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STUDENTS' LEARNING MOTIVATION IN BLENDED LEARNING IN ENGLISH EDUCATION STUDY PROGRAM OF UNIVERSITAS BANDAR LAMPUNG

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Abstract

The objective of this study is to analyze the students learning motivation when they experience blended learning. Researchers only focus on clarifying student motivation when using blended learning system and the factors of blended learning affect motivation at third semester of English Study Program Faculty of Teacher Training and Education Universitas Bandar Lampung. This research used case study method. The research was done at English Education Study Program Faculty of Teacher Training and Education Universitas Bandar Lampung consisted of forty six students. Data gathering was done by doing questionnaire and interview. The data was analyzed by combining the result from the questionnaire and interview. The result of this research showed that learning with the blended learning system can motivate students learning. The combination of both instruments is that blended learning system helps them to motivating in learning. They mostly agreed that this learning system could make them more interested in learning.

Keyword: *motivation, learning motivation, blended learning.*

Introduction

Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning the change in the learner may happen at the level of knowledge, attitude or behavior. Learning is an activity that is always carried out by everyone from the womb to the end of life. Sardirman (2014) said that learning is intended as an effort to master the material of science which is part of the activities towards the formation of a complete personality. Based on the sentence above, it can be concluded that learning is very important in our lives, by learning we will realize many things in this world and become fully human beings who have intelligence and have upheld norms and values. The learning process first appeared in motivation. Motivation will bring students to absorb all knowledge, behavior and attitudes during the learning process. According to Mc.Donald, quoted from Sudirman (204:73), states that motivation is a change in energy in a person which is marked by the

emergence of feelings and is preceded by a response to goals. Based on the above motivation, it can be concluded that motivation is an energy that already exists in a person and aims to encourage someone to do something. Motivation is one of the factors that very determined as student achievement. In learning activities, of course, there is a need for motivation that encourages someone to learn. Motivation that grows in students is closely related to the existence of learning that will affect learning activities and outcomes. Learning outcomes will be optimal if students are given the right motivation to determine the intensity of learning efforts. Thus, growing motivation to learn is something important because the intensity of student motivation will greatly determine the level of student achievement. Blended learning can affect access to learning and flexibility for students. In other words, students can study material whenever they want and if they experience difficulties they can ask questions or

ask for help from the teacher (Sidabalok and Fitriana, 2018). Basically an educator must be able to master various factors that can affect student motivation, behavior, emotions and the physical environment of students (Sidabalok and Ginola 2016). It can be concluded that teachers play an important role in maximizing the learning process and outcomes.

In the modern era, education can easily be carried out with technology. Some educational institutions prepare the best possible learning method so that students are able to support education remotely or from home, so that teachers and lecturers try to fulfill the teaching and learning process by implementing a blended learning system. At the University of Bandar Lampung students can learn online and offline. Offline learning is carried out face-to-face in the classroom while online learning at the University of Bandar Lampung provides an application to carry out learning, this application is called UBLapps. Blended learning is learning that is supported by an effective combination of ways of delivery, ways of teaching and different learning styles found in open communication about all parts involved with training. While for the benefits of using blended learning as a combination of direct combination face to face and agree online. In addition, blended Learning is currently trending among institutions due to its positive motivation and student performance in general, as supported by Lu et al. (2018). However, when using blended learning, there are several achievements that cannot be fulfilled optimally because some students are not familiar with the blended learning system, and some students do not even have the facilities and means that support online learning. The blended learning system also requires a maximum learning strategy by the teacher to maximize student achievement. However, students have advantages when using blended learning because learning occurs conventionally so it is more effective to apply. So that student learning motivation to achieve achievement can be affected by the use of blended learning systems.

However, the main focus of this study is concern more about figuring out the student's learning motivation when they are using blended learning during learning activities in English Education Study Program of Bandar Lampung University. Thus the title of this study is about students' learning motivation when using blended learning.

Methodology

This research is a qualitative research that collects descriptive data from the research sample. The researcher decided to use a sample through total sampling, because the sample of this research is all third semester students. This sampling is used to analyze the students' motivation of a particular problem that is being researched by researchers. In this study, the research sample that will be used is the third semester students of the English Department (Teacher Training and Education Faculty) Bandar Lampung University who use student learning motivation when using the blended learning system. The populations in this study were all students in the third semester, amounting to 46 students and 7 students who were selected for interview. Researchers used two tools as instruments, namely a questionnaire consisting of 26 statements, the answer to each statement presented will use a likert scale system to determine the level of agreement of students as research participants, there are 4 answer options in each statement. Strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). And an interview consisting of 9 questions, researchers will provide a questionnaire about learning motivation when using the blended learning system. Then to get a deeper understanding, the researcher selects participants who have answers that match the research criteria to conduct interviews. The function of the criteria is to find out students learning motivation on blended learning system based on their opinions when answering question on the previous questionnaire form. The statements and questions are classified into indicators contained in the blueprint and presenting in the table below.

Working definition	Category and description	Indicators	Gathering items
<p><u>learning motivation:</u></p> <p>Encouragement from students to achieve learning goals.</p>	<p><u>Intrinsic motivation:</u></p> <p>The motivation involved in the learning situation stems from the needs and goals of the students themselves.</p>	<p>There is desire to succeed.</p> <p>There is a desire to develop potential.</p> <p>There is freedom of time in learning.</p> <p>There is persistence in facing learning difficulties.</p> <p>Learning is a necessity</p> <p>There are activities that are interesting in learning</p> <p>Satisfaction</p>	<p>7, 16</p> <p>4, 18</p> <p>3,5, 17</p> <p>1, 2</p> <p>24</p> <p>13</p> <p>6, 25</p>
	<p><u>Extrinsic motivation:</u></p> <p>The desire to learn is very much influenced by external stimuli.</p>	<p>The existence of a learning environment.</p> <p>There is an appreciation in learning.</p> <p>There is competition in learning achievement.</p> <p>Teaching method</p> <p>Advice</p> <p>Punishment</p> <p>Imitate something</p>	<p>10,11, 15</p> <p>9,12</p> <p>8</p> <p>19, 20</p> <p>21</p> <p>22, 26</p> <p>23, 14</p>

Results and Discussion

Here is the following is an explanation of all the results and discussion that the author obtained from the questionnaire and interviews. In this section, the author explores students' learning motivation in using blended learning. The main research objective of this study is about students' learning motivation when using blended learning. Then the authors formulated two research questions; 1) Students' learning motivation when using blended learning 2) factors of blended learning affect motivation.

1. Students' learning motivation when using blended learning

In this section the author will look at a description of student learning motivation when using blended learning into specific discussions, namely intrinsic and extrinsic motivation.

a. Intrinsic Motivation

Motivation is very important for all aspects of learning. Naturally, motivation has an intrinsic element, which is doing what it does inside and outside of itself, without further reflection. Hamalik (2004) argues that intrinsic motivation is the motivation involved in learning situations that originates from the needs and goals of the students themselves. In other words,

individuals are compelled to behave towards certain goals without any external driving factors.

Desire to succeed is **the first indicator** from intrinsic motivation. Serves to see the desire of students to succeed in learning, this is usually called the achievement motive. This motive is a motive in order to successfully carry out a task to achieve perfection. This motive comes from within the student himself. In this indicator there are 2 statements, overall result of the statement states that 94.56% of students agree with learning motivation based on the desire to succeed and 5.44% of students disagree. Based on the table above, in the first statement, 44 students (96%) agreed that they were not quite satisfied with their learning outcomes even though their scores were above average. This means that they have the desire to continue learning in order to get maximum results. Then, there were 2 students (4%) who disagreed. This means that the two students feel quite satisfied with their learning outcomes and feel quite satisfied when their scores are above average. Maybe they think that the value that has been obtained should be appreciated and appreciated after all it is the result of the students' own efforts and efforts. Then in the second statement, there were 43 students (93%) stated that they agreed that they were looking for references from various sources and even asked their friends if they did not find answers to the assignments given. They can manage ideas well if they do it together or discuss with friends. Then there were 3 students (7%) who disagreed, maybe they thought that looking for references from other sources and asking friends did not necessarily get the right answer to answer the questions given by the lecturer.

The second indicator is desire to develop potential, desire to develop potential, which means someone who has a desire to develop their achievements in learners and have willingness to maximize the ability to learn. In this indicator there are 2 statements, the overall result of the statement states that 82.7% of students agree with learning motivation based on a desire to build potential and 17.3% of students disagree. There are 2 statements in this indicator. In the first statement, 37 students (81%) agreed. This means that some students agree that every assignment given by their lecturer is able to do well so that they get perfect results. They can convince themselves that they

will do the assignment given by the lecturer as well as possible so that they get the maximum score. This also indicates that they are very hard thinking in solving a problem to find ideas. There were 9 (19%) students who disagreed. This means that they are still considering the level of difficulty in the questions or questions given by the lecturer. Maybe, some students still realize that they are not better than their lecturers, maybe the answers given are correct but the answer that is more correct is the answer from the question or question giver. Meanwhile, in the second statement, 39 students (85%) agreed. This means that some students agree that they always think critically in answering all assignments given by the lecturer. They started to think critically in solving a problem starting from the assignment given by the lecturer. There are 7 (15%) students who disagree. This means that they are still considering the difficulties of the assignment given by the lecturer. They are not sure to be able to think critically in answering all the tasks given. Some students still lack confidence in critical thinking to solve a problem.

The third indicator is freedom of time in learning, student motivation can also be influenced by time freedom in learning. Freedom in this indicator means that students have the ability to study activities according to their wishes and are not limited by any constraints. In this indicator there are 3 statements, the overall result of the three statements states 97% of students agree that the freedom of time in learning can affect student motivation and 3% of students disagree. In the first statement, all students (100%) agree that blended learning at UBLAPSS can download and do assignments anytime and anywhere. They all agree that blended learning at UBLAPSS provides the freedom to download and upload answers anytime and anywhere, so they can adjust their learning time. In the second statement, 45 students (98%) agreed, this means that they manage their study time properly so that they can complete the assignment according to the time duration given by the lecturer. They get time freedom in managing study time and completing assignments with an appropriate duration. So that they get justice in carrying out lectures. There is 1 student (2%) who disagree. This means that students do not manage their study

time properly so that they can complete the assignment according to the time duration given by the lecturer. This might happen because the schedule for the blended learning lecture did not match his personal schedule so that he could not set the appropriate learning time. In the third statement, 43 students (93%) agreed. This means that blended learning provides them with more opportunities to be able to have online and offline discussions with their lecturers and friends. They can get more interesting ideas if they discuss with friends and lecturers, blended learning provides more opportunities because they can ask friends online anytime and ask face-to-face when in face-to-face lectures so they get satisfying answers. There were 3 students (7%) who answered disagree. The three students thought that blended learning did not provide more opportunities to be able to have online and offline discussions with their lecturers and friends. They may think asking friends online and face-to-face does not get as much information compared to the information provided by the lecturer and some of them are embarrassed to ask the lecturer online and face-to-face, this could happen when students have less interaction with lecturers.

From the interview data, it can be found that students manage their study time by adjusting the time determined by the campus, so that they can determine their study time so that they are not disturbed by other activities. We can see that responses to freedom of time in learning. Following are examples of students who answered statements on this indicator.

The first way to set a schedule I determine on what day I take courses online and offline. For example, Wednesday is offline and my position is in the village, meaning that on Tuesday I have to stay at the boarding house so that on Wednesday I can attend face-to-face lessons. (SMA 2)

From the statement above, the resource person stated that time freedom in blended learning can be adjusted according to the student's time. This means that students are helped by the blended learning system so that it affects student learning motivation.

The fourth indicator is persistence in facing learning difficulties. The purpose of this indicator is how students face problems in learning so that they stay excited and carry out learning activities. In this indicator there are 2

statements. The overall result of the two statements was 94.5% agreed that they still faced challenges and problems in learning and 5.5% disagreed. The first statement, there were 44 students (96%) answered agree. This means that some students agree if they continue to work on the assignment even though they get less than perfect scores. They still have the enthusiasm to keep learning and complete their responsibilities as students, namely doing assignments. Then 2 students (4%) answered disagree. This means that they don't do the assignment if they previously had poor grades. Some students may feel less enthusiastic about doing assignments if they previously had poor results. This is usually experienced by a small proportion of students in this statement. In the second statement, there were 43 students (93%) who answered agree. This means that they are still enthusiastic about learning even though they get a difficult assignment. Some students think that when students get complicated questions or assignments they have to continuously learn to solve the problem. There were 3 students (7%) who answered disagree. This means that the three students have no or less enthusiasm for learning when they get difficult questions or assignments. Some students may think that the difficult assignment given by the lecturer makes him think harder and learn continuously and that the answer does not necessarily have a valid truth.

From the interviews data on of indicator persistence in facing difficulties, students agreed that they continued to learn despite the many obstacles they faced. They know that studying and doing assignments is an obligation for a student. So no matter how difficult the assignment is, they have to do it. We can see that responses to persistence in facing difficulties. Following are examples of students who answered statements on this indicator.

The obstacles that are often faced are the error system and the limited capacity of class students due to the Covid-19 pandemic. The way to overcome this is when the system error, what I do is wait until the system can be used again which results in delays in uploading assignments, for limited student capacity constraints I anticipate it by taking offline classes earlier. (AH1)

from the statement above, it can be interpreted that blended learning can help students solve

problems in learning, so they still have the enthusiasm to keep learning.

The fifth indicator is Learning is a necessity. The purpose of this indicator is that an individual can complete a task as well as someone who has high achievement motives, precisely because of the urge to avoid failure and results in fear of failure. The purpose of this indicator is a condition in which students realize that learning is very important because learning can change a person's behavior and learning has the power to guide someone to be successful in the future. In this indicator there is a statement. In this statement all students (100%) answered agree. This means that they agree to continue to study hard in order to get maximum results. Basically, the obligation of a student is to study. Learning is a student's need to get maximum results.

From the interview data of indicator learning is a necessity, we can see the importance of the blended learning system in helping students' learning interests during a pandemic. The following is an example of students' answers to questions on this indicator.

Due to situations that do not support face-to-face teaching and learning activities, the existence of this learning model really helps me in learning because it is very easy and practical to use so that it makes me enthusiastic about learning. (NC 5)

Based on the above statement, it states that blended learning helps students' learning needs during the current pandemic. Because students can use the online system, we know that during a pandemic it is best not to travel and avoid crowds, this learning system is suitable for learning from home. This can motivate students to keep learning even without having to lecture face-to-face.

The sixth indicator is activities that are interesting in learning. The purpose of this indicator is about how students learn to arouse and maintain students' desire to learn. In this indicator, students get something that can make them happy so that they can easily carry out learning activities. In this indicator there is only one statement. on this statement all (100%) students answered agree. This means that they agree to do many ways to solve problems and assignments to get a good result. Most students think that the questions given by the lecturer can make them interested in learning.

The seventh indicator is satisfaction. The satisfaction referred to in this indicator is a condition or state of feeling satisfied because of the fulfillment of the expectations of a learning activity experienced by students. In this indicator there are 2 statements. The overall result of the two statements is that all (100%) students agree that satisfaction can affect student learning motivation. In the first statement all students answered agree. This means that they are proud to score well on assignments. Each student has his or her own satisfaction, but good grades are also the satisfaction that each student has. This satisfaction is expected to be able to dismantle students' enthusiasm for learning to continue learning so that they get good grades. And, the two students all answered agree. This means that a score that is balanced with the results of students' hard work is a satisfaction that every student has. Some students definitely get less than optimal results, but they still realize that it is a balance in the learning process that students do.

From the interview data of this indicator is student satisfaction with the blended learning system. From the interview data in the first question we can see that student satisfaction with the learning process uses the blended learning system.

The blended learning system is profitable, that is, the material can be accessed anywhere at any time, and without time restrictions. Here we can also study independently because here we are required to be able to learn to explore further knowledge. (SMA 3)

Based on the above statement, it states that blended learning has a good process for students. This means that blended learning can be used as an influence on student motivation because this learning system helps students get learning material.

In the second statement, it discusses satisfaction with learning achievement. From the interview data in this statement we can see the effect of student learning outcomes when using the blended learning system. The following is an example of students' answers to questions on this indicator.

I get good learning outcomes is to use the Blended learning method, because as a student studying face-to-face every day results in bored in learning. If you use the

online learning system students can feel studying outside of campus or studying at home if there are obstacles such as rain or disaster etc. So, you do not have to come to campus every day. More or less like a hybrid learning system that can choose online and offline in each course. (RW 4)

It states that by using the blended learning system students get good results. They also mention that the good results are obtained because in this mixed learning system students do not feel bored while learning.

Based on the above opinion, overall it can be described that intrinsic motivation is the motivation involved in learning situations that originates from the needs and goals of the students themselves or in other words, intrinsic motivation does not require external stimulation but comes from the students. Students who are intrinsically motivated can be seen from their diligent activities in doing learning tasks because they need and want to achieve real learning goals.

b. Extrinsic Motivation

Motivation is also needed by students in learning because of the possibility of changes in student circumstances and also other factors such as the teaching and learning process that is less attractive to students. Extrinsic motivation is different from intrinsic motivation because in this motivation students' desire to learn is strongly influenced by external stimuli. External encouragement can be in the form of praise, reproach, reward, punishment and reprimand from the teacher. According to Sardiman (2006) extrinsic motivation is "a motive that is active and functions due to stimulation or encouragement from outside". The most important part of this motivation is, not the goal of learning to know something but wanting to get good grades and get a reward. Utilizing modern technology for learning systems in this era is the right choice. In accordance with that function, technology was created to help humans. The blended learning system makes it easier for students to carry out learning. They can dig deeper information through the internet. If there are things they do not understand. They can ask the teacher for an unlimited amount of time. This also has a

positive impact because students and teachers can interact well.

The first indicator of extrinsic motivation is the existence of a learning environment. In general, basic personal motives appear in individual actions after being shaped by the environment. Therefore, the individual motives of students doing something to learn well can be developed by means of a conducive student learning environment, namely by obtaining appropriate assistance to overcome difficulties in learning with the help of blended learning from UBLAAPS. In this indicator there are 3 statements. The overall result of this statement is that 88% of students agree that the learning environment can affect learning motivation, while 12% of students disagree. In the first statement, there were 32 (70%) students answered agree. This means that most students agree that every assignment uploaded on UBLAAPS they prefer to do in discussion with friends. Some students prefer to discuss because they will get critical and weighty ideas. There were 14 (30%) students answered disagree. This means they prefer to work on assignments uploaded on UBLAAPS privately. Maybe they think that discussing with friends doesn't necessarily get the right answer so it's a waste of time that they should be able to use for other activities. In the second statement, there were 100% of students who answered agree. This means that all students agree that discussing with their friends always finds new things / ideas. To find the latest ideas, they have a discussion. No student answered disagree. They think that discussing can find new ideas because by discussing they get more opinions and these opinions are combined into one so that they get a strong idea. And, in the last statement, there were 43 (93%) students answered agree. This means that students agree that with the existence of blended learning they are easier to access learning materials. They don't need to come to the campus and ask face-to-face questions to the lecturers to find and ask for study materials because lecturers can provide material online. There were 3 students (7%) who answered disagree. This means that with blended learning it is more difficult for them to access learning materials. Maybe they have a problem with their internet connection, so they prefer to be face-to-face. Some students also thought that getting the material face-to-

face with the lecturer was able to get a clearer understanding.

The interview data in this indicator we can see the importance of a learning environment that makes students and lecturers feel comfortable so that it can create a pleasant environment. The following is an example of students' answers to questions on this indicator.

My interactions with friends or lecturers can still take place because currently there are many applications that can support this blended learning. Yes, it's still going well.
(RNA 6)

Based on the above statement, it states that blended learning can lead to a good learning environment. A good learning environment can motivate students to learn because students will feel comfortable so that the interaction between lecturers and students and students and students can still be established.

The second indicator is appreciation in learning. Appreciation in learning is not always about gifts but it can also be praise. If students are successful in completing assignments well, it is necessary to give praise. This praise is a form of positive reinforcement and at the same time good motivation for students. In this indicator there are 2 statements. The overall result of the statement was that 67% of students agreed that appreciation could affect learning motivation and 33% of students disagreed. In the first statement, 21 students (47%) answered agree. This means that students agree that students get praise if they get a high score. They get praise from their parents, professors and friends. Sometimes praise can also help students' enthusiasm for learning. And, there are 25 students (53%) who answered disagree, this means that students do not get praise if they get a high score. Maybe they think that praise and high scores are not very important, because they think that the process of how to get high scores is the most important. And, maybe some of them also don't tell their closest people and parents when they get high scores. In the second statement, 41 students (89%) answered agree. This means that some students agree that students are happy when the lecturer pays attention to them because they can do each assignment well. Indirectly, the praise given by the lecturer makes students more eager to learn so that they can do their assignments well. There were 5 (11%) students who answered disagree. This means that students are not

happy when the lecturer pays attention to students because students can do every task well. Maybe they don't need praise for having enthusiasm for learning because enthusiasm for learning comes naturally, so they can ensure that they do a good job.

The third indicator is competition in learning achievement. Competition can be used as a tool to encourage student enthusiasm for learning and competition can also improve student learning outcomes. In this indicator there is a statement. In this statement 44 students (96%) agreed. This means that some students feel challenged when their friend scores well on the assignment. By getting good scores in the submission of assignments, some of them felt challenged so that they competed in learning competitions to get good scores in completing assignments. Meanwhile, 2 students (4%) answered disagree. This means that students are not challenged when their friends get good grades in submitting assignments. Maybe students have their own target grades so that the scores their friends have received do not affect the students' scores.

The fourth indicator is the teaching method. Learning methodology can affect student learning motivation because students get something different when the lecturer provides an interesting method. In this indicator teaching methodology uses a blended learning system, this indicator has 2 statements, the overall results of the two statements are 87% of students agree and 13% of students disagree. In the first statement, 42 students (91%) answered agree. This means that some students enjoy learning with the blended learning system because the lecturer uploads interesting material so that it is easy to understand and not boring. They are interested in delivering varied material so that it is easy to understand and they don't feel bored. There were 4 students (9%) who answered disagree. This means that students are not happy learning with the blended learning system because the lecturer uploads interesting material so that it is easy to understand and not boring. Maybe some students prefer the delivery of material as it is being replied to in general and they do not feel bored with the delivery. Then, the second statement, there are 38 students (82%) answered agree. This means that some students agree to learn using the blended learning system because when the lecturer provides learning

material the duration is not too long so that students do not get bored in learning. According to them, studying with a long duration of time can lead to boredom so that they do not focus on understanding the material. There were 8 students (12%) who answered disagree. This means that students are not happy learning with the blended learning system because when the lecturer provides learning material the duration is not too long so that students feel bored in learning. Maybe students prefer a longer time so they are not in a hurry to understand the material.

The interview data from this indicator we can see that the learning method using blended learning has an effect on student learning activities. The following is an example of students' answers to questions on this indicator.

Not all learning materials can be understood easily, sometimes I have difficulty when I encounter new material. With the existence of blended learning, I can look for other references, for example on google to understand further and sometimes ask friends to explain that point. (SMA 7)

Based on the above statement, blended learning can help students find references to learning material from friends, lecturers and the internet. These facilities can affect student motivation in learning learning methods.

The fifth indicator is advice. Advice is a way that has the purpose of reminding someone to do something. Usually a student is given by friends, lecturers and parents when they experience difficulties. This indicator has one statement. In this statement, 43 students (93%) answered agree. This means that some students agree that lecturers, parents and friends always give enthusiasm and motivation to students to continue learning. They agree that learning sometimes requires encouragement from others. There were 3 students (7%) who answered disagree. This means that some students do not get enthusiasm and motivation by lecturers, parents and friends to continue learning. Maybe some students feel that learning does not require enthusiasm and motivation from others but from themselves.

In this indicator we can see student responses about blended learning. The following is an example of students' answers to questions on this indicator.

Blended learning facilitates students well, such as students can see the value first-hand

when the assignment has been done and students can also see the material provided by the lecturer by using the content feature. (ATG 8)

Based on the above statement, students state that they have good responses about the blended learning system. Students also mentioned some of the advantages of using blended learning. This means that students are helped by the blended learning system in terms of value transparency and material delivery.

The sixth indicator is punishment. Punishment is known as negative reinforcement, but if given in an appropriate and wise way it can be used as a motivational tool. In the scope of learning punishment, it is not uncommon for students to often get punishment from the teacher if they do not get maximum results, this punishment can be in the form of reprimands, comments and so on. There are 2 statements in this indicator. The overall results of the two statements are 88% of students agree that punishment affects learning motivation and 12% of students disagree. In the first statement, there were 35 students (76%) who answered agree. This means that students get reprimands or bad comments from parents or lecturers if students don't get a good score. They know that grades will not be reprimands or bad comments. And, 11 students (24%) answered disagree. This means that students do not get reprimands or bad comments from parents or lecturers if students get a bad score. Maybe some students think that if the score is bad there is no need to be reprimanded and commented on because the student also learned a lesson from the score obtained. In the second statement, all students answered agree. This means students agree that reprimands and bad comments given by lecturers or parents when students do not get maximum results can motivate to try to be better. They know that motivation from others can make students even better. Then, none of the students answered disagree.

This indicator discusses how students face failure to achieve maximum results. The following is an example of students' answers to the questions on this indicator.

One way to overcome failures in the learning process by using blended learning is that I always try to learn and learn together with my friends, if there is something I don't understand, I can exchange ideas with each other, the goal is

to find new ideas so that maximum possible results. (RW 9)

Punishment is not always about bad comments and reprimands. However, the result that is not optimal is also one of reprimands from yourself and for yourself. The statement above states that discussing with friends will be better, because discussing can bring up new and strong ideas.

The last indicator is imitate something. What is meant by something in this indicator is the desire of one student to another student who has done the assignment and learning or a situation where a student has a good learning process and results. Usually this also includes concerns about what if the student has not done an assignment and other students have done or have perfect results. This worry can make students do learning activities because they are influenced by friends who do it first and get perfect results. This indicator has 2 statements. The overall result of the two statements is that 63% of students agree that imitating something can increase learning motivation and 37% of students disagree. In the first statement, 21 students (45%) answered agree. This means students feel jealous when their friends get higher scores than them. They know that high scores can lead to high achievement as well so they are worried about their own grades. There were 25 students (55%) who answered disagree. This means that students do not feel jealous when their friends score higher than their score. Maybe some students think that high scores are not easy to achieve and those who get high scores are students who go through a difficult process so they don't need to be jealous. In the second statement, there were 37 students (80%) who answered agree. This means that students agree that if their friends have already done the assignment, there will be a desire to participate in doing the assignment. They know that this desire arises out of worry. Then there were 9 (20%) students who answered disagree. This means that if the fellow students have already done the assignment, there will be no desire to participate in doing the assignment as well. Some students may think that the desire to do a task does not need to be imitated by others but from self-awareness.

Overall, based on the results found by the author, it was revealed that students felt happier and helped in learning because of the blended learning system. And, the authors found that

learning uses a blended system. Strengthened by the results of interviews where students answered that they felt this system was the right system for learning. The blended learning system is a flexible learning system, they do not feel bored in learning, especially if there is a class, they have to attend class face-to-face every day. The material in blended learning that is easily accessible can also motivate student learning because students can learn it anytime and anywhere.

2. Factors of blended learning affect motivation

Most students find it difficult to find their learning motivation. Therefore, in this study the researcher discusses a learning system that can motivate student learning. This learning system is a blended learning system. Based on the results of this study, it is known that the blended learning system has many advantages in the concept of freedom of time in learning, satisfaction with the learning process and learning achievement. This is what can be motivation to learn for students. It can be seen from the response of one of the student's interview answers, the

facilities of the blended learning process are quite good, such as during online classes we can use the UBL apps to make learning easier. (RNA 8)

with this method makes it easier for me to choose online / offline classes so that I am still not hindered by following lessons from lecturers. (AH 8)

This means that students feel benefited and helped so that this can be one of the factors influencing student learning motivation. This triggers the enthusiasm for student learning so that students can learn pleasantly and the material can be easily understood.

Conclusion

Based on the findings and discussion in the previous chapter, the author concludes: The first conclusion shows that motivation plays an important role in the world of education. One way to facilitate student motivation is the blended learning system. In this study, the blended learning learning system is very helpful for motivating students because in blended learning there are two different systems, namely students can learn face-to-face

and students can also learn online, this can also make learning more effective.

Overall, I believe that blended learning can be applied in learning and can motivate students. Students can build their enthusiasm for learning and can interact more with friends and lecturers to discuss a problem, so that students find it easier to find ideas or answers to problems. So the researcher concluded that based on the results of the questionnaire and interview, it was shown that most students gave positive results in student learning motivation when using the blended learning system. Even though some students gave different answers, they still believed that learning needed motivation.

It is suggested for the teacher, that they will incorporate technology and blended learning media learning systems into their classrooms.

This can be used to help teachers find out students' learning motivation and provide stimulation to them. Blended learning is a combined learning system between face-to-face learning and online learning. And then for the students, they suggested to use their learning motivation well. This allows them to keep learning even in different learning systems. Students' motivation to learn is expected to be affected so that every time they get a problem they can solve it. The last is for the other researchers, this thesis is intended to serve as a guide for other researchers in conducting related studies. Other researchers will use this learning system to encourage student motivation and apply blended learning while doing teaching and learning.

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