



Maximizing Learning Potential: Unravelling the Synergy of Blended Learning and Student's Learning Motivation and Achievement

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Abstrak

Blended learning telah diimplementasikan sebagai salah satu metode pembelajaran paling populer yang digunakan Pasca Covid -19. Blended learning adalah proses pembelajaran yang mengintegrasikan pembelajaran tatap muka dan pembelajaran online. Artikel ini bertujuan untuk menemukan hubungan dinamis antara blended learning dan motivasi dan prestasi belajar siswa dalam mata pelajaran bahasa Inggris. Penelitian melibatkan 150 siswa kelas XI dari dua sekolah menengah pertama di Kabupaten Polman yang telah berpengalaman dalam menggunakan blended learning. Penelitian ini menggunakan metode campuran dengan menggunakan dua research instrument yaitu kuesioner dan wawancara semi terstruktur. Temuan penelitian menunjukkan hubungan yang sangat positif antara blended learning dengan motivasi dan prestasi belajar siswa. Beberapa faktor kunci dalam blended learning environment yang berkontribusi untuk meningkatkan motivasi siswa. Faktor-faktor ini termasuk fleksibilitas dan kemampuan beradaptasi dari desain blended learning. Hasil penelitian juga menunjukkan hubungan yang dinamis antara motivasi belajar siswa dengan keterlibatan dan prestasi mereka dalam belajar. Hasil temuan dari studi ini berkontribusi pada penyebaran informasi kepada pemangku kepentingan pendidikan dan forum akademik guru sebagai masukan untuk mempertimbangkan penggunaan blended learning dan instruksi yang sesuai untuk diimplementasikan dalam konteks pendidikan saat ini.

Kata Kunci: *blended learning, metode penelitian campuran, motivasi belajar, prestasi belajar*

Abstract

Blended learning has been emerging as one of the most popular learning methods used Post Covid -19. Blended learning is the learning process that integrates face-to-face learning and online learning. This article aims to investigate the dynamic relationship between blended learning and students' learning motivation and achievement in English language subject. The participants were 150 11th grade students from two junior high schools in Polman district who had experienced in using blended learning. This study used mixed methods by employing two research tools, namely questionnaire and semi-structured interviews. The research findings suggest a highly positive relationship between blended learning and student learning motivation and learning achievement. some key factors within blended learning environments that contribute to enhancing their motivation. These factors include the flexibility and adaptability of blended learning designs. The study results also showed the dynamic relationship between students' learning motivation and their engagement and achievement in learning. The study results contribute to the dissemination of information to educational stakeholders and academic forums for teachers as input of considering the implementation of blended learning an instruction fit in the current educational settings.

Keywords: *Blended learning, mixed method research, learning motivation, learning achievement*

Introduction

Blended learning has been emerging as one of the most popular learning methods used Post Covid -19. Blended learning is the learning proses that integrates face-to-face learning and online learning (Sunubi & Bachtiar, 2022). Despite the popularity of the use of blended learning, this learning method is not a new thing that emerged because of the pandemic. The blended learning method has grown along with the rapid development of technology especially computer and internet in the world of education (Zainuddin & Keumala, 2018). Blended learning provides advantages of both face-to-face and online learning methods in terms of learning effectiveness because blended learning allows students to get the opportunity to learn without the limitations of space and time as well as maintain the affective factor that usually obtained from face-to-face learning. The involvement of current technology in this learning method makes this blended learning tastier to be applied in modern-day learning by anyone. The blended learning method is very likely to be used widely in the future.

Blended learning is always associated with education in the 21st century because it always involves the use of computers and information technology in practice. Zainuddin and Keumala (2018) emphasized that blended learning has developed since there was awareness of the importance of direct physical and emotional interactions in learning that could not be provided by online learning popular at that time, and the belief that education should not be returned to completely traditional methods that do not involve technology which becomes the challenge to the times (Bachtiar, 2022b). Therefore, education has been directed to benefit from both methods (Adambaeva et al., 2020; Bachtiar & Nirmala, 2023).

Some previous studies indicate the effectiveness of blended learning methods. Harpiansi and Suryani (2019) employed an experimental method to investigate the effectiveness of blended learning in

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

Blended learning brings some challenges and advantages in teaching and learning process. Zainuddin and Keumala (2018) noted some challenges of blended learning method, such as the extent to which teachers master the technology and apply their skills to the teaching they design, how much time teachers spend setting up their LMS and responding to their students online, and the extent to which students are ready to engage in learning. In contrary, Adambaeva et al. (2020) provide the advantages of blended learning compared to single face-to-face or online learning mode. Blended learning creates the possibility that learning can take place both inside and outside the classroom with broad subject content. It also maintains the physical and emotional interactions in learning to hone students' skill and affective domains.

Another aspect to believe that determines success in the learning process is students' learning motivation. Motivation is an internal process that become the main factor that determines the success of student

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

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

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

Method

This study employs a concurrent mixed-method design, which allows for the collection of both quantitative and qualitative data simultaneously. By integrating these two data collection approaches, a more comprehensive and holistic understanding of the research problem can be achieved. The quantitative component, represented by the questionnaire, will provide numerical data for analysis, while the qualitative component, represented by semi-structured interviews, will yield rich, context-specific insights and perspectives.

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

Participants and research instruments

The study's participants consisted of 40 participants who were involved in the questionnaire and six of them were invited to participate in the semi-structured interviews.

A purposive sampling technique was employed to select these participants who have direct experience and knowledge related to the research topic, ensuring that the sample represented a diverse range of perspectives. This approach allowed for a comprehensive exploration of the factors influencing student motivation and achievement, as it captured insights from students with different backgrounds, abilities, and interests. Additionally, the use of purposive sampling helped to ensure that the findings were applicable to a wider population of students in similar educational settings.

There were two research instruments that were employed: questionnaire and semi-structured interview. The questionnaire was employed to measure the participants' motivation and achievement levels in relation to the implementation of blended learning. The semi-structured interview, on the other hand, allowed for more in-depth exploration of the participants' experiences and perspectives regarding blended learning. This combination of quantitative and qualitative data collection methods provided a comprehensive understanding of the participants' motivation and achievement levels in relation to blended learning, ensuring a more robust analysis of the findings.

The semi-structured interviews were conducted to gather in-depth insights and understand the participants' experiences and thoughts regarding blended learning. This mixed method approach allowed for a comprehensive analysis of the impact of blended learning on student motivation and achievement. The diverse range of perspectives represented in the sample ensured that the findings were not limited to a specific group, providing a more holistic understanding of the topic.

Procedure of Collecting Data

The questionnaire was converted into a Google Form and distributed to the participants via WhatsApp. Each student had a single opportunity to complete the

questionnaire, as they were required to verify their identity with their respective email accounts when accessing the questionnaire URL. The questionnaire utilized in this study was a closed questionnaire, employing a Likert scale consisting of four response options: "strongly agree," "agree," "disagree," and "strongly disagree." It's important to note that there are no definitive right or wrong answers; instead, each response is categorized according to standard Likert scale conventions for subsequent data analysis. All collected responses were tabulated using Microsoft Excel and subsequently imported into SPSS Statistic 27 for two primary analyses: assessing the normality of data distribution using the Kolmogorov-Smirnov test and testing for linearity between variables. The results of the analysis indicate that the data distribution is normal, with a significance value of 0.200, which exceeds the commonly accepted significance value of 0.05, corresponding to a 5% margin of error.

The semi-structured interview guides were developed, informed by the research objectives. The interviews were conducted with a subset of participants, selected purposefully to ensure diverse perspectives. The interviews were audio-recorded with participants' consent and subsequently transcribed verbatim. The qualitative data collected from interviews was analyzed thematically.

The integration of quantitative and qualitative data was carried out during the analysis phase. Triangulation was employed to compare and contrast findings from both data sources to provide a more comprehensive understanding of the research problem. Integration occurs at the interpretation and reporting stages.

Data Analysis

The data analysis process for this study involved a multifaceted approach combining both quantitative and qualitative methods. Quantitative data from the questionnaires

were initially subjected to descriptive statistics, including means, standard deviations, and frequencies, to provide a comprehensive overview of participants' responses. Correlation analyses were then performed to investigate potential relationships between different variables. Meanwhile, qualitative data from the semi-structured interviews underwent a rigorous coding process, which involved both deductive and inductive coding methods, resulting in the identification and categorization of recurrent themes. To enhance the rigor and validity of the analysis, inter-coder reliability was ensured. The integration of quantitative and qualitative findings allowed for a comprehensive understanding of the research phenomenon, enabling a more nuanced interpretation of the data. This mixed-methods approach provided a robust foundation for drawing meaningful conclusions and deriving valuable insights relevant to the research objectives.

Results and Discussion

This section presents and discusses the key themes that emerged from the findings. There are three key themes emerged: (1) blended learning as a motivational catalyst; (2) blended learning increased students' learning achievement; and (3) the dynamic relationship between students' learning motivation and their engagement and achievement in learning. Below is the discussion of each of the themes.

Blended Learning as a Motivational Catalyst

The research findings suggest a highly positive relationship between blended learning and student learning motivation. Quantitative analysis reveals that students participating in blended learning environments report significantly higher levels of intrinsic motivation compared to those in traditional classroom settings. The participants identified some key factors within blended learning environments that

contribute to enhance their motivation. These factors include the flexibility and adaptability of blended learning designs, which provide students with control over their learning experiences. One of them for example said that the aspect he appreciated from blended learning mode is their self-control and management in executing the task. In addition, three of the participants also indicated that the integration of multimedia resources and interactive activities in the online components of blended courses was found to stimulate their intrinsic motivation. The findings from previous studies (i.e. Anthony et al., 2022; Eka Yulia Syahrawati et al., 2022; Rachman et al., 2021) also showed that the flexibility and variety of resources implemented in blended courses, potentially create an environment conducive to fostering student's intrinsic motivation. This can positively impact students' enthusiasm for learning. Similar findings from the study conducted by Sunubi and Bachtiar (2022a) and Firman and Rahayu (2020) that found learning over the internet as one of the mediums in blended learning provide more convenient accessibility to students and become another advantage that comes with engaging in educational pursuits online.

Another worth finding from this study is the student's conceptions of the importance of teacher's critical role in fostering motivation within blended learning. Two of the participants emphasized the importance of responsive and supportive teachers who provide timely feedback and guidance in virtual spaces. The findings from this study support the study findings by Badaruddin and Untung (2020) and Knowles & Kerkman (2017) that found teacher's presence and the quality of their interactions significantly influence students' motivation and engagement. The role of teachers in blended learning environments cannot be overstated. The findings emphasize that instructors play a pivotal role in motivating and engaging students. Educators should be trained to effectively facilitate online interactions, provide

constructive feedback, and maintain a supportive online presence. This requires a shift in pedagogical approaches and the development of online teaching competencies.

The study's findings indicate that students strongly favor the classroom learning component of blended learning. They believe that factors such as prompt feedback from teachers, personalized guidance from teachers, and in-person interaction contribute to the perception that learning through the mix of face-to-face and online instruction is beneficial and more effective. In contrast, students who did not utilize blended learning methods received no additional materials from their teachers. They were solely assigned homework, which was collected during the next class session. The students that adopted blended learning exhibited a higher level of engagement compared to the group using traditional teaching methods. The research results suggest that the utilization of the Blended Learning approach leads to an enhancement in students' engagement (Rahmawati, 2023; Sela et al., 2022). Consequently, blended learning may have a positive impact on students' engagement in learning (Herawati & Sundari, 2023; Sunubi & Bachtiar, 2022).

Blended learning Affect Students' English Achievement

The outcomes of the correlation analysis regarding students' views on the integration of blended learning into English instruction and their English subject performance validate a significant connection between these aspects. The obtained significance level stands at 0.000, which is less than the 5% confidence level. Furthermore, the Pearson correlation coefficient derived from this analysis, conducted among students at the two schools, regarding their perceptions of blended learning in English instruction and their English subject achievements, equals 0.227. According to Akoglu (2018), the

value of the correlation coefficient, whether positive or negative, indicates whether the variables are changing in the same or opposite directions. A positive value signifies that the variables are changing in a similar direction, whereas a negative value suggests that they are changing in contrasting directions. These findings align with the theories proposing a substantial and positive connection between students' perceptions of the implemented blended learning method and their academic achievements, as supported by previous research. Some of the prior studies in this domain include Faizah's (2022) investigation into the impact of students' perceptions of hybrid learning and the use of Moodle on student achievement in the Islamic Education subject at SMA Muhammadiyah 1 Gresik, as well as Suhariyanti's (2021) study examining the influence of students' perceptions and learning motivations on student achievements in the Sport subject in Subdistrict Mlati, Sleman. Both studies uncovered a notable and favorable correlation between students' perceptions of blended learning and their levels of motivation and academic accomplishments.

The participants' responses suggest that the most plausible explanation for this finding is that approximately 80% of the responding students hold a positive perception of blended learning implementation in English language teaching, while 20% hold a very positive perception. Nonetheless, it is still possible that some students have not fully benefited from the implementation of blended learning, particularly in the context of online learning. Many students expressed reservations about online English learning, believing it to be less effective than face-to-face instruction. They are not in favour of online English learning, nor do they support extending the duration of online lessons, citing discomfort with independent online English learning, which they find challenging and unengaging (Bachtiar, 2022a). In terms of learning management,

students admitted to facing difficulties in managing their online learning. They frequently miss deadlines for English assignments and struggle with time management during online study sessions. Regarding online interaction, although they feel comfortable using internet technology to exchange information for learning purposes, they acknowledge encountering obstacles that hinder their online English learning experience. They have easy online access to their teachers but prefer not to interact with their English teacher online and find it challenging to collaborate on assignments with their peers in the online environment. However, it's important to note that, despite the mentioned assumptions and challenges, there remains a significant correlation between the students' perceptions of blended learning implementation in English teaching in these two schools and their academic achievements in the English subject.

Another finding from this study showed that students who have experienced blended learning tend to demonstrate higher retention of knowledge and skills over time. This long-term retention could be attributed to the active learning strategies and practical application of knowledge often employed in blended courses. A study by Adambaeva et al. (2020) and Mahalli et al. (2020) also identified that blended learning contributes to sustainable learning outcomes, which are crucial in today's knowledge-based society. The ability to retain and apply knowledge long after the course concludes is a testament to the effectiveness of blended learning in preparing students for real-world challenges and continuous learning.

Interestingly, some of the participants informed that technology integration in blended learning has enhanced their engagement in learning English. They reported that the use of multimedia resources and online platforms allowed them to practice their language skills in a more interactive and immersive way. However, it is important to consider that not all students may have access to technology or may not be comfortable using it, which could limit

the effectiveness of blended learning for certain individuals. These findings highlight the potential of blended learning as an effective approach in improving English language acquisition and student engagement. This active engagement can lead to improved understanding and retention of the material, resulting in better academic performance (Dziuban et al., 2018). Blended learning's capacity to provide students with immediate feedback on their performance empowers them to take an active role in their learning. According to (Müller & Mildenberger, 2021) When students can identify areas requiring improvement, they are better equipped to address their weaknesses and enhance their overall academic achievement. Blended learning often incorporates active learning strategies that require students to apply their knowledge in authentic contexts. This hands-on engagement fosters a deeper understanding of the material and promotes the transfer of knowledge to real-world situations, resulting in sustained achievement beyond the classroom.

The dynamic relationship between students' learning motivation and their engagement and achievement in learning

Quantitative analysis of the data revealed a significant positive correlation between students' motivation levels and their academic achievement. Students who reported higher motivation tended to achieve higher grades and perform better on assessments compared to their less motivated peers. Chiu's (2022) study also found positive correlation aligns with well-established psychological theories, such as Self-Determination Theory, which posit that motivation is a driving force behind academic achievement. Furthermore, Ryan and Deci (2000) study found that when students are intrinsically motivated, they are more likely to set and pursue academic goals diligently, leading to improved outcomes. Along the same ideas, (Martens et al., 2004) highlighted that highly motivated students often exhibit effective study habits and time

management skills to learning. These behaviors, in turn, contribute to better academic performance, as students engage more deeply with course content and dedicate sufficient time to mastering the material.

The research results also revealed that the type of motivation played a crucial role in academic achievement. Intrinsic motivation was strongly associated with higher achievement, while extrinsic motivation showed a weaker but still positive correlation. Conversely, amotivation (lack of motivation) was negatively correlated with achievement. These study findings confirm the previous study findings by Bachtiar (2022b) that the stronger association between intrinsic motivation and achievement highlights the significance of fostering internalized reasons for learning. When students are genuinely interested in the subject matter and find personal meaning in their academic pursuits, they are more likely to excel academically. While intrinsic motivation is central, the positive correlation with extrinsic motivation suggests that external factors, such as the desire for recognition or grades, can still contribute positively to academic achievement. However, educators should aim to nurture intrinsic motivation as it leads to more sustainable and enduring learning outcomes.

Another worth finding from this research is that the negative correlation with amotivation underscores the importance of identifying and addressing students' motivational challenges. Therefore, teachers need to consider strategies to re-engage disengaged students and reignite their interest in learning. To enhance academic achievement, teachers should not only aim to boost students' motivation but also provide guidance and support for the development of self-regulated learning skills (Liu, 2021). These skills empower students to take control of their learning process, which, in turn, reinforces their motivation and contributes to academic success.

Conclusion

The findings of this study confirm that there is a significant correlation between students' perceptions on blended learning implemented in English teaching and students' motivation and achievements in English subject. The impact of blended learning on student learning achievement is evident through improved academic performance, individualized feedback and assessment, and the long-term retention and application of knowledge. In addition, the relationship between student learning motivation and achievement is complex and multifaceted. It is influenced by the type of motivation, the presence of self-regulated learning strategies, and the interplay between intrinsic and extrinsic motivators. Understanding and nurturing students' motivation is essential for promoting academic success and facilitating meaningful learning experiences. This study suggests that diverse learning objectives may require distinct strategies for attainment. Blended learning emerges as a potential alternative that educators can consider if it aligns with the specified learning objectives. Nevertheless, it is essential to acknowledge that the choice of learning methodology is only one of several factors influencing students' academic accomplishments. Central to the learning process are the students themselves, each possessing unique prior knowledge and characteristics. Consequently, educators should take into account various aspects related to students, including their perceptions of the employed learning approach and their motivation to learn. Creating supportive learning environments entails adapting instruction and providing varying levels of support to accommodate the individual needs of students within the classroom.

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