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THE INFLUENCE OF BLENDED LEARNING MODELS ON STUDENTS' INTEREST IN LEARNING CITIZENSHIP EDUCATION IN PRIMARY SCHOOLS

Violyta Apriliansyah, Misriandi, Andi Ahmad Gunadi
Universitas Muhammadiyah Jakarta, Indonesia
Email: violytaapriliansyah2304@gmail.com

ABSTRACT

This study aims to determine the effect of the blended learning learning model on students' learning interest in class V SDN Kemayoran 15. This type of research is a true experiment with a posttest applied to both classes, namely the experimental class and the control class. The population in this study were all VB and VC grade students at SDN Kemayoran 15 with a total of 52 students. Sampling in this study was carried out by simple random sampling technique. There are two types of instruments used to obtain data, namely distributing questionnaires of student interest in learning and student learning outcomes tests. The data obtained were then analyzed using the Wilcoxon test and the Mann Whitney test. Based on the SPSS results above, it is known that the Asymp. Sig. (2-tailed) of 0.000. So that 0.000 is smaller than 0.05 or 0.000 <0.05. Then the hypothesis is accepted. The results of this study show the influence of the blended learning learning model on students' learning interest in civics learning in elementary schools.

KEYWORDS *Blended learning, interest in learning, Civic education*

INTRODUCTION

Organization, direction, and management of the surrounding environment of students are defined as a learning process. This enables learners to develop and motivate students to carry out teaching and learning activities in line with the 2013 curriculum, which focuses on the students themselves. As students enter the 21st century, they must be able to master four skills: creativity and innovation, collaboration, critical thinking, and problem-solving (Rozi & Hanum, 2019). Therefore, having a teaching and learning process that provides an enjoyable and beneficial learning experience for students is essential so that they can reach the specified learning objectives. Currently, teaching and learning can be done in various ways, one of which is through the use of the internet. This is because national education has a vision aligned with this, namely realizing the education system as an

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empowered and authoritative social institution that enables all Indonesians to develop into outstanding individuals. Nowadays, the education world needs to leverage internet-based technology.

The internet is widely used in learning activities worldwide. The internet and websites can serve as both media and learning resources. Educators and prospective educators can benefit from technological advancements in education. Educators need to grasp the current technological advancements and be able to apply them in the classroom. The presence of the internet and websites makes it easier to access various information. Kaliky, (2013) stated that the presence of internet facilities has helped support the activities of students and educators, especially in their use as media and learning resources to find references related to learning needs.

According to Restianti, (2010), the internet is defined as a vast global computer network that connects computer users from one country to another worldwide, containing various sources of information from static to dynamic and interactive. Furthermore, Rusman et al. (2013) stated that the internet is a form of applying information technology designed to facilitate the learning process packaged in digital content and its implementation requires computers connected to the internet (Rusman & Cepi, 2012). Learning takes place in a networked environment, where the teaching concept must be connected, and educators must be able to master teaching tools. Learning media and models must also be prepared well in advance for students to easily understand them. This is where a teacher's role comes into play in utilizing sources and teaching materials that can support learning activities using interesting teaching methods or models, especially in PPKn (Civic Education) learning.

According to Trianto (2010), the learning model is a strategy that serves as a roadmap for organizing the teaching and learning process in the classroom. In addition, the learning model is a strategy that encompasses the stages of learning activities, learning objectives, classroom management, and learning environment (Trianto, 2010). Learning is the process of changing a person's personality in the form of improving behavior, skills, thinking, understanding, attitudes, and sharing other abilities. Learning is a process that occurs at every level of education, making it a basic skill. According to Sutikno (2007), learning through correlation with the environment, a person can acquire new information and apply it for their own benefit (Sutikno, 2007). In this situation, change is something that happens silently and with the intention of bringing something superior to before. One of the mandatory subjects that students must delve into is PPKn.

The purpose of PPKn learning can be seen from the above aspects to prepare the nation's generation to be outstanding and personality-rich individuals, both in the local, regional, and global environments. The balance of positive character and the strength of religious attitudes of a nation can be achieved by having a strong moral character in accordance with the principles of the Almighty God. Creative skills in using information and communication technology, as well as responsibility to the country for their actions, are essential. The goal is to create Civic Education so that every citizen maintains responsibility, intelligence, and their ability to engage in social activities (Maftuh, n.d.).

The goals of implementing PPKn learning outlined by the Ministry of National Education include providing several competencies to students, such as (1) when dealing with citizenship issues, use critical thinking, reason, and creativity. (2) When participating in community, nation, and state activities, it needs to be done intelligently, responsibly, and consciously. (3) Shaping oneself based on positive and democratic characteristics of Indonesian society to live together with other nations; (4) Utilizing information and communication technology in interactions with other nations.

The presence of character education values in children within civic education can help improve their behavior every day at school. The existence of the Civic Education subject in formal education in Indonesia helps participants become useful individuals. Civic Education in Indonesia aims to prepare elementary school children to become students who can maximize their potential or abilities to the fullest in various disciplines. It is also expected that they can develop into responsible citizens for their behavior. Early planting is needed for the progress of this nation.

Civic Education is one of the mandatory subjects at every level of education, and its material needs to be well understood. However, in reality, some students do not understand well and are not enthusiastic about learning Civic Education because they find it very boring. Therefore, to overcome this problem, the involvement of all relevant parties in the educational environment is required, namely teachers and students. In the classroom implementation, teachers must have strategies for students to learn actively, effectively, and efficiently so that the expected learning objectives can be achieved. One step to have a strategy is to master teaching techniques and learning models (Fariah, 2021).

Most teachers still use traditional methods. Traditional methods have advantages and disadvantages in their implementation. With traditional methods, information can be conveyed quickly and to a large number of students. However, weaknesses also need to be considered, so students often get bored with the constant presentation of material. This is where teachers are expected to keep students focused to avoid material repetition. However, Civic Education is considered one of the most boring subjects for students because the material taught is often in the form of writing and memorization. One learning model suitable for arousing student enthusiasm and making learning more enjoyable is the Blended Learning method.

Blended learning refers to teaching and learning activities that combine or integrate synchronous or conventional learning with asynchronous learning. Difficulties are often encountered in classroom teaching activities, so all of this is related to how educators develop effective teaching strategies and plans. The Civic Education subject can use the blended learning paradigm complemented by e-learning. In addition to encouraging students to actively seek information, the goal is to help them become individuals who can adapt to change and align with the principles of Pancasila.

According to Andi (2018), Blended Learning is a further development of e-learning methods, combining e-learning systems with conventional or face-to-face methods. Furthermore, Cisco System, as cited by Ahmed, (2019), defines e-learning that combines traditional classroom settings with digital learning spaces known as blended learning. Blended learning combines "face-to-face" instruction with online learning, streaming video, synchronous and asynchronous audio communication, and other teaching methods. Husamah, (2014) also expressed his opinion about the definition of the Blended Learning model, which combines communication in learning, technological media, and teaching models. As a result, students must become active learners who understand the material, and they also have an interest in participating in Civic Education learning.

Shibley et al., as cited by Husamah (2014), stated that blended learning is prioritized to modify the form of conventional learning that previously only face-to-face by adding a virtual aspect, making students more eager to delve into learning materials both inside and outside of school. Husamah (2014) mentioned that there are several goals of blended learning, including (1) helping students understand more quickly in the learning process according to their individual learning types, (2) providing a logical-rational potential for teachers and students to learn independently and continue to provide benefits and development, (3) developing a flexible schedule for students by combining the main components of synchronous and asynchronous learning.

Dwiyogo, (2021) mentioned that there are main elements of blended learning, namely providing opportunities for various people who will learn with their respective characteristics to create independent, sustainable, lifelong learning, resulting in effective, efficient, and interesting learning. In its implementation, blended learning models have two main types, namely (1) using a blended learning methodology to emphasize the integration of science and technology into classroom activities, either by using web-dependent learning materials or supplemented with non-replacing web types of activities. Increase the type of face-to-face activity. (2) Mostly blended learning teachers. In this form of online learning, classroom activities are limited but do not stop, and participants can learn online.

Blended Learning has several benefits, including (1) teaching and learning activities can be carried out synchronously and asynchronously, where students can learn outside of class hours online. (2) It provides convenience and a faster way to establish relationships between teachers and students. (3) It can stimulate students to be more active in the teaching and learning process in the classroom, creating an independent attitude in students. (4) It provides ease in teaching and learning activities, making students more diligent in learning.

In addition to having benefits, Blended Learning is no different from other learning models; blended learning also has advantages and disadvantages in its implementation. The advantages and disadvantages of blended learning models include (1) Synchronous and asynchronous teaching and learning activities have their respective advantages that can complement each other. (2) It can be applied to conduct teaching and learning activities anywhere and anytime. (3) Teaching and learning activities are more effective and efficient. (4) Optimizing accessibility. The existence of the blended learning model makes it easier for students to access learning materials. (5) Teaching and learning activities become more adaptive and comprehensive.

Despite the many advantages of the blended learning model, it has disadvantages similar to other learning models. The weaknesses in the blended learning model include (1) The variety of learning tools used requires sufficient and proportionate devices in the implementation process. (2) There is a gap between students who have facilities to access internet and computer-based learning tools. This is an obstacle for students who do not have computers or adequate internet access to participate in virtual learning. (3) Low public knowledge, especially parents of students, in mastering science and technology. (4) To fully utilize the opportunities offered by the blended learning model, the right learning strategy is needed.

The benefits and advantages of the blended learning model can increase students' interest and motivation during learning. According to Hurlock (2004), motivation comes in the form of interest, which motivates people to perform desired actions when they work full-time. When they realize that there is something beneficial, they are truly motivated. Later, this results in satisfaction. As satisfaction fluctuates, so does interest. Even though this specific need does not directly apply to those over 18 years old, each interest encompasses some types of needs in children's lives. These needs become more urgent, and current interests become more urgent and persistent. Eventually, they become more restless as the project progresses. Similarly, if no action is taken, interest will extinguish.

Interest is one of the factors affecting the quality and quantity of student learning. The quality of student learning in a particular subject can be influenced by their interest. The efforts of students can also come from individual interests. The encouragement of students is a role of interest as a "motivating force."

Students who have an interest in a subject are motivated to study diligently. Interest plays an important role in each human individual, thus having a significant impact on behavior and attitudes. Student motivation can come from an interest in a good activity such as learning and working.

Student interest influences the educational process so that it can run successfully and in line with its goals. The relationship between student learning in a subject and their level of interest in that subject is very strong. If a student's interest in a subject decreases, there will be no attraction for students to enjoy learning it.

Learning interest has several indicators, including (1) Pleasurable feelings. Because there is no obligation to study a subject, the feeling of pleasure or liking for that subject can motivate students to do it. (2) Student interest. Refers to the motivation that makes us interested in things, people, activities, or experiences stimulated by the experience itself. (3) Student attention. Defined as concentration on observation and understanding by focusing on it. If there is an interest in the object, students will only pay attention to that object. (4) Student involvement. If someone has an interest in an object, there will be involvement and interest in individuals to work on that object, and interest does not arise directly.

Slamento in his book Psychology of Learning written by Bahri & Nisa (2017), interest is a feeling of pleasure and a greater desire to do an activity without obstacles. Superficial interest is that there will be some kind of relationship between you and anything outside yourself. Closer to the mentioned husband, or closer to him, the greater the interest. (Bahri & Nisa, 2017).

As a result of interaction with the environment, learning is a type of behavior that develops through personal experience. As a result, learning interest is a person's tendency towards a subject followed by attention and activity through purposeful or unintentional behavior that ultimately produces long-term changes in knowledge, attitudes, and abilities.

The IT teaching staff's abilities still need to be developed through processes related to teaching programs. Many teachers still use teaching media as they are and do not use multimedia and the internet as well as facilities and infrastructure that are minimal. A new perspective is needed in the learning process in relation to these problems. Learning must be able to use various methods, not just one, and must be able to stimulate student interest. This helps students achieve learning goals.

Based on the issues raised above, it is clear that the way educators teach students has an impact on the learning interests of each student. There are several causes of these problems, including students who are not ready for learning activities at school, so students do not understand the material explained by teachers, leading to a decrease in interest in learning Civic Education. There are still students who tend to not understand at all with learning, causing failure to achieve learning objectives.

RESEARCH METHOD

This research employs an experimental research design with a sample of 26 students in the experimental class and 26 students in the control class. The population consists of all fifth-grade students at SDN Kemayoran 15, comprising four classes. The study was conducted from April to November 2022 at SDN Kemayoran 15.

The research instruments used to collect data include questionnaires and tests. A questionnaire is used to evaluate the implementation of the blended learning model based on students' difficulties, while an objective multiple-choice assessment is used to determine students' learning interests. The test used to measure students' interest in learning is an objective multiple-choice written exam, including pretests and posttests administered twice. The pretest is given at the beginning of the learning process to assess the initial competence of students before receiving treatment, while the posttest is given at the end of the learning activities to assess the students' competence after the treatment. The data collection techniques involve the use of questionnaires and tests. Data analysis techniques

include descriptive statistics, inferential scales using the Kolmogorov-Smirnov formula, homogeneity tests, and hypothesis testing using the test formula.

RESULT AND DISCUSSION

The student learning data was obtained through a cognitive test with 10 verified multiple-choice questions for both the pretest and posttest. The results of the pretest and posttest for the experimental and control groups are presented in Table 1:

Tabel 1. Hasil Pretest dan Posttest

Data	**Experimental Group**		**Control Group**	
	Pretest	**Posttest**	Pretest	Posttest
Highest Score	80	90	60	70
Lowest Score	70	80	30	60
Mean	73,08	84,62	43,46	63,08
Median	70,00	80,00	40,00	60,00
Standard Deviation	4,707	5,084	11,293	4,707

The pretest distribution scores for the experimental group, as shown in the table above, have a maximum score of 80 and a minimum score of 70. The mean is 73.08, median 70.00, and standard deviation 4.707. Based on the posttest data, the mean is 84.62, median 80.00, and standard deviation 5.084, with the highest score being 90 and the lowest 80.

For the control group, the pretest results are as follows: the mean is 43.46, median 40.00, and standard deviation 11.239. The highest score in the control group is 60, and the lowest is 30. The posttest data yield a mean of 63.08, median 60.00, and standard deviation 4.707, with the highest score being 70 and the lowest 60. The normality test results using the Kolmogorov-Smirnov formula are presented in Table 2:

Table 2. Normality Test Results

	Kolmogorov-Smirnov[a]			
	Class	Statistic	Df	Sig.
Value	Pre Experimental	,436	26	,000
	Post Experimental	,356	26	,000
	Pre Control	,236	26	,001
	Post Control	,436	26	,000

Based on the output above, it is known that the significance value (sig) in the Kolmogrov Smirnov test in pre-experiment, post-experiment and post-control of 0.000 is smaller than 0.05 or 0.000 < 0.05, while the sig value in pre-control of 0.001 is smaller than 0.05 or 0.000 < 0.05. So it can be concluded that the research data is NOT NORMAL. The following are the results of the homogeneity test:

Table 3. Homogeneity Test Results
Test of Homogeneity of Variance

		Sig.
Value	Based on Mean	,056
	Based on Median	,263
	Based on Median and withadjusted df	,263
	Based on trimmed mean	,056

The significance value (Sig) based on mean is 0.056, which is greater than 0.05. Therefore, it can be concluded that the variances of the posttest data for the experimental and control groups are homogeneous.

Although one of the essential conditions for the independent samples t-test is fulfilled, the data's normality is not confirmed. Therefore, an alternative method, the Mann-Whitney U test, will be used. The Wilcoxon test results using SPSS 24 are presented in Table 4:

Table 4. Wilcoxon Test Results

Ranks

		N	Mean Rank	Sum of Ranks
Post Eksperimen - Pre Eksperimen	Negative Ranks	0[a]	,00	,00
	Positive Ranks	26[b]	13,50	351,00
	Ties	0[c]		
	Total	26		
Post Kontrol - Pre Kontrol	Negative Ranks	0[d]	,00	,00
	Positive Ranks	26[e]	13,50	351,00
	Ties	0[f]		
	Total	26		

a. Post Eksperimen < Pre Eksperimen

b. Post Eksperimen > Pre Eksperimen

c. Post Eksperimen = Pre Eksperimen

d. Post Kontrol < Pre Kontrol

e. Post Kontrol > Pre Kontrol

f. Post Kontrol = Pre Kontrol

Based on the SPSS output, the negative ranks or differences regarding the blended learning model's effect on learning interest in the pretest and posttest for both the experimental and control groups are 0 (highlighted in yellow) for N, mean rank, and sum of ranks. This value of 0 indicates that there is no decrease or reduction in scores from the pretest to the posttest.

The positive ranks or positive differences regarding the blended learning model's effect on learning interest in the pretest and posttest for both the experimental and control groups are 26 (highlighted in green), meaning that all students experienced an increase from pretest to posttest. The mean rank of the student improvement in the experimental and control groups is 13.50 (highlighted in blue). The sum of ranks for positive ranks in the experimental and control groups is 351.00 (highlighted in gray).

The "ties" refer to identical pretest and posttest scores. In this table, the ties for both the experimental and control groups are 0 students (highlighted in pink). Thus, it can be concluded that there are no identical scores between the pretest and posttest in both the experimental and control groups.

Table 5. Test the hypothesis

Test Statistics[a]

	Post-test Eksperimen - Pre-test Eksperimen	Post-test Kontrol - Pre-test Kontrol
Z	-4,363[b]	-4,419[b]
Asymp. Sig. (2-tailed)	,000	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The hypothesis is accepted if the Asymp. Sig is < 0.05; otherwise, it is rejected. Based on the SPSS results, the Asymp. Sig. (2-tailed) values for the pretest and posttest in the experimental and control groups are 0.000 (highlighted in yellow). Therefore, 0.000 is less than 0.05, and the hypothesis is accepted. This means that there is a difference in students' learning interest between the pretest and posttest, indicating the influence of the blended learning model on the Civics learning of fifth-grade students at SD Negeri Kemayoran 15. The Mann-Whitney U test results are presented in Table 6:

Table 6. Mann Whitney Test Results

Test Statistics[a]

	Nilai
Mann-Whitney U	,000
Wilcoxon W	351,000
Z	-6,437
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Class

Based on the SPSS output, the Asymp. Sig. (2-tailed) value is 0.000 (highlighted in yellow), which is less than 0.05. Therefore, the hypothesis is accepted. This implies that there is an effect on students' learning interest between the experimental and control groups. Based on the research analysis findings, the variation in different learning models indicates that blended learning influences students' enthusiasm for learning, especially in the Civics subject.

The research conducted by the researcher shows that blended learning has the power to change students' learning motivation. Consequently, blended learning is an innovation in education that can be implemented by teachers to create a conducive learning environment for students. Additionally, this model makes distance learning more comfortable for students. The Wilcoxon and Mann-Whitney U test results indicate a significant influence, demonstrating that the implementation of blended learning is the cause of this variation. The Asymp. Sig. (2-tailed) values for pretest and posttest in the experimental and control groups are 0.000, which is less than 0.05. Thus, the hypothesis is accepted, indicating an influence on students' learning interest. In conclusion, the use of the blended learning model significantly affects students' learning interest in Civics learning for fifth-grade students at SD Negeri Kemayoran 15.

The researcher states that the analyzed features align with the procedures and Lesson Plans (RPP) developed by the researcher based on observations made by the class teacher at SDN Kemayoran 15. Thus, the learning design objectives have been implemented to ensure that the blended learning method can have an impact on students' learning interest.

CONCLUSION

Based on the results of the research and discussions conducted, it can be concluded that (1) there is an increase in students' learning interest using the blended learning model compared to students using the conventional learning model at SD Negeri Kemayoran 15, as evidenced by the research results, (2) one of the suitable learning models for implementing diversity in Indonesia is the blended learning model. By using blended learning, students have more learning time and can easily access materials provided by teachers on Zoom because blended learning is a combination of the advantages of face-to-face and online learning. And (3) the learning interest of students using the blended learning model is higher than that of students using the conventional learning model, as evidenced by the research results. After conducting the research, it seems that there is an influence on the learning process of students after using the blended learning method. This is evident from the Wilcoxon test analysis, which resulted in $0.000 < 0.05$, indicating the influence of pretest and posttest results or the influence is statistically significant. Meanwhile, the Mann-Whitney test resulted in $0.000 < 0.05$, indicating an increase in students' learning interest for the pretest and posttest, so it can be said that there is an influence on students' learning interest between the experimental and control groups.

There are several recommendations based on the conclusions and discussions of the research results, including (1) it is highly ideal if there is a combination of the learning process with technological advances in this era. The presence of technology can facilitate teachers in explaining the content of learning. (2) Classroom teachers can provide a blended learning method for the Civics subject because this method has been proven to have a positive impact on students' interest in learning. and (3) To determine whether the blended learning paradigm is effective for other subjects, further studies are expected to use different subjects.

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