

PENGARUH *BLENDED LEARNING* TERHADAP MOTIVASI BELAJAR DAN HASIL BELAJAR SISWA TINGKAT SMK

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Abstrak: *Pengaruh Blended Learning Terhadap Motivasi Belajar dan Hasil Belajar Siswa di Tingkat SMK.* Penelitian ini bertujuan untuk: 1) mengetahui perbedaan motivasi belajar dan hasil belajar antara siswa yang diajarkan pembelajaran *blended learning* dibanding siswa yang diajarkan pembelajaran konvensional, 2) mengetahui peningkatan motivasi belajar dan hasil belajar siswa akibat penerapan pembelajaran *blended learning*. Jenis penelitian ini *quasi experiment*. Populasi penelitian adalah sebanyak 62 siswa dilakukan secara *random assignment*. Teknik pengumpulan data menggunakan tes tertulis dan angket. Data yang diperoleh dianalisis serta diuji dengan statistik parametrik uji F dan uji t. Hasilnya sebagai berikut. 1) Terdapat perbedaan motivasi belajar antara siswa yang diajar pembelajaran *blended learning* dibandingkan siswa yang diajar pembelajaran konvensional dengan nilai sig. 0,012 dengan rata-rata 4,74 dan terdapat perbedaan hasil belajar dengan nilai sig. 0,000 dengan rata-rata 13,39. 2) Ada peningkatan motivasi belajar siswa akibat penerapan pembelajaran *blended learning* dengan nilai sig. 0,000 rata-rata peningkatan 13,55 dan ada peningkatan hasil belajar siswa dengan nilai sig. 0,000 rata-rata peningkatan 38,23.

Kata Kunci: *blended learning, LMS, TKJ, motivasi belajar, hasil belajar*

THE EFFECTS OF BLENDED LEARNING ON THE LEARNING MOTIVATION AND ACHIEVEMENT STUDENTS LEVEL SMK

Abstract: *The Effects of Blended Learning on the Learning Motivation and Achievement Students in level SMK.* This research is aimed to: 1) find out the difference in learning motivation and learning achievement of the students taught using *blended learning* compared to those taught using conventional learning, 2) find out the improvement in learning motivation and learning achievement of the students due to *blended learning* application. The research type used is *quasi-experiment research*. The population of this research students which comprised of 62 students. To determine a random assignment. The data collection techniques used are written test and questionnaire. The data gathered was then analyzed and tested by using the F-test and t-test parametric statistics. The results are as follows. 1) There is a difference in learning motivation of the students taught using *blended learning* compared to those taught using conventional learning with the sig. 0.012 with the average 4.74 and there is a difference in learning achievement of the students with the sig 0.000 with the average 13.39. 2) there is an improvement in learning motivation of the students due to *blended learning* application with the sig. 0.000 with the average 13.55 and there is an improvement in learning achievement of the students with the sig. 0.000 with the average 38.23.

Key Words: *blended learning, LMS, TKJ, learning otivation, learning achievement*