There is a sense of patience and high desire

f. **Learning Motivation as a Mediating Variable**

In this study, learning motivation became a mediator between the *Blended Learning* learning model and learning

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[18]Wahyudin N. Nasution, 2018, *The Influence of Learning Strategies and Learning Motivation on the Learning Outcomes of Islamic Religious Education (PAI),* Medan: Perdana Publishing, p. 47

outcomes in the subject of Islamic Cultural History. That is, learning motivation is a mediating variable. The *Blended Learning* learning model here cannot be said to have a direct influence on the learning outcomes of Islamic Cultural History, so another variable that mediates both is needed, namely learning motivation.

According to Ismail Nurdin &; Sri Hartati (2019: 117), mediation variables or intermediate variables can arise and occur due to the existence of independent *variables* and these mediation variables are the main cause of changes that occur in dependent variables.[19]

Here is an illustration of the mediator variability chart:

1.2 Illustration of mediator variables

Variabel Bebas (*Independent Variable*) → Variabel Mediator atau Variabel Antara → Variabel Terikat (D*ependent Variable*)
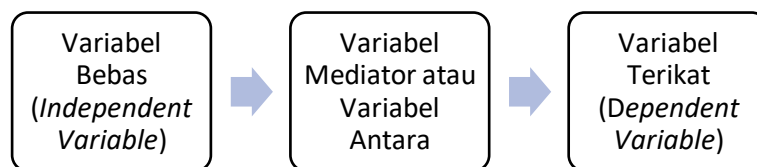
a. **Learning Outcomes**

a. **Understanding of Learning**

Every human being needs to be given Education from the moment he is born into the world. Through this Education, humans will learn. As in schools, humans or in this case are students will be given education, students will learn as the main task of these

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[19]Ismail Nurdin, Sri Hartati, 2019, *Social Research Methodology*, Surabaya: Media Sahabat Cendekia, p. 117

learners. By learning, learners will be able to achieve existing educational goals.

According to Imron (1996: 2), learning is an effort that aims to obtain and understand knowledge as a whole. [20] This knowledge is obtained through someone who is more expert or competent in this knowledge in school educational institutions, namely teachers. From a psychological perspective, learning is defined as a form of change in a person, namely the change in question is a change in behavior that is the result of the influence of a person's experience.As for according to Daryanto (2009: 2), learning is an acquisition of new behavior changes in total or thoroughly as a result of experience and interaction with the environment which is an effort from a person and [21] according to Suyono &; Hariyanto (2014: 9), learning is described as a certain practice or experience of a person which is the result of active interaction with the environment and / or other learning resources around him which then will cause behavioral, personal, or cognitive changes in a person.[22]

From the above understanding, it can be concluded that learning is a process or effort made by a person to obtain knowledge from learning sources as an active interaction in order to obtain changes in behavior, cognitive, or personal person.

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[20]Sri Hayati, 2016, Learning *& Learning Based on Cooperative Learning*, Magelang: Graha Cendekia, p. 1
[21] *Ibid*, p. 2
[22]Andi Setiawan, 2017, Learning *and Learning*, Ponorogo: Uwais Inspiration Indonesia, p. 2

b. Learning Principles

Etymologically, principle is Latin, namely "*principle"* which is a truth that is the main basis for a person in thinking or acting. In English, Principle itself is defined as *Principle* which is interpreted as a truth or belief that is accepted as a basis for thinking or acting.[23] According to Damyati & Mudjiono (2012: 42), that the principles of learning are related to several points, namely as follows:[24]

1) Attention and motivation

In learning activities, *attention* has an important role. Student attention can arise if the material or subject matter used in learning activities is in accordance with what students need. In addition to attention, which also has an important role in learning activities is motivation. Motivation becomes an energy that functions to direct and move someone in activities.

2) Liveliness

Learning activities are activities that cannot be realized through coercion or representation by other individuals. Learning itself can occur if the main actors in the learning activity actively experience it directly. The existence of teachers or educators in their own learning activities as someone who guides, directs, and stimulates so that students have the will and

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[23]Akhiruddin, *et al.,* 2019, Learning *and Learning*, Gowa: CV. Brilliant Starlight, p. 21
[24] *Ibid*, p.21

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are able to process and digest teaching materials provided by the teacher.

3) Direct involvement/experience

In teaching and learning activities, this principle of direct involvement is important. Both in teaching and learning activities teachers are actively involved, as well as students. Through this principle of direct involvement, students will feel themselves present and important in teaching and learning activities both physically and non-physically, so that students can enjoy the process of teaching and learning activities.

According to Edgar Dale in Dimyati that "Good learning *is learning from direct experience*". That is, with the principle of direct involvement or experience, students in learning activities through direct experience will make students in their learning activities not only observe directly but, students can also live and be directly involved, and in the end students will also be responsible for the results.

4) Repetition

The principle of repetition in this learning has a primary focus on repetition. The repetition referred to here is based on the theory of power psychology, that learning activities are an effort to train various potentials possessed by humans, namely the power of observing, the power of grasping, the power of memory, the power of imagining, the power of feeling, the

power of thinking, and so on. The potentials possessed by humans through this principle of repetition will give development to these potentials. Similar to stimulus and response, it is necessary to do repetition in order to make the stimulus and response relationship stronger, conversely, if there is no repetition, it will fade or even disappear.

5) Challenge

This challenge principle for student learning activities becomes a trigger or spur for the emergence of motives from students when teachers or educators provide teaching materials that for students are challenging, students will have the passion to complete them.

6) Cornering and reinforcement

In learning activities, the principle of reversal and reinforcement shows based on the theory of *operant conditioning*, namely the *law of effect*, that students will learn with enthusiasm if these students know the results of good results. This means that the good learning results obtained by students here become a reversal that makes students more enthusiastic in their learning activities and also these good learning results become positive reinforcement for students.

7) Individual Differences

In learning activities, the principle of individual differences is important especially for educators or teachers. Basically,

everyone is different, be it from their psychic, personal, or other similar things. So, through this principle, teachers before providing learning to their learners, it is necessary to understand each individual or learner.

c. Understanding of Learning Outcomes

Learning outcomes essentially lead to an ability either in the form of behavior or new skills obtained from an effort or experience. Learning outcomes are also the goal of learning itself. In schools, student learning outcomes are generally presented in the form of grades or numbers.

According to Hilgard, learning outcomes are skills that cause changes in behavior both in terms of knowledge, understanding, attitudes, and skills obtained after following the learning process. [25] Meanwhile, according to Sanjaya (2010: 229), learning outcomes are defined as a series of activities or mental activity processes when interacting with the environment so as to cause positive changes in behavior both in terms of knowledge, attitudes, or psychomtor. Furthermore, according to Gagne & Briggs, they state that the learning outcomes of a skill or ability obtained by a person after participating in a series of learning activities. [26]

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[25] Sulihin B. Sjukur, "The Effect of Blended Learning on Learning Motivation and Learning Outcomes of Vocational Level Students", *Journal of Vocational Education* 2:3 (November, 2012), p. 372

[26] Wahyudin N. Nasution, 2018, *The Influence of Learning Strategies and Learning Motivation on the Learning Outcomes of Islamic Religious Education (PAI),* Medan: Perdana Publishing, p. 53

From some of the above understandings, it can be concluded that learning outcomes are a positive behavioral change by a person both in cognitive, affective, and / or psychomotor aspects obtained by a person through the experience of interaction with the environment after participating in a series of activities or learning processes.

d. **Factors Affecting Learning Outcomes**

In learning outcomes, there are several factors that can affect the learning outcomes of students. Some things that can affect the results of learning students are the physiological and psychological conditions of students. Physiological here is related to the condition or physical state of students. Students who are less healthy will certainly negatively affect their activities in learning activities and this can certainly affect the learning outcomes obtained. While psychological factors, according to Al-Rasydin &; Nasution include:[27]

1) Attention

Attention will affect the learning outcomes of learners. If students have focused and directed attention to the material learned, of course, the learning results obtained by students will be maximized.

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[27]Wahyudin N. Nasution, 2018, *The Influence of Learning Strategies and Learning Motivation on the Learning Outcomes of Islamic Religious Education (PAI),* Medan: Perdana Publishing, pp. 58-59

2) Observation

In learning activities, observation is an ability of students to pay attention to learning material. Observation by students can arise if the object or learning material provides a stimulus to the senses of students or also because the students have a strong curiosity.

3) Responses

Responses are follow-up actions from students after the stimulation or stimulus given by the teacher. The response from these learners is as a form of response to the stimulus, and the expected response from students is a positive response.

4) Fantasy

In learning activities, students with this fantasy make students able to use their imagination abilities in learning something so as to make students more creative in learning.

5) Memory

Memory is the ability of students to store and also reconnect knowledge, information, and past experiences with those newly acquired by students.

6) Think

Thinking here is related to the ability to understand and reason about something.

7) IQ (*Intelligence Question*)

Represents the intellectual intelligence of learners. This intellectual intelligence itself can be measured age or psychological maturity.

8) EQ (*Emotional Question*)

Represents the emotional intelligence of learners. This intelligence includes the ability of students to recognize, understand and use and control their own emotions or to others to support learning activities.

9) Motive and Motivation

It is an impulse that arises in students. This motivation itself arises due to factors from within or from outside the student himself. With the motivation in learning, the higher the learning outcomes that can be obtained by students.

e. **Learning Outcomes Indicator**

In this study, the learning outcome indicator used was the test value of students. From the discussion in the previous points, the factors that affect the high or low learning outcomes of students are one of them is the encouragement of student learning.

B. **Framework of Mind**

In a study, a frame of mind is needed as an illustration or illustration of the basic concept of the research. The following is the frame of mind used by researchers in the study of Motivation as a Mediator in the Role of Learning Based on the Blended Learning Model on Student Learning

Outcomes in the subject of Islamic Cultural History in class X IPA MAN IC Paser. With a *blended learning model,* it will affect the motivation of students to learn in the subject of Islamic Cultural History (SKI). And if student learning motivation increases, then student learning outcomes can increase.

1.3 Framework of Mind

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            ┌─────────────────────┐
            │ Learning Motivation │
            └─────────────────────┘
              ↗                ↘
┌─────────────────────┐   ┌─────────────────────────┐
│ Blended Learning    │ → │ Student Learning        │
│ Model               │   │ Outcomes in Islamic     │
│                     │   │ Cultural History (SKI)  │
│                     │   │ Subjects                │
└─────────────────────┘   └─────────────────────────┘
```
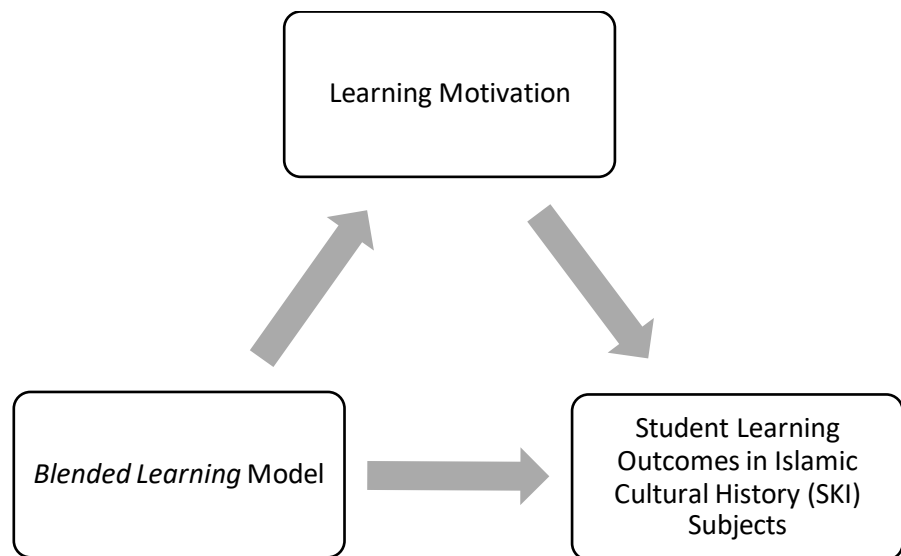
C. Research Hypothesis

Based on this frame of mind, the researcher proposed the following hypothesis:

H_1: There is an influence between the variables of the *Blended Learning* Model on student learning outcomes in the subject of Islamic cultural history (SKI)

H_2: There is an influence between the variables of the *Blended Learning* Model on student learning motivation in the subject of Islamic cultural history (SKI)

H_3: Learning motivation is able to mediate between the *Blended Learning* Model and the learning outcomes of grade X IPA MAN Insan Cendekia Paser students in the subject of Islamic cultural history (SKI).

CHAPTER III
RESEARCH METHODS

A. Approach and Types of Research

In this study, researchers used a type of quantitative research. According to Sugiyono, quantitative research is a study that refers to the philosophy of positivism in order to examine a population or a certain sample and random sampling through data collection with research instruments and analysis of statistical data. [28] Statistical calculations in this study will use IBM SPSS software or program. The research design used is field research (*Field Research*) and is associative, which is looking for relationships from each variable in the study and then expressed in the form of associative hypotheses.[29]

B. Research Location

The research will take place at Madrasah Aliyah Negeri Insan Cendekia Paser located in Jalan Negara KM. 8, Sempulang Village, to Tanah Grogot sub-district, Paser Regency, East Kalimantan Province.

Reasons for taking the research site:

1. MAN IC Paser is a superior Madrasah.

2. MAN IC Paser is a Madrasah that is oriented towards the balance of Faith and Taqwa (IMTAQ) and Science and Technology (IPTEK).

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[28]Yep. Y. Balaka, 2022, *Quantitative Research Methodology*, Bandung: Widina Bhakti Persada Bandung, p. 11

[29] Sugiyono, 2022, *Metode Penelitian Kuantitatif*, Bandung: Alfabeta, hal. 246

3. MAN IC Paser has a student eye or field of study branch of Islamic Religious Education, namely the History of Islamic Culture (SKI).

4. The location of the study is in one area with the location where the researcher lives.

Based on these reasons, researchers are interested in conducting research at Madrasah Aliyah Negeri Insan Cendekia Paser so that researchers are able to carry out research and find answers to the formulation of problems in this research regarding motivation as a mediator in the role of *blended* learning models on student learning outcomes in the subject of Islamic Cultural History (SKI). In addition, this research itself will involve the use of technology in learning Islamic Cultural History (SKI) which is in line with the orientation of Madrasah Aliyah Negeri Insan Cendekia Paser itself to balance IMTAQ and science and technology students.

C. Research Variable

According to Ali, research variables are objects that are the focus of a research. [30] Then, according to Arikunto, the research variable is a thing or object of concern in the research.[31]

Based on the formulation of the problem in this study, it can be known that the variables in this study are:

1. Independent variables

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[30]Syafrida H. Sahir, 2021, *Research Methodology*, Yogyakarta: KBM Indonesia Publishers, p. 16

[31] Sandu Siyoto, Ali Sodik, 2015, *Basic Research Methodology*, Yogyakarta: Media Publishing Literacy, p. 50

Independent *variables* are variables that influence and cause changes in other variables.[32] As for this study, the independent variable is the *blended learning* model.

2. Mediator Variables

Mediator variables are also called intermediate or *intervening* variables. This mediator variable itself can be identified if the variable that wants to know its influence on the dependent variable is too abstract or difficult to measure, then the variable is a mediator or *intervening* variable.[33] As for this study, the mediator variable is the motivation to learn students because the motivation here is an abstract thing. From the theoretical side of this research, the *blended* learning model will affect learning motivation , then learning motivation will affect student learning outcomes.

3. Dependent Variables

Dependent variables are variables whose existence is caused by other variables whose changes will affect the dependent variable which in the study, this dependent variable is the object of the study.[34] As for this study, the dependent variable is the learning outcomes of Islamic Cultural History (SKI) Students.

D. Population and Research Sample

1. Population

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[32] *Ibid*, p. 16

[33]M.E. Winarno, 2013, *Research Methodology in Physical Education*, Malang: UM Press, p. 31

[34]Hardani, *et al.*, 2020, *Qualitative & Quantitative Research Methods*, Yogyakarta: Pustaka Ilmu, p. 305-306.

Population is a general area composed of objects or subjects that have certain qualities and characteristics or characteristics that have been determined by researchers which are then studied and concluded by researchers. [35] The population in this study is all students of class X MIPA MAN IC Paser which consists of 5 classes in detail, namely 4 (four) MIPA classes and 1 (one) social studies class.

2. Sample

Sample is a portion of the number and characteristics or characteristics possessed by the population in a study. The use of this sample itself is to help researchers if a population to be studied is too large or broad while researchers have limited funds, time and energy, therefore researchers can take some samples that can be representative of the population. [36] In this study, researchers took samples with *Purposive Sampling* techniques. *Purposive Sampling* is a sampling technique used to adjust to the sample requirements needed in a study.[37] Two classes of X IPA MAN IC Paser with a total of 48 students were taken as a sample of the population for this study. with a detailed list of samples as follows:

Table 3. Class Attendance List X MIPA 2 & 3

CLASS X ATTENDANCE LIST (X MIPA 2&3)		
Numb.	**Name**	**Class**
1	Afifatul Adawiyah Phasa	X MIPA 2
2	Ahmad Husnul Faiz	X MIPA 2
3	Ahmad Miftahul Ilmi	X MIPA 2
4	Ahmad Ubaydillah	X MIPA 2
5	Alfarel Nezha Afrizal Hendar Mulyana	X MIPA 2

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[35]Garaika, 2019, *Research Methodology*, Lampung: CV Hira Tech, p. 48
[36] *Ibid,* p. 34
[37]Akhmad Fauzy, 2019, *Sampling Method*, Banten: Open University, p. 1.25

6	Amanda Safira Nuraini Putri	X MIPA 2
7	Annida Liqo'ul Hafidzah	X MIPA 2
8	Ashila Nur Mahdin	X MIPA 2
9	Chindy Azkia Putri	X MIPA 2
10	Farah Fairuza	X MIPA 2
11	Fathan Nabil Phasa	X MIPA 2
12	Hani Maulidya Rasyidah	X MIPA 2
13	Hemalya Kirani Puteri	X MIPA 2
14	Khairunisa	X MIPA 2
15	Maitsa' Zahrah	X MIPA 2
16	Muhammad Fariz Tianto	X MIPA 2
17	Muhammad Fatih Farhat	X MIPA 2
18	Muhammad Yusuf Haekal Mujahidin	X MIPA 2
19	Nabila Adina Zahra	X MIPA 2
20	Nouval Akbar	X MIPA 2
21	Rizky Hanis Parlagutan Siregar	X MIPA 2
22	Senlly Agest Ghanisadila	X MIPA 2
23	Shafina Naila Husna	X MIPA 2
24	Syafadilla Anggraini	X MIPA 2
25	Abdurrahman Syafiq	X MIPA 3
26	Adzra Athifah Zahirah	X MIPA 3
27	Ahmad Akmal Ar-Ridho	X MIPA 3
28	Ahmad Saad Fatih Zaghlul	X MIPA 3
29	Almira Khalisa Widhiatmoko	X MIPA 3
30	Diana Zawanas Wani	X MIPA 3
31	Diva Nur Aristi	X MIPA 3
32	Dyna Nur Fakhrina	X MIPA 3
33	Eka Kurnia Fitriani	X MIPA 3
34	Fuza Fauziah	X MIPA 3
35	Hanna Salsabila	X MIPA 3
36	Lutfi Risyalwy Novryanda	X MIPA 3
37	Muhammad Adhytia Nasrullah	X MIPA 3
38	Muhammad Helmi	X MIPA 3
39	Muhammad Rayhan Akbar Wahyudi	X MIPA 3
40	Nabila Najwa Azzati	X MIPA 3
41	Nada Meilany Aflah	X MIPA 3
42	Nahdah Attija Zhafirah	X MIPA 3
43	Naja Fatharani Maulidi	X MIPA 3
44	Nazywa Alya Pasha	X MIPA 3
45	Syida Muhimmatur Rifdah	X MIPA 3
46	Tazkiyyatul Muthmainnah	X MIPA 3
47	Wildan Ociel Bhamira	X MIPA 3
48	Yumna Salsabila	X MIPA 3

This sampling itself is based on consideration of funds, time and energy owned by researchers and considering the large number of research populations.

E. Data and Data Sources

In this research, several data were used, namely as follows:

1. Primary Data

   Primary data is data obtained from primary or original sources. In this study, primary data were obtained from the research instruments used, namely questionnaires on learning motivation and learning outcomes whose respondents came from samples, namely two classes X MIPA 2 &; X MIPA 3 Madrasah Aliyah Negeri Insan Cendekia Paser.

2. Secondary Data

   Indirectly obtained data is called secondary data. The number of students enrolled in class X MIPA 2 &; X MIPA 3 Madrasah Aliyah Negeri Insan Cendekia Paser and the learning outcomes of Islamic Cultural History in the form of midterm exam (UTS) scores were used as secondary data in this study. This secondary data was obtained from documentation conducted at Madrasah Aliyah Negeri Insan Cendekia Paser.

F. Research Instruments

1. Questionnaire

In this study, students' perceptions of the blended learning model, learning motivation, and its impact on student learning outcomes were collected through the use of questionnaires. In this study using a closed questionnaire. A closed questionnaire is a questionnaire that has been designed by providing answers in the form of score scores from each statement or question item in the research questionnaire.[38] The measurement scale used in this questionnaire is the Likert Scale with the following assessment criteria:

1. Strongly Agree   = 5

2. Agree   = 4

3. Ordinary   = 3

4. Disagree   = 2

5. Strongly Disagree   = 1

2. Interwiev

The interview method in this study was used with the aim of obtaining in-depth information related to learning models, student learning motivation. The interview conducted was a structured and *face-to-face* interview with the source.

G. Instrument Validity and Reliability

1. Validity

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[38] Fahreza A.F., Hera Heru SS, "The Effect of Information Services with Film Media on Student Awareness of Sexual Harassment in Class VIII-C SMPN 1 MATESIH for the 2018/2019 Academic Year" *Journal of Medi Kons* 5:2 (2019), p. 39

Validity test is a test used with the aim of determining the validity or accuracy of the questions used in measuring research variables. [39] In determining the validity of an instrument, it can be viewed from the value of its significance. A data obtained can be said to be valid if the significance value is less than or below <5% (0.05). If the significance level obtained is more than the significance level of >5% (0.05), then the data is said to be invalid. In this study, researchers used SPSS in conducting validity tests. In this case, the product moment correlation coefficient formula proposed by Pearson will be used, namely:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X^2)\}\{N \sum Y^2 - (\sum Y^2)\}}}$$

Information:

r_{xy} : X and Y correlation coefficients
N   : Number or number of subjects ΣX= Number of scores per item
ΣY   : Total overall score
ΣXY   : The sum of multiplications X and Y
ΣX2   : Number of squares of X values
ΣY2   : Number of squares of Y values

Based on the formula above, the correlation coefficients X and Y (r_{xy}) will be compared with the value of *the r* table to determine the validity of the instrument used.

2. Reliability

According to Ratna W. D. Paramita, et al (2021: 73), the reliability test is a test used to obtain information about the level of similarity of

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[39]Agung W. Kurniawan, Zarah Puspitaningtyas, 2016, *Quantitative Research Methods*, Yogyakarta: Pandiva Buku, p.97

results provided by the research instrument, which in this case is a questionnaire if one day it will be measured again using similar subjects but at different times.[40]

H. Data Collection Techniques

The following are the data collection techniques used in this research:

1. Documentation

   This documentation method was used in research with the aim of obtaining data in the form of population identity and samples which in this study were students of class X MAN IC Paser and also the learning outcomes of students, namely in the form of test scores in the subject of Islamic Cultural History (SKI).

2. Interview

   In this study, researchers used the interview method with the aim of obtaining in-depth information about the learning model used or applied as well as the motivation of learning students. The interview conducted was a structured and *face-to-face* interview with the source. Structured interview is an interview technique conducted by researchers to resource persons based on a list of questions systematically compiled by previous researchers as a guideline for researchers in conducting interviews with resource persons.[41]

3. Questionnaire

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[40]Ratna W. D. Paramita, *et al.*, 2021, *Quantitative Research Methods: Research Methodology Lecture Textbook for Accounting &; Management Students*, Lumajang: Widya Gama Press, p. 73
[41]Agung W. Kurniawan, Zarah Puspitaningtyas, 2016, *Quantitative Research Methods*, Yogyakarta: Pandiva Buku, p.81

According to Agung & Zarah (2016: 82), questionnaires or questionnaires are data collection methods that are not carried out directly by researchers on respondents as is the case with interviews and questionnaires or questionnaires contain a list that has been compiled by researchers systematically in the form of questions that will then be answered by respondents. [42] Student perceptions of the blended learning model and learning motivation were collected through the use of questionnaires in this study. The Likert Scale is used in the process of measuring this questionnaire.

Table 3.1 Learning Motivation Instrument Grid

Variable	Indicators	Assessed components	Item No.
Student Learning Motivation	**High passion of learners**	1. Have a strong sense of desire in participating in every SKI lesson. 2. Always feel interested in the themes in SKI lessons.	1,2
	Sense of Spirit	1. Be serious in participating in SKI learning in class. 2. Enthusiastically follow every SKI learning in class. 3. It is not easy to give up in participating in SKI learning in class.	3,4,5

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[42]Agung W. Kurniawan, Zarah Puspitaningtyas, 2016, *Quantitative Research Methods*, Yogyakarta: Pandiva Buku, p.82

	High curiosity	1. Trying to learn SKI materials that have not been or have been studied. 2. Look for other resources as SKI learning resources. (Books, Internet, etc.). 3. Always ask the teacher if there is anything you want to know about SKI.	6,7,8
	Student initiative to complete assignments from teachers	1. Able to complete the tasks given by the teacher well. 2. Do assignments from the teacher without being asked repeatedly by the teacher. 3. Able to complete the tasks given by the teacher on time.	9,10,11
	Confidence in self	1. Able to do the tasks given by the teacher. 2. Confident in your own work and not cheating other friends. 3. Feel proud of your own work.	12,13,14
	High Concentration Level	1. Always pay attention when the teacher explains the learning in class. 2. Perform tasks in accordance with existing instructions and provisions. 3. Do not disturb other friends who are studying.	15,16,17
	Make obstacles a challenge that	1. Do the questions in LKS or textbooks before being asked by the teacher	18,19,20

needs to be solved	2. Feel challenged if you find a question about SKI that is difficult for yourself or other friends. 3. Try to find questions related to SKI other than the package book or LKS.		
Patience and high desire	1. Not rushing to follow the SKI learning that takes place in class. 2. Not doing the assignments given by the teacher carelessly.	21,22	

Table 3.2 Instrument Grid of *Blended Learning* Model

Variable	**Assessment Indicators**	**Sum**	**Item No.**
Model Pembelajaran *Blended Learning*	I am able to understand the material delivered by the teacher in *face-to-face* learning	**12 butir soal**	**1**
	Face-to-face learning in class was able to increase my attention		**2**
	I can understand the lessons well through *face-to-face* learning		**3**
	I am able to master the material well in *face-to-face* learning		**4**
	I was able to interact well with teachers and other students in *face-to-face* learning		**5**

I am able to solve problems in *the face-to-face* learning process		**6**
Blended learning was able to increase my knowledge more broadly		**7**
The *Blended Learning* model is very effective in delivering learning materials		**8**
The *Blended Learning* model provides interactive learning media		**9**
I was able to express my opinion easily in the *Blended Learning* model		**10**
The *Blended Learning* model brings out my motivation in learning		**11**
For me the *Blended Learning* Model is more efficient to implement		**12**

I. Data Analysis

1. Inferential Statistical Analysis

   Researchers use Inferential Statistical analysis with the aim that the results of the analysis obtained later can be generalized[43]. In this study, the independent or independent variable is a *blended* learning learning model, the dependent or bound variable is the learning outcome of learners, and learning motivation as a mediation variable. These variables have several measurement indicators which are then processed into research instruments, namely in the form of questionnaires.

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[43]Sugiyono, 2022, *Quantitative Research Methods*, Bandung: Alfabeta, p. 228

2. Classical Assumption Test

a. Normality Test

The normality test is used to determine whether the data obtained is sourced or comes from a population that is distributed normally or in normal distribution. According to Muwarni, if the value , $L_{hitung} > L_{tabel}$ then it is rejected. Meanwhile, if the value , then accepted. With the following hypothesis: $H_0 L_{hitung} < L_{tabel} H_0$[44]

H_0 : Normal distributed sample

H_1 : Abnormally distributed sample

b. Linierity Test

The linearity test is used to obtain knowledge about the relationship between independent *and* dependent *variables* whether linear or not. For research using multiple linear regression analysis, this linearity test is required as a condition. In this study, to calculate the linearity test between variables, researchers used the SPSS program.[45]

c. Multicolonity Test

Is a test carried out on between independent variables (Independent Variable) with the aim of finding out whether there is a correlation or relationship between the independent variables (*Independent Variable*).

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[44]Nuryadi, *et al.*, 2017, *Basics of* Research Statistics, Yogyakarta: Sibuku Media, p.80

[45]Wayan Widana, Putu L. Muliani, 2020, *Analysis Requirements Test*, Lumajang: Klik Media, p. 47

d. Heterokedasticity Test

The heterokedasticity test is a test used to find whether there are deviations in classical assumptions or not. The heterokedasticity test is a prerequisite used in regression models must show no symptoms or signs of heterokedasticity.

3. Hypothesis Test

This analysis is used with the aim of testing the influence of two or more independent *variables* on one dependent *variable*.[46] In addition, through this multiple regression analysis test, hypotheses that have been made previously will be tested using individual parameter significance tests or t-tests and Sobel Tests.

- Individual Parameter Significance Test (t-test or *t-test*)

To determine the effect of variables in multiple linear regression models, the significance of individual (partial) parameters was tested. Testing the significance of these individual parameters using a *t-test or t-test*.

4. Path Analysis

Path Analysis or Path Analysis is a technique used to analyze the causality relationship of multiple linear regression in which the independent variable whether it directly affects or not the dependent variable.[47] Through path analysis, linkage patterns or relationships

[46] Dyah Nirmala, 2012, *Descriptive Statistics &; Multiple Linear Regression with* SPSS, Semarang: Semarang University Press, p. 13

[47] Jonathan Sarwono, "Analyzing Path Analysis: History, Understanding, and Application", *Scientific Journal of Business Management 2:11* (November, 2011), p. 286

between three or more variables can be determined. In this study, the Sobel Test will be used in path analysis.

- Sobel Test

    Is a test used to ascertain or confirm whether an independent variable with a dependent variable has a direct or indirect relationship through an *intervening variable*. In performing calculations to determine the significance of influence, it is calculated using the following formula:[48]

$$t = \frac{ab}{Sab}$$

The calculated t value will later be compared with the table t value, which is 2.01 based on n=41 and α=0.05. If the calculated t value obtained shows a value greater than the table t, then it can be concluded that there is a mediation influence.

J. Research Procedure

This research will be carried out in several stages as follows:

1. Predecessor Research

Date   : May 14, 2023

Activity   : Researchers begin to make preparations both theoretically and practically. The researcher also contacted the school regarding the research and delivered the research letter requested by the school.

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[48]Mochammad Chabachib, Muhammad Irham A., *Determinants of Corporate Value with Capital Structure as a Moderation Variable*, Semarang: Undip Press, p. 27

2. **Design Development**

Date　　　 : May 18, 2023

Activity　 : Researchers begin planning in research related to problem formulation and solving solutions to be given.

3. **Previous Research**

Date　　　 : May 20 , 2023

Activity　 : Researchers obtained research permits at Madrasah Aliyah Negeri Insan Cendekia Paser and obtained approval from questionnaire validation.

4. **Research**

Date　　　 : May 22-27, 2023

Activity　 : Researchers begin to conduct research in the field. The researchers carried out several activities such as documentation of the required data, interviews of related teachers, and distribution of questionnaires to respondents at Madrasah Aliyah Negeri Insan cendekia Paser.

5. **Report Writing**

Date　　　 : May 30, 2023

Activity　 : After the necessary data is obtained, researchers then test the research instrument, analyze and interpret the data with the *IBM SPSS Statistics* program as a statistical analysis tool in research.

CHAPTER IV
DATA EXPOSURE AND RESEARCH RESULTS

A. Data Exposure

1. Overview of Research Objects

   a. School Profile of MAN Insan Cendekia Paser

   Madrasah Aliyah Negeri Insan Cendekia Paser (MAN IC Paser) is one of the Islamic educational institutions located in East Kalimantan, precisely in Paser Regency, Kecamantan Tanah Grogot. Madrasah Aliyah Negeri Insan Cendekia Paser (MAN IC Paser) is located at, Jl. Negara, KM.08, Sempulang Village, Tanah Grogot District, Paser Regency, East Kalimantan. This madrasah already has a Madrasah Statistics number, namely 131164010002 and an NPSN number, namely 69941830. Madrasah Aliyah Negeri Insan Cendekia Paser (MAN IC Paser) is one of the MAN Insan Cendekia located in East Kalimantan Province. MAN IC Paser itself since 2013 has been planned to be built. On August 3, 2015, MAN IC Paser was established and inaugurated by Lukman Saifuddin along with 6 similar Madrasahs in other regions.This madrasah places great emphasis on the academic potential of its students but also provides religious reinforcement to its students which will then be contained in the vision of this madrasah. The presence of this madrasah itself began with the idea of the father of Insan Cendekia, namely Prof. Dr. Ing. H. Bacharuddin Jusuf Habibie, FREng. So, until now, there have been almost more than 30 provinces in which there is

MAN IC (Madrasah Aliyah Negeri Insan Cendekia), one of which is MAN IC Paser. [49]

Based on the idea of the founding father who wanted to create human resources who have high qualifications in science and technology and in line with that faith and devotion as well. Therefore, the concept that runs in this Madrasah is *Full-day boarding school*. That is, the time from morning to evening is used for teaching general science, then in the evening continued with religious teaching such as reciting yellow books. Among several madrasah programs that include strengthening science and technology and religion, namely Olympic Quarantine or Competition, KBS (Field of Study Club), Tahfidz 30 Juz Quarantine (Yearly), Tahfidzul Qur'an Rutinan, Tahsin, Studying the yellow books, and others. MAN IC Paser also instills the spirit of independence, courage, intellectuality, and tawadhu' to the students. In addition, students are expected to have good language skills, so that at MAN IC Paser has a language program with languages studied, including English, Arabic, and Japanese. One of the advantages of this madrasah is in addition to the *Boarding School* system so that participants can be monitored every day, as well as the programs given to students who are fairly many and can accommodate every student in the Madrasah. [50]

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[49] Ratih Kirana, Ririn Salmiyati, *completed IC's footprint throughout Indonesia with MAN Insan Cendekia Paser*. Document.

[50] Ratih Kirana, Ririn Salmiyati, *completed IC's footprint throughout Indonesia with MAN Insan Cendekia Paser*. Document.

b. Vision, Mission, and School Objectives

1. Vision

Based on the background and condition of the Madrasah, the Madrasah Vision is formulated as follows:

"The realization of high-quality human resources in faith and piety, mastering science and technology and being able to actualize them in the community caring for the environment"

2. Mission

In order to realize the above vision, several madrasah missions were arranged as follows:

1. Preparing future leadership candidates who master science and technology, have high fighting power, are creative, innovative, proactive and have a strong foundation of faith and piety which is manifested through modern religious life behavior.

2. Develop the interests, talents and potentials of students to achieve achievements at national to international levels.

3. Improve students' ability to communicate with international languages.

4. Improve the knowledge and professional abilities of educators and education staff in accordance with the development of the world of education

5. Making MAN Insan Cendekia an educational institution with good governance, independence and environmental insight.

6. Making MAN Insan Cendekia a model in the development of science and technology learning and imtak for other educational institutions.

3. School Objectives[51]

1. Forming graduates with Islamic character, Indonesian culture, humanitarian and national insight, environmentally friendly, and able to make changes that are extracted by the Islamic principles of rahmatan lil'alamin.

2. Producing graduates who master the basics of Islamic science, science, technology, social sciences and art-culture to achieve achievements at the national and international levels.

3. Forming graduates who have critical thinking skills, communication skills, cooperation, high creativity and entrepreneurial spirit to face global competition.

4. Improve the competence and professionalism of teachers and education staff through continuous professional development

5. Improve quality in maintaining the balance of science and technology quality and imtak through continuous strengthening of academic and dormitory programs.

6. Build a professional, resilient and measurable management system so that it is able to empower itself and take advantage of existing opportunities in optimally developing programs.

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[51] Ratih Kirana, Ririn Salmiyati, *Melengkapi Jejak IC Se-Indonesia Bersama MAN Insan Cendekia Paser*. Document.

7. Making MAN Insan Cendekia a center for the development of superior madrasah and human resource development in the field of education in Indonesia.

c. School Organizational Structure of MAN Insan Cendekia Paser

4.1 School Organizational Structure
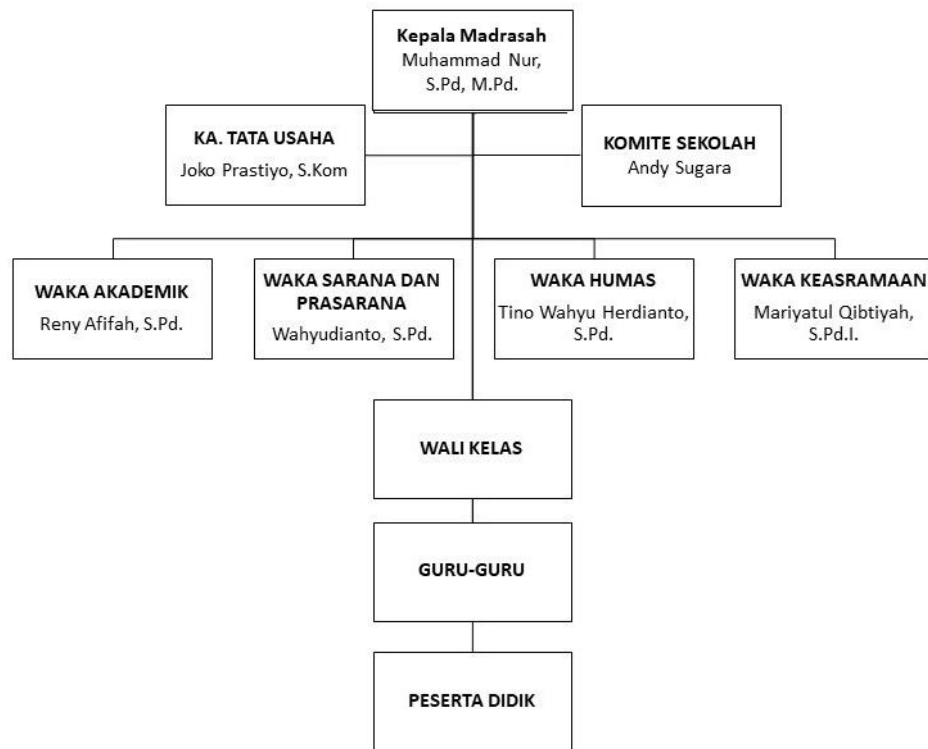
2. Validity and Reliability Test

a. Validity Test

Validity test as a test used to determine or assess a measuring instrument which in this study is a questionnaire on a concept to be measured. A research instrument is said to be valid if it meets the criteria, namely $r_{hitung} > r_{tabel}$, then the statement in the instrument is

valid. Conversely, if , $r_{hitung} < r_{tabel}$ then the statement in the instrument is invalid. The following are the results of the validity test of the research instrument:

Table 4.1 *Blended Learning* Model Validity Test Results

Item No.	r_{count}	r_{table}	Information
1	0,680	0,316	Valid
2	0,543	0,316	Valid
3	0,570	0,316	Valid
4	0,598	0,316	Valid
5	0,421	0,316	Valid
6	0,493	0,316	Valid
7	0,716	0,316	Valid
8	0,693	0,316	Valid
9	0,622	0,316	Valid
10	0,619	0,316	Valid
11	0,747	0,316	Valid
12	0,707	0,316	Valid

Based on the results obtained in the table above, researchers tested the validity of the *Blended Learning* Model (X1) variable with a total of 12 statements and respondents, namely as many as 41 students in school. The significance level is 5% or 0.05 and the degree of freedom is calculated by the formula df=N-2, with N=Number of Respondents.

Then the result of the degree of freedom is N = 39. So that the value

obtained r_{tabel} by referring to the table $r_{product\,moment}$ is 0.316. Thus,

under the conditions if , $r_{hitung} > r_{tabel}$ then the item is valid.

Therefore, the entire item is valid because it has a value greater than

$.r_{hitung}r_{tabel}$

Table 4.2 Learning Motivation Validity Test Results

Item No.	r_{hitung}	r_{tabel}	Information
1	0,590	0,316	Valid
2	0,587	0,316	Valid
3	0,655	0,316	Valid
4	0,649	0,316	Valid
5	0,779	0,316	Valid
6	0,632	0,316	Valid
7	0,514	0,316	Valid
8	0,691	0,316	Valid
9	0,684	0,316	Valid
10	0,805	0,316	Valid
11	0,743	0,316	Valid
12	0,781	0,316	Valid
13	0,625	0,316	Valid
14	0,567	0,316	Valid
15	0,527	0,316	Valid

16	0,675	0,316	Valid
17	0,675	0,316	Valid
18	0,567	0,316	Valid
19	0,784	0,316	Valid
20	0,721	0,316	Valid
21	0,719	0,316	Valid
22	0,387	0,316	Valid

Based on the results obtained in the table above, researchers conducted a validity test on the learning motivation variable (X2) with a total of 22 statements and respondents, namely as many as 41 students in school. The significance level is 5% or 0.05 and the degree of freedom is calculated by the formula df=N-2, with N=Number of Respondents. Then the result of the degree of freedom is N = 39. So that the value obtained r_{tabel} by referring to the table $r_{product\,moment}$ is 0.316. Thus, under the conditions if , $r_{hitung} > r_{tabel}$ then the item is valid. Therefore, the entire item is valid because it has a value greater than $.r_{hitung} r_{tabel}$

b. **Reliability Test**

To find out whether the instrument used in this study is reliable or can be used several times to measure the same object and will obtain the same results, it is necessary to conduct a reliability test. In this reliability test, the Cronbach's Alpha formula is used, provided that if the value of

Cronbach's Alpha obtained is less than or <0.6, then the instrument is not reliable. Here are the reliability test results:

Table 4.3 Reliability Test of Blended Learning Model

Reliability Statistics	
Cronbach's Alpha	N of Items
.851	12

Table 4.4 Learning Motivation Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.929	22

Based on reliability table data on both variables, Cronbach's Alpha results were obtained 0.815 on the Blended Learning Model variable and 0.929 on the learning motivation variable. It can be concluded based on the condition that if the value of Cronbach's Alpha is less than 0.6 or <0.6 then a variable is not reliable. At the value obtained, it can be seen that both variables have a Cronbach's Alpha value greater than 0.6, so both variables are declared reliable.

3. **Classical Assumption Test**

   a. **Normality Test**

   In this study, to test residual normality, the K-S/Kolmogorov-Smirnov normality test was used. Here are the results of the Normality Test performed:

Table 4.5 Kolmogorov-Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Model Blended Learning	Motivasi Belajar	Hasil Belajar
N		41	41	41
Normal Parameters[a,b]	Mean	49.49	83.07	82.63
	Std. Deviation	5.129	11.455	2.973
Most Extreme Differences	Absolute	.127	.146	.251
	Positive	.078	.096	.251
	Negative	-.127	-.146	-.188
Kolmogorov-Smirnov Z		.812	.932	1.609
Asymp. Sig. (2-tailed)		.524	.350	.011

a. Test distribution is Normal.

b. Calculated from data.

Based on the normality test that has been carried out using *IBM SPSS Statistic*, the results are obtained in the table above. Based on the provisions, to meet the normality test with the significance value obtained must exceed 0.05. So, it can be known based on the test results obtained on *Asymp. Sig. (2-tailed)* above, it is known that each variable has a significance value of $0.524 > 0.05$, $0.350 > 0.05$, and $0.011 > 0.05$. The significance value of each variable indicates a value greater than 0.05. Therefore, it can be stated that the normality test in this study is fulfilled and each variable is normally distributed.

b. **Linierity Test**

To find out whether there is a linear relationship between the two variables or not, a Linearity Test is carried out. Here are the test results carried out:

Table 4.6 Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual * Unstandardized Predicted Value	Between Groups	(Combined)	334.924	38	8.814	35.255	.028
		Linearity	.000	1	.000	.000	1.000
		Deviation from Linearity	334.924	37	9.052	36.208	.027
	Within Groups		.500	2	.250		
	Total		335.424	40			

In the table above, we know the values obtained after testing with *IBM SPSS Statistics*. Known *linearity Sig.* as a benchmark of linearity. Based on the provisions if the *linearity value of Sig.* greater than 0.05, then there is a linear relationship between the variables tested. Known in the table above, the *linearity value of Sig.* greater than 1,000 > 0.05, it can be stated that there is a relationship between the variables of *the Blended* Learning Model and Learning Motivation with Learning Outcomes.

c. **Multicolonity Test**

In research with two variables *Independent* Need to do test Multicolonicity with the aim of knowing whether there are symptoms of multicolonicity. Pthere is this study used test by looking at values *Tolerance* and VIF (*Variance Inflation Factor*). Here are the test results obtained:

Table 4.7 Result Test Multicolonicity

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	87.548	4.587		19.085	.000		
	Model Blended Learning	-.174	.122	-.300	-1.421	.164	.560	1.787
	Motivasi Belajar	.044	.055	.171	.811	.422	.560	1.787

a. Dependent Variable: Hasil Belajar

The Multicolonierity test has a provision, namely if the *Tolerance* value has a value of more than > 0.10 or a VIF (*Variance Inflation Factor*) value of less than < 10.00, then there are no symptoms of multicolonierity between independent variables. Known in the table above, the *Tolerance* value obtained is 0.560 > 0.10. While the value of VIF (*Variance Inflation Factor*) is 1.787 < 10.00. Based on these results, it can be stated that there are no symptoms of multicolonierity between independent variables.

d. **Heterocedasticity Test**

Heterokedasticity test was carried out in this study using the *Spearman Rho* test to find out whether a regression model has indications of heterokedasticity or not. Here are the results of the *Spearman Rho* test performed:

Table 4.8 Heterokedasticity Test Results

Correlations

			Model Blended Learning	Motivasi Belajar	Unstandardized Residual
Spearman's rho	Model Blended Learning	Correlation Coefficient	1.000	.587**	.028
		Sig. (2-tailed)	.	.000	.864
		N	41	41	41
	Motivasi Belajar	Correlation Coefficient	.587**	1.000	-.082
		Sig. (2-tailed)	.000	.	.609
		N	41	41	41
	Unstandardized Residual	Correlation Coefficient	.028	-.082	1.000
		Sig. (2-tailed)	.864	.609	.
		N	41	41	41

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

In the test, a significance value of 0.05 is used provided that if the *value of Sig. (2-tailed)* is more than > 0.05, there are no symptoms of heteroscedasticity. If the value of *Sig. (2-tailed)* is less than < 0.05 then there are symptoms of heteroscedasticity. Based on the table above, the

sig value is obtained. *(2-tailed)* In the variable blended learning model

is 0.864 and greater than the significance value of 0.05. Meanwhile, in

the variable of learning motivation, *a sig value is obtained. (2-tailed)*of

0.609 and greater than the significance value of 0.05. So it can be stated

that there are no symptoms of heterokedasticity due to the sig value. *(2-tailed)* obtained is greater than 0.05.

4. **Hypothesis Test**

In testing the hypothesis proposed in this study, researchers used a

partial significance test (t-test) and a Sobel Test (Sobel *Test*). A partial

significance test (t-test) will be used to calculate the results to measure the

first and second hypotheses. As for the third hypothesis, the Sobel Test will

be used.

a. **Partial Significance Test t (t-*test*)**

   Table 4.9 Partial significance test results**(t-test) X1→Y**

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.224	13.718		.672	.505
	Model Blended Learning	1.439	.276	.641	5.217	.000

a. Dependent Variable: Hasil Belajar SKI

Based on the table above, it is known that the partial significance

value obtained from the *Independent* variable, namely the Blended

Learning Model against the *dependent* variable, namely learning

outcomes, is 0.243. As for the provisions in this partial significance test

(t-test), if the sig value obtained is < 0.05, then there is an influence

between these variables. Meanwhile, if the significance value obtained is > 0.05, then there is no influence between the variable X and Y. Based on the significance value obtained, which is $0.000 < 0.05$, it can be concluded that there is an influence between variable X1 (*Blended Learning Model*) and variable Y (Learning Outcomes). Therefore, H_1 this study is accepted.

Table 4.10 Partial significance test results(t-test) X1→X2

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	9.727	13.309		.731	.469
	Model Blended Learning	1.482	.268	.664	5.540	.000

a. Dependent Variable: Motivasi Belajar

In the table above, the partial significance value of the *Blended Learning* Model variable to the student learning motivation variable is 0.000. With the provision in the partial significance test (t-test) if the significance value < 0.05, it shows an influence. Conversely, if the significance value > 0.05, then there is no effect. The partial significance value obtained is $0.000 < 0.05$, so it can be stated that there is an influence between the variables of the *blended* learning model on the variables of student learning motivation. Therefore, H_2 in this study it is accepted.

b. **Sobel Test**

In this study, to ascertain whether the independent *variable (Independent* Variable) with the dependent variable (*Depedent Variable*) has a direct or indirect relationship through mediation variables.

Previously, it was necessary to find the value of the coefficient of influence "ab" and *the Standard error* coefficients "a" and "b" using the *IBM Statistic SPSS program.* After the values of "ab" and "*standard error* ab" are obtained, it will be presented in the table as follows:

Tabel 4.11 Sobel Test Results (Sobel Test)

Variable	Coefficient "ab"	*Standard Error* "ab"
Blended Learning Model for Student Learning Motivation	1,482 (a)	0,268 (Sa)
Student Learning Motivation on Student Learning Outcomes	0,044 (b)	0,055 (Sb)

After obtaining the required value, to determine the significance of the influence, it is calculated using the following formula:

$$t = \frac{ab}{Sab}$$

After calculating by entering the known values in the table above, a value of 4.4238 will be obtained which is t_{hitung}. Then compared with t_{tabel} the obtained amounting to 2.01. This means that the value of $(t_{hitung} 4.4238) > (t_{tabel} 2.01)$, so it can be concluded that there is a mediation influence. So it proves that learning motivation is able to mediate between blended learning models on student learning outcomes. So this H_3 study is accepted.

B. Research Results

1. *Blended Learning* Model

a. Presentation and Analysis of Questionnaire Result Data

Researchers distributed research questionnaires on the *Blended Learning* model to 41 out of 119 grade X students of MAN Insan Cendekia Paser. Furthermore, researchers analyzed the data obtained from collecting questionnaires with percentage analysis. The alternatives on the questionnaire are:

a) The answer "SS" or Strongly Agree is rated 5

b) The answer "S" or Agree is rated 4

c) Answer "B" or Ordinary is rated 3

d) The answer "TS" or Disagree is rated 2

e) The answer "STS" or Strongly Disagree is rated 1

The following is a presentation of the data obtained through the *Blended Learning* Model questionnaire on MAN Insan Cendekia Paser students presented in the table as follows:

Tabel 4.12 Results of the Blended Learning Model Questionnaire

No	Respondent's Name	Question Item												Sum
		1	2	3	4	5	6	7	8	9	10	11	12	
1	Afifatul Adawiyah Phasa	4	3	4	4	4	3	5	5	5	3	4	5	49
2	Ahmad Husnul Faiz	5	4	4	5	5	5	5	4	4	4	5	5	55
3	Ahmad Miftahul Ilmi	4	4	5	4	3	3	4	4	5	2	3	4	45
4	Ahmad Ubaydillah	3	3	3	3	2	4	4	4	4	3	3	4	40
5	Alfarel Nezha Afrizal Hendar M.	3	3	4	5	3	4	4	4	4	3	3	4	44

No	Name													Total
6	Amanda Safira Nuraini Putri	5	4	4	4	4	4	4	4	4	4	4	3	48
7	Annida Liqo'ul Hafidzah	4	4	4	4	5	4	3	3	5	4	3	3	46
8	Ashila Nur Mahdin	4	5	3	3	3	3	5	5	4	3	5	5	48
9	Chindy Azkia Putri	5	4	4	4	5	4	5	5	4	4	4	5	53
10	Farah Fairuza	4	4	3	3	4	4	4	3	3	3	4	4	43
11	Hani Maulidya Rasyidah	4	4	4	4	4	4	4	5	4	4	4	5	50
12	Hemalya Kirani Puteri	4	3	4	4	4	3	3	4	3	4	3	4	43
13	Khairunisa	4	4	4	4	4	3	4	4	4	4	4	4	47
14	Maitsa' Zahrah	5	5	5	5	4	4	4	3	3	2	2	2	44
15	Muhammad Fatih Farhat	3	3	3	3	3	3	3	3	3	3	2	2	34
16	Nabila Adina Zahra	5	5	5	5	5	4	4	4	4	4	4	4	53
17	Rizky Hanis Parlagutan Siregar	4	4	4	3	4	3	4	4	4	3	3	4	44
18	Senlly Agest Ghanisadila	4	5	4	3	4	3	5	4	3	4	3	4	46
19	Shafina Naila Husna	4	4	4	4	4	4	4	4	4	4	4	4	48
20	Syafadilla Anggraini	5	4	4	4	4	4	5	5	5	3	4	5	52
21	Abdurrahman Syafiq	4	3	4	4	3	5	5	5	5	4	5	5	52
22	Ahmad Akmal Ar-Ridho	4	4	4	4	3	3	4	4	4	3	4	4	45
23	Ahmad Saad Fatih Zaghlul	5	5	4	4	5	4	5	5	5	4	4	5	55
24	Almira Khalisa Widhiatmoko	5	4	5	5	4	4	5	5	5	5	4	5	56
25	Diana Zawanas Wani	4	3	5	3	4	3	4	4	4	5	4	5	48
26	Diva Nur Aristi	5	5	5	5	3	4	4	5	5	4	5	5	55
27	Dyna Nur Fakhrina	5	5	5	5	5	4	5	5	4	4	5	5	57
28	Eka Kurnia Fitriani	4	4	4	4	4	5	5	5	5	4	3	4	51
29	Fuza Fauziah	4	4	4	3	5	3	4	4	5	3	3	5	47
30	Lutfi Risyalwy Novryanda	4	4	4	4	3	3	5	5	5	5	5	5	52
31	Muhammad Adhytia Nasrullah	4	4	4	4	4	4	4	4	4	4	4	4	48
32	Muhammad Helmi	4	4	4	4	4	4	5	5	5	5	4	5	53
33	Muhammad Rayhan Akbar W.	4	5	5	4	5	3	5	5	4	4	5	4	53

34	Nabila Najwa Azzati	4	4	4	4	5	4	4	3	4	3	4	4	47
35	Nada Meilany Aflah	5	5	5	5	4	4	5	5	5	4	4	5	56
36	Nahdah Attija Zhafirah	4	4	5	4	4	4	4	5	4	4	4	4	50
37	Naja Fatharani Maulidi	4	4	5	5	4	4	5	4	5	4	4	4	52
38	Nazywa Alya Pasha	4	4	4	4	4	4	5	5	5	5	5	5	54
39	Syida Muhimmatur Rifdah	4	5	5	4	4	4	5	4	5	4	5	5	54
40	Tazkiyyatul Muthmainnah	4	5	4	4	5	5	4	4	5	4	4	5	53
41	Yumna Salsabila	5	5	5	5	4	5	5	5	5	5	5	5	59

Presentation of the result data in the table for then descriptive analysis of the variables of the *blended learning* model as a whole. It is known as follows:

N=41

σx=2029

Before categorizing at intervals, it is necessary to first find the average first. The formula used is:

$$\mathbf{M_X} = \frac{\Sigma X}{N}$$

Information:

M_X = Mean or Average searched

ΣX = The sum of all total scores on the questionnaire

N = Number of Respondents

$$\mathbf{M_X} = \frac{\Sigma X}{N}$$

$$M_X = \frac{2029}{41}$$

$$M_X = 49,487$$

From the calculations made, the Mean or average value of the *Blended Learning* Model is 49.48. The next step is to categorize the mean or average value into five-category intervals as follows:

Tabel 4.13 Interval Class

Category	Interval
Very good	53-62
Good	43-52
Enough	33-42
Not Good	23-32
Very Not Good	12-22

It is known from the interval table, the mean or average value of the Blended Learning model that has been obtained previously which is 49.48 is in the interval 43-52, it can be concluded that the *Blended Learning* model in learning SKI MAN Insan Cendekia Paser is in the "Good" category.

2. **Learning Motivation**

   b. **Presentation Anf Analysis of Questionnaire Result Data**

   Researchers distributed a research questionnaire on Learning Motivation to 41 out of 119 grade X students of MAN Insan Cendekia Paser. Furthermore, researchers analyzed the data obtained from

collecting questionnaires with percentage analysis. The alternatives on the questionnaire are:

a) The answer "SS" or Strongly Agree is rated 5

b) The answer "S" or Agree is rated 4

c) Answer "B" or Ordinary is rated 3

d) The answer "TS" or Disagree is rated 2

e) The answer "STS" or Strongly Disagree is rated 1

The following is the presentation of the data obtained through the Learning Motivation questionnaire for MAN Insan Cendekia Paser students presented in the table as follows:

Table 4.14 Results of Learning Motivation Questionnaire

No	Nama Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jumlah
1	Afifatul Adawiyah Phasa	4	3	4	4	5	4	4	3	4	5	4	5	4	5	3	4	5	3	3	3	4	4	87
2	Ahmad Husnul Faiz	4	4	4	4	4	5	4	5	4	4	5	5	5	5	4	4	4	5	4	4	4	5	96
3	Ahmad Miftahul Ilmi	5	5	5	4	4	4	4	3	5	4	4	4	5	3	4	4	3	3	4	3	4	4	88
4	Ahmad Ubaydillah	3	3	3	3	3	3	3	3	3	3	3	3	3	5	4	4	2	1	1	1	3	4	64
5	Alfarel Nezha Afrizal Hendar Mulyana	3	3	4	2	3	2	3	2	3	3	3	4	4	4	3	3	1	2	2	1	3	4	62
6	Amanda Safira Nuraini Putri	3	4	3	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	5	5	5	86
7	Annida Linu'ul Hafidzah	3	2	3	3	3	3	2	4	4	4	5	3	5	3	4	4	3	2	2	2	2	4	70
8	Ashila Nur Mahdin	2	3	3	2	1	4	4	1	4	2	3	2	3	5	3	4	1	2	1	1	1	5	57
9	Chindy Azkia Putri	4	3	4	3	4	5	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	84
10	Farah Fairuza	3	3	4	3	3	4	4	3	4	4	4	4	4	4	4	4	4	3	3	3	3	4	79
11	Hani Maulidya Rasyidah	3	4	4	3	4	4	3	4	4	5	5	5	5	5	5	5	5	2	4	2	4	5	90
12	Hemalya Kirani Puteri	4	4	4	3	3	4	4	4	3	3	3	3	3	4	5	4	5	4	4	4	4	4	83
13	Khairunnisa	4	4	3	3	3	4	4	4	3	3	3	4	3	4	4	4	3	3	4	3	3	3	76
14	Maitsa' Zahrah	3	4	5	5	3	2	3	3	4	4	4	4	4	3	5	5	4	2	4	2	5	5	83
15	Muhammad Fatih Farhat	2	2	2	2	2	2	2	2	2	2	2	2	2	5	3	2	2	2	1	1	2	2	46
16	Nabila Adina Zahra	3	3	4	3	4	4	4	3	5	5	5	5	5	5	4	4	3	5	5	3	3	5	90
17	Rizky Hanis Pargalutan Siregar	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	66
18	Senilly Agest Ghanisadila	3	3	4	4	4	4	3	4	5	4	4	3	5	4	4	4	3	3	3	4	4	5	84
19	Shafina Naila Husna	4	4	5	4	5	5	4	3	4	4	4	4	4	4	4	4	4	3	3	3	4	4	87
20	Syafadilla Anggraini	3	3	4	3	4	3	3	3	4	4	4	4	4	4	4	4	4	2	2	2	3	4	75

No	Name																							Total
21	Abdurrahman Syafiq	3	3	4	3	4	3	4	3	5	5	5	5	5	5	5	5	4	3	5	3	5	5	92
22	Ahmad Akmal Ar-Ridho	3	3	3	3	3	3	3	3	4	4	4	4	3	3	3	4	4	4	4	3	3	4	76
23	AHMAD SAAD FATIH ZAGHLUL	4	3	3	3	4	4	4	4	4	4	4	4	4	5	5	4	4	3	3	3	4	5	85
24	Almira Khalisa Widhiatmoko	5	5	4	4	4	4	4	3	4	4	4	5	5	4	5	5	4	4	5	4	4	4	94
25	Diana Zawanas Wani	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	3	3	4	3	4	3	98
26	Diva nur aristi	4	3	4	3	3	4	3	3	4	5	5	5	4	5	5	5	3	2	3	3	4	4	84
27	Dyna Nur Fakhrina	3	3	4	3	4	4	3	5	5	5	5	5	5	4	4	5	5	3	5	3	5	5	93
28	Eka Kurnia fitriani	3	4	4	4	3	2	2	3	4	4	4	4	3	5	5	4	3	2	4	3	4	5	79
29	FUZA FAUZIAH	3	3	4	4	4	4	3	4	5	5	5	4	3	4	3	4	3	2	3	3	4	5	82
30	Lutfi Risyalwy Novryanda	3	4	4	4	4	4	5	4	5	4	5	4	4	3	5	5	4	3	3	3	4	5	89
31	Muhammad Adhitia Nasrullah	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	88
32	MUHAMMAD HELMI	3	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	3	3	3	3	3	4	80
33	Muhammad Rayhan Akbar Wahyudi	3	3	3	3	4	3	4	4	4	4	4	4	4	4	4	4	4	2	4	2	4	4	79
34	Nabila Najwa Azzati	4	4	4	4	3	3	4	4	3	4	4	4	4	5	5	4	4	4	4	4	4	4	87
35	Nada Meilany Aflah	4	4	4	4	5	4	3	5	5	5	5	4	4	4	5	5	4	4	5	4	5	5	97
36	Nabdah Attiia Zhafirah	4	5	5	5	4	5	4	4	4	4	4	4	3	5	4	4	3	4	3	4	4	5	91
37	Naia Fatharani Maulid	4	4	4	4	5	5	3	4	4	5	5	4	4	5	4	4	5	3	4	3	4	5	92
38	Nazwwa Alya Pasha	3	3	4	3	4	5	5	5	5	5	5	5	4	5	5	5	5	4	4	4	4	4	96
39	Svida Muhimmatur Rifdah	3	4	5	4	5	4	4	5	5	5	4	5	4	5	4	5	5	3	3	5	4	5	96
40	Tazkiyyatul Muthmainnah	4	4	5	5	4	5	5	4	5	5	5	5	5	4	4	4	3	3	4	3	3	4	93
41	Yumna Salsabila	3	3	5	4	4	4	3	4	5	5	5	5	4	5	4	5	3	2	3	2	3	1	82

Presentation of result data in the table for then descriptive analysis of learning motivation variables as a whole. It is known as follows:

N=41

σx=3406

Before categorizing at intervals, it is necessary to first find the average first. The formula used is:

$$M_X = \frac{\Sigma X}{N}$$

Information:

M_X = Mean or Average searched

ΣX = The sum of all total scores on the questionnaire

N = Number of Respondents

$$M_X = \frac{\Sigma X}{N}$$

$$M_X = \frac{3046}{41}$$

$$M_X = 74,29$$

From the calculations made, the Mean or average value of the *Blended Learning* Model is 74.29. The next step is to categorize the mean or average value into five-category intervals as follows:

Table 4.15 Interval Class

Category	Interval
Very good	92,5-110
Good	74,9-92,4
Enough	57,3-74,8
Not Good	39,7-57,2
Very Not Good	22-39,6

It is known from the interval table, the mean or average value of the learning motivation that has been obtained previously which is 74.29 is in the interval 57.3-74.8, it can be concluded that the learning motivation

of students in learning SKI MAN Insan Cendekia Paser is in the "Enough" category.

CHAPTER V
DISCUSSION

A. **Analysis of the Effect of** *the Blended Learning* Model **on Student Learning Motivation**

Motivation for each individual is very important, including students. Motivation is very necessary for the world of Education, both for educators and even students. With the motivation of educators and students, it will create KBM or good teaching and learning activities and will achieve the goals of learning itself. Therefore, teachers need to apply an interesting learning model for their students, of course, in order to create interest that can cause motivation for students with the aim that students can follow learning optimally, of course. Based on the results of an interview conducted by researchers with SKI MAN IC Paser teachers, namely Ustadzah Inggar Perdynata Kusvianti, S.HI., he explained that

"In subjects like SKI, which for most students is a boring and tiring lesson, because every time you hear about history the mind in children is reading, so a new learning model is needed and able to embrace the world of students as well".

In this study, researchers focused on the *Blended Learning* learning model. Ustadzah Inggar Perdynata Kusvianti, S.HI. also added that,

"The use of this blended learning model is very good to solve these problems. With this learning model, I can collaborate between learning and existing technology. For example, I use videos in learning to attract enthusiasm from students."

In this study, researchers used student learning motivation variables which will be measured by the Blended Learning learning model variables. Based on the understanding and benefits of the *Blended Learning* learning model which is then converted into several statement items and arranged in the form of a questionnaire with an assessment scale, namely the Likert scale. The questionnaires were then distributed to 38 students of class X MAN IC Paser. Based on the results of the questionnaire obtained which was then analyzed inferentially through the *IBM SPSS Statistics* program with a partial test or t-test between the variables of the *Blended Learning* learning model and the variables of learning motivation. With the provision in the partial significance test (t-test) if the significance value < 0.05, it shows an influence. Conversely, if the significance value > 0.05, then there is no effect. The result of a significance value of 0.000 shows that it is smaller than <0.05 so that there is a significant influence between these variables. In addition, the percentage of influence between variables is known through the *R Square* value , which is 0.440 or in the form of a percentage equal to 44%. With the results obtained, it shows acceptance of the hypothesis that the researcher proposed that the *Blended Learning* learning model can have a positive influence on student learning motivation. Supporting this, SKI maple teacher, Ustadzah Inggar Perdynata Kusvianti, S.HI. said that the *Blended Learning* learning model is able to attract enthusiasm and is not boring for students.

As for research related to the Blended Learning learning model on learning motivation by Sulihin B. Sjukur who raised the title "The Effect of

Blended Learning on Learning Motivation and Learning *Outcomes of Students at the Vocational Level*" showed the results of the significance calculation value which showed 0.000 and was smaller than the significance level of <0.05 in his hypothesis, namely the influence of student learning motivation on the application of the *Blended Learning* learning model . Based on the comparison of significance values between sig values. Calculating with the level of significance shows that there is an influence on student learning motivation due to the application of the *Blended Learning* learning model. This is in line with the results of calculations and interpretations carried out by researchers in this study which show that the *Blended Learning* learning model has a significant influence on student learning motivation.

This collaboration between education and technology itself is a manifestation of us as teachers who have been given the sense to continue to think and do reasoning and development in each of our tasks as teachers in teaching and learning activities. This is also a manifestation of competent teachers which has been regulated in Law No. 14 of 2005 that teachers must have pedagogic competence, personality competence, social competence, and professional competence. By using the senses and the ability of human thinking to observe what is around him, teachers are expected to be able to create or innovate in their tasks. This is as illustrated in the words of Allah Subhanahu Wata'ala in Surah Yunus verse 101:

قُلِ انْظُرُوْا مَاذَا فِى السَّمٰوٰتِ وَالْاَرْضِ ۗ وَمَا تُغْنِى الْاٰيٰتُ وَالنُّذُرُ عَنْ قَوْمٍ لَّا يُؤْمِنُوْنَ

It means: " *Say, "Look at what is in heaven and on earth!" It is not*

beneficial the signs (of the greatness of God) and the apostles who warn

against the unbelievers."(QS.Yunus/23:101)[52]

In that verse, it is explained that as a servant of Allah Subhanahu

Wata'ala it is appropriate to carry out His command to pay attention to what

is around. The tips in the application of this *Blended Learning* learning

model, teachers can collaborate or integrate learning with very rapid

technological developments as it is today in order to develop the learning

model itself.

B. Analysis of the Effect of *the Blended* Learning Model on the Learning
Outcomes of SKI Students of Class X MAN IC Paser

In this study, the *Blended Learning* learning model that is the

attention of researchers is very important to be given attention because it

concerns how the implementation of learning that will be carried out by

teachers on their students can have a positive impact. Thus, teachers are

required to be able to continue to develop learning models that they will use

in their classrooms. The development of this learning model certainly refers

to the systematic conceptual framework of the learning model itself. as

according to Arends, namely, among others: a. Theoretical rationale as a

basis for thinking about good learning for students, b. *Syntax* as a form of

behavior patterns between educators and their students, c. The principle of

interaction is the way teachers position themselves towards students or their

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[52] Departemen Agama RI, "Al-Qur'an dan Terjemahannya: Juz 1-Juz 30" (Jakarta: Yayasan Penyelenggara Penterjemah Al-Qur'an, 2004).

learning resources, d. social systems are ways of looking at between components in a learning community, and e. learning impact is how the results and impacts are raised in learning, either in *Instructional* Effect or *Nurturant Effect* (Accompaniment Impact).[53]

The use and application of appropriate and relevant learning models will certainly affect the conceptual framework of the learning model, especially on the impact and expected results in learning. In this study, the *Blended Learning* learning model was adopted because for researchers this learning model is relevant to be applied during the period or era of rapid technological development, especially post-pandemic like this which also has a major impact on the development and use of technology in various sectors, especially in the education sector. In addition, the selection of the Islamic Cultural History chapel is based on the fact that History learning tends to be boring for students, only contains rote paragraphs or just reading and in fact not all students have an interest in reading history. This is also in line with an interview conducted with a maple teacher, namely Ustadzah Inggar Perdynata Kusvianti, S.HI. who said that "History is reading, children are bored, *bored if told to read because children's literacy is still low"*. The conduct of this research is expected through this *Blended Learning* learning model to provide improvements to the learning outcomes of Class X Islamic Cultural History at MAN IC Paser.

Based on research conducted by researchers in the subject of Islamic Cultural History (SKI) at MAN Insan Cendekia Paser, based on the

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[53]Nurlian Nasution, et al., 2019, *Book Model Blended Learning*, Pekanbaru: Unilak Press, p. 18

exposure of the teacher of related subjects, namely Ustadzah Inggar Perdynata Kusvianti, S.HI.In the interview session conducted by the researcher on him, in the interview question item "*Has Ustadz / Ustadzah ever applied the Blended Learning model during learning?*", the relevant teacher gave the answer that he had applied the Blended Learning learning model, usually using videos obtained through related platforms such as *Youtube*, etc. This is supported by the opinion of Stein & Graham, that the *Blended Learning* learning model provides several advantages such as easy access to learning materials also improves the quality of learning and improves the quality of learning This is through learning media with different forms, one of which is video.[54]

Based on the analysis conducted by the researcher regarding the hypothesis proposed by the researcher that there is an influence of the Blended Learning learning model on the learning outcomes of SKI grade X students, MAN Insan Cendekia Paser shows a calculated significance value that is less than the provisions of sig 0.05 or < 0.05 so that the hypothesis proposed by the researcher is that there is a positive influence that occurs between the *Blended Learning* learning modelThe learning outcomes of SKI class X students of MAN Insan Cendekia Paser are accepted and in accordance with existing researches. This can also positively show valid evidence that the application of this *Blended Learning* learning model can have a positive influence on improving student learning outcomes. This is

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[54] Handoko, Waskito, *Blended Learning: Concept and* Application, Padang: LPTIK Universitas Andalas, p. 6

also supported by previous studies that researchers found and used as support, including research by Sulihin B. Sjukur entitled "The Effect of Blended Learning *on Learning Motivation and Learning Outcomes of Students at the Vocational Level"* showing the results of research that students who are given learning with a *Blended Learning* learning modelshows higher learning outcomes compared to those who do not use the *Blended Learning* learning model. Then in further research by Aditia Rachman et al. With the title of the study, namely "Application of the Blended Learning *Model in Improving Learning Outcomes of Drawing 2-Dimensional Objects"* which also shows the results of improvements in student learning outcomes through this *Blended Learning* learning model.[55]

C. Analysis of the Effect of the *Blended* Learning Learning Model **through Learning Motivation on the Learning Outcomes of Class X SKI MAN IC Paser**

In this study, the researcher also wants to find the influence of the *Blended Learning* learning model on student learning outcomes through learning motivation. That is, researchers use learning motivation variables as variables that mediate between Blended Learning learning model variables on student learning outcomes. In this study, the hypothesis that the researcher proposed was that there was an influence of learning motivation able to mediate between the *Blended Learning* Model on the learning outcomes of grade X students of Science MAN Insan Cendekia

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[55]Aditya Rachman, et al., "*Application of Blended Learning Model in Improving Learning Outcomes of Drawing 2-Dimensional Objects", Journal of Mechanical Engineering Education*, Vol.6 No.2, December (2019), p. 151

Paser in the subject of Islamic cultural history (SKI). As a differentiator from previous research, this study wants to show that there are factors that affect student learning outcomes before the *Blended* Learning learning model has a direct influence. Research has shown that *the Blended Learning* learning model has a positive influence on learning motivation and through learning motivation also has a positive influence on student learning outcomes. Based on the results of the calculation analysis from the researcher to test the influence on these three variables, the researcher used the *Sobel Test* to find out whether there is a direct influence between the *Blended Learning* learning model through Learning Motivation on the learning outcomes of SKI students grade X MAN IC Paser. After calculating by entering the previously obtained values, it shows a value of 4.4238 which is . t_{hitung} Then compared with the obtained amounting to 2.01. This means that the value of (4.4238) > (2.01), so it $t_{tabel}t_{hitung}$ t_{tabel} shows that there is a mediating influence, meaning that the *Blended Learning* learning model has a positive influence on learning outcomes through learning motivation which is also positively influenced. So that the hypothesis proposed in this study also means accepted.

This is also supported by several previous studies such as research by Sulihin B. Sjukur entitled "The *Effect of BLENDED LEARNING* on Learning Motivation and Learning Outcomes of Students at the Vocational Level", research by Azhari Zabir entitled "*The Effect of Learning Technology Utilization on Learning Motivation of Students of Smpn 1 Lanrisang Pinrang Regency"*, research by Rizki Firmansyah with the title

"The Effect of Blended Learning on PAI Learning Outcomes of Class X Students of SMAN 8 Bandar Lampung". From several references to previous research, researchers then propose different research hypotheses and are syntheses, namely looking for influences that arise on *independent* variables, namely the *Blended Learning* Model on mediator variables, namely learning motivation. Then, through the variable of learning motivation to learning outcomes.

The discovery of the value of the results and the interpretation that researchers do support positively the results obtained from previous studies. That the *Blended Learning* Model is able to have a positive influence on student learning motivation so that through student learning motivation can positively affect student learning outcomes. This is positively supported by the opinion of Al-Rasydin & Nasution, one of the psychological factors that affect learning outcomes is motive & motivation.[56] Researchby Fitri Haryantiningsih (2007), also shows the acquisition of factors that can affect learning outcomes, one of which is motivation.[57] Motivation here grows on the aspect of intrinsic motivation because it touches aspects of interest, fun, and student satisfaction, this is based on the taxonomy of motivation in the exposure of the previous chapter. Through learning with a *Blended*

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[56]Wahyudin N. Nasution, 2018, *The Influence of Learning Strategies and Learning Motivation on the Learning Outcomes of Islamic Religious Education (PAI),* Medan: Perdana Publishing, pp. 58-59

[57] Yessi Anggrayni, Factors Affecting Student Learning Motivation in Attending Preservation Lessons at Smk Negeri 1 Pandak, Bantul, D.I. Yogyakarta (Case Study of Smk Negeri 1 Pandak Class X Agricultural Product Technology 1), (Thesis Yogyakarta State University), accessed on August 11, 2023, https://eprints.uny.ac.id/43141/1/Yessi%20Anggrayni%20-%2006511241026.pdf

Learning model that utilizes current technological developments, it can make the learning interesting, fun and satisfying for students.

Decy & Ryan (2000), mention that intrinsic motivation occupies the highest level in the taxonomy of motivation. [58] Research conducted by psychologists Brewster & Fager also found that students who were intrinsically motivated with extrinsically motivated students showed different differences in test scores with students who were intrinsically motivated showed higher test scores.[59]

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[58]Esa Nur W., 2010, *Motivation in Learning*, Malang: UIN-Malang Press, p. 33
[59] *Ibid*, p. 28

CHAPTER VI

CLOSING

A. Conclusion

Based on the research data that the researcher has obtained through research and analysis and interpretation of data that has been carried out before, the researcher draws the following conclusions:

1. The influence of the *Blended Learning* learning model as a learning concept that combines online and offline, in its application has a significant influence on the learning outcomes of class X SKI MAN IC Paser. The *blended* learning model requires an intermediary to be able to influence student learning outcomes, namely by significantly affecting student learning motivation first.

2. The influence of *the blended* learning model on learning motivation as a mediator variable on learning outcomes turned out to have a significant positive influence. This is because the learning design in the *blended learning* model can indeed be said to be relevant to the conditions of today's students and technological developments. So, it can be an interest for the participants themselves.

3. The influence between variables of *the blended* learning learning model can affect learning outcomes through learning motivation. This means that the blended learning learning model can have a significant influence on learning outcomes if the *blended* learning model positively affects learning motivation. It can be understood, that the

three variables have a strong relationship so that they influence each other.

B. Suggestion

From the conclusions that the researcher described above, there are several suggestions that the researcher wants to give, namely as follows:

1. For madrasahs, attention should be paid to the application of *the blended learning model* as a learning model that is relevant to students who live in this era of rapid technological development so that students or teachers are able to always adapt to developments that occur.

2. For teachers, it is necessary to pay more attention to this *blended learning model* and how it positively affects the motivation and learning outcomes of these students, so that the learning carried out by the teacher can provide maximum results and achieve predetermined learning objectives.

3. For further similar research, it is expected to develop related research and conduct in-depth and comprehensive research.

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ATTACHMENT

Certificate of Have Conducted Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PASER
MADRASAH ALIYAH NEGERI INSAN CENDEKIA PASER
NPSN: 69941830, NSM: 131164010002
Jalan Negara KM. 08, Desa Sempulang, Kec. Tanah Grogot Kabupaten Paser
Propinsi Kalimantan Timur, Kode Pos 76251
Website: www.icpaser.sch.id e-mail: manicpaser@kemenag.go.id

SURAT KETERANGAN
Nomor : B-700/Ma.16.04.0002/KS.02/05/2023

Yang bertanda tangan di bawah ini Kepala Madrasah :

Nama	: Muhammad Nur, S.Pd.,M.Pd
NIP	: 19790819 200501 1 003
Pangkat/Gol	: Pembina, IV/a
Jabatan	: Kepala Madrasah Aliyah Negeri Insan Cendekia Paser

dengan ini menerangkan bahwa :

Nama	: Maula Arfawie
NIM	: 19110102
Fakultas	: Fakultas Ilmu Tarbiyah dan Keguruan (FITK)
Program Studi	: S-1 Pendidikan Agama Islam (PAI)

Yang bersangkutan telah melaksanakan penelitian untuk menyelesaikan tugas akhir skripsi dengan judul "Motivasi Sebagai Mediator Dalam Peranan Pembelajaran Berbasis Model *Blended Learning* Terhadap Hasil Belajar Sejarah Kebudayaan Islam (Studi Kasus Pada Siswa Kelas X Madrasah Aliyah Negeri Insan Cendekia Paser)" pada bulan Mei tahun 2023.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Paser, 25 Mei 2023
Kepala

Muhammad Nur, S.Pd.,M.Pd
NIP. 19790819 200501 1 003

Instrument Validity Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PASER
MADRASAH ALIYAH NEGERI INSAN CENDEKIA PASER
NPSN: 69941830, NSM: 131164010002
Jalan Negara KM. 08, Desa Sempulang, Kec. Tanah Grogot Kabupaten Paser
Propinsi Kalimantan Timur, Kode Pos 76251
Website: www.icpaser.sch.id e-mail: manicpaser@kemenag.go.id

SURAT KETERANGAN
Nomor : B-690/Ma.16.04.0002/KS.29/05/2023

Saya yang bertanda tangan di bawah ini:

Nama   : Inggar Perdynata Kusvianti, S.HI.

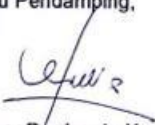NIP   : 198804262019032006

Jabatan   : Guru SKI kelas X

menerangkan bahwa perangkat angket/kuisioner penelitian (bukti fisik ada pada yang bersangkutan) yang digunakan untuk pengumpulan data dalam penelitian mahasiswa berikut:

Nama   : Maula Arfawie

NIM   : 19110102

Fakultas   : Fakultas Ilmu Tarbiyah dan Keguruan (FITK)

Program Studi   : S-1 Pendidikan Agama Islam (PAI)

Telah memenuhi syarat untuk digunakan sebagai instrumen penelitian dalam rangka menyelesiakan tugas akhir berupa skripsi.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Guru Pendamping,

Inggar Perdynata Kusvianti, S.HI.
NIP. 198804262019032006

Paser, 25 Mei 2023
Kepala Madrasah

Muhammad Nur, S.Pd.,M.Pd
NIP. 197908192005011003

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Proof of Consultation

JURNAL BIMBINGAN SKRIPSI/TESIS/DISERTASI

IDENTITAS MAHASISWA

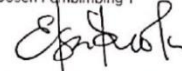|		
NIM	:	19110102
Nama	:	MAULA ARFAWIE
Fakultas	:	ILMU TARBIYAH DAN KEGURUAN
Jurusan	:	PENDIDIKAN AGAMA ISLAM
Dosen Pembimbing 1	:	Dr. ESA NUR WAHYUNI, M.Pd
Dosen Pembimbing 2	:	
Judul Skripsi/Tesis/Disertasi	:	MOTIVASI SEBAGAI MEDIATOR DALAM PERANAN PEMBELAJARAN BEBRBASIS MODEL BLENDED LEARNING TERHADAP HASIL BELAJAR SEJARAH KEBUDAYAAN ISLAM(Studi Kasus Pada Siswa Kelas X Madrasah Aliyah Negeri Insan Cendekia Paser)

IDENTITAS BIMBINGAN

No	Tanggal Bimbingan	Nama Pembimbing	Deskripsi Proses Bimbingan	Tahun Akademik	Status
1	10 November 2022	Dr. ESA NUR WAHYUNI, M.Pd	Revisi judul yakni perubahan variabel dengan menjadikan motivasi sebagai variabel mediagor. Judul lama "pembelajaran berbasis blended learning terhadap kemandirian dan motivasi belajar siswa di Madrasah" dan judul baru "Judul Pengajuan pembelajaran berbasis blended learning terhadap kemandirian dan motivasi belajar siswa di Madrasah"	Ganjil 2022/2023	Sudah Dikoreksi
2	25 November 2022	Dr. ESA NUR WAHYUNI, M.Pd	Memperbaiki definisi operasional	Ganjil 2022/2023	Sudah Dikoreksi
3	02 Desember 2022	Dr. ESA NUR WAHYUNI, M.Pd	Menambahkan latar belakang dengan bukti penelitian pendukung	Ganjil 2022/2023	Sudah Dikoreksi
4	09 Desember 2022	Dr. ESA NUR WAHYUNI, M.Pd	Memperbaiki kesalahan penulisan di BAB I serta menghapus bagian asumsi masalah, lalu disuruh membuat bagian BAB II dan BAB III	Ganjil 2022/2023	Sudah Dikoreksi
5	11 Desember 2022	Dr. ESA NUR WAHYUNI, M.Pd	Menyutujui Proposal Skripsi untuk BAB II dan BAB III. Lalu memberikan rekomendasi untuk melakukan pendaftaran Ujian proposal	Ganjil 2022/2023	Sudah Dikoreksi
6	05 Mei 2023	Dr. ESA NUR WAHYUNI, M.Pd	Menambahkan instrumen penelitian yakni Kuisioner pada BAB 3	Genap 2022/2023	Sudah Dikoreksi
7	10 Mei 2023	Dr. ESA NUR WAHYUNI, M.Pd	Konsultasi BAB 4	Genap 2022/2023	Sudah Dikoreksi
8	14 Juni 2023	Dr. ESA NUR WAHYUNI, M.Pd	Menambahkan beberapa literasi yang disarankan pada saat revisi	Genap 2022/2023	Sudah Dikoreksi
9	23 Juni 2023	Dr. ESA NUR WAHYUNI, M.Pd	Perbaikan pada sub-bagian definisi operasional yakni dengan menambahkan indikator-indikator pada poin Motivasi Belajar	Genap 2022/2023	Sudah Dikoreksi
10	06 Juli 2023	Dr. ESA NUR WAHYUNI, M.Pd	Koreksi tahapan analisis terhadap variabel	Genap 2022/2023	Sudah Dikoreksi
11	25 Juli 2023	Dr. ESA NUR WAHYUNI, M.Pd	Alur Analisis Data Pada 3 Variabel	Genap 2022/2023	Sudah Dikoreksi
12	27 Juli 2023	Dr. ESA NUR WAHYUNI, M.Pd	Menambahkan beberapa teori pendukung pada bagian kedua atau BAB II tinjauan pustaka pada poin Motivasi Belajar	Genap 2022/2023	Sudah Dikoreksi
13	14 Agustus 2023	Dr. ESA NUR WAHYUNI, M.Pd	Meminta ttd Lembar Persetujuan	Genap 2022/2023	Sudah Dikoreksi

Telah disetujui
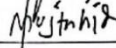Untuk mengajukan ujian Skripsi/Tesis/Desertasi

Malang, 13 - 9 - 2023

Dosen Pembimbing 2

Dosen Pembimbing 1

Dr. ESA NUR WAHYUNI, M.Pd

Kajur / Kaprodi,

Interview Transcript

Instrumen Wawancara Guru

Nama Narasumber	:	Inggar Perdynata Kusvianti, S.HI.
Jabatan	:	Guru Mata Pelajaran SKI
Waktu Wawancara	:	27 Mei 2023
Tempat Wawancara	:	Perpustakaan Ulul Albab MAN IC Paser
Pewawancara	:	Maula Arfawie

Butir Pertanyaan

1. Apa saja kendala yang Ustadz/Ustadzah temui ketika melaksanakan pembelajaran didalam kelas?
2. Bagaimana Solusi Ustadz/Ustadzah untuk mengatasi kendala tersebut?
3. Bagaimana pendapat Ustadz/Ustadzah mengenai model *Blended Laerning* (Pembelajaran Campuran)?
4. Apakah selama Ustadz/Ustadzah melaksanakan pembelajaran pernah menerapkan model *Blended Learning* (Pembelajaran Campuran)?
5. Bagaimana respons siswa saat Ustadz/Ustadzah menerapkan model *blended learning* (pembelajaran campuran) tersebut?

No.	Jawaban
1	Jadi kendala itu pasti ada, tidak semua berjalan mulus. Kendalanya itu karena masing-masing kelas itu berbeda jadi perlakuan yang diberikan pun juga berbeda. Semisal kita punya satu materi dan kita punya strategi, metode, ataupun model itu juga belum pasti juga bisa dilaksanakan di kelas lain. Jadi perlu menyesuaikan dengan anaknya juga.
2	Jadi perlu menyesuaikan dengan anaknya juga. Jadi nanti kita akan menyesuaikan materi juga caranya seperti apa dengan anak-anaknya juga. Jadi seperti apa input anak-anaknya.
3	menurut saya ya, kalau SKI itukan cerita yaa dan cerita itu harus baca, kalua baca itu kadang anak-anak bosen karena memang literasi anak-anak itu rendah ya, nah Alhamdulillah kalau anak IC itu disuruh membaca sebenarnya mau tapi kadang membacanya itu pilih-pilih. Nah kalo sudah dikatakan ini pembelajaran membaca nah itu beda lagi. Jadi sangat membantu sekali dengan adanya blended learning kita bisa mengambil teknologi kita bisa memanfaatkan, menerapkannya juga anak antusias jadi supaya tidak bosan. Karena mindsetnya itu kan biasanya kalua sudah sejarah itu kan mau itu sejarah nasionalkah atau SKI, itu anak-anak respon sudah "ah ceritaa". Jadi harus pinter-pinternya guru untuk mencari cara.

No.	Jawaban
4	Menurut saya blended learning itu tidak monoton dan menarik bagi siswa. Jadi alhamdulillah anak-anak bisa mengikuti. Dan ini dapat menjadi solusi untuk kendala yakni karena jadwal pembelajaran SKI jam mapel agama itu di jam siang jadi anak-anak mungkin sudah Lelah jadi ya (blended earning) ini bisa menarik kembali siswa untuk pembelajaran.
5	Semisal saya tampilkan film-film tentang turki utsmani, nah itu anak-anak lebih kalua belajar dari film karena anak-anak lebih paham daripada sekedar diceramahai atau belajar dari buku atau presentasi slide lebih menarik dari film. Setelah film baru nanti dikaitkan dengan materi.

Questionnaire Sheet

KUISIONER BLENDED LEARNING

Petunjuku pengisian angket:

1. Isilah nama, kelas, dan nomor absen.
2. Jawablah pertanyaan dengan memberi tanda centang (v) pada kolom jawaban yang tersedia pada tabel dengan jawabanmu.

Keterangan:

5	Sangat Setuju
4	Setuju
3	Biasa
2	Tidak Setuju
1	Sangat tidak setuju

Nama   :

Kelas   :

No. Absen   :

Berilah tanda centang (v) pada jawaban yang sesuai dengan pendapat anda!

NO	PERNYATAAN	JAWABAN				
		STS	TS	B	S	ST
		1	2	3	4	5
1	Saya mampu memahami materi yang disampaikan guru dalam pembelajaran *face-to-face* (Tatap Muka)					
2	Pembelajaran secara *face-to-face* (Tatap Muka) di kelas mampu meningkatkan perhatian saya					
3	Saya dapat memahami pelajaran dengan baik melalui pembelajaran *face-to-face* (Tatap Muka)					
4	Saya mampu menguasai materi dengan baik pada pembelajaran *face-to-face* (Tatap Muka)					
5	Saya mampu berinteraksi secara baik dengan guru dan siswa lain pada pembelajaran *face-to-face* (Tatap Muka)					
6	Saya mampu memecahkan masalah dalam proses pembelajaran *face-to-face* (Tatap Muka)					
7	*Blended Learning* (pembelajaran campuran) mampu meningkatkan pengetahuan saya secara lebih luas					
8	Model *Blended Learning* (pembelajaran campuran) sangat efektif dalam menyampaikan materi pembelajaran					
9	Model *Blended Learning* (pembelajaran campuran) memberikan media pembelajaran yang interaktif					
10	Saya mampu mengemukakan pendapat dengan mudah dalam model *Blended Learning* (pembelajaran campuran)					

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| 11 | Model *Blended Learning* (pembelajaran campuran) memunculkan motivasi saya dalam belajar | | | | | |
| 12 | Bagi saya Model *Blended Learning* (pembelajaran campuran) lebih efisien untuk diterapkan | | | | | |

INSTRUMEN ANGKET MOTIVASI BELAJAR SISWA

Petunjuku pengisian angket:

1. Isilah nama, kelas, dan nomor absen.
2. Jawablah pertanyaan dengan memberi tanda centang (√) pada kolom jawaban yang tersedia pada tabel dengan jawabanmu.

Keterangan:

5	Sangat Setuju
4	Setuju
3	Biasa
2	Tidak Setuju
1	Sangat tidak setuju

Nama   :

Kelas   :

No. Absen :

Berilah tanda centang (√) pada jawaban yang sesuai dengan pendapat anda!

NO.	BUTIR PERTANYAAN	Jawaban				
		STS	TS	B	S	ST
		1	2	3	4	5
	MOTIVASI BELAJAR					
	Gairah yang tinggi dari peserta didik					
1	Memiliki rasa keinginan yang kuat dalam mengikuti setiap pembelajaran SKI.					
	Selalu merasa tertarik dengan tema-tema dalam pelajaran SKI.					
	Rasa Semangat					
2	Bersungguh-sungguh dalam mengikuti pembelajaran SKI di kelas.					
	Antusias mengikuti setiap pembelajaran SKI di kelas.					
	Tidak mudah menyerah dalam mengikuti pembelajaran SKI di kelas.					
	Rasa keingintahuan yang tinggi					
3	Berusaha mempelajari materi-materi SKI yang belum atau telah dipelajari.					
	Mencari sumber-sumber lain sebagai sumber belajar SKI. (Buku, Internet, dsb).					
	Selalu bertanya kepada guru jika ada hal yang ingin diketahui tentang SKI.					

	Insiatif siswa untuk menyelesaikan tugas dari guru				
4	Mampu menyelesaikan tugas yang diberikan guru dengan baik.				
	Mengerjakan tugas dari guru tanpa diminta berulangkali oleh guru.				
	Mampu menyelesaikan tugas yang diberikan guru dengan tepat waktu.				
	Keyakinan pada diri				
5	Mampu mengerjakan tugas-tugas yang diberikan oleh guru.				
	Yakin dengan kerjaan sendiri dan tidak mencontek teman lain.				
	Merasa bangga dengan hasil pekerjaan sendiri.				
	Tingkat Konsentrasi yang tinggi				
6	Selalu memperhatikan saat guru menjelaskan pembelajaran dikelas.				
	Mengerjakan tugas sesuai dengan isntruksi dan ketentuan yang ada.				
	Tidak mengganggu teman lain yang sedang belajar.				
	Menjadikan rintangan sebagai tantangan yang perlu diselesaikan				
7	Mengerjakan soal-soal yang ada di LKS ataupun buku paket sebelum diminta oleh guru				
	Merasa tertantang jika menemukan soal tentang SKI yang sulit bagi diri sendiri atau teman lain.				
	Berusaha mencari soal-soal yang berkaitan dengan SKI selain dari buku paket atau LKS.				
	Rasa sabar serta keinginan yang tinggi				
8	Tidak tergesa-gesa dalam mengikuti pembelajaran SKI yang berlangsung di kelas.				
	Tidak mengerjakan tugas yang diberikan guru denga nasal-asalan.				

Documentation

Plagiarism-Free Certificate

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Universitas ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
PUSAT PENELITIAN DAN ACADEMIC WRITING

Sertifikat Bebas Plagiasi

Nomor: 0267/Un.03.1/PP.00.9/01/2023

diberikan kepada:

Nama   : Maula Arfawie
Nim   : 19110102
Program Studi   : S-1 Pendidikan Agama Islam
Judul Karya Tulis : Motivasi Sebagai Mediator Dalam Peranan Pembelajaran Berbasis Model Pembelajaran Blended
                    Learning Terhadap Hasil Belajar Sejarah Kebudayaan Islam (Studi Kasus Pada Siswa Kelas X
                    Madrasah Aliyah Negeri Insan Cendekia Paser)

Naskah Skripsi/Tesis/Disertasi sudah memenuhi kriteria anti plagiasi yang ditetapkan oleh Pusat Penelitian dan
Academic Writing, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim
Malang.

Malang, 28 Agustus 2023
Kepala,

Benny Afwadzi

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STUDENT BIOGRAPHY

Name	: Maula Arfawie
NIM	: 19110102
Place/Date of Birth	: Tanah Grogot, 25 Mei 2001
Faculty/ Study Program	: FITK/Islamic Education
Year of Entry	: 2019
Home Address	: Jl.K.H. Ahmad Dahlan, Gg. Mulia no.1, Kecamatan Tanah Grogot, Kabupaten Paser, Kalimantan Timur.
Phone Number	: 085248022800
E-Mail Address	: maulaalkhawarizmi@gmail.com
History of Education	:

1. SDIT AL-KHAWARIZMI
2. SMPIT AL-KHAWARIZMI
3. MAN Insan Cendekia Paser
4. UIN Maulana Malik Ibrahim Malang