THE EFFECT OF BLENDED LEARNING, MOTIVATION, HOURS OF STUDY ON STUDENT LEARNING ACHIEVEMENT

by Jaka Sunardi, Erwin Setyo Kriswanto, Komarudin, Hari Yuliarto, Ranintya Meikahani

ABSTRACT

The purpose of this study was to determine the effect of blended learning, motivation, learning hours on student achievement.

The research method used is a survey method, with data collection techniques using a questionnaire. The population in this study were students of the Health and Recreation Physical Education Study Program, with a total number of subjects as many as 221 UNY students and 188 UPM students. Technical analysis of data using regression test.

The results showed that (1) There was a significant influence between blended learning on motivation for both UNY and UPM students, (2) There was a significant influence between blended learning on learning hours for both UNY and UPM students, (3) There was a significant influence between blended learning on learning hours for both UNY and UPM students, (4) There is an influence between blended learning on student achievement, although it is weak, this shows that learning achievement is influenced by other variables which are not studied. Whereas for UPM, there is a significant influence, but for the learning achievement variable it is influenced by other variables that are not researched, (5) There is a joint effect of blended learning, motivation, and learning hours for UNY and UPM students, but the learning achievement variable is influenced by other factors or variables not studied.

Kata Kunci: *blended learning, motivation, learning hours, learning achievement*