

The Effect of Blended Learning Method Toward Entrepreneurship Learning Activity and Learning Outcome of Economics Undergraduate Students

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Abstract— The purpose of this study was to examine the effect of learning activities and entrepreneurial learning outcomes between students who applied the blended learning model with conventional learning models. In addition to knowing the increase in learning activities and entrepreneurial learning outcomes between students who applied the blended learning model with conventional learning models. This research is a quasi-experimental study using experimental research design in the form of Non-Equivalent Post-Test Only Control Group Design. One class as an experimental class and one class as a control class. The results of this study indicate that there is an effect of entrepreneurial learning activities and outcomes between students who applied the blended learning model with conventional learning models with a significance value of 0,000 smaller than $\alpha = 0.05$. In addition it can be concluded that there is an increase in entrepreneurial learning activities and outcomes among students who applied the blended learning model with conventional learning models

Keyword: *Blended learning; learning activity; learning outcomes; conventional*

I. INTRODUCTION

Innovation in the use of technology has an impact on new developments in the educational environment and introduces new concepts in education (Ma'rop & Embi, 2016). But the innovations made must refer to the mandate of education as outlined in Law No. 20 of 2003 states that the implementation of education should be able to develop and form dignified national character and civilization in order to educate the life of the nation, aiming to develop the potential of students to become faithful and fearful people of God Almighty, noble, healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen. According to the American Heritage Dictionary (in Hergenhahn & Olson, 2008: 2), learning is the process of gaining knowledge, understanding or mastery through experience or study. Therefore the teacher should actively develop concepts and methods of learning that are interactive and meaningful for students. However, most teachers still use conventional learning models such as face to face learning. Demands and civilizations have shifted from an analogous world to a digital dimension through the rapid advancement of information technology. At the same time the teacher is challenged to integrate traditional learning models and advances in

information technology to balance the diverse learning styles of students. The results of previous studies show that slowly blended learning has a significant impact on the world of education. According to Rooney (2003) blended learning identification is carried out by the American Society for Training and Development (ASTD) as one of the ten methods used in delivering material in learning. According to Naidu (2006: 1) the application of e-learning is an innovation in learning technology that integrates information technology and communication with learning content. Although e-learning can be used independently by students, the existence of the teacher is very meaningful as an adult who functions to support and assist students in the learning process (Plummer, 2012: 1). Therefore the learning model that combines (blending) the method of face to face learning with e-learning integratively and systematically will make the learning process more meaningful. This is supported by the results of the study by Alebaikan & Troudi (2010), namely that blended learning is a useful design and has a positive impact on the learning and teaching process. In addition, blended learning provides flexibility to students to provide feedback so that it will increase students' learning activities (DeLacey & Leonard, 2002; Korr et al, 2012). One of the subjects that can apply this method is the entrepreneurship course, because of the content taught combines the basic knowledge in the form of entrepreneurial theories that must be taught face-to-face, and the implementation gained from experience in the field. It's just that the truth of this concept still requires scientific study. So here the researcher wants to know: (1) the influence of entrepreneurial learning activities between students who applied the blended learning model with conventional learning models, (2) the influence of entrepreneurial learning outcomes between students who applied the blended learning model with conventional learning models, (3) knowing how big an increase in entrepreneurial learning activities between students who applied the blended learning model with conventional learning models. So in general the purpose of this study was to find out: the difference in learning activities and entrepreneurial learning outcomes between students who applied the blended learning model with conventional learning models; and increased learning activities and entrepreneurial learning outcomes among students who applied the blended learning model with conventional learning models.

II. LITERATURE REVIEW

A. Learning Activities

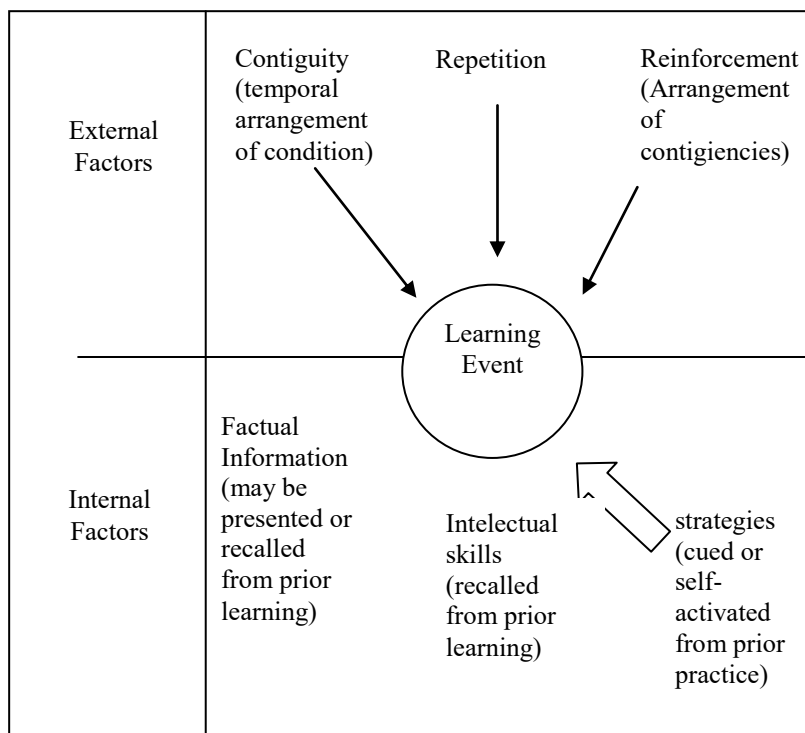
The learning process has various activities that occur both physically and non-physically. According to Sardiman (2007: 100), learning activities are, "a planned teaching and learning activity, especially in order to achieve the expected learning achievement." Hamalik (2009: 171) argues that, "learning activities are an activity carried out by students during the learning process to achieve learning outcomes." The same thing was stated by Kunandar (2010: 277) that, "learning activities are the involvement of students in the form of attitudes, thoughts, attention, and activities in learning activities to support the success of the learning process and benefit from these activities." The indicator used to assess student learning activities refers to the opinion of Keller (2010) which is based on the motivation design process, namely: (1) attention, (2) relevance, (3) feeling of confidence, and (4) feeling of satisfaction.

B. Learning Outcomes

Sudjana (2004: 14) argues that learning outcomes are also abilities that students have after receiving learning experiences and can be assessed or measured through tests. Learning outcomes can be seen after a person does a learning activity either something new or refinement from what has been learned before which will eventually form a personality and can be described by achievements related to learning goals. According to Slameto (2010: 52), learning outcomes are

changes in behavior that a person has as a result of the learning process. The same thing described by Dimyati and Mudjiono (2009: 18) is a result that has been achieved by students after learning activities. Winkel (2009: 51) states that learning outcomes are abilities that students have after they receive their learning experience. Whereas according to Mulyono (2003: 38) "learning outcomes are the output of a system from input processing. In this case the input from the system is in the form of various information while the output is an action or performance. According to Sudjana (2010: 15), learning outcomes are abilities that students have after receiving learning experiences. The same thing was also expressed by Asep (2010: 14), learning outcomes are "abilities acquired by students after going through learning activities.

From some of these understandings it can be concluded that learning outcomes are actual abilities that can be measured and manifest in the mastery of science that students achieve as a learning process. In learning activities, of course, will not be separated from the learning process called learning events. Gagne & Leslie (1979) formulated that there are two factors that influence learning events, namely internal factors and external factors. Internal factors are factors that arise from within students, namely the ability to remember and the learning strategies they have. While external factors are factors that come from outside the student, namely the learning environment, learning facilities and so on. The relationship between these two factors and their effects on learning events can be described as follows:



(source : Gagne & Leslie, 1979:10)

Figure 1. Influence of Internal and External Factors in Learning Events

Based on the picture above, external factors that influence learning events can be described as follows. First, contiguity is the existence of a relationship between the first learning material and the next learning material, so that the learning event becomes continuous and interrelated. This principle states that the stimulus that students respond to must be in relation to the desired time and response. Second, repetition is the process of repeating the material that has been obtained in the previous learning process. This principle emphasizes that the repetition of the stimulus-response pattern strengthens learning and improves memory, for that stimulus and response must be practiced. Third, reinforcement is strengthening material that is done by linking learning material with topics that develop and its relation to daily life. Reinforcement means repetition of facts, abilities and attitudes in various forms and interesting ways.

While internal factors that influence learning events can be described as follows. First, factual information is information that is related to the material being studied. This information is not only limited to facts that occur in the field, but can also be sourced from information in the previous learning process. Second, intellectual skills are intellectual skills that function to regularly recall previous learning material so that the acquired knowledge can be integrated with the material being studied. Third, strategies are the strategies used in the process of learning and remembering. The selection of the right strategy depends on the previous practice.

C. Blended Learning

The concept of e-learning certainly gives a new nuance to the educational process that has so far only relied on the existence of teachers. According to Clark & Mayer (2008: 10) that e-learning is learning that is presented with the help of computers. According to Castle and McGuire (2010: 36), e-learning can improve the learning experience because students can learn anywhere and in any condition as long as they are connected to the internet without having to face to face learning. Blended learning is a flexible approach to designing programs that support a mixture of various times and places to learn. Thorne (2003: 2) describes blended learning as:

It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning.

While Bersin (2004: 56) defines blended learning as: *the combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats.*

Blend means integrating things, while learning is at the core of the connection with the aim of gaining knowledge (Olivier, 2011). According to Rivai & Jordan (2004: 3)

blended learning models are basically a combination of learning excellence that is done face-to-face (face to face learning) and virtually (e-learning). Online learning or e-learning in blended learning becomes a natural extension of traditional classroom learning using face-to-face learning. In addition, according to Jusoff & Khodabandelou (2009: 82), blended learning not only reduces the distance that has existed between students and teachers but also increases the interaction between the two parties.

Allen & Garrett (2007: 5) provides a classification of model learning based on the portion of the given learning content. The classification can be seen in table 2.1. In the following table it can be seen that a learning is said to be blended or hybrid when the portion of e-learning is in the range of 30-79% combined with face to face learning. On the other hand, with the existence of a blended learning model, it encourages educators to change the educational paradigm from telecon-centered learning to student-centered learning. Table 1. Classification of Learning Models Based on Media Used

Submission of content	Learning model	Information
0%	Traditional	Learning without using online media, delivered with writing and lectures
1-29%	Web-based	Learning that uses web facilities but the emphasis is on face to face. For example the use of the web is limited to the delivery of syllabi and assignments
30-79%	Blended Learning	Learning that combines delivery using online and face-to-face media. The main portion is delivered online, the discussion is done online and face to face
80-100%	Online	Learning that all materials and processes are carried out online and never done face to face

Source : Allen & Garrett (2007:5)

According to Carman (2005: 2), there are five keys to implementing learning using blended learning, namely:

1. *Live Event*, direct learning or face to face synchronously in the same time and place or the same time but different places.
2. *Self-Paced Learning*, combines with self-paced learning that allows participants to learn anytime, anywhere online.
3. *Collaboration*, combines collaboration, both teaching collaboration, and collaboration between learning participants.
4. *Assessment*, the designer must be able to concoct a combination of types of online and offline assessments both test and non-test.
5. *Performance Support Materials*, make sure learning materials are prepared in digital form, accessible to learning participants both offline and online.

III. RESEARCH METHOD

This research was carried out at the Department of Economic Education, Faculty of Economics, University of Education Ganesha. The population of this study were students of the second semester of economic education who took entrepreneurship courses. There are three classes in the

second semester, IIA, IIB, IIC. In this study, group determination was carried out randomly with the consideration of the lecturers who were based on the value of student activities and quizzes so that the expected class had the same characteristics. Based on the above considerations, class IIA and IIC were used as samples of this study.

The data obtained from the results of this study are quantitative data. Quantitative data is data obtained from the calculation of the numbers whose data is obtained from observations of learning activities and learning outcomes tests given to students in the experimental class and control class. The data collected in this study is data about learning activities and student learning outcomes on the application of blended learning models. The data collection methods used in this study are as follows.

1 Observation, which is used to obtain data about student learning activities in class activities in class. The data collection tool is an observation sheet regarding student learning activities.

2 Tests, which are used to assess learning outcomes given to students after being given learning 5 meetings and the end is given a post-test.

The research procedure is carried out to determine the actions that direct the researcher to carry out the research. The steps to be taken in this study are as follows.

- [1] Orientation and preliminary observation of the design and implementation of lectures to determine the state of the class before being given treatment.
- [2] Determine the class used to conduct research by looking at the value of student activities and quizzes, then consult the lecturer to determine the experimental class and control class.
- [3] Determine the material to be used for research, namely Core Competencies and Competitive Strategies in Entrepreneurship, Business and Entrepreneurial Ethics, Business Analysis with Business Feasibility Studies, Planning, Management and Business Strategies, Entrepreneurial Business Ideas.
- [4] Preparing learning tools such as: SAP and Structured Tasks for the experimental class and control class which were carried out as many as 6 meetings, 5 meetings gave further treatment 1 time giving a post test which was consulted with the lecturer.
- [5] Revising learning tools such as SAP and Structured Tasks for experimental and control classes that have been consulted to the lecturer.
- [6] Compile research instruments which are then consulted with lecturers.
- [7] Provides treatment by applying the blended learning model in the experimental class and conventional learning in the control class.
- [8] Revise the research instrument that has been consulted with the lecturers.
- [9] Providing the same post-test, namely the test of the market role for the community to the control class and experimental class.

[10] Analyzing research results data to test the proposed hypothesis.

The type of research used in this study is a type of quasi-experimental research. Quasi-experimental research aims to obtain information to reveal the causal relationship by involving the control group and the experimental group to control all relevant variables (Sugiyono, 2012). The research design used was the design of experimental research in the form of Non-Equivalent Post-Test Only Control Group Design. This research was carried out collaboratively by involving entrepreneurship subject lecturers, in the implementation the lecturer served as a lecturer, while the researcher was tasked with observing and giving grades on observation sheets of learning activities in the learning process.

Table 2. Non-Equivalent Research Design Post-Test Only Control Group Design

group	Treatment	Post-Test
KE	X	Q ₁
KK	-	Q ₂

Source: dimodifikasi dari Sugiyono, 2012:96

Information:

KE:Kelompok Eksperimen/ Experiment Group

KK:Kelompok Kontrol/ Control group

X: Get blended learning treatment

- : No blended learning treatment

Q₁: Post-test for the experimental group.

Q₂: Post-test for the control group.

Based on the research design above, the experimental group (KE) is a group given treatment using a blended learning model. The control group (KK) is a group that is not given treatment and given a final test (Q₂). The test results of both groups were analyzed to determine the success rate of treatment (X).

Data collection instruments regarding student learning activity data were collected using observation sheets of student learning activities. The method is to observe directly the activities carried out by students during the learning process. The assessment is done by looking at the description of the observation sheet of student learning activities contained in the research instrument.

While the data of student learning outcomes are obtained with instruments in the form of learning outcomes. The form of tests developed and used in this research is a multiple choice form. Assessment criteria for student learning outcomes test is that each correct answer item is given a score of 1 and the wrong answer is given a score of 0. The learning outcomes test provided includes the basic competencies of competing strategy analysis in entrepreneurship, analyzing business ethics and entrepreneurship, analyzing business with business feasibility studies, implementing business planning, management and strategies

Table 3. Indicator of Assessment of Student Learning Activities

No.	Indicator	Descriptor	Score
1	Student attention	Fig. 1. Students very often pay attention to lessons when they are going well and enthusiastically	5
		Fig. 2. Students often pay attention to lessons when they are going well	4
		Fig. 3. Students simply pay attention to the lessons in progress	3
		Fig. 4. Students do not pay attention to lessons when they are going well	2
		Fig. 5. Students don't pay attention to the lesson	1
2	Student relevance	1. Students often answer and link learning in everyday life clearly and precisely	5
		2. Students often answer and associate learning in everyday life inappropriately	4
		3. Students rarely answer and link learning in everyday life appropriately	3
		4. Students rarely answer and link learning in everyday life inappropriately	2
		5. Students never answer	1
3	Student confidence	1. Students often ask questions that require analysis to answer them	5
		2. Students often ask questions whose answers already exist in the learning resources (textbooks)	4
		3. Students rarely ask questions that require analysis to answer them	3
		4. Students rarely ask questions whose answers already exist in the learning resources (textbooks)	2
		5. Students never ask	1
4	Student satisfaction	1. Language skills in giving good opinions and good speaking ethics.	5
		2. Language skills in giving opinions are not good with good speaking ethics	4
		3. Language skills in giving good opinions with ethics of speaking poorly	3
		4. Language skills in giving opinions are not good and ethics speak poorly	2
		5. Students never express opinions	1

(Sumber: dimodifikasi dari pedoman penilaian dosen pengampu matakuliah kewirausahaan, 2017).

The hypothesis testing used in this study is the t-test and the MANOVA test. The MANOVA test (Multivariate Analysis of Variance) is a variance difference test, if the ANOVA that is compared comes from one dependent variable, compared to MANOVA derived from more than one dependent variable.. For the t-test, normality and homogeneity tests will be carried out, while for the MANOVA test normality test, variant homogeneity, and matrix homogeneity will be tested, after the data is said to be normally distributed.

This study uses a significance level of 5%. The test criteria are comparing α values with significance levels with the following conditions.

- H1 = there is an influence of entrepreneurial learning activities between students who applied the blended learning model with conventional learning models
- H2 = there is an influence of entrepreneurial learning outcomes between students who applied the blended learning model with conventional learning models
- H3 = there is an increase in entrepreneurial learning activities between students who applied the blended learning model with conventional learning models

- H4 = there is an increase in entrepreneurial learning outcomes between students who applied the blended learning model with conventional learning models

IV. RESULTS AND DISCUSSION

A. Research Results

- a. The Influence of Learning Activities and Learning Outcomes between students who are taught with Blended Learning with students who are taught with conventional learning models

Based on the results of data analysis shows that the influence of learning activities and learning outcomes between students who are taught with Blended Learning and conventional learning models can be known by using the manova test. Manova test calculations using the help of SPSS 24.0 for Windows. Manova test results can be seen in Table 4.

Table 4. Manova Test Results for the Effect of Learning Models on Learning Activities and Learning Outcomes

Multivariate tests ^a		Value	F	Hypothesis df	Error df	Sig.
Effect						
Intercept	Pillai's Trace	.998	18350.048 ^b	2.000	62.000	.000
	Wilks' Lambda	.002	18350.048 ^b	2.000	62.000	.000
	Hotelling's Trace	591.937	18350.048 ^b	2.000	62.000	.000
	Roy's Largest Root	591.937	18350.048 ^b	2.000	62.000	.000
Group	Pillai's Trace	.699	71.905 ^b	2.000	62.000	.000
	Wilks' Lambda	.301	71.905 ^b	2.000	62.000	.000
	Hotelling's Trace	2.320	71.905 ^b	2.000	62.000	.000
	Roy's Largest Root	2.320	71.905 ^b	2.000	62.000	.000

a. Design: Intercept + Kelompok

b. Exact statistic

Based on the manova test results presented in Table 4 it can be interpreted that the calculated F value for Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root is 71,905 with a significance value of 0,000. The value of F table on $df = 2$ and df denominator = 62 is 3.15. The value of F arithmetic = 71.905 for Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root is greater than $F_{table} = 3.15$ or a significance value of 0.000 is smaller than $\alpha = 0.05$. So, it can be concluded that there is an influence of learning activities and learning outcomes between students who are taught with Blended Learning with students who are taught with conventional learning models.

Table 5. Results of Tests of Between-Subjects Effects for the Effect of Learning Models on Learning Activities

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Learning activity	52.331	1	52.331	114.358	.000
Intercept	Learning activity	13812.661	1	13812.661	30184.789	0.000
Group	Learning activity	52.331	1	52.331	114.358	0.000
Error	Learning activity	28.829	63	0.458		
Total	Learning activity	13870.937	65			
Corrected Total	Learning activity	81.160	64			

Based on Table 5 it can be interpreted that the calculated F value is 114,358 with a significance value of 0,000. The value of F table on $df = 1$ and df denominator = 63 is 4.00. The value of F count = 114.335 is greater than $F_{table} = 4.00$ or seen the significance value of 0.000 is smaller than $\alpha = 0.05$. So, there is an effect of learning activities between students who are taught with blended learning with students who are taught with conventional learning models in the Department of Economic Education.

b. The Influence of Learning Activities Between Students Learned with Blended Learning with Students Learned by Conventional Learning Models

Based on the results of data analysis shows that the influence of learning activities between students who are taught with blended learning and conventional learning models can be known by using the manova test on Tests of Between-Subjects Effects. Manova test calculation on Tests of Between-Subjects Effects uses SPSS 24.0 for Windows. Manova test results on Tests of Between-Subjects Effects can be seen in Table 5.

c. The Influence of Learning Outcomes Between Students Learned with Blended Learning with Students Learned with Conventional Learning Models

Based on the results of data analysis shows that the effect of learning outcomes between students who are taught with blended learning and conventional learning models can be known by using the manova test on Tests of Between-Subjects Effects. Manova test calculation on Tests of Between-Subjects Effects uses SPSS 24.0 for Windows. Manova test results on Tests of Between-Subjects Effects can be seen in Table 6.

Table 6. Results of Tests of Between-Subjects Effects for the Effect of Learning Models on Learning Outcomes

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Learning outcomes	1628.772	1	1628.772	37.222	.000
Intercept	Learning outcomes	369207.716	1	369207.716	8437.398	.000
Kelompok	Learning outcomes	1628.772	1	1628.772	37.222	.000
Error	Learning outcomes	2756.784	63	43.758		
Total	Learning outcomes	372926.346	65			
Corrected Total	Learning outcomes	4385.556	64			

Based on Table 6 it can be interpreted that the calculated F value is 37.222 with a significance value of 0.000. The value of F table on $df = 1$ and df denominator = 63 is 4.00. The value of F count = 37.222 is greater than $F_{table} = 4.00$ or seen the significance value of 0.000 is smaller than $\alpha = 0.05$. So, there is an effect of learning outcomes between students who are taught with blended learning with students who are taught with conventional learning models in the Department of Economic Education.

B. Discussion

Based on the results of the research, it can be proved that (1) there is an influence of learning activities and learning outcomes between students that are taught with a blended learning model with students who are taught with conventional learning models, (2) there is an influence of learning activities between students who are taught with blended learning models with students who are taught with conventional learning models, and (3) there is an influence of learning outcomes between students who are taught with a blended learning model with students who are taught with

conventional learning models in third semester students of Class A and C Department of Economic Education.

According to Gagne & Leslie (1979) formulates there are two factors that influence the learning events, namely internal factors and external factors. Internal factors are factors that arise from within students, namely the ability to remember and the learning strategies they have. While external factors are factors that come from outside the student, namely the learning environment, learning facilities and so on. So that it becomes a matter that needs to be considered in order to support the success of the learning process is an external factor so that it can support the creation of environmental conditions, a means that supports students in learning. One of them is by applying the blended learning model.

Blended learning as an innovation in the learning process is one of the alternative models that can be applied in the millennial era. The condition of students who tend to have good adaptability in mastering technology is a supporting factor for this learning model. Because in addition to providing more learning opportunities when online sessions, interaction and student participation can also be done and tend to increase during face-to-face learning sessions (Alebaikan & Troudi, 2010; Korr et al, 2012). In addition, blended learning provides flexibility to students to provide feedback so that it will improve student learning activities (DeLacey & Leonard, 2002; Korr et al, 2012).

The results of this study are consistent with previous research. The results of the Isa study (2015) showed that the development of the blended learning model was able to improve student learning outcomes and to understand the material both through traditional learning and using e-learning. In the results of previous studies, Sutisna (2016) concluded that the results of the implementation of the blended learning model were developed quite effectively, which affected the increase in independence of students' packages in PKBM.

The application of this blended learning model students become more autonomous and critical in facing problems so that without realizing they will experience an increase in learning activities and also learning outcomes. Because learning outcomes should be a reflection of the ability gained by individuals after the learning process takes place, which can provide changes in behavior both knowledge, understanding, attitudes and skills of students so that it becomes better than before. So that what happens during the process can be seen in the learning outcomes. According to Rovai & Jordan (2004: 3) blended learning models are basically a combination of learning excellence conducted face-to-face and virtually e-learning. This is the advantage of applying the learning model.

V. CONCLUSION

A. Conclusions

Based on the results of data analysis and discussion, conclusions can be drawn as follows.

- There is an influence of entrepreneurial learning activities between students who applied the blended learning model with conventional learning models.
- There is an influence of entrepreneurial learning outcomes between students who applied a blended learning model with a conventional learning model.
- There is an increase in entrepreneurial learning activities between students who applied the blended learning model to conventional learning models.
- There is an increase in entrepreneurial learning outcomes between students who applied the blended learning model with conventional learning models.

B. Suggestions

Based on the results of the data analyst and discussion, suggestions can be made for the learning process and further research, namely for lecturers to prepare strategies so that the implementation of the blended learning model can be optimized in lectures by: (a) maximize the stage of attention by actively responding to students, which stimulates student interest by using interaction feedback-response questions, which require active thinking, (b) maximize the relevance stage by fostering familiarity with students towards learning, using concrete language, and providing examples and concepts related to experiences and phenomena of students' daily lives, (c) maximize the confidence stage by making the contents of learning from the easy to difficult and making learning that is in accordance with students' knowledge and skills, in order to maintain excessive levels of challenge or boredom, and (d) maximizing the Satisfaction stage using positive motivational feedback and avoiding reinforcement that can reduce motivation, for example giving excessive praise to something simple.

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