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The Effect of Online and Offline Learning on the Motivation of Islamic Education Learning

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ABSTRACT
The Covid-19 pandemic has had a considerable impact on the education sector. In particular, the pandemic causes many problems that have an impact on students' Islamic Education (PAI) learning motivation. Therefore, the government makes an education policy by employing limited face-to-face or offline learning. This study aims to examine and describe the effect of online and offline learning on the 8th-grade students' PAI learning motivation at SMP Negeri 1 State Junior High School, Boyolali, Central Java, Indonesia. It used a mixed method with a sequential explanatory design, combining quantitative and qualitative research in one sequential study. The data collection technique used questionnaires, observations, interviews, and documentation. The analysis technique employed a multiple-linear regression test and qualitative analysis. The results of this research indicate that online learning has no significant effect on the students' PAI learning motivation. Online learning does not take on it, but it takes an effect on the decreased interest in learning so that it does not increase PAI learning motivation. However, offline learning has a significant effect on motivation. Based on the online and offline learning variables tested simultaneously, the effect of the learning on motivation reached 60% and 40% for other variables. That means that offline/face-to-face learning can be an alternative solution for increasing their achievement and motivation. The PAI learning not only conveys and indoctrinates knowledge cognitively, but also it develops and imparts religious values and builds the students' character with good morals and deeds in both affective and psychomotor aspects.

Keywords: online learning, offline learning, Islamic Education learning motivation

1. INTRODUCTION

Education is a conscious and planned effort to realize the learning process so that students can take an active role in developing their potential to have religious-spiritual strength, self-control, noble character, and necessary skills as stated in Law No. 20 of 2003. The realization of conscious effort and planned education have taken clear, and rational planning stages. As stipulated in Law No. 20 of 2003, Article 3, national education aims to develop students' ability to become human beings who believe and are pious for God Almighty, have a noble character, and become democratic and responsible citizens. Conceptually, education that liberates and prepares future generations to be able to survive and successfully face the challenges of their time should be a foundation to realize the goals of national education. Students' parents expect that through their children's education, they have a good understanding of general and religious knowledge as a way of life [1].

The Minister's decree of Education and Culture of the Republic of Indonesia No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Covid -19 states that the learning process is carried out at home, called online/distance learning. It has been implemented on 16 March 2002. It intends to break the chain of the widespread Covid-19 [2]. Therefore, teachers should carry out their duties as an educator and evaluator. They ensure that students acquire knowledge and achievement of the planned learning objectives. Those with online learning can only interact with teachers using several social media such as WhatsApp, classroom, video conference, telephone or chat, and other applications.

The implementation of science and technology-based online learning for a teacher is an important

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factor to run the learning process effectively during Covid-19. [3] Online learning is not just transferring material with internet media or social media applications. As the implementation of classroom learning, online learning must be planned, implemented, and evaluated so that its implementation can run effectively.[3] Thus, the implementation of online is necessary to consider several factors affecting sustainable learning activities.

The implementation of online learning needs to be evaluated continuously and its effectiveness may be different from face-to-face learning. Referring to the result of the online learning evaluation, the government makes a new policy in limited face-to-face/offline learning, due to the decreasing widespread of Covid-19.[4] However, offline learning cannot be implemented in all schools, but some core schools with accelerated vaccination of educators, teaching staff, and students can implement it. In addition, face-to-face learning must apply strict healthy protocols. Offline learning (outside the network) is a learning process using media outside the internet such as television and radio, and a well-organized face-to-face system.[5]

Regarding the effective learning process, several elements such as motivation, student-teacher relationship, maturity, and teacher's ability to interact and communicate with students are necessary aspects. The learning process will be successful if students get motivated in learning. However, each student's motivation is different from one another. It is strongly dependent on students' intrinsic and extrinsic factors.[6]

SMP N 1 State Junior High School, Ngemplak district, Boyolali regency, Provincial Central Java, Indonesia is located in a semi-urban area and it is close to public access. Most of the students come from middle and upper-economic families and they are literate in information and communication. As one of the leading schools in the district, its students have many academic and non-academic achievements and strong character during face-to-face learning before the Covid-19 pandemic.

Based on the results of observations at the school, online learning problems during the Covid-19 are the students' low enthusiasm and motivation to participate in the learning process. The results of interviews with Islamic Education teachers show that low motivation refers to the students' low participation in teaching and learning such as classroom attendance, responses to learning materials, and percentage of grade-eight students in doing assignments (40% out of 284 students). These problems are due to many teachers who have not been able to use learning technology to support the learning process. It makes them employ online learning by using conventional methods and

approaches. In addition to these problems, other factors including limited facilities owned by students and their parents or class guardians influence the learning process. Finally, the lack of support from parents or class guardians makes students' motivation low. Therefore, schools must collaborate with parents to increase students' motivation so that they will participate in the learning process enthusiastically.

This phenomenon shows that the implementation of online learning has several problems affecting students' learning motivation. In addition, the implementation of learning during Covid-19 is different from what usually happens in schools. To solve these problems, thus, the current study used interview and questionnaire methods to determine the effect of online and offline learning on students' learning motivation. The research paper aims to examine and describe the effect of online and offline Islamic Education (PAI) learning on the learning motivation of 8th-grade students in PAI subjects.

2. METHOD

This study used a mixed method with a sequential explanatory design, combining quantitative and qualitative research in one sequential study. It aims to describe the effect of the independent variables on the dependent variables using statistical analysis. Sources of quantitative data were calculated using the following formula.

$$n = \frac{N}{1 + N(e)^2}$$

$$= \frac{284}{1 + 284(0,05)^2}$$

$$= \frac{284}{1 + 284(0.0025)}$$

$$= \frac{284}{1,71} = 167$$

The samples amounted to 167 students of SMP Negeri 1 State Junior High School. The data sources were the Islamic Education teachers and vice principals in the curriculum field. Collecting quantitative data used questionnaires and qualitative data obtained from observation, interviews, and documentation. Validity and reliability test applied the SPSS version 25.0 with the reliability test of the Cronbach Alpha Technique if the value is higher than 0.70 or the Cronbach Alpha value is > 0.7, so it is reliable. The validity test of the SPSS output can be seen in the Corrected Item-Total Correlation column.[7] Other data collection techniques were documentation, namely the documents of student attendant list of students and the recapitulation of student assignments as a tool for measuring the 8th-grade students' PAI learning motivation. Data analysis used descriptive statistical analysis, namely data

obtained from the respondents' questionnaires tested with the SPSS version 25.0 for normality and linearity test and multiple linear regression tests (t-test and F test). The data results were presented and interpreted and they were strengthened by using qualitative data.

3.   RESULTS DAN DISCUSSION

3.1 Mix-method Analysis

3.1.1 Presentation of Research Instruments

Online learning data using a questionnaire technique consists of 17 items. The results of the questionnaire calculation show a minimum score of 40 and a maximum score of 78 with an average score of 50.68.

Table 1: Descriptive Statistic

Online learning		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	6	3.6	3.6	3.6
	42	9	5.4	5.4	9.0
	43	32	19.2	19.2	28.1
	44	24	14.4	14.4	42.5
	45	6	3.6	3.6	46.1
	46	15	9.0	9.0	55.1
	47	3	1.8	1.8	56.9
	48	1	.6	.6	57.5
	53	1	.6	.6	58.1
	55	25	15.0	15.0	73.1
	56	9	5.4	5.4	78.4
	57	3	1.8	1.8	80.2
	58	5	3.0	3.0	83.2
	59	6	3.6	3.6	86.8
	60	1	.6	.6	87.4
	62	4	2.4	2.4	89.8
	66	2	1.2	1.2	91.0
	68	2	1.2	1.2	92.2
	69	1	.6	.6	92.8
	70	4	2.4	2.4	95.2
	71	2	1.2	1.2	96.4
	72	1	.6	.6	97.0
	73	1	.6	.6	97.6
	75	1	.6	.6	98.2
	76	1	.6	.6	98.8
	77	1	.6	.6	99.4
	78	1	.6	.6	100.0
	Total	167	100.0	100.0	

Offline learning data using a questionnaire technique consists of 15 items. The results of the questionnaire calculation show a minimum score of 44 and a maximum score of 75 with an average score of 67.07.

Table 2 Descriptive Statistics

Offline learning		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	.6	.6	.6
	45	2	1.2	1.2	1.8
	46	1	.6	.6	2.4

49	2	1.2	1.2	3.6
52	7	4.2	4.2	7.8
53	5	3.0	3.0	10.8
54	1	.6	.6	11.4
56	2	1.2	1.2	12.6
57	1	.6	.6	13.2
58	2	1.2	1.2	14.4
61	4	2.4	2.4	16.8
66	7	4.2	4.2	21.0
67	29	17.4	17.4	38.3
68	24	14.4	14.4	52.7
69	5	3.0	3.0	55.7
70	16	9.6	9.6	65.3
71	13	7.8	7.8	73.1
72	4	2.4	2.4	75.4
73	39	23.4	23.4	98.8
75	2	1.2	1.2	100.0
Total	167	100.0	100.0	

The PAI learning motivation data using a questionnaire technique consists of 25 items. The results of the questionnaire calculation indicate a minimum score of 80 and a maximum score of 127 with an average score of 110.50.

3.1.2 Instrument Validity and Reliability Test

The online learning instrument consists of 18 items tested to 167 respondents. The results are as follows.

Table 3: Summary of Pearson Validity Test Results

No. Item	rCount	rTabel5%(167)	sig.	Criteria
		Online learning		
1	0.647	0.1510	0.000	VALID
2	0.883	0.1510	0.000	VALID
3	0.730	0.1510	0.000	VALID
4	0.471	0.1510	0.000	VALID
5	0.616	0.1510	0.000	VALID
6	0.743	0.1510	0.000	VALID
7	0.622	0.1510	0.000	VALID
8	0.500	0.1510	0.000	VALID
9	0.590	0.1510	0.000	VALID
10	0.648	0.1510	0.000	VALID
11	0.692	0.1510	0.000	VALID
12	0.590	0.1510	0.000	VALID
13	0.512	0.1510	0.000	VALID
14	0.602	0.1510	0.000	VALID
15	0.270	0.1510	0.000	VALID
16	(-0.396)	0.1510	0.000	TIDAK VALID

| 17 | 0.563 | 0.1510 | 0.000 | VALID |
| 18 | 0.567 | 0.1510 | 0.000 | VALID |

The results of the validity test can be said to be valid if the score of r count is > r table. The test results show 17 out of 18 items in the online learning variable are valid because of r count > r table while 1 item is invalid because rCount is < r table and has a negative score; therefore, it must be removed or not used in the subsequent data analysis.

Reliability Statistics

Cronbach's Alpha	N of Items
.885	17

Based on the table above, it can be concluded that the Cronbach Alpha score equals 0.885. Cronbach Alpha score is 0.885 > 0.70. Thus, it can be concluded that the questionnaire is reliable with a high level of reliability.

The offline learning instrument consists of 15 items tested to 167 respondents. The results are as follows.

Table 4: Summary of Pearson Validity Test Results

Offline learning				
No. Item	r count	rTabel5%(167)	sig.	Criteria
1	0.730	0.1510	0.000	VALID
2	0.753	0.1510	0.000	VALID
3	0.747	0.1510	0.000	VALID
4	0.757	0.1510	0.000	VALID
5	0.679	0.1510	0.000	VALID
6	0.799	0.1510	0.000	VALID
7	0.857	0.1510	0.000	VALID
8	0.748	0.1510	0.000	VALID
9	0.648	0.1510	0.000	VALID
10	0.758	0.1510	0.000	VALID
11	0.696	0.1510	0.000	VALID
12	0.266	0.1510	0.001	VALID
13	0.519	0.1510	0.000	VALID
14	0.168	0.1510	0.030	VALID
15	0.676	0.1510	0.000	VALID

.893	15

The results of the validity test can be said to be valid if the value of the r count is > r table. The test results show that 27 items of the PAI learning motivation variables are valid because the r count is > r table.

Reliability Statistics

Cronbach's Alpha	Number of Items

Based on the table above, it can be concluded that the Cronbach Alpha value equals 0.893. Cronbach Alpha value of 0.893 is > 0.70. Thus, the questionnaires are reliable with a high level of reliability. The PAI learning motivation instrument consists of 27 items, tested to 167 respondents. The results are as follows.

Table 5: Summary of Pearson Validity Test Results

PAI Learning motivation				
No. Item	r	count r abel5%(167)	sig.	Criteria

1	0.377	0.1510	0.000	VALID
2	0.143	0.1510	0.065	TIDAK VALID
3	0.750	0.1510	0.000	VALID
4	0.645	0.1510	0.000	VALID
5	0.720	0.1510	0.000	VALID
6	0.190	0.1510	0.014	VALID
7	0.709	0.1510	0.000	VALID
8	0.655	0.1510	0.000	VALID
9	0.370	0.1510	0.000	VALID
10	0.311	0.1510	0.000	VALID
11	0.479	0.1510	0.000	VALID
12	0.489	0.1510	0.000	VALID
13	0.376	0.1510	0.000	VALID
14	0.629	0.1510	0.000	VALID
15	0.334	0.1510	0.000	VALID
16	0.596	0.1510	0.000	VALID
17	0.446	0.1510	0.000	VALID
18	0.298	0.1510	0.000	VALID
19	0.545	0.1510	0.000	VALID
20	0.611	0.1510	0.000	VALID
21	0.542	0.1510	0.000	VALID
22	0.398	0.1510	0.000	VALID
23	0.605	0.1510	0.000	VALID
24	0.754	0.1510	0.000	VALID
25	0.436	0.1510	0.000	VALID
26	0.683	0.1510	0.000	VALID
27	(-0.177)	0.1510	0.022	INVALID

The results of the validity test can be said to be valid if the value of the r count is > r table. The test results show that 25 out of 27 items of the PAI learning motivation variable are valid because r count is > r table, but 2 items are invalid because r count is < r table and have a negative value, so they must be removed or they are not used for the subsequent data analysis.

Reliability Statistics	
Cronbach's Alpha	Number of Items
.883	25

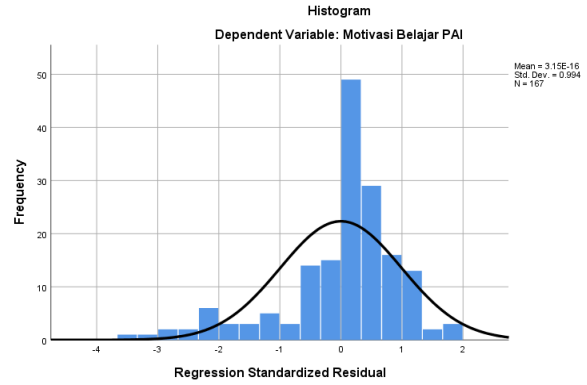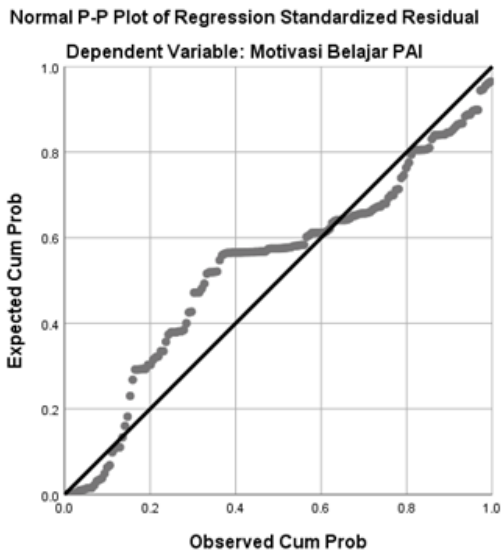Based on the table above, it can be concluded that the Cronbach Alpha value = 0.883. The Cronbach Alpha value of 0.883 is > 0.70. Thus, it can be concluded that the questionnaires are reliable with a high level of reliability.

3.1.3 Prerequisite Analysis Test

Hypothesis testing was carried out before testing the multiple linear regression. In this study, there are two prerequisite tests, normality, and linearity.

1) Normality Test

The normality test can be seen in the graph below. If the points have followed a straight line and the graph is skewed to the right, it is said to be residual and normally distributed. The results of the normality test in this study are as follows:

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Motivasi Belajar PAI

Histogram

Dependent Variable: Motivasi Belajar PAI

Mean = 3.15E-16
Std. Dev. = 0.994
N = 167

As reported in the graph above, it can be concluded that it represents a distribution pattern that is close to normal and it moves to the right. Thus, the data are normally distributed.

2) Linearity Test

This study used a simple polynomial method, a type of regression analysis in which the relationship between the independent variable and the dependent variable is represented as the degree to N in X. The results of the linearity test can be seen in Table 6.

Based on the Normal P-Plot graph, it is known that the points almost follow or are around a straight line. Thus, it can be concluded that the residuals have followed the normal distribution. The following is the histogram graph of the normality test results.

Table 6 Linearity Test

Online Learning Variable (X1) in PAI Learning Motivation (Y)							
ANOVA							
PAI Learning Motivation (Y)							
			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		2334.247	26	89.779	1.224	.226
	Linear Term	Weighted	2.503	1	2.503	.034	.854
		Deviation	2331.744	25	93.270	1.272	.192
In Groups			10269.501	140	73.354		
Total			12603.749	166			

Based on the linearity test above, it can be seen the value of Sig. The deviation from linearity is 0.192. It means the value of deviation from linearity is >0.05; then, it can be concluded that the data on the influence of online learning on PAI learning motivation has a linear relationship.

Table 7 Results of Linearity Test

Offline Learning Variable (X1) in PAI Learning Motivation (Y)							
ANOVA							
PAI Learning Motivation PAI (Y)							
			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		2164.591	19	113.926	1.604	.062
	Linear Term	Weighted	892.330	1	892.330	12.565	.001
		Deviation	1272.261	18	70.681	.995	.468
In Groups			10439.157	147	71.015		
Total			12603.749	166			

Based on the linearity test above, it can be seen the value of Sig. Deviation from linearity is 0.468. It means that the value of the deviation from linearity is > 0.05; then, it can be concluded that the data on the effect of offline learning on PAI learning motivation has a linear relationship.

3.1.4 Multiple-Linear Regression Test

The following is the summary of the results of multiple linear regression based on the results of the questionnaire calculation using SPSS version 25.0, namely:

Table 8 Multiple Linear Regression Test Results and Hypothesis Testing

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	88.917	7.261		12.246	.000
	Online Learning	-.017	.070	-.018	-.238	.812
	Offline Learning	.334	.095	.266	3.539	.001
a. Dependent Variable: PAI Learning Motivation						

Based on Table 8, the multiple linear regression equation is Y= 88.917+(-0.17)X1 + 0.334X2. Interpreting the results of the analysis is explained as follows.

a) The constant is 88,917 with positive parameters. It means that the independent variable is considered constant; then, the average effect of online and offline learning on PAI Learning motivation is 99,917.

b) The X1 regression coefficient of online learning shows a negative coefficient of (-0.017). It means that online learning has no significant effect on PAI Learning Motivation. It makes students' interest in learning motivation decrease or it does not increase their learning motivation.

c) The X2 regression coefficient of offline learning shows a coefficient of 0.334. It means that

offline learning has a positive effect on PAI learning motivation.

3.1.5 Hypothesis Test
3.1.5.1 T-test (partial/individual test)

The results of the online learning variable regression test of (-0.017) show that online learning does not take an effect on PAI learning motivation. Furthermore, to find out how high big the influence is significant or not, it is necessary to test the significance with the t-test. The significance test takes steps as follows.

1) Hypothesis Equation
   H0: There is no significant effect of online learning on the 8th-grade students' PAI learning motivation at SMP Negeri 1 State Junior High School.
   Ha1: There is a significant effect of online learning on the 8th-grade students' PAI learning motivation at SMP Negeri 1 State Junior High School.
2) Significance level of α=5% or 0.05
3) Test Parameter
   H0 is confirmed if the value of $t_{count} < t_{table}$ with sig.>0.05
   is rejected if $t_{count} > t_{table}$ with sig.<0.05
   where:
   T_{table} = (α/2; n-k-1) = (0.05/ 2; 167-2-1) = 0.025; 164 = 1.97427
4) Calculation
   The analysis result using the software SPSS 25 in Table 8 shows that $t_{he\ t\ count}$ is -0.238 with sig. 0.812>0.05.
5) Critical Cell
   t_{table} = 1.9742 and t_{count} = -0.238
6) Test decision
7) H0 is confirmed because $t_{count} < t_{table}$ is -0.238 < 1.9742.

The results of quantitative research show that online learning has no significant effect on the students' PAI learning motivation of 0.812 > =0.05. The online learning variables show that the value of t_{count} (-0.238) is smaller than the t table (1.9742) or the significance value of 0.812 > α=0.05. Therefore, H0 is confirmed or accepted and H1 is rejected. It means that online learning does not increase PAI learning motivation.

These results are relevant to the research by Rudi Haryadi, stating that the level of student learning motivation decreases.[8] This is in line with the present study, stating that online learning does not have a positive effect on the students' PAI learning motivation. It means that there is a decrease in the students' PAI learning motivation. Based on the results of interviews, observations, and documentation of the contribution of online learning to PAI learning motivation, many teachers and students feel that online learning has resulted in a decrease in the level of learning motivation. It is due to the sudden application of online learning conditions and the low readiness of teachers and students to implement it. Online learning is distance learning that does not apply face-to-face contact between educators and students or it is a two-way communication using internet-based electronic media. The implementation of online learning raises several problems such as students' learning motivation. The limited interaction between teachers and students as well as between students can make value development slow in the learning process so the resultant motivation is low.

Learning motivation is an impulse that arises due to internal and external factors in making changes in behavior. [1] Online learning is part of the learning motivation indicator, namely the existence of interesting learning activities and a conducive learning environment. It takes an effect on learning motivation because it is different from classroom learning. It can decrease students' learning motivation when they are bored or not interested in the learning activity.

"In principle, education has to provide a chance for the children's humanization process. Education does not only foster children's potential, but he also realizes teaching and internalization of students' moral ethics and character "[9]

Based on the results of the offline learning variable regression test of 0.334, it means that offline learning takes an effect on PAI learning motivation. Furthermore, to find out how high the effect is significant or insignificant, it is necessary to test the t-test significance. The stages of the significance test include as follows.

1) Hypothesis Equation
   H0: There is no significant effect of offline learning on the 8th-grade students' PAI learning motivation of

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[1] [15]hlm.2

SMP Negeri 1 State Junior High School.

H_1: There is a significant effect of offline learning on the 8th-grade students' PAI learning motivation of SMP Negeri 1 State Junior High School.

2) The significance level of $\alpha=5\%$ or 0.05
3) Test Parameter
   H0 is accepted or confirmed if the value of $t_{count} < t_{table}$ with sig.>0.05
   H0 is rejected if $t_{count} > t_{table}$ with sig.<0.05
   where:
   T_{table} = $(\alpha/2; n-k-1)$ = $(0.05/2; 167-2-1)$ = 0.025; 164 = 1.97427
4) Calculation
   The analysis result with the software SPSS 25 in Table 8 shows that $t_{he\ t\ count}$ is -3.539 with sig. 0.001.
5) Critical Cell
   t_{table} = 1.9742 dan t_{count} = 3.539
6) Test Decision
7) H0 is rejected because $t_{count\ is} > t_{table}$ (3.539 > 1.9742)

The results of quantitative research that offline learning has a significant effect on the students' PAI learning motivation because its learning variable value of t count is higher (3.539) than the t table (1.9742) or the significance value of 0.001 < = 0.05. Therefore, H0 is rejected and H1 is accepted. It means that offline learning calculations have a significant influence on PAI learning motivation or it increases the students' learning motivation.

The research results by Sobandi, Nurlatifah, et al, show that offline learning is more effective than online learning and the students will significantly get more motivated to participate in it and they can give a contribution to their classmates. [10] It is relevant to the present research result, stating that offline learning takes

an effect on increasing the students' learning motivation because online learning has the factors and indicators in learning motivation that can be carried out optimally. This is strengthened the results of interviews, observations, and documentation. The contribution of offline learning to PAI learning motivation functions to be an alternative learning during the COVID-19 pandemic where face-to-face time is limited because the duration is reduced. Offline learning is a planned activity where the teachers and students directly meet to take learning activities and there are interactions between students, learning materials, educators, and the environment so that teachers can evaluate the students' attitudes more easily. Hamzah B. Uno stated that the intrinsic factor of learning motivation comes from the inner stimulus for learning needs and the desire to realize future dreams. The intrinsic factors in offline learning can be the high level of the students' awareness during offline learning. Offline learning makes students compete with other friends.

In offline learning, extrinsic factors that arise from outside students such as the learning environment are more conducive and competitive. Teachers can give awards to students directly when they are interacting with students and learning activities are more interesting for students because, in face-to-face learning, students can joke and interact actively with teachers and other friends. Additionally, internet access problems during online learning do not occur. This can increase students' learning motivation.

3.1.5.2 F test (simultaneous or joint test)

The purpose of the F test or Annova test is to test whether the regression model with the dependent and independent variables has an effect simultaneously or together. The results of the F test with the SPSS 25 software are as follows.

Table 9 Anova Test

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	896.382	2	448.191	6.278	.002[b]
	Residual	11707.366	164	71.386		
	Total	12603.749	166			

a. Dependent Variable: PAI Learning motivation
b. Predictors: (Constant), Offline Learning, Online Learning

The table above can be interpreted by taking these stages:

1) Hypothesis Equation
   $H0$: There is no significant effect of online and offline learning on the 8th-grade students' PAI learning motivation of SMP Negeri 1 State Junior High School
   H_1: There is a significant effect of online and offline learning on the 8th-grade students' PAI learning motivation at SMP Negeri 1 State Junior High School.
2) The significance level of $\alpha=5\%$ or 0.05
3) Test Parameter
   $H0$ is accepted if the value of F_{count} is $< F_{tabel}$ with sig.>0.05
   $H0$ is rejected if F_{hitung} is $> F_{tabel}$ with sig.<0.05
   where:
   F_{table} = (K; n-k) = (2; 167-2) = 2; 165= 3.05
4) Calculation
   The analysis result with the software SPSS 25 in the table above shows the F count is 6.278 with a significance of 0.002
5) Critical Cell
   F_{table} = 3.05 and F_{count} = 6.278
6) Test Decision
   $H0$ is rejected because F_{count} is $> F_{table}$ (6.278 > 3.05).

The results of quantitative research show that online and offline learning has a significant effect on the students' PAI learning motivation because the results of the F test of the two independent and the dependent variable show that the value of F count (6278) is higher than F table (3.05) or the significance value of 0.002 < =0.05. Therefore, H0 is rejected and H1 is accepted. It means that online and offline learning has a significant effect on PAI learning motivation. In other words, when online and offline learning are simultaneously applied (commonly called blended learning), it can cause an increase in the students' learning motivation.

It is in line with the research by Deni Permana et al, stating that the blended learning model can improve students' learning competence because they can take an active role in learning activities such as observing and presenting. [11] Online learning, which has currently been an alternative to break the chain of virus spread, blended learning, offline or face-to-face learning becomes further learning in the classroom. Learning becomes more flexible because it employs more than one method. The research results are in line with the present research, stating that blended learning can increase the students' PAI learning motivation because they are increasingly interested in it. When students are increasingly interested in learning, it means that students learning motivation increases.

This is confirmed based on the results of observations, interviews, and documentation that online and offline learning simultaneously applied (blended learning) can increase the students' interest in learning so that their motivation to participate in PAI learning increases. It can be seen from their presence, response, or enthusiasm when participating in learning. Online learning becomes more effective and they have an increased or high response to learning activities after taking offline or face-to-face learning. Through further offline learning, teachers can employ various approaches and evaluations.

3.1.5.3 Coefficient of Determination (R^2)

Furthermore, to find out how high the ability of the independent variable is in explaining the variance of the dependent variable, the test results can be seen in the following table.

Table 10 Table Coefficient of Determination

Model Summaryᵇ					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.267ᵃ	.071	.060	8.449	1.738
a. Predictors: (Constant), Offline Learning, Online Learning					
b. Dependent Variable: PAI Learning Motivation					

The calculation results for R2 in multiple regression analysis is found a coefficient of determination with an adjusted-R2 of 0.60. It means that 60% of the variations in learning motivation can be explained by online and offline learning variables while 40% are explained by other factors outside the model studied. The research by Dartim stated that realizing a progressive school requires good work attitudes such as a high work ethic, advancing spirit, and maximum performance. To increase students learning motivation from a teacher's perspective, thus, these attitudes can be taken.[12]

4. CONCLUSION

The research results based on the observation, interview, questionnaire, and documentation data of the effect of online and offline learning on students' learning motivation can be concluded as follows.

1. There is no significant effect of online learning on the 8th-grade students' PAI learning motivation at SMP Negeri 1 State Junior High School. It is found the multiple linear regression equation of Y= 88.917+(-0.17)X1 + 0.334X2 with a significance value (-0.17) < 0.05 and t $_{count}$ (-0.238). Online learning does not take an effect on PAI learning motivation while the factors that influence PAI learning motivation include students' interests, interesting learning activities, and a conducive learning environment. In online learning, therefore, many students do not take the learning process and they do not do assignments. In other words, online learning makes the students' PAI learning motivation low.
2. Offline learning has a significant effect on learning motivation as indicated in the multiple linear regression equation with a value of 0.001 <0.05 and a t $_{count}$ of 3.539. The students' PAI learning motivation is because of their enthusiasm to participate in offline learning and do assignments given by their teacher.
3. Simultaneous online and offline learnings have a significant effect as indicated in the multiple linear regression test equation, namely the value of sig is 0.002 <0.005 with an F $_{count}$ of 6.278. The contribution of the variable X to the variable Y is 60% while 40% is influenced by other variables

AUTHOR'S CONTRIBUTION

Based on the research results, the Indonesian government needs to cooperate and collaborate with teachers, education staff, and students' parents. Students need to take an active and creative role in learning for achieving national education goals maximally.

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