

Analysis Strategy Blended Learning of Prospective Islamic Teacher After Covid 19 Pandemic

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ABSTRACT

Students as prospective Islamic teachers are required to be able to create learning strategies that arouse student motivation, such as blended learning strategies. The purpose of this study was to analyze the effect of the blended learning method on the motivation of prospective Islamic teachers. and the use of e-learning media on the motivation of prospective Islamic teacher students. The population in this study were students of the Islamic religious education study program at STAIN Bengkalis. This type of research is quantitative. The sampling technique used was purposive sampling, the requirements for the sampling of this research were students who took part in the PAI learning strategy lectures in 2021. The number of samples used was 77 students. The questionnaire was used as a data collection technique for this research. Hypothesis testing utilizes the T test and the determinant coefficient R². The results of this study obtained a tcount of 3.66, which is greater than t-table of 3.202 with a confidence level of 99%. It can be concluded that blended learning-based learning has a significant effect on the learning motivation of prospective Islamic religious teachers at STAIN Bengkalis. Through the test results of the R² determinant coefficient of 0.58, it can be concluded that the blended learning strategy can affect students' learning motivation by 58%. This is because students' interest in blended learning strategies triggers students' curiosity to explore Islamic religious education learning strategies.

Keywords: *blended learning, koefisien determinan (R²), motivation, T test*

A. INTRODUCTION

The existence of Covid-19 has had a negative impact on various sectors such as health, economy, and education, even education is the sector most affected (Purwanto et al., 2020). “The direct impact is felt in the field of education with the implementation of an online school (in the network), teaching and learning activities conducted in their homes by leveraging technology.” (Ningsih & Sugiman, 2021).

In the process of Islamic education, strategy has a very important position for achieving learning objectives because strategy is a means of delivering subject matter arranged in the curriculum. Without a strategy, a subject matter cannot be processed effectively and efficiently in learning activities. (Sarkila, 2017).

Strategies in producing a quality learning process, there are several aspects that also influence including: teaching, the use of interesting and varied learning methods from student learning behavior, conducive learning conditions and atmosphere as well as the use of innovative learning media in supporting the teaching and learning process themselves (Astuti, I. A., & Bhakti, 2018). “As prospective students of Islamic religious education teachers who are the nation's next generation in the world of education, they need to have the ability to make good learning media” (Junedi & Sari, 2021) .” Learning media is a tool used to convey information that comes from reliable sources where educators provide this information to students so that it can facilitate the learning process ”.(Haryadi & Kansaa, 2021).

“The use of technology allows the teaching and learning activities despite being in different places”.(Milman, 2015). At this time there are many schools that use face-to-face and online learning, so a blended learning model has emerged. Blended learning is basically a combination of face-to-face education and online learning. The purpose of this blended learning is to find a balance between the face-to-face method and the online method (Rafiola et al., 2020) According to (Khoiroh et al., 2017). This blended learning consists of two words derived from English, namely blend (mix / mix) and learn (learn). The term mixed learning was originally used to describe topics that attempted to combine face-to-face and online learning. Blended learning is an evolution of e-learning, which is a learning method that integrates e-learning systems with conventional methods. This blended learning model has advantages and disadvantages, the advantage is that this learning is not limited by space and time, which can be used to convey the teaching and learning process anytime and anywhere. In addition, students can repeat the learning material, and it is easy to access the subject matter(P. M. D. I, 2021) .

Motivation is the encouragement that students need to achieve the desired goals. This motivation is needed in students because it makes students enthusiastic in learning and diligent in doing assignments (Inelda Dwi Jayanti, 2021) (Yuliani H & Winata, 2017) there are two types of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation is the encouragement that students have without any external stimulation or influence. While extrinsic motivation is encouragement caused by external stimuli or influences such as appreciation from the teacher, teaching and learning activities that attract students' attention, or a comfortable and pleasant learning environment (G. L. G. P. A. I et al., 2018). Therefore, high learning motivation is expected to have a positive impact on student learning outcomes. In the learning process, students can be said to be successful if they are able to complete their educational program on time with good learning outcomes. Learning outcomes are the result of the student's teaching and learning process in achieving subject targets, which are measured by numbers such as students' PTS scores where it concerns the progress of student learning outcomes.

The learning outcomes are the result of interactions that occur between acts of learning and acts of teaching. This means that the act of teaching is related to the process of evaluating learning outcomes, while the act of learning is the end of teaching from the top of the learning process. According (Fathimatuzzaro & Rochmawati, 2021) learning outcomes can be understood as abilities obtained by a person as a result of an activity. Therefore, it can be said that every teacher wants the learning process to be in harmony with the learning process to help students achieve the highest efficiency. (Adhi et al., 2022) The innovation of this BL model is simple steps into building BL and has the originality to the contextually subject matter. (Kresna Kharisma Purwanto, Surjani Wonorahardjo, 2017) stated in the results of research on Blended Learning in the STAD Cooperative Model on Learning Achievement and Motivation, namely that there was a significant difference in learning achievement between students taught by the STAD cooperative model and students taught by blended learning; and there is no significant difference in learning motivation between students who are taught by STAD cooperative model and students who are taught by blended learning.

Based on the phenomena above, researchers are interested in conducting research with the title "Analysis strategy blended learning for prospective Islamic teacher after covid 19 pandemic".

B. RESEARCH METHOD

The type of research used in this research is experimental research. The population of this research is students of Stain Bengkalis, Islamic religious education study program, Blended Learning-based learning is the use of face-to-face and virtual models in the teaching and learning process in the classroom. The dependent variable is learning motivation which is influenced by various factors. Learning motivation is an internal and external drive that causes a person or individual to act or achieve goals, so that changes in student behavior are expected to occur.

Research design is a design made by researchers as a description of the activities to be carried out. This research was conducted on students of the Islamic education study program at STAIN Bengkalis who took part in the 2021 Islamic religious education learning strategy lectures.



Figure.1 Research Materials

This research took place at the STAIN Bengkalis campus, Jalan Institution, Senggoro sub-district, Bengkalis sub-district, Bengkalis district. with a duration of approximately one semester. The population in this study were all students of the Islamic religious study program at STAIN Bengkalias. Because not all samples have criteria that match the phenomenon to be studied. Then used a purposive sampling technique that establishes certain considerations. The sample used was students of Islamic religious studies who took part in Islamic religious education learning strategies, the majority of whom were semester 5 students in 2021. There were 3 classes with a total of 77 students as a sample. The instruments used in this study were observation sheets and questionnaires/questionnaires given to students. The observation sheet is used to observe the teaching and learning process during the application of the blended learning model in the form of an observation sheet for student learning activities. The type of questionnaire used in this study is a closed questionnaire or a structured questionnaire which is a questionnaire whose alternative answers have been determined. The type of questionnaire used is a multiple-choice questionnaire.

The questionnaire in this study used a Likert scale with criteria for positive questions, the answer was SS (strongly agree) with a score of 4, S answer (agree) with a score of 3, CS answer (quite agree) with a score of 2, KS answer (disagree) with a score of 1 and TS (disagree) with a score of 0. The Likert scale is used to measure the opinion of a person or group of people about the phenomenon that occurs.

The data analysis technique used in this research is descriptive and inferential statistical data analysis. Data analysis was carried out after the data from the sample through the instruments were collected. Inferential statistical analysis was used to test the research hypothesis by using the t-test (t-test). To find out how much influence the blended learning method (X) has on students' learning motivation (Y), then a simple linear regression test is carried out.

C. RESULT AND DISCUSSION

Based on the questionnaire that was given to students as respondents in this study, descriptive data were obtained. The data from the questionnaire which is a description of the research is based on the respondents' answers to the free statement (Blended Learning-Based Learning Method). From a total of 1540 answers given by 77 respondents, each of whom responded to 20 kinds of questions, it was seen that as many as 1 option did not agree (KS), 129 answers quite agreed (CS), and 900 answers agreed (S) and 511 answers strongly agreed (SS).

Furthermore, the data from the questionnaire is a research description based on the respondents' answers to the statement of the independent variable (student learning motivation). By 77 respondents who each responded to 20 kinds of questions, it can be seen that as many as 1029 chose the answer agree (S) and 511 answers strongly agree (SS). These results can be seen that overall students agree and strongly agree with all statements in the questionnaire (questionnaire) related to students' motivation to learn Indonesian in mixed learning methods or blended learning.

Based on the research that has been done the data collected through the instrument test so that it can be known the student's learning motivation. The hypotheses to be tested are:

H0: Blended learning does not have a significant effect on students' learning motivation.

H1: Blended learning has a significant effect on student learning motivation.

This test uses linear regression analysis to determine the effect of the blended learning

method (X) on students' learning motivation (Y). Based on the research variables above, further data analysis will be carried out using the linear regression analysis method using SPSS version 23.

1. Normality test

The normality test was carried out with the aim of testing whether the data were normally distributed or not. The normality test can be seen from the SignificanceKolmogorov-Smirnov Test. The principle of testing the normality of the data is that if the significance value is greater than 0.05, it can be said that the data is normally distributed.

**Table 1. Table Normality Test
One-Sample Kolmogorov-Smirnov Test**

			Unstandardized Residual
N			27
Normal Parameters ^a	Mean		.0000000
	Std. Deviation		2.12771412
Most Extreme Differences	Absolute		.090
	Positive		.076
	Negative		-.090
	Kolmogorov-Smirnov Z		.468
Asymp. Sig. (2-tailed)			.981

Based on the results of the normality test on the level of normality of the research data in the regression model, the results obtained a significance value of 0.981 which is greater than 0.05. Based on these results, it can be concluded that the research data is normally distributed.

2. Homogeneity Test

The principle of homogeneity testing is when the sig. > 0.05 then the data can be declared homogeneous. Meanwhile, if the value of sig. <0.05 then the data can be declared

not homogeneous.

Table 2. Table of Homogeneity test

Levene Statistic	df1	df2	Sig.
3.080	8	15	.069

From the homogeneity test that has been carried out, a significance value of 0.069 is obtained which is greater than 0.05. Based on these results, it can be concluded that the data obtained in this study are homogeneous.

3. Hypothesis testing

After the requirements for conducting the t-test, namely the normality test and homogeneity test, have been carried out and normal and homogeneous data are obtained, then the t-test is then carried out. The t-test basically shows how far the influence of an individual independent variable is on the dependent variable.

The statistical test on the linear regression equation model in this study is the t-test which is an individual test (partial). The t-test was carried out by comparing the t-count value with the t-table value, with a 95% confidence level ($\alpha=0.05$). Several criteria in the t-test test can be seen as follows:

- 1) If $t \text{ count} > t \text{ table}$ H1 is accepted
- 2) If $t \text{ count} < t \text{ table}$ H1 is rejected

Table 3. T Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	62.295	9.197		6.773	.000		
Blended Learning Metode	.065	.144	.090	3.66	.005	1.000	1.000

Based on the test results related to whether there is an influence of the independent

variable on the dependent variable, it can be seen that the tcount value is 3.66 which is greater than ttable at the 99% level, which is 3.202. This indicates that statistically, blended learning-based learning methods have a significant effect on student learning motivation, which means H0 is rejected and H1 is accepted. Furthermore, the R Square (R2) test was used to determine how much influence the blended learning method had on students' learning motivation. The results of the SPSS calculation can be seen in Figure 4

Table 4. R Square

Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate
1	.090 ^a	.58	.032	2.16985

From the table, the results of the R2 test can be seen at 0.58 which means that blended learning strategies can affect students' learning motivation by 58%. This is due to the creation of learning methods that stimulate students' curiosity and interest so that students are encouraged to keep trying and trying to learn learning strategy courses.

Growing and increasing students' learning motivation requires an effective and efficient learning method, one of which is by combining face-to-face and online learning conditions. This combination can use the use of information and communication technology based on blended learning. In line with research(Hermawanto et al., 2020; Khotimah & Sukiman, 2021; Siregar & Manurung, 2020; Weniati & Rochmawati, 2022) states that blended learning has a significant effect on student motivation.

D. CONCLUSION

Based on the results of the hypothesis test because the t-count value was found to be 3.66 greater than t-table 3.202 with a confidence level of 99%, the data supports accepting 1 so that it can be concluded that blended learning-based learning has a significant effect on learning motivation of prospective Islamic teachers at STAIN Bengkalis. Through the test of the determinant coefficient of R2, it was found that the results of 0.58 can be concluded that the blended learning strategy can affect students' learning motivation by 58%.

SUGGESTION RESEARCH

From the results of this study, it can be seen that there is a significant effect of blended learning strategies in increasing student motivation. So it is recommended for teachers to use the blended learning method as a strategy to increase student motivation. This research still has some shortcomings, so further researchers who will develop this research are expected to look at the shortcomings of this research in order to improve the results of this study.

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