



The Effect of Blended Learning on Integrated Social Sciences Learning Outcomes in Middle School Students

Bayu Prasetyo^{1✉}, I Komang Winatha¹, Widya Hestiningtyas¹

¹Lampung University, Prof. Dr. Ir. Sumantri Brojonegoro Street, No.1, Gedong Meneng, Rajabasa, Bandar Lampung, Lampung 35141, Indonesia

✉Corresponding Address: bayuprasetyo05@gmail.com

Article Info

Article history:

Received: Feb 24th, 2023

Accepted: March 20th, 2023

Published: March 23rd, 2023

Keywords:

Blended Learning; Ex Post Facto Research; Integrated Social Sciences; Student learning outcomes

Abstract

The existence of the covid-19 pandemic that has hit Indonesia since February 2020 seems to be able to change the face of Indonesian education significantly. One of the things that has arisen as a result of the pandemic is the application of the Blended Learning model. The changing learning process makes the implementation of learning not maximal in class so that it causes a decrease in student learning outcomes. This study aims to determine the effect of blended learning on integrated social sciences learning outcomes in class VII and VIII students of SMPN 1 Palas, South Lampung. This study uses descriptive verification research methods with ex post facto and survey approaches. The population in this study were students of class VII and VIII of SMPN 1 Palas with a total of 294 students. The sampling technique in this study was probability sampling using simple random sampling. The sample calculation uses the Slovin formula, so that there are 169 respondents. Data collection techniques using observation techniques, interviews, documentation, and questionnaires. Hypothesis testing was carried out using a simple linear regression test. Based on the results of the research that has been done, it is concluded that there is a positive and significant effect of blended learning on learning outcomes of Integrated Social Sciences of 8.64 percent.

To cite this article: Prasetyo, B., Winatha, I. K., & Hestiningtyas, W. (2023). The Effect of Blended Learning on Integrated Social Sciences Learning Outcomes in Middle School Students. *Ensiklopedia: Jurnal Pendidikan Dan Inovasi Pembelajaran Saburai*, 3(1), 36–47. <https://doi.org/10.24967/esp.v3i01.2125>

INTRODUCTION

Meaningful and effective learning will take place if it provides satisfactory results for all parties including the teacher and the students themselves (Kurniasari et al., 2021). The success of the learning process can be seen from the achievement of student learning competencies. Learning competence includes learning processes and learning outcomes (Utomo, 2020). Optimal learning outcomes in learning will be achieved if there is an emphasis on student activity both physically, mentally, intellectually and

emotionally (Ariyani, 2022). Learning is a process of a person trying to obtain a relatively permanent form of behavior change (Fatimatuzahroh et al., 2019; Putri et al., 2019; Suprapti, 2021).

Learning outcomes as output in the learning process are never separated from the factors that influence them. The factors that influence learning outcomes are divided into 2 types, namely internal factors and external factors (Prasetyo et al., 2023), internal factors exist within the student and external factors outside of the student (Saputra et al., 2018). Internal

factors such as the lack of interest and motivation of students during learning, while external factors such as the teacher's method which is not attractive to students (Nabillah & Abadi, 2019).

To get good learning outcomes is not an easy thing (Budiwibowo, 2016), because student learning success is influenced by several factors and requires great effort to achieve it (Awe & Benge, 2017). All require a relatively consistent process and, of course, the role of various parties to achieve learning objectives properly.

The Covid-19 pandemic that has hit Indonesia since February 2020 seems to be able to change the face of Indonesian education significantly because it has an impact on the education system from elementary to tertiary levels (Rionanda et al., 2022). In accordance with the rules given by the Ministry of Education and Culture of the Republic of Indonesia, that education which was originally face-to-face in class, has shifted to distance education (PJJ) in the network (online) (Fithriyah et al., 2022; Sari et al., 2020). This is not an easy thing, not all schools in Indonesia are capable of implementing an online learning system because they have not been able to provide adequate online learning services (Susanty, 2020). The main thing is that not all educational institutions can enjoy the internet (Handayani & Jumadi, 2021).

The learning process that is carried out online is a new challenge for Indonesian education, how to carry out online learning effectively and efficiently (Qurrotaini et al., 2020). An effective and efficient learning process

requires the right learning strategy (Purnasari & Sadewo, 2020). It is not easy to transform what was originally done face-to-face to online.

Learning that is used to being done face-to-face, instantly changes to online or in a network (online) of course this has an impact on changes in learning strategies, learning media used to learning evaluations (Fitriansyah, 2022). Especially in rural areas who are still unfamiliar with the use of online learning media. This then causes many students and teachers to have difficulties in the learning process in class and ultimately has an impact on student achievement or student learning outcomes (Apriyana et al., 2021), especially the learning outcomes of Integrated Social Sciences.

According to Sumaatmadja in Afandi, (2015) states that integrated social studies learning aims to educate students to become good citizens, capable and socially concerned about themselves, society and the country, in the sense of being able to understand differences and be able to solve problems appropriately because they are supported by information and facts (Hilmi, 2017). Through integrated social studies learning, students can gain direct experience and discover for themselves the various concepts being studied (Marhayani, 2018).

Each student is said to have completed learning (individual mastery) if the proportion of correct answers students have reached the Minimum Completeness Criteria (KKM) set by the school is 70 (Rajagukguk et al., 2020). Data on student learning outcomes of SMPN 1 Palas in the last semester are as follows:

Table 1. Integrated Social Sciences Learning Outcomes Data of Students

No.	Class	Student Scores			The number of students
		<70	Cut Score	>70	
1.	VIIA	11	11	8	30
2.	VII B	18	7	5	30
3.	VII C	8	9	12	29
4.	VII D	10	12	8	30
5.	VII E	12	9	8	29

No.	Class	Student Scores			The number of students
		<70	Cut Score	>70	
6.	VIIIA	21	0	8	29
7.	VIIIB	25	0	4	29
8.	VIIIC	23	0	8	31
9.	VIIID	17	0	11	28
10.	VIIIE	21	0	8	29
Total		166	48	80	294
Persentase		56%	16%	28%	100%

Based on table 1, information is obtained that the implementation of student learning while in class is still not optimal. This is based on the fact that more than half of the students scored below the cut-score. Of course there are things that affect the decrease in student scores in the 2020/2021 school year. Based on the data obtained above, researchers are increasingly convinced that there are things that need to be investigated from the reasons for the decline in student learning outcomes.

Even so, both face-to-face learning and online learning both have drawbacks, both in terms of the learning process and the output which is still not optimal. Seeing the various deficiencies that exist, a learning innovation emerges that combines direct learning with online learning. Therefore, Blended Learning was created to overcome the limitations between teachers and students, especially in terms of space and time(Hadi, 2016; Indriani et al., 2018; Ismawati & Prasetyo, 2020; Pamungkas & Dwiyo, 2020).

Blended learning is a learning model that combines E-learning with face-to-face learning, (Abdullah, 2018) with the help of information and communication technology in an appropriate manner to achieve learning objectives(Usman, 2019).

Another explanation also states that Blended learning is the integration of innovation and technology offered by online learning with conventional learning interaction and participation(Hikmah & Chudzaifah, 2020). It can be concluded that blended learning combines the best aspects of online learning, structured face-to-face activities, and real-world practice.

Blended learning is actually used in order to optimize the process of implementing face-to-face distance learning, using media and even computer-based learning(Hestiningtyas et al., 2020). Learning that usually takes place in the classroom is now gradually shifting to the use of electronic media. Many ways of access are now offered, starting from learning that can be done remotely or anywhere, but all learning resources are also available. In the past, the learning process had to be carried out in the classroom, with advances in technology, all students were able to learn without having to come to school(Shodiq & Zainiyati, 2020).

The conditions regarding the use of blended learning based on random distribution of questionnaires to grades VII and VIII of SMP Negeri 1 Palas are as follows.

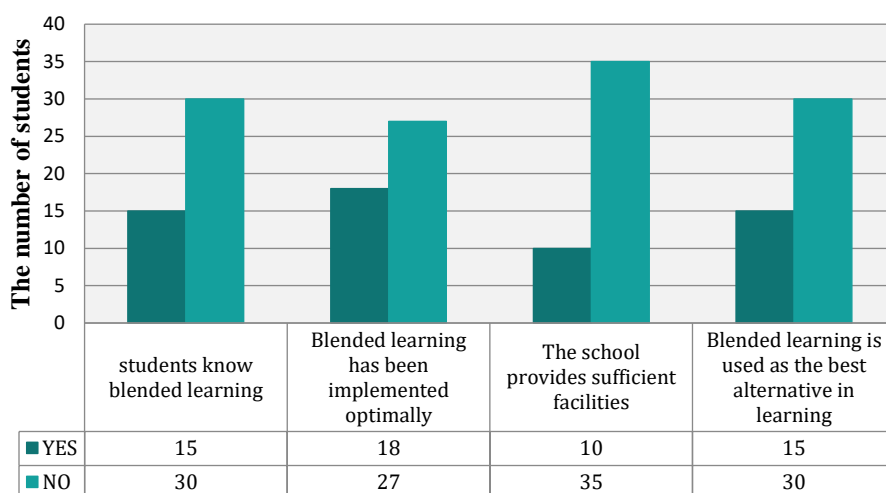


Figure 1. Results of Distributing Questionnaires of Blended Learning Variables to Students

Based on Figure 1, both class VII students and class VIII students still do not know the Blended Learning learning model. This can cause the implementation of Blended Learning is not optimal. This result is also supported by the results of the questionnaire, where the majority of students still think that the implementation of Blended learning is not optimal. There are many factors that cause Blended Learning to not be maximized, starting from learning media and inadequate internet access (Perdana & Adha, 2020), as well as students and teachers who don't understand how the learning process goes online, both in full and in blended learning (Islami & Sunni, 2021). In the end, Blended Learning has not been able to be the best alternative in learning during Covid-19.

Based on the implementation of the learning process in the classroom, blended learning has not been optimally applied as the best alternative in the learning process. In fact, when viewed from the existing concepts, the combination of direct learning concepts and online learning will make students more interested in every learning process that is carried out so that learning outcomes will be better.

In previous research, it was found that blended learning had an effect on the

learning outcomes of PAI, mathematics, history, computers and basic networks (Firmansyah, 2020; Kiranawati, 2016; Marhendra et al., 2016; Putra, 2015; Tethool et al., 2021). In this study, it will be known the effect of blended learning on the learning outcomes of junior high school students in Integrated Social Sciences material.

Based on the description above, this study aims to determine the effect of blended learning on Integrated Social Sciences learning outcomes in class VII and VIII students of SMPN 1 Palas.

RESEARCH METHODS

The type and research approach used in this study is a descriptive verification research method with an ex post facto and survey approach. The population in this study were all students of class VII and VIII of SMPN 1 Palas, consisting of 294 students. The sampling technique is probability sampling using simple random sampling. The sample calculation used the Slovin formula so that 169 respondents were obtained. To determine the sample size for each class so that the sample taken is more proportional, it is carried out in the following way:

Table 2. Calculation of the Number of Samples

No.	Class	Population	Number of Samples
1.	Class VII A	$\frac{30}{294} \times 169 = 17,24$	17
2.	Class VII B	$\frac{30}{294} \times 169 = 17,24$	17
3.	Class VII C	$\frac{28}{294} \times 169 = 16,09$	16
4.	Class VII D	$\frac{30}{294} \times 169 = 17,24$	17
5.	Class VII E	$\frac{30}{294} \times 169 = 17,24$	17
6.	Class VIII A	$\frac{29}{294} \times 169 = 16,67$	17
7.	Class VIII B	$\frac{29}{294} \times 169 = 16,67$	17
8.	Class VIII C	$\frac{31}{294} \times 169 = 17,81$	18
9.	Class VIII D	$\frac{28}{294} \times 169 = 16,09$	16
10.	Class VIII E	$\frac{29}{294} \times 169 = 16,67$	17
Total			169

In this study there are two types of variables, the independent variable, namely the Blended Learning model and the dependent variable, namely the integrated social sciences learning outcomes. The techniques used in collecting data in this study include observation, interviews, documentation, and questionnaires. The questionnaire consists of 11 questions with a score of 1 to 5. The questionnaire distribution system is using Google Form and further analysis will be carried out. The scoring criteria can be seen in table 3. The data analysis technique used a simple linear regression test.

Table 3. Scoring Criteria

No.	Score	Quality
1.	5	Very Good
2.	4	Good
3.	3	Acceptable
4.	2	Poor
5.	1	Very Poor

RESULTS AND DISCUSSION

Data on Blended Learning was obtained through distributing questionnaires to students of SMPN 1 Palas, who took a total sample of 169 people, obtaining the highest score of 55 and the lowest of 20. The calculation of the frequency distribution is as follows:

Table 4. Blended Learning variable frequency distribution (X)

No.	Interval Class	Frequency	%
1.	20-23	3	1,77
2.	24-27	8	4,73
3.	28-31	12	7,10
4.	32-35	32	18,93
5.	36-39	26	15,38
6.	40-43	35	20,71
7.	44-47	23	13,60
8.	48-55	30	17,75
Total		169	100

Based on table 4 above, it can be seen that the highest frequency is in the 40-43 interval class with 35 respondents (20.71%) and the smallest frequency is in the 20-23 class with 3 respondents

(1.77%). Based on the tendency of Blended Learning variables into three

categories namely, high, medium and low, namely as follows:

Table 5. Blended Learning category

No.	Interval Class	Frequency	%	Category
1.	44-55	53	31,36	High
2.	32-43	93	55,03	Moderate
3.	20-31	23	13,61	Low
Total		169	100	

Based on table 5, it can be seen that Blended Learning in class VII and VIII students of SMPN 1 Palas is in the moderate category, namely 93 respondents with a percentage of 55.02%.

Data on learning outcomes were obtained through the year-end assessment (PAT) of social sciences subjects for class VII and VIII students of SMPN 1 Palas with a sample of 169. The highest score was 80 and the lowest was 32. The calculation of the frequency distribution is as follows:

Table 6. Frequency distribution of student learning outcomes variable (Y)

No.	Interval Class	Frequency	%
1.	32-37	1	0,59

No.	Interval Class	Frequency	%
2.	38-43	2	1,18
3.	44-49	9	5,32
4.	50-55	23	13,60
5.	56-61	41	24,26
6.	62-67	36	21,30
7.	68-73	34	20,11
8.	74-80	23	13,60
Total		169	100

Based on table 6 above, it can be seen that the highest frequency is in the 56-61 interval class with 41 respondents (24.26%) and the smallest frequency is in the 32-37 class with 1 respondent (0.59%).

The data that has been collected is then tested for normality using the Komogorov-Smirnov Test. The following is a summary of the results:

Table 7. Normality Test Results

Variable	Asymp. Sig (2 Tailed)	Condition	Decision	Conclusion
Blended Learning (X)	0,200	$0,200 > 0,05$	H ₀ Accepted	Normal
Learning Outcomes (Y)	0,200	$0,200 > 0,05$	H ₀ Accepted	Normal

Based on table 7, it can be seen that the Asymp. Sig. for each variable based on the Kolmogorov Smirnov test of 0.200

greater than 0.05, which means that H₀ is accepted, then the sample is normally distributed.

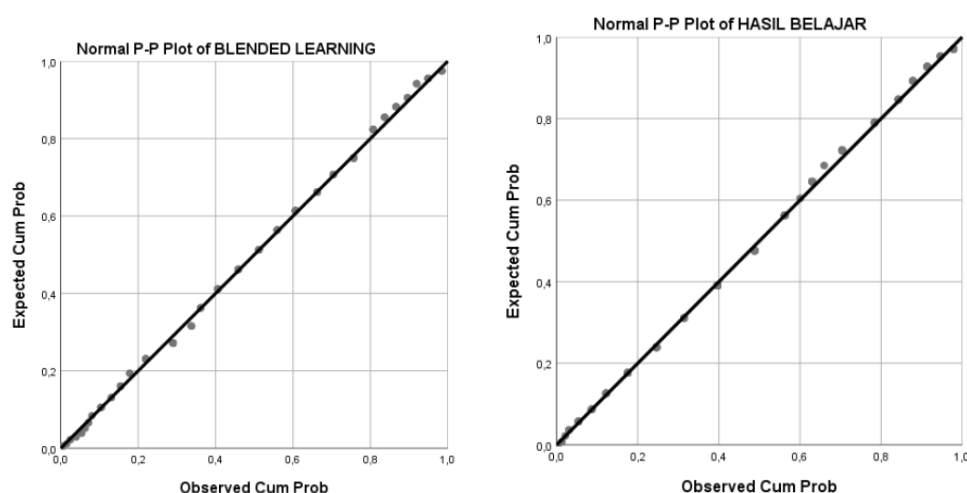


Figure 2. Probability Plots Curve Results

Normality testing can also be done by looking at the Probability Plots curve which states that a research data is said to be normal if the distribution of points follows the diagonal line of the curve. Based on Figure 2, it can be concluded

that the data obtained from the study has a normal distribution, so that the research can proceed to homogeneity testing. Homogeneity testing in this study used the Levene Statistical test, the results of which can be seen as follows:

Table 8. Homogeneity Test Results

Variable	Asymp. Sig (2 Tailed)	Condition	Decision	Conclusion
Blended Learning (X)	0,290	$0,290 > 0,05$	Terima H_0	Homogen

Based on table 8, it can be seen that the Sig. greater than 0.05. So thus it can be concluded that the population variance can be said to be homogeneous.

The results of the above research were then analyzed using regression analysis using SPSS 25 and the following results were obtained:

Table 9. Simple Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Correlations		
	B	Std. Error				Zero-Order	Partial	Part
1 (Constant)	15,365	3,703		4,419	0,000			
Blended Learning	0,307	0,078	0,260	3,958	0,000	0,551	0,294	0,216

Based on data analysis using SPSS in table 9, it shows a constant coefficient value of 15.365 and the coefficient of variable X (Blended Learning) is 0.307. So that the regression equation is obtained, namely $Y = 15,365 + 0,307X$. These results indicate that a change in the value of the blended learning variable is one point, then the level of learning outcomes will increase by 0.307.

Furthermore, based on testing the hypothesis obtained t_{count} for blended learning of 3.958 and t_{table} of 1.654, which means $t_{count} > t_{table}$ or $3,958 > 1,654$ then H_0 is rejected. In accordance with the results of this analysis, it can be concluded that blended learning has an effect on the integrated social sciences learning outcomes of Class VII and VIII students of SMPN 1 Palas.

The regression coefficient X has a positive sign of 0.307 which means it contains implications that the blended learning learning model is in line with student learning outcomes, in other words that the Blended Learning learning model has a positive influence on student Social Sciences learning outcomes.

The next result is a partial correlation coefficient of 0.294, this indicates that the partial relationship of blended learning to learning outcomes is 0.294. The level of partial relationship between blended learning and learning outcomes is 0.294 which is classified as moderate with a determination level of $(0,294)^2 \times 100 = 8,64\%$ which means that learning outcomes can be partially influenced by the blended learning variable of 8.64% while the rest is influenced by other variables.

The results of this study are in line with the results of Wulandari's research (2019) which shows that the application of blended learning gives positive results to student learning outcomes. In addition, this research is also in line with research conducted by Puspitasari et al., (2022) which states that there are differences between learning outcomes before applying blended learning (pretest) and after applying blended learning (posttest). This research is further strengthened by research conducted by Fitriani et al., (2022), Blended learning is more effective than online learning or offline learning only.

Nevertheless, based on the observations that have been made, it appears that the implementation of blended learning has not been able to be carried out properly by all teacher and student councils. As a result, students have not been able to feel the effectiveness of learning that is able to improve learning outcomes. The implementation of blended learning which is being carried out for the first time and all the inadequate infrastructure are the main factors that

have not maximized the implementation of this learning model.

The most basic problem of the not optimal application of blended learning is that the learning outcomes obtained by students are not yet optimal. Of course this is not a conclusion that blended learning has not been implemented effectively, but there needs to be improvement and optimization so that the learning objectives can be achieved.

Regardless of the shortcomings and weaknesses that exist, it can be seen that blended learning is one of the factors that influence the learning outcomes of Integrated Social Sciences for students in grades VII and VIII of SMPN 1 Palas Academic Year 2020/2021.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research that has been done, it is concluded that there is a positive and significant effect of blended learning on Integrated Social Sciences learning outcomes of 8.64%. The cause of the low student learning outcomes is caused by the application of blended learning that is not optimal. Especially during the Covid-19 pandemic which had quite a significant impact on education in Indonesia.

Evaluation and improvement are needed so that the implementation of blended learning becomes the best alternative during the pandemic. In addition, teachers and students are required to be able to innovate in enriching knowledge from various existing sources. Good learning outcomes are the desire of all parties, both schools, teachers, parents and students themselves. Therefore, there needs to be good cooperation in maximizing every step and the learning process carried out.

REFERENCE

- Abdullah, W. (2018). Model Blended Learning Dalam Meningkatkan Efektivitas Pembelajaran. *FIKROTUNA: Jurnal Pendidikan Dan Manajemen Islam*, 7(1), 855–866. ejournal.kopertais4.or.id/madura/index.php/fikrotuna/article/download/3169/2359/
- Afandi, R. (2015). Pengembangan Media Pembelajaran Permainan Ular Tangga Untuk Meningkatkan Motivasi Belajar Siswa dan Hasil Belajar IPS di Sekolah Dasar. *JINoP (Jurnal Inovasi Pembelajaran)*, 1(1), 77. <https://doi.org/10.22219/jinop.v1i1.2450>
- Apriyana, J., Lestari, N. D., & Januardi, J. (2021). Analisis Kesulitan Belajar Siswa Dalam Pembelajaran Daring Di Smk Se-Kecamatan Kayuagung. *PROMOSI (Jurnal Pendidikan Ekonomi)*, 9(2), 86–94. <https://doi.org/10.24127/pro.v9i2.4516>
- Ariyani, A. (2022). Pengaruh Model Problem Based Learning Berbasis Lesson Study Menggunakan Media Virtual Lab terhadap Peningkatan Hasil Belajar Siswa pada Materi Titrasi Asam Basa. *Ensiklopedia: Jurnal Pendidikan Dan Inovasi Pembelajaran Saburai*, 2(2), 127–139. <https://doi.org/10.24967/esp.v2i02.1747>
- Awe, E. Y., & Benge, K. (2017). Hubungan antara minat dan motivasi belajar dengan hasil belajar ipa pada siswa SD. *Journal of Education Technology*, 1(4), 231–238.
- Budiwibowo, S. (2016). Hubungan Minat Belajar Siswa Dengan Hasil Belajar IPS Di SMP Negeri 14 Kota Madiun. *Gulawentah: Jurnal Studi Sosial*, 1(1), 60. <https://doi.org/10.25273/gulawentah.v1i1.66>
- Fatimatuzahroh, F., Nurteti, L., & Koswara, S. (2019). Upaya Meningkatkan Hasil Belajar Peserta Didik Pada Mata Pelajaran Akidah Akhlak Melalui Metode Lectures Vary. *Jurnal Penelitian Pendidikan Islam, [SL]*, 7(1), 35–50.
- Firmansyah, R. (2020). *Pengaruh Blended Learning terhadap hasil belajar PAI peserta didik kelas X SMAN 8 Bandar lampung*. UIN Raden Intan Lampung.
- Fithriyah, D. N., Yulia, N. M., & Aula, F. D. (2022). Dampak Pembelajaran Daring Selama Pandemic Terhadap Kemampuan Kognitif Peserta Didik. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 2(1), 173–180.
- Fitriani, L., Arif, M., Mardeli, M., & Syarnubi, S. (2022). Penggunaan Model Pembelajaran Blended Learning dalam Meningkatkan Efektivitas Belajar Mahasiswa PAI. *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam*, 7(2). <https://doi.org/10.24235/tarbawi.v7i2.11369>
- Fitriansyah, F. (2022). Dinamika Pembelajaran Tatap Muka Terbatas di Kalangan Mahasiswa. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 3(1), 123–130.
- Hadi, B. (2016). Pemanfaatan aplikasi whatsapp pada pembelajaran berbasis blended learning di SMK N 1 Sragen. *Prosiding Seminar Nasional Teknologi Pendidikan*.
- Handayani, N. A., & Jumadi, J. (2021). Analisis pembelajaran IPA secara daring pada masa pandemi covid-19. *Jurnal Pendidikan Sains Indonesia*, 9(2), 217–233.
- Hestiningtyas, W., Nurdin, Pujiati, & Rufaidah, E. (2020). Social Pedagogy : Journal of Social Science Education Penggunaan E-Learning pada Guru Ekonomi di Bandar Lampung. *Social Pedagogy: Journal of Social Science Education*, 1(2), 110–

- 114.
- Hikmah, A. N., & Chudzaifah, I. (2020). Blended Learning: Solusi Model Pembelajaran Pasca Pandemi Covid-19. *Al-Fikr: Jurnal Pendidikan Islam*, 6(2), 83–94.
- Hilmi, M. Z. (2017). Implementasi Pendidikan IPS Dalam Pembelajaran IPS Di Sekolah. *Jurnal Ilmiah Mandala Education*, 3(2), 164. <https://doi.org/10.58258/jime.v3i2.198>
- Indriani, T. M., Fathoni, T., & Riyana, C. (2018). Implementasi blended learning dalam program pendidikan jarak jauh pada jenjang pendidikan menengah kejuruan. *Educational Technologia*, 2(2), 129–139.
- Islami, A. V., & Sunni, M. A. (2021). Pelatihan Blended Learning Sebagai Alternatif Pembelajaran Selama Pandemi. *SELAPARANG Jurnal Pengabdian Masyarakat Berkemajuan*, 4(3), 883–887. <https://doi.org/10.31764/jpmb.v4i3.5401>
- Ismawati, D., & Prasetyo, I. (2020). Efektivitas pembelajaran menggunakan video zoom cloud meeting pada anak usia dini era pandemi covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 665.
- Kiranawati, I. (2016). Pengaruh penerapan model blended learning terhadap hasil belajar siswa pada mata pelajaran akuntansi di SMK Negeri 11 Bandung. *JPAK: Jurnal Pendidikan Akuntansi Dan Keuangan*, 4(1), 1–14.
- Kurniasari, W., Murtono, M., & Setiawan, D. (2021). Meningkatkan Minat Belajar Siswa Menggunakan Model Blended Learning Berbasis Pada Google Classroom. *Jurnal Educatio FKIP UNMA*, 7(1), 141–148. <https://doi.org/10.31949/educatio.v7i1.891>
- Marhayani, D. A. (2018). Pembentukan Karakter Melalui Pembelajaran Ips. *Edunomic Jurnal Pendidikan Ekonomi*, 5(2), 67. <https://doi.org/10.33603/ejpe.v5i2.261>
- Marhendra, A. G., Suryaningtyas, W., & Kristanti, F. (2016). Penggunaan model pembelajaran blended learning terhadap hasil belajar matematika kelas VIII di SMPN 38 Surabaya. *MUST: Journal of Mathematics Education, Science and Technology*, 1(1), 10–20.
- Nabillah, T., & Abadi, A. P. (2019). Faktor Penyebab Rendahnya Hasil Belajar Siswa. *Prosiding Seminar Nasional Matematika Dan Pendidikan Matematika Sesiomadika 2019*, 659–663.
- Pamungkas, I. A., & Dwiyoogo, W. D. (2020). Pengembangan Media Pembelajaran Berbasis Mobile Learning Untuk Aktifitas Kesegaran Jasmani Siswa kelas X Sekolah Menengah Kejuruan. *Sport Science and Health*, 2(5), 272–278.
- Perdana, D. R., & Adha, M. M. (2020). Implementasi blended learning untuk penguatan pendidikan karakter pada pembelajaran pendidikan kewarganegaraan. *Citizenship Jurnal Pancasila Dan Kewarganegaraan*, 8(2), 90–101.
- Prasetyo, B., Hestiningtyas, W., & Winatha, I. K. (2023). Sebuah Analisis Pengaruh Perhatian Orang Tua Terhadap Hasil Belajar IPS Terpadu Siswa. *SOCIAL PEDAGOGY: Journal of Social Science Education*, 3(2), 229–240.
- Purnasari, P. D., & Sadewo, Y. D. (2020). Pemanfaatan Teknologi Dalam Pembelajaran Sebagai Upaya Peningkatan Kompetensi Pedagogik. *Jurnal Publikasi Pendidikan*, 10(3), 189–196. <https://doi.org/10.26858/publikan.v10i3.15275>
- Puspitasari, S., Hayati, K. N., &

- Purwaningsih, A. (2022). Efektivitas Penggunaan Model Blended Learning Terhadap Motivasi Belajar dan Hasil Belajar IPS. *Jurnal Basicedu*, 6(1), 1252–1262. <https://doi.org/10.31004/basicedu.v6i1.2186>
- Putra, A. P. (2015). Pengaruh Penerapan Model Blended Learning Terhadap Prestasi Belajar Siswa. *Candrasangkala*, 1(1), 1–14.
- Putri, N. E., Nirwana, H., & Syahniar, S. (2019). Hubungan kondisi lingkungan keluarga dengan hasil belajar siswa sekolah menengah atas. *JPGI (Jurnal Penelitian Guru Indonesia)*, 3(2), 98–102.
- Qurrotaini, L., Khusnussyifa, N., Sundi, V. H., & Nurmalia, L. (2020). Analisis Faktor Hambatan Penerapan IPS di SD pada Pembelajaran Daring. *Seminar Penelitian LPPM UMJ*, 1(1), 1–10. <https://jurnal.umj.ac.id/index.php/semnaslit/article/view/7871/4683>
- Rajagukguk, Simarmata, & Anzelina. (2020). Upaya Peningkatan Hasil Belajar Siswa Dengan Menggunakan Model Pembelajaran Talking Stick Pada Tema Indahnya Kebersamaan Di Kelas IV Sd Negeri 097375 Tiga Raja. *JGK (Jurnal Guru Kita)*, 4(4), 33–43.
- Rionanda, L. S., Farida, F., Putra, F. G., Damayanti, E., & Pradana, K. C. (2022). ICT-Based Lajur Bata Game Media Using Guided Discovery Method on Flat-sided Space Geometry Subject. *Journal Corner of Education, Linguistics, and Literature (JCELL)*, 1(4), 235–248. <https://doi.org/10.54012/jcell.v1i4.47>
- Saputra, H. D., Ismet, F., & Andrizal, A. (2018). Pengaruh Motivasi Terhadap Hasil Belajar Siswa SMK. *INVOTEK: Jurnal Inovasi Vokasional Dan Teknologi*, 18(1), 25–30. <https://doi.org/10.24036/invotek.v18i1.168>
- Sari, W., Rifki, A. M., & Karmila, M. (2020). Analisis kebijakan pendidikan terkait implementasi pembelajaran jarak jauh pada masa darurat covid 19. *Jurnal Mappesona*, 3(2).
- Shodiq, I. J., & Zainiyati, H. S. (2020). Pemanfaatan Media Pembelajaran E-Learning Menggunakan Whastsapp Sebagai Solusi Ditengah Penyebaran Covid-19 Di Mi Nurulhuda Jelu. *Al-Insyiroh: Jurnal Studi Keislaman*, 6(2), 144–159. <https://doi.org/10.35309/alinsyiroh.v6i2.3946>
- Suprapti, S. (2021). Peningkatan Hasil Belajar IPA Materi Energi Dan Perubahannya Dengan Menggunakan Metode Proyek. *Jurnal Terapan Pendidikan Dasar Dan Menengah*, 1(2), 265–274.
- Susanty, S. (2020). Inovasi pembelajaran daring dalam merdeka belajar. *Jurnal Ilmiah Hospitality*, 9(2), 157–166.
- Tethool, G., Paat, W. R. L., & Wonggo, D. (2021). Penerapan Model Pembelajaran Blended Learning Untuk Meningkatkan Hasil Belajar Siswa Smk. *Edutik: Jurnal Pendidikan Teknologi Informasi Dan Komunikasi*, 1(3), 268–275. <https://doi.org/10.53682/edutik.v1i3.1546>
- Usman, U. (2019). Komunikasi Pendidikan Berbasis Blended Learning Dalam Membentuk Kemandirian Belajar. *Jurnal Jurnalisa*, 4(1), 136–150. <https://doi.org/10.24252/jurnalisa.v4i1.5626>
- Utomo, H. (2020). Penerapan Media Quizizz untuk Meningkatkan Hasil Belajar Siswa Pelajaran Tematik Siswa Kelas IV SD Bukit Aksara Semarang. *Jurnal Kualita Pendidikan*, 1(3), 37–43. <http://repository.unpas.ac.id/id/ep rint/31004>
- Wulandari, S. N. (2019). Pengaruh

*Penerapan Strategi Blended Learning
Terhadap Hasil Belajar Siswa Pada
Mata Pelajaran Ekonomi Di Sekolah
Menengah Atas Negeri 1
Payakumbuh. Universitas Islam
Negeri Sultan Syarif Kasim Riau.*