

Implementation of the Blended Learning Method on Student Learning Motivation in History Class X IIS at SMA Labschool Untad Palu in the New-Normal Period

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ABSTRACT

This study aims to analyze the implementation of the Blended learning method in history subjects on students' learning motivation in the learning process in class X IIS SMA Labschool Untad Palu and to analyze the role of the Blended Learning method in increasing student motivation in history subjects in the learning process in class X IIS Labschool Untad Palu High School. This research is a qualitative study which took place at Labschool Untad Palu High School, Palu City, Central Sulawesi. The subjects of this study were all students of class X IIS at SMA Labschool Untad Palu with a total of 1 class and 23 students, as well as history teachers who teach at SMA Labschool Untad Palu. Data collection techniques using observation, interviews and documentation. Data processing techniques are descriptive qualitative. The results showed that the implementation of the Blended Learning method in history subjects on student learning motivation in the learning process in class X IIS SMA Labschool Untad Palu was the learning process carried out in 5 working days, 4 working days carried out face-to-face in class and 1 day carried out face-to-face online or online. The application of the Blended Learning method can increase student learning motivation, especially in class X IIS SMA Labschool Untad Palu. This can be seen from the successful achievement of the seven indicators of the Blended Learning method and the increase in the average score of students' history subjects from 87.24 to 89.45. The role of the Blended Learning method in increasing student motivation in history subjects in the learning process in class X IIS SMA Labschool Untad Palu is very important and can give a special impression to students.

Keywords: *Implementation, Blended Learning, Learning Motivation*

INTRODUCTION

Indonesia is being hit by a health problem that is quite troubling, this health problem is the rampant coronavirus outbreak. Coronavirus is a large family of viruses that cause illness ranging from mild to severe symptoms. There are at least two types of corona viruses that are known to cause diseases that can cause severe symptoms. Coronavirus Diseases 2019 (COVID-19) is a new type of disease that has never been previously identified in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress such as fever, cough and shortness of breath. The average incubation period is 56 days with the longest incubation period being 14 days. On January 30, 2020 WHO has declared it a public health emergency that worries the world. On March 2, 2020,

Indonesia reported 2 confirmed cases of COVID-19. As of March 16 2020, 10 people have tested positive for Corona. (Yurianto, Ahmad Bambang Wibowo. 2020)

The COVID-19 virus in Indonesia is currently impacting all of society. According to Kompas, 28/03/2020 the impact of the COVID-19 virus occurred in various fields such as social, economic, tourism and education. Circular Letter (SE) issued by the government on March 18 2020 all indoor and outdoor activities in all sectors were temporarily suspended in order to reduce the spread of corona, especially in the education sector. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 Concerning the Implementation of Education Policies in the Emergency Period of the Spread of COVID-19 in the Circular Letter it is explained that the learning process is carried out at home through online/distance learning implemented to provide meaningful learning experiences for students. Studying at home can be focused on life skills education, including regarding the COVID-19 pandemic. As well as Central Sulawesi Governor Circular Letter Number 402 of 2022 which states that PTMT or Limited Face-to-Face Meetings are implemented in schools which are adjusted to the covid emergency zones of each region.

Learning carried out in high schools also uses online or distance learning through parental guidance. E-learning or online learning is the use of the internet network in the learning process. Students can interact in the online learning process through several supporting applications such as WA grub, Zoom, Google Meet and Google Classroom. The online learning process which is suddenly carried out in schools has its own good impact on students, in this case the teacher needs to develop various active learning methods so that online learning can run optimally. The learning method that can be developed during the COVID-19 pandemic is the Blended learning method. This learning concept is learning that is designed by combining offline and online learning. Blended Learning learning is a mixture of face-to-face and e-learning models. With this learning model students benefit because they receive explanations from the teacher and can also take advantage of e-learning features that are applied anytime and anywhere so that they can attract students to take part in learning activities better. (Ramadan. 2020). The Blended Learning learning model is a learning model that integrates technology in the learning process (Sari, 2021). By using Blended Learning, students can increase their learning independence because they are required to utilize learning resources through various e-learning applications that are in accordance with the current conditions of the COVID-19 pandemic, by following the rules for learning from home, we can find out whether the implementation of the blended learning method can effect on student learning motivation during the current COVID-19 pandemic.

Implementation is an activity carried out with planning and referring to certain rules to achieve the objectives of an activity (Rifan Aditya, 2021). Basically the implementation of education can be achieved if you have a certain plan beforehand. According to Nurdin Usman, implementation is directed at activities, actions, actions or the mechanism of a system, implementation is not just an activity but an activity that is planned to achieve the objectives of the activity. Implementation is an action or implementation of a plan that has

been prepared carefully and in detail. Implementation is usually done after planning is considered perfect, in other words the implementation of learning is the application of the learning process in the classroom. Of course the application of the learning process can take place effectively if it is supported by student learning motivation. Motivation is part of the principles of learning and learning because motivation is one of the factors that also determine effective learning. Learning motivation is very important for students to pay attention to because this can affect the condition of the students themselves when participating in learning. According to Rusyan, motivation to learn is an encouragement to learn that comes from within oneself, however, encouragement can be stimulated from outside oneself. With efforts to develop motivation, we get an award for creativity because the award itself is an encouragement from outside oneself to study well. (Rusyan. 2007). In this case it can be seen that the implementation of certain learning methods can have an influence on the encouragement or motivation of student learning on the success of the learning process in class. As the author is currently researching, namely the implementation of the Blended Learning method on student learning motivation in class during the COVID-19 pandemic.

The author wants to know whether the implementation or application of the Blended Learning method can increase student learning motivation in class in online learning. Researchers want to find out more whether the Blended Learning method is the main solution to student inactivity during the current online learning period. Of course this can be achieved if it has clear research objectives and research locations. The purpose of this study was to obtain information regarding the implementation of the blended learning method on students' learning motivation at SMA Labschool Untad Palu. Regarding the research that the author is conducting, namely the implementation of the blended learning method on student learning motivation at SMA Labschool Untad Palu, the hope is that all problems in the world of education, in particular, polemics related to student learning motivation can be resolved properly. Because based on the results of an interview with one of the History teachers who teaches at Labschool Untad Palu High School named Sarti Gesseng that the learning process that takes place online tends to make students feel bored and bored with these subjects, especially History. Therefore, teachers must be very clever in applying appropriate learning strategies in dealing with these students' conditions, one of which is the blended learning method. In reality at that school, it seems that not all teachers are able to apply appropriate learning strategies for students who experience boredom or lack of motivation in learning due to online learning conditions, therefore research related to the application of the blended learning method in History subjects to students' learning motivation at SMA Labschool Untad Palu can be implemented. So that the point of the problem can be identified and the best solution can be found. This study has the theme of education with the topic of formal education, with the object of study being teachers and students, who see the application of the blended learning method to student learning motivation as the main actor in learning.

METHOD

This research is a qualitative research can be understood as a research procedure that utilizes descriptive data, in the form of written or spoken words from people and actors based on observables. According to Sugiyono (2019) qualitative research is a research method based on the philosophy of post positivism, used to examine the conditions of natural objects where the researcher is the key instrument, data collection techniques are carried out in triangulation or combination, data analysis is inductive/qualitative and the results of qualitative research emphasize more meaning of generalization. So it can be concluded that qualitative descriptive research is a method that describes a phenomenon through descriptions in the form of sentences and language using natural methods. In addition, according to Sukmadinata (2010) qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. Qualitative research has two main objectives, namely first. Describe and reveal (to describe and explore), both describe and explain (to describe and explain). Most of the qualitative research is explanatory descriptive in nature (Nana, 2010). Qualitative research is conducted to explain and analyze phenomena, events, social dynamics, attitudes, beliefs and perceptions of a person or group of things. The focus of this research is the Implementation of the Blended Learning Method on the Learning Motivation of Class X IIS History Students at SMA Labschool Untad Palu during the COVID-19 Pandemic, namely how to apply the blended learning method to students' learning motivation at school.

According to Spradley in Sugiyono (2017), it is said that "in qualitative research it does not use the term population but a social situation in which there are three elements, namely: place, actors and activities that interact synergistically". Therefore, the three elements included in this study were all class X IIS students at SMA Labschool Untad Palu with a total of 1 class and 23 students, as well as the history teacher who teaches at SMA Labschool Untad Palu. Sugiyono (2017) states that "samples in qualitative research are not called respondents, but as sources, or participants, informants, friends and teachers in research". There are several ways of taking informants/resources, but in this study the authors took informants/resources based on the criteria according to Sanafiah Faisal (1990) who followed Spradley's opinion in Sugiyono (2017), that "as a source of data or informants it is better to meet the following criteria" :

1. Those who master or understand something through the process of enculturation, so that something is not only known, but also internalized.
2. Those who are classified as still working or being involved in the activity being researched.
3. Those who have sufficient time to be asked for information.
4. Those who do not tend to convey information on the results of their own "packaging".
5. Those who were initially classified as "quite foreign" to researchers so that it was more exciting to be used as a kind of teacher or resource person.

Based on the above criteria, according to the researcher, the appropriate technique for taking informants/source persons is Purposive Sampling. Purposive Sampling is a

technique for taking informants/resources as data sources with certain considerations, as stated by Sugiyono (2017) that "Purposive Sampling is a technique for taking samples of data sources with certain considerations". These certain considerations, for example the person who is considered to know best about what we expect, or maybe he is the ruler so that it can make it easier for researchers to explore the social object/situation being studied.

Based on the criteria and techniques for taking informants/source persons above, the researchers determined that the objects for observation were class X IIS students consisting of 1 class totaling 23 students. While the object of the interview was 1 History teacher for class X IIS and 8 students who were selected according to criteria that were considered capable in terms of learning or vice versa from the class that was used as the object of observation. In this study, researchers used data collection techniques through observation, interviews and documentation. This is done in order to obtain data or information in accordance with the problems studied. Research instruments are things that are prepared in the data collection process. The author prepares research instruments assisted by several sheets of interview guidelines, observation sheets, as well as cameras and stationery. After completing data collection in the field, it is necessary to do data processing by sorting and selecting data according to the data source. The data obtained from the observations were then put together with the data from the interviews. After that, data from observations and interviews that have been put together are re-selected according to needs and data that is not needed can be removed. According to Sugiyono (2018) qualitative data analysis is inductive in nature, namely an analysis of the data obtained, then a certain relationship pattern is developed or a hypothesis is developed. Data obtained in the field were analyzed qualitatively by processing data and information according to the reality at the research location. The analysis in question is descriptive analysis, namely the analysis used to obtain a detailed description of the object of research.

DISCUSSION

The Role of Zoom Media as Part of the Blended Learning Method

As we all know, our country has experienced a COVID-19 emergency for the last few years starting from 2020-2022, approximately 2 and a half years. During the COVID-19 emergency period, massive changes occurred in various sectors including the economic, social, political and educational sectors. Particularly in the field of education, the impact of COVID-19 has led to renewals of the learning process, where what was originally taking place face-to-face was changed to distance learning or online (in the network). In this case the teacher must be able to develop the learning process as usual even though he has to use electronic media as a support.

After about 2 and a half years we have experienced the COVID-19 emergency period, around the middle of 2022 we will experience a period of change to the New-Normal period or what is commonly known as the new normal period. At this time various sectors that are experiencing changes such as the economy, politics, social and education are expected to be able to adapt to these habits, to become new normal habits. All sectors are expected to

be able to combine the COVID-19 emergency situation with normal times and still follow health protocols.

Particularly in the field of education, teachers and students are expected to be able to integrate online or distance learning processes with regular face-to-face learning in class, in this case known as the Blended Learning learning method during the New-Normal period. The learning process that uses the Blended Learning method in class X IIS SMA Labschool Untad Palu in the subject of Indonesian History in Indonesian Pre-literacy material, takes place using Zoom media and face-to-face with health protocols according to the applicable schedule. According to Mrs. Sarti Gesseng as the Indonesian History teacher in class X IIS SMA Labschool Untad Palu, Zoom media can help the learning process in class where students can carry out the learning process synchronously or can be done anywhere and anytime. The use of zoom media in the learning process can increase students' motivation to learn History. This is because the teacher can convey and explain material such as the face-to-face learning process directly in class the only difference is that the teacher and students are not in the same location to carry out the learning process. As stated by Ms. Sarti Gesseng as a teacher of Indonesian History, that the use of zoom media can increase student learning motivation. Zoom media will also not run well in the learning process if the internet network is inadequate. Besides that, the weakness in implementing online learning using Zoom media is that the level of attention and motivation of students in learning is not too long, then many of them like slow to enter Zoom, and there are some students who are less attentive in learning and will turn off the camera during the learning process.

According to Suci Ramadani, student X IIS SMA Labschool Untad Palu, that the role of the Zoom media can increase our motivation to study history, because the learning process that takes place is similar to that of face-to-face learning, so that we can see and hear explanations of material from Sarti in detail (Student interview 26 September 2022). According to Danil Lasoru, student X IIS SMA Labschool Untad Palu, the role of the Zoom media initially made me lazy to go to class due to inadequate internet network constraints at my home. However, if I have successfully entered Zoom, it can increase my motivation to study history because I can see the material presented by Sarti (Student interview 26 September 2022). According to Clein student X IIS SMA Labschool Untad Palu, that the role of Zoom media can increase my motivation to study history, especially material in the pre-literacy era but that didn't last long because I felt bored studying without being with friends in class (Interview 26 September 2022).

According to Sisil, student X IIS SMA Labschool Untad Palu, the role of Zoom media can increase my motivation to study history, especially material in the pre-literacy era. But that didn't last long because I felt bored studying without being with friends in class. What's more, if my internet network is slow, I'm sure I'm not enthusiastic about learning. (Interview 26 September 2022). The results of the research interviews above explain that the role of the Zoom media which is part of the Blended Learning method is very influential in increasing student learning motivation, although there are several obstacles including inadequate networks, increasingly boring situations, and lack of interaction between students. However, the overall learning process can run optimally.

The Role of Face-to-Face Learning as Part of the Blended Learning Method

Face-to-face learning began to be encouraged during the New-Normal period at Labschool Untad Palu High School by implementing health protocols that have been in effect since mid-2022. Untad Palu Labschool High School carried out the learning process starting Monday-Friday, one day of which was carried out online or remotely while four the day is held face-to-face in class. The face-to-face learning process in class has its own advantages in the teaching and learning process. As stated by SG as a History teacher at Labschool Untad Palu High School that in face-to-face learning students can interact with each other in class. They can exchange ideas, discuss and even joke, so as to reduce the boredom they feel. Apart from between students, teachers and students can easily provide explanations and questions to students in order to test students' concentration in learning. So that learning is felt to be more fun, especially when there are interesting topics and films shown in the learning process, causing students to be more motivated in learning (Interview 28 September 2022).

Based on the results of the interviews above, it can be concluded that the face-to-face learning process as part of the Blended Learning method has a major influence on students' learning motivation in class. The history learning process in class which is carried out face-to-face which is part of the Blended Learning learning method is considered more effective in increasing student learning motivation. This is because several indicators in motivation can be achieved as shown in the following table:

Table 1. Learning Motivation Indicator

No.	Learning Motivation Indicator	Before The Implementation of Blended Learning Methods	After The Implementation of Blended Learning Methods
1	2	3	4
a.	Desire	The desire to learn tends to be normal and sometimes decreases because it is influenced by one of the factors of saturation in learning.	The desire to learn tends to be normal and even increases because it is influenced by changes in the learning process between online and offline
b.	Encouragement	The motivation that students have tends to exist but sometimes decreases due to boredom, in learning situations that tend to be the same	The encouragement that students have tends to exist and increase due to differences in more enjoyable learning situations
c.	Awards given by the teacher	Teachers still give praise sentences or small prizes for students who are active and enjoy the learning process. However, under normal circumstances not many students get credit because not many students can finish well.	Teachers often give praise sentences or small gifts for students who active and doing a good work.
d.	Interesting Activities in the Learning Process	The teacher pays attention to the activeness of students in viewing and enjoying the learning games that are witnessed and displayed.	The teacher pays attention to the activeness of students in viewing and enjoying the learning games that are witnessed and displayed.
e.	The existence of a Conducive Environment	Students tend to find it difficult to create a conducive situation in the learning process. This is because students are bored with the learning process which tends to be the same learning methods that change between online and offline. so as to reduce the feeling of boredom by telling stories with classmates.	Students tend to easily create conducive situations in the learning process. This is because students are quite refreshing with learning methods that change between online and offline.

The situation of achieving student learning motivation due to the application of the Blended Learning method during the current New-Normal period can be seen in the following description:

- 1) The first indicator is the desire or desire. In this case the desire or desire is reflected in the number of students who actively ask questions in class, then are able to answer questions from teachers and friends. As stated by Abriandy as a class X student of IIS SMA Labschool Untad Palu that I am more happy and comfortable when asking mam in class if in person. Because by meeting directly in class with mam and with friends it can increase my desire and enthusiasm for learning, so that I can

easily ask or answer questions raised by my friends and mam in class (Interview 28 September 2022).

- 2) The second indicator is the existence of encouragement from within the student. In this case the encouragement from within the student can be reflected in terms of the student's ability to complete various assignments and quizzes given by the teacher in class. As stated by Mohammad Fathir as a class X IIS SMA Labschool Untad Palu student that learning that is done mixed like this gives a distinct impression to me. Sometimes going to school, sometimes at home, is carried out online, making me have the enthusiasm to be able to do assignments comfortably and pleasantly. This is because there are certain times when I am at school I can discuss with friends. If it is carried out at home online, I can refresh my mind, so I can answer the questions given by mam (Interview 28 September 2022).
- 3) The third indicator is the appreciation given by the teacher to students. In this case the appreciation given by the teacher to students is reflected in giving praise, words of encouragement and small prizes given by the teacher to students as a form of appreciation. As said by Tiara Elok as a class X IIS SMA Labschool Untad Palu student that usually when studying in class I often ask questions with mom and often answer questions well, so it's normal for mom to praise me for being smart and giving small gifts like pens or books for studying. I am very happy that this can add enthusiasm and motivation to study history whether it is carried out online or offline.
- 4) The fourth indicator is the existence of interesting activities in the learning process. In this case, the existence of interesting activities in the learning process can be reflected in the activeness of students in learning games, the enthusiasm of students in watching learning documentaries, and the enthusiasm of students in watching pictures related to the material shown. As expressed by Fatur Rahman as a class X IIS SMA Labschool Untad Palu student that I really like studying history when mom invites us to watch movies or see pictures. It feels like learning history is getting more exciting and I understand more. Whether it is carried out online or offline while showing films or pictures, I am increasingly motivated to study history (Interview 28 September 2022).
- 5) The fifth indicator is the presence of a conducive environment. In this case a conducive environment can be reflected in a class atmosphere that is not noisy meaning that students do not tell stories outside of learning material, students do not go out and about in and out of class and students can enjoy the learning process. As expressed by Sarti Gesseng as a History teacher at Labschool Untad Palu High School that a comfortable classroom atmosphere causes students to be more focused and motivated to learn. In creating a conducive situation, I have to be able to collaborate well with the ongoing Blended Learning method. So that in class, both online and offline, there are no students who talk too much outside of the topic of the material (Interview 28 September 2022).

Based on the description above, it can be seen that the implementation of the learning process using the Blended Learning method can increase students' motivation to

learn History. This is because the Blended Learning method can be a means of entertainment for students who are bored with face-to-face learning or through online media. So it is hoped that the Blended Learning method can produce higher quality learning.

Implementation of the Blended Learning Method on Student Learning Motivation

Based on the data obtained in the field from the results of observations and interviews, the success of the learning process is inseparable from the learning motivation of students. Students who have high learning motivation tend to be enthusiastic about learning and enjoy the learning process that takes place both offline in class and online using the Zoom application as a learning medium. In other words, Blended Learning will strengthen conventional learning models through the development of educational technology (Zaharah Hussin .2015).

As is well known, the New-Normal period at SMA Labschool Untad Palu applies the Blended Learning method. the Blended Learning method is a method that combines face-to-face learning in class with distance learning (pjj). In addition, according to (Lidya Anggie and Mohammad Arief. 2021) that the advantages possessed by Blended Learning are being able to optimize students' abilities and capacities, and are considered suitable for application in the current pandemic or new normal conditions where learning activities take place online and face to face so that they can collaborate online and offline methods.

The implementation or application of the Blended Learning method at SMA Labschool Untad Palu tends to be carried out routinely for 5 (five) working days. In this case it is divided into 4 (four) days carried out face to face in class while still adhering to the applicable health protocols. Whereas 1 (one) day the learning process is carried out online using the Zoom application as a learning medium.

The learning implementation process applied using the Blended Learning method is known to increase student motivation. Because the motivation that exists within students plays an important role in the student learning process. Likewise, what was said by (Sardiman. 2018) that in the learning process, motivation can be said to be the overall driving force within the student that gives rise to learning activities, which guarantees the continuity of learning activities and provides direction to learning activities so that the goals desired by the learning subject can be achieved.

As said by Ms. SG as a history teacher at SMA Labschool Untad Palu, that the application of the Blended Learning method tends to increase student motivation, which can be reflected in the activeness of students according to indicators and the increase in the average value of students' history subjects which was initially 87, 24 becomes 89.45 after applying the Blended Learning method. This is reinforced by the statement (Arlena et al. 2018) that Blended Learning has a significant effect on learning motivation, meaning that Blended Learning is applied well, it makes learning motivation higher. As well as the opinion of (Nande and Imran. 2021) that students who receive Blended Learning learning results improve more.

This is because students do not feel excessive boredom in learning, and feel a different learning atmosphere, namely face-to-face and remote. One (1) day carried out

remotely or online can regenerate a nostalgic atmosphere in the face-to-face learning process in class, because in online learning students experience certain limitations including limited distance, limited direct interaction and limited class atmosphere that can be felt together with friends in class.

The implementation of the Blended Learning method can increase the motivation to learn history for class X IIS SMA Labschool Untad Palu, as expressed by Ms. SG as a history teacher at SMA Labschool Untad Palu regarding the successful application of the Blended Learning method. This is due to the fulfillment of several Blended Learning indicators as follows:

- 1) The first indicator is in the form of Web-based Instruction or the existence of Internet-based learning. The achievement of the first indicator can be seen from the learning process that uses the internet network, in the form of video conferencing, which is carried out.
- 2) The second indicator is Synchronous communication or real time communication. The achievement of the second indicator can be seen from the learning process carried out right away according to schedule both face to face in class and through the Zoom application.
- 3) The third indicator is asynchronous communication or not real time communication. The achievement of the third indicator can be seen from the existence of a learning process through modules and the provision of structured and collected assignments within a certain period of time.
- 4) The fourth indicator is in the form of collaboration that occurs in the learning process. The achievement of the fourth indicator can be seen from the existence of a learning process that displays collaborative learning between teachers and students which is packaged in certain media such as: Zoom or certain discussions.
- 5) The fifth indicator is in the form of independent learning conducted by students. The achievement of the fifth indicator can be seen from the ability of students to independently study anywhere and anytime through the material provided by the previous teacher.
- 6) The sixth indicator is the packaging of learning materials. The achievement of the sixth indicator can be seen from the digital packaging of teaching materials such as power points, documentaries and video streaming.
- 7) The seventh indicator is the measurement of learning outcomes. The achievement of the seventh indicator can be seen from the assessment of student activity in class and the assessment of assignments given through written and online tests.

Based on the description above, it can be concluded that the implementation of the Blended Learning method at SMA Labschool Untad Palu class X IIS in History subjects is carried out in 5 (five) working days. 4 (four) working days are carried out face-to-face in class and 1 (one) day is carried out online or online. The application of the Blended Learning method can increase student learning motivation, especially in class X IIS SMA Labschool Untad Palu. This can be seen from the well achieved seven indicators of the Blended

Learning method and the increase in the average score of students' history subjects from 87.24 to 89.45.

The Role of the Blended Learning Method on Student Learning Motivation

Based on the data obtained in the field from the results of observations and interviews, the success of the learning process is inseparable from the learning motivation of students. Students who have high learning motivation tend to be enthusiastic about learning and enjoy the learning process that takes place either offline in class or online using the Zoom application as a learning medium. As we all know, the learning process during the New-Normal period is carried out online or in a network and offline or face-to-face in class. The learning process that combines face-to-face and online learning is called the Blended Learning method. The role of the Blended Learning method in the learning process during the New-Normal period is to be able to give a distinct impression to students. The impression meant here is that students can have at least 1 (one) day to carry out social interactions thoroughly with their classmates and subject teachers. Students also have 4 (four) days to carry out social interaction as a whole with friends in class and subject teachers. This situation causes students to feel less bored in the learning process, so that it can increase student motivation in class, especially in history subjects. As stated by Ms. SG as a History teacher at Labschool Untad Palu High School, that the Blended Learning method has an important role in the learning process in the current New-Normal era. This is because students can feel their own impression, so that with that atmosphere students can be more motivated to learn, especially in history subjects. This is reinforced by the statement (Arlena et al. 2018) that Blended Learning has a significant effect on learning motivation, meaning that Blended Learning is applied well, it makes learning motivation higher. Based on the description above, it can be seen that the application of the Blended Learning method in the learning process that is applied during the New Normal period has an important role in increasing the motivation to study history for class X IIS SMA Labschool Untad Palu.

CONCLUSION

The implementation of the Blended Learning method in history subjects on student learning motivation in the learning process in class X IIS SMA Labschool Untad Palu is a learning process carried out in 5 working days, 4 working days carried out face-to-face in class and 1 day carried out online or online. The application of the Blended Learning method can increase student learning motivation, especially in class X IIS SMA Labschool Untad Palu. This can be seen from the successful achievement of the seven indicators of the Blended Learning method. The role of the Blended Learning method in increasing student motivation in history subjects in the learning process in class X IIS SMA Labschool Untad Palu is that it can give students a distinct impression. Students do not feel excessive boredom in learning, and feel a different learning atmosphere, namely face-to-face and remote. This is caused by one day being carried out remotely or online can regenerate a nostalgic atmosphere in the face-to-face learning process in class, because in online learning students experience certain limitations including limited distance, limited direct interaction and limited classroom atmosphere that can be felt together with his friends in class.

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