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Management of Blended Learning and Learning Motivation and Student Learning Achievement

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Abstract: The purpose of the study is to describe; (1) how high is the management of blended learning FIP UM (2) how high is the learning motivation of FIP UM students; (3) how high the learning achievement of FIP UM students is; (4) how is the relationship between blended learning management and learning achievement of FIP UM students; (5) how is the relationship between learning motivation and learning achievement of FIP UM students; and (6) how is the relationship between blended learning management and learning motivation and learning achievement of FIP UM students. This research uses a quantitative approach by utilizing descriptive and correlation analysis methods. This research is located at FIP UM. The population in this study was FIP UM students class of 2019 which amounted to 962 students and a sample of 286 students. The validity test uses pearson moment products while the reliability test uses Cronbach's alpha. Furthermore, data analysis uses classical assumptions consisting of; (1) normality; (2) linearity; and (3) homogeneity and correlation tests. The results of the study with the use of descriptive and correlation analysis showed various conclusions, namely; (1) FIP UM students have a "Good" perspective on blended learning management; (2) FIP UM students have the motivation to learn with "Very Good" conditions; (3) FIP UM students have learning achievements in the "Praise" qualification; (4) no relationship between blended learning management and learning achievement had a significance value of .738 > 0.05; (5) there is no relationship between learning motivation and learning achievement which has a significance value of .025 > 0.05; and (6) no simultaneous relationship between blended learning management and learning motivation and learning achievement had a significance value of .371 > 0.05.

Keywords: blended learning management, learning motivation, learning achievements

INTRODUCTION

In the 21st century, there is a pandemic that occurs and poses a threat to all people in the world. The pandemic was caused by a virus that has the anomaly name COVID-19. Shereen, et al., (2020) stated that COVID-19 is one of the viruses in the large Coronavirus family. COVID-19 is a virus that causes complications in the form of problems in the respiratory tract and can be transmitted to other humans. The case regarding the COVID-19 anomaly began in the Capital of Hubei Province in Wuhan of the People's Republic of China (PRC) on December 31, 2019. The discovery of the virus was marked by the case of 44 people who had the same disease as pneumonia, but the disease was similar to pneumonia, the cause was unknown and had a connection with a market selling seafood in Wuhan (Petersen, et al., 2020). Because COVID-19 is a new virus variant that was not yet known and could not be detected at that time. Therefore, COVID-19 quickly spread to other countries, as evidenced by the COVID-19 case which has a total of 118,000 cases in 114 countries and a total of 4291 victims. Cucinotta & Vanelli (2020) mentioned that based on consideration of the number of known cases of COVID-19 in various countries. The World Health Organization (WHO) confirmed the COVID-19 anomaly as a pandemic on

March 11, 2020.

Indonesia is one of the various countries affected by the COVID-19 anomaly. The discovery of the COVID-19 problem in Indonesia was discovered on March 2, 2020. The incident was first discovered due to Indonesians interacting with foreigners from Japan (Djalante, et al., 2020). Indonesians who interact with foreigners from Japan are the first cases of the COVID-19 anomaly in Indonesia. Since the discovery of the first case, cases of the COVID-19 anomaly in Indonesia have gradually increased (Abidah, et al., 2020). This has an impact on various regions in Indonesia. Among the various regions in Indonesia, one of these areas is the Indonesian education area.

The COVID-19 anomaly has had an impact on the education sector which has caused changes in the education system in Indonesia. This change begins with an education policy in the form of a circular designed and issued by the Ministry of Education and Culture. "Circular Letter Number 36962/MPK.A/HK/2020 Year 2020 Concerning Online Learning and Working from Home in the Context of Preventing the Spread of Corona Virus Disease (COVID-19)"(Circular of the Minister of Education and Culture Number 36962/MPK.A/HK/2020). The circular issued by the Ministry of Education and Culture contains a statement that learning activities are carried out using online learning software by students and university students. The Ministry of Education and Culture explained that the main purpose of the circular letter is that learning and teaching activities are carried out online with the aim that education can continue and the spread of the COVID-19 anomaly can be minimized. Educational institutions in various regions in Indonesia started the change by closing access to facilities and infrastructure in educational institutions and stopping the implementation of face-to-face learning management. The changes in learning activities previously were using offline learning management which switched to online. Learning is carried out in online mode through software used to carry out the learning process, such as; (1) Google Meet; and (2) Zoom. Termination of direct face-to-face learning management and changed to online learning management (Ministry of Education and Culture, 2021). This change aims to keep education disrupted due to the pandemic continuing and minimize or delay the speed of the spread of the COVID-19 anomaly at the same time. Due to the impact of the COVID-19 anomaly in the form of education that cannot be carried out directly, the change in learning management to online has the goal of keeping education going while delaying the rate of spread of the COVID-19 anomaly at the same time.

The changes in learning management are the main things that are changed when planning education during a pandemic. Learning management is a matter related to learning management and the various components needed in learning management (Lestari, et al. 2021). Learning management is a series of sequential activities that are carried out and have the goal of achieving an effective and efficient educational learning process (Saifulloh & Darwis, 2020). Learning management has several benefits, namely; (1) facilitates lecturers in conveying learning materials to students; (2) makes it easier for lecturers to design learning activities; and (3) facilitates lecturers in designing and utilizing learning devices or tools in implementing the learning process (Hardika, et al. 2021). Learning management is an educational component that functions as the delivery of learning materials by educators to students and has an important role in student quality (Ministry of Education and Culture, 2021). These changes are prioritized because learning management is the main component in conveying material or learning to the students. Online learning management is learning that is carried out through computers and various software that supports the implementation of learning in the network (Anderson, 2008). Online learning management is an option used to carry out education during a pandemic because there is no need to interact directly. The Ministry of Education and Culture (2021) states that online learning management also provides several benefits, such as; (1) learning should have a focus on students; (2) more innovative; and (3) not limited by space and time in its implementation. Because of the benefits provided by online learning management, online learning management is an option for implementing the learning process during a pandemic.

There are several benefits of online learning management. However, the implementation of online learning management with a duration of 1 year shows deficiencies or negative things that occur due to the implementation of online learning management. The Ministry of Education and Culture (2021)

stated that it had found and recorded several negative things from the implementation of online learning management based on research results showing that online learning management had various negative impacts, namely; (1) students who have difficulty understanding material through online learning due to inadequate adaptation to online learning, this is following the research results of the Directorate of Islamic Religious Education (2020) with research results which state that 70% of students have difficulty understanding material due to online learning; (2) students who are lazy in carrying out assignments and participating in learning activities, this is supported by research conducted by UNICEF with research results which state that 66% of students from various levels of education feel uncomfortable studying from home (Kasih, 2020); (3) network quota assistance from the Ministry of Education and Culture which was considered not optimal in supporting the implementation of online learning, this is supported by research conducted by Syarifudin (2020). The results show that 65% of students were constrained by networks and quotas; and (4) students who do not have supporting facilities following the implementation of online learning, this is supported by research carried out by BPS with the results of research which stated that the poor population in Indonesia in March 2020 had a total of 26.42 million people, the poverty rate which has a high impact on people who are in the lower classes in accessing educational facilities and infrastructure needed in online learning (Aliati, 2022). Online learning management is considered the right solution for overcoming education affected by the COVID-19 anomaly. However, online learning management has various weaknesses in its implementation. Furthermore, the results of research that has been carried out by Jumeri as the Directorate General of Early Childhood Education and Elementary Education provide a statement that the quality of learning during the implementation of online learning management has decreased during the pandemic. (Ministry of Education and Culture, 2021). The quality of learning decreases because online learning management only provides subject matter based on important scrumpy material, while face-to-face learning provides subject matter in full. Therefore, students experience a decrease in learning outcomes due to the implementation of online learning management.

Various ministries began to design and implement solutions regarding the negative impacts arising from online learning management. The various ministries, namely; (1) Minister of Education, Culture, Research, and Technology; (2) Minister of Religion; (3) Minister of Health; (4) Minister of Home Affairs. "Joint Decree (SKB) Number 05/KB/2021; Number 1347 of 2021; Number HK.01.08/ Menkes/6678/2021; Number 443-5847 of 2021 Concerning Guidelines for Organizing Learning During the 2019 Coronavirus Disease (COVID-19) Pandemic" which contains the implementation of limited face-to-face and remote learning management for all education implementation at various levels (Ministry of Education and Culture, 2021). At the higher education level, the Directorate of Higher Education issued a circular specifically for higher education with Circular Letter Number 4 of 2021 Concerning Implementation of Face-to-Face Learning for the 2021/2022 Academic Year (Circular Letter Number 4 of 2021 Concerning Implementation of Face-to-Face Learning for the 2021/2022 Academic Year). The circular letter contains a statement explaining that at the university level, it is allowed to carry out limited face-to-face and online learning or hybrid learning and blended learning with various conditions that must be met before implementation.

According to Ferlazo (2020), Blended learning management is integrating offline and online learning management. Online or traditional learning is carried out in certain locations or predetermined classrooms while online learning is carried out in digital spaces with lecturers and students present simultaneously. Additionally, Deignan (2021) mentioned that hybrid learning management is learning management that integrates face-to-face and online learning management. Blended learning and hybrid learning management have similarities in the integration of face-to-face and online learning. However, there are differences between blended learning and hybrid learning management. The difference lies in the implementation or freedom given to students (Deignan, 2021). Blended learning management requires all students to take part in face-to-face and online learning with a proportion of 50% for each learning management while Hybrid learning management is carried out with procedures 50% of students carry out offline and 50% carry out online together and there is no obligation for students to attend face-to-face and online learning with a proportion of 50%. However, students are given the freedom to

determine the proportion of direct offline and online methods accordingto the student's wishes.

Universitas Negeri Malang is one of the various universities located in Malang City. Universitas Negeri Malang chose to use the blended learning management model, this was stated in Circular Letter Number 22.9.22/UN32.I/KM/2021 Concerning Limited Face-to-Face Learning (Universitas Negeri Malang, 2021). The Faculty of Education is a faculty that implements blended learning management. Students at the Faculty of Education (FIP UM) carry out blended learning management, it was carried out with 60% procedures or 10 meetings using offline learning management and 40% using online learning management with a schedule determined by the Universitas Negeri Malang.

Blended learning management is learning management that integrates offline and online learning. Blended learning management is not a new thing in the education sector Dziuban, et al. (2018). In other countries, blended learning management has been implemented in various existing educational institutions with various programs with various names. According to Fadillah, et al. (2020), the implementation of blended learning management in various parts of the world can be categorized into 4 types of models, including; (1) rotational model, learning is carried out in rotation using face-to-face learning directly by students and given instructions by educators regarding the material and online learning is carried out by students independently following instructions given by educators; (2) flexible model, in blended learning management there is a flexible model in which students have flexibility in the learning model they prefer. Providing or requesting assistance by students to educators can also be done flexibly, they are; (a) small groups; (b) project groups; and (c) consultation with educators privately; (3) flex model, in this model students are allowed to take part in face-to-face learning directly at educational institutions and are allowed to take part in full duration online learning; and (4) a la carte, in this model students carry out face-to-face learning at educational institutions and offline learning at home. Blended learning management has 4 types; each type can adjust to the conditions of the educational institution.

Similar to other learning management, according to Widiara (2018), blended learning management also has several advantages and disadvantages, in the strengths section there are several things such as; (1) the learning process can be carried out flexibly and anywhere by using a network in a virtual meeting room; (2) students have freedom in learning something; (3) learning that involves exchanging thoughts or opinions can be carried out without being limited by space and time; (4) with the flexibility provided by blended learning management, educators can organize and supervise student learning activities (5) students have more time that can be used to increase knowledge about the next meeting material which will be discussed with educators at the next meeting; (6) achievement of mastery of learning materials can be achieved and determined based on predetermined standards; and (7) learning becomes free, not bound by time and space and flexible. The weakness section contains several things such as; (1) educators need to adapt in learning about the use of technology, this is necessary if educators are going to hold classes online; (2) educators need more time to prepare everything related to e-learning or online learning systems; (3) educators require more preparation time in providing reference material that integrates offline and online learning; (4) Uneven facilities and infrastructure; and (5) it requires a learning strategy so that blended learning management can be maximized. Blended learning management has several advantages and disadvantages. However, blended learning management has benefits and potential if it is implemented optimally.

Bibi & Jati (2015) state that the actualization of blended learning management will directly increase the interest or motivation of students' independent learning because there are many learning references available on the internet which can cause students to become independent and will try to find learning references on the internet. Research conducted by Widyasari dan Rafsanjani (2021) shows that learning motivation has increased due to the application of blended learning management. Furthermore, Müller & Wulf (2021) have the result that shows blended learning management has a role in increasing effectiveness in learning. This is because blended learning management combines 2 different learning methods into one, thus causing the learning process to be varied, the more varied the learning process, the more students can adapt and directly increase the effectiveness of learning. In another research conducted by Widyasari dan Rafsanjani (2021) the conclusion the study which describes the application of blended learning management has consequences in the form of increasing student learning motivation. Planning

and choosing the right learning management will maximize student learning motivation because proper learning management and meeting students' needs will indirectly increase learning motivation.

Learning motivation contains standard roles related to the implementation of the learning process. Learning motivation has a role as a driver or encourages students to take part in learning process activities maximally. Suprihatin (2015) Mentioned that learning motivation can be defined as a feeling in which there are various types such as; (1) strength; (2) desire; (3) needs; (4) encouragement; and (5) psychological pressure that influence individuals to do and achieve something based on the needs or desires that the individual wants to achieve. Motivation to learn has a role as an impetus so that students can achieve learning achievements according to standards or according to the wishes of students. According to Hamdu & Agustina (2011), high learning outcomes can be assumed that students have sufficient motivation to learn. Learning motivation is the self-desire to achieve results according to the wishes of students. Therefore, the success of a student's learning depends on learning motivation.

Students who have learning motivation have a greater chance of achieving optimal learning achievement. Learning achievement is the main goal in achieving learning activities (Güzer & Caner, 2014). If the learning achievement achieved by students is high or meets the standards, it can be ascertained that the achievement of learning activities has been achieved. According to Hamdu & Agustina (2015), learning achievement is something that is achieved by individuals in a particular activity that is written on a value report or report card. Learning achievement can be said as a maximum limit or perfection achieved by individuals in mindset and behavior. Learning achievement can be said to be perfect if the learning achievement fulfills 3 components, including; (1) cognitive elements; (2) affective elements; and (3) psychomotor elements, if the 3 components have not been fulfilled, then the learning achievement can be said to be imperfect. Learning achievement has a function as evidence that students have experienced a process of change that previously could not be. Learning achievement can be used to show that the student has succeeded in changing and can do certain things.

Universitas Negeri Malang is a university-level educational institution that applies a blended learning management model in Malang City. Daffa (2021) stated that planning and preparing smart buildings at Universitas Negeri Malang in the context of implementing blended learning management, is expected to achieve and develop quality of lectures. In achieving maximum lectures, the application of blended learning management is supported by various new facilities and infrastructure available at Universitas Negeri Malang The Faculty of Education is one of the various faculties that apply blended learning management at Universitas Negeri Malang. Students of the faculty education carry out blended learning management with 60% or 10 meetings using offline learning management and 40% or 6 meetings using online learning management and synchronous learning is carried out using an application; (1) Google Meet; and (2) Zoom; while asynchronous learning is carried out using a website-based application belonging to Universitas Negeri Malang which has the name "Sipejar". Sipejar (Learning Management System) owned by Universitas Negeri Malang has been developed and created since 2018 and has been officially used as an online learning platform by students and lecturers since 2018-until now.

The implementation of blended learning management has the goal of increasing student learningmotivation which directly affects the learning achievement of FIP students at Universitas Negeri. In connection with the things that have been explained in the background of the problem, the researcher has an interest in carrying out research related to "Management of Blended Learning and Learning Motivation with Student Achievement of Faculty of Education, FIP UM 2019".

METHODS

This study employs a quantitative approach by utilizing descriptive and correlation analysis methods. This research has a location in the Faculty of Education, Universitas Negeri Malang. The population in this study were students of the Faculty of Education, Universitas Negeri Malang, class of 2019, which had a total of 962 students. Determining the number of samples was calculated using the Slovin formula. The final result was that the number of samples was 286 students and using proportional random sampling. Data collection was carried out using a questionnaire that utilized the Google form

with answer options 1-4 and documentation study. In carrying out the test and data analysis assisted by using the software Statistical Program for Social Science (SPSS) version16. The validity test uses the Pearson moment product while the reliability test uses Cronbach's alpha. Furthermore, data analysis uses the classic assumption test which consists of; (1) normality; (2) linearity; and (3) homogeneity and correlation test.

RESULTS

Table 1. Normality Test

Variable	One-Sample Kolmogorov-Smirnov Test	Information
Management of Blended Learning (X1)	0.81	Normal
Learning motivation (X2)	0.15	Normal
Learning achievements	0.09	Normal

Based on Table 1. the results of data processing show that the One-Sample Kolmogorov-Smirnov Test value of the learning management variable blended learning (X1) and learning achievement (Y) has a value of 0.81 > 0.05. Therefore, it can be concluded that the management of blended learning (X1) has a normal distribution of data. The One-Sample Kolmogorov-Smirnov Test value of learning motivation (X2) and learning achievement (Y) variables has a value of 0.15 > 0.05. Therefore, it can be concluded that learning motivation (X2) has a normal distribution of data. Furthermore, the One-Sample Kolmogorov-Smirnov Test of the learning achievement variable (Y) has a value of 0.09 > 0.05. Therefore, it can be concluded that learning achievement (Y) has a normal distribution of data.

Table 2. Linearity Test

Variable	Deviation from Linearity (Sig.)	F	Information
Management of *Blended Learning* (X1) and leaning achievements (Y)	0.381	1.071	Linier
Learning motivation (X2) and leaning achievements (Y)	0.53	1.844	Linier

Based on Table 2. the results of data processing show that the Deviation from Linearity (Sig.) value of the learning management variable blended learning (X1) and Learning Achievement (Y) has a value of 0.381 > 0.05 and the calculated F value has a value of 1.071 <1.57. Therefore, it can be concluded that the management of blended learning (X1) has a linear relationship with the learning achievement variable (Y). Furthermore, the Deviation from Linearity (Sig.) value of learning motivation variable (X2) and learning achievement variable (Y) has a value of 0.53 > 0.05 and the calculated F value has a value of 1.844 < 1.57. Therefore, it can be concluded that learning motivation (X2) has a linear relationship with learning achievement variables (Y).

Table 3. Homogeneity Test

Variable	Sig.	Information
Management of Blended Learning (X1) and learning achievements (Y)	.710	Homogeneous
Learning motivation (X2) and learning achievements (Y)	.441	Homogeneous

Based on Table 3, the results of data processing show that the significance value of the Blended Learning Management variable (X1) and learning achievement variable (Y) has a value of 0.710 > 0.05. Therefore, it can be concluded that blended learning management (X1) has a homogeneous distribution of data and learning achievement variables (Y). Furthermore, the significance value of the variable learning motivation (X2) and learning achievement (Y) has a value of 0.441 > 0.05. Therefore,

it can be concluded that learning motivation (X2) has a homogeneous distribution of data and learning achievement variables (Y).

Table 4. Descriptive Results of Each Variable

No	Variable	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
1	Management of Blended Learning (X1)	286	20.00	32.00	52.00	11863	41.47	3.79
2	Learning motivation (X2)	286	11.00	29.00	40.00	10123	35.39	2.86
3	Learning achievements	286	.30	3.70	4.00	1113	3.89	.055

. *Correlation is significant at the 0.01 level* (*2-tailed*).**

Based on the results of the processing that has been carried out in Table 4. and the results of the exposure are obtained as follows; (1) learning management blended learning (X1) has a minimum and maximum range of 20.00; the lowest value is 32.00 (Minimum); highest value (Maximum) 52.00; value (Sum) of 11863; the mean value (Mean) is 41.4 and the std value. Deviation of 3.79 which means that the data has small variations.; (2) learning motivation variable (X2) has a minimum and maximum value of 11.00; the lowest value is 29.00 (Minimum); the highest value (Maximum) 40.00; the value (Sum) of 10123; the mean value (Mean) is 35.3 and the std value. deviation of 2.86 which means that the data has small variations; (3) learning achievement (Y) has a value of the distance (Range) between the minimum and maximum of 0.30; the lowest value is 3.70 (Minimum); highest value (Maximum) 4.00; value (Sum) of 1113; the mean (Mean) is 3.89 and the std. deviation of 0.55 which means that the data has small variations.

Table 5. Blended Learning Management Frequency

No	Interval class	Kualification	Frequency (F)	Persentage (%)	Mean	Std. Deviation
1	13 – 22	Bad	0	0%		3.79
2	23 – 32	Poor	1	0.3%		
3	33 - 42	Good	176	61.6%	41.47	
4	43 - 52	Very good	109	38.1%		
		Total	286	100%		

Based on Table 5. the frequency of blended learning management which has indicators of the results of the elaboration of the following variables; (1) face to face face to face; (2) study independently through online and offline modes; (3) the adequacy of the learning materials provided; (4) the ability to cooperate between educators and students as well as student cooperation with other students; (5) giving assignments by educators; and (6) the evaluation of the final results by educators can be concluded with a number of respondents of 286 students, that; (1) the value of the interval 23-32 has a "bad" perspective or qualification on the management of blended learning with a number of 1 student or in percentage has a total of 0.3%; (2) the value of the interval 33 - 42 has a "good" perspective or qualification on the management of blended learning with a total of 177 students or in percentage has a total of 61.6%; and (3) the value of the interval 43 - 52 has a "very good" perspective or qualification on blended learning learning management with a total of 109 students or in percentage has a total of 38.1%. Based on the results of data processing which has been described in tabular form which contains descriptive analysis and frequency regarding blended learning learning management, it can be concluded that based on the most assessments, Students of faculty education UM 2019 FIP have a "good" point of view with a total of 178 students or in a total percentage having a value of 63.5%. This is also supported by the results of calculating the mean which has a calculated value of 41.47 which is included in the "good" qualification.

Table 6. Learning Motivation Frequency

No	Interval class	Kualification	Frequency (F)	Persentage (%)	Mean	Std. Deviation
1	10.0 – 17.5	Bad	0	0%		2.86
2	17.6 – 25.1	Poor	0	0%		
3	25.2 – 32.7	Good	45	15.7%		
4	32.8 – 40.0	Very good	241	84.3%	35.39	
		Total	286	100%		

Based on Table 6. the frequency of learning motivation which has indicators of the results of the elaboration of the variables as follows; (1) have the desire to succeed; (2) have the desire to carry out learning activities; (3) have hopes and aspirations to achieve in the future; (4) have the desire to achieve learning outcomes; and (5) having a comfortable and conducive learning environment, a conclusion can be drawn with the number of respondents of 286 students that; (1) the value of the interval 25.2 – 33.7 has motivation to learn in a "good" condition with some 45 students or in the form of a percentage having a total of 15.7%; and (2) the value of the interval 33.28 - 40 has the motivation to learn with the condition "very good" with some 241 students or in the form of a percentage has a total of 84.3%. Based on the results of data processing that have been described in the form of a table containing descriptive analysis and the frequency of learning motivation, a conclusion can be drawn that is based on most assessments. Students of faculty education FIP UM 2019 have the motivation to study with "Very good" conditions with a total of 241 students or in the form of a percentage having a value of 84.3%. This is also supported by the results of calculating the mean which has a calculated value of 35.39 which is included in the "very good" qualification.

Table 7. Learning Achievement Frequency

No	Interval class	Kualification	Frequency (F)	Persentage (%)	Mean	Std. Deviation
1	2.76 – 3.00	Satisfied	0	0%		.055
2	3.01 – 3.50	Very satisfied	0	0%		
3	3.51 – 4.00	Cumlaude	286	100%	3.89	
		Total	286	100%		

Based on Table 7. the frequency of learning achievement. It is known that the learning achievements of FIP UM students have various values, namely; (1) the value of the interval 3.51 - 4.00 has learning achievement which is included in the "cum laude" qualification with a total of 286 students or in the form of a percentage having a total of 100%. Based on the results of data processing which have been described in tabular form and contain descriptive analysis and frequency, it can be concluded that based on having the most learning achievements, education students of UM FIP 2019 have learning achievements in the "cum laude" qualification with a total of 286 students or in a total percentage having a value of 100%. This is also supported by the results of calculating the mean which has a calculated value of 3.89 which is included in the "cum laude" qualification.

Table 8. Results of the Relationship of All Variables

No			MPBL_X1	MB_X2	MPBLX1_MBX2	IP5_6
1	MPBL_X1	*Pearson Correlation*	1	.460**	.895**	-.020
		Sig. (2-*tailed*)		.000	.000	.738
		N	286	286	286	286
2	MB_X2	*Pearson Correlation*	.460**	1	.807**	.132*
		Sig. (2-*tailed*)	.000		.000	.025
		N	286	286	286	286
3	MPBLX1_MBX2	*Pearson Correlation*	.895**	.807**	1	.053
		Sig. (2-*tailed*)	.000	.000		.371
		N	286	286	286	286
4	IP5_6Y	*Pearson Correlation*	-.020	.132	.053	1
		Sig. (2-*tailed*)	.738	.025	.371	.
		N	286	286	286	286

**. *Correlation is significant at the 0.01 level* (*2-tailed*).

The Relationship between Blended Learning Management and Learning Achievement

The relationship between the two blended learning management variables (X1) and the learning achievement variable (Y) was calculated using the Pearson Product Moment correlation technique with a significance level of 0.05 (5%). Correlation analysis was carried out to know and make a decision whether there is a relationship between blended learning management (X1) and the learning achievement variable (Y). Based on Table 4.11, the calculated results show a correlation value of -.020 and a significance value of .738. Therefore, the working hypothesis (is rejected and accepted and a conclusion can be drawn that there is no relationship between the blended learning management variable (X1) and the learning achievement variable (Y).

Relationship between Learning Motivation and Learning Achievement

The relationship between the two management variables of learning motivation (X2) and learning achievement variable (Y) was calculated using the Pearson Product Moment correlation technique with a significance level of 0.05 (5%). Correlation analysis was carried out to know and make a decision whether there is a relationship between learning motivation (X2) and learning achievement variable (Y). Based on Table 4.11, the calculated results show a correlation value of .132 and a significance value of .025. Therefore, the working hypothesis (is rejected and is accepted and a the conclusion can be drawn that there is no relationship between the learning motivation variable (X2) and learning achievement variable (Y).

Relationship between Learning Management Blended Learning and Learning Motivation and Learning Achievement

The relationship between the two variables of blended learning management (X1) and learning motivation (X2) and learning achievement variable (Y) was calculated using the Pearson Product Moment correlation technique with a significance level of 0.05 (5%). Correlation analysis was carried out to know and make a decision whether there is a relationship between blended learning management (X1) and learning motivation (X2) simultaneously and the learning achievement variable (Y). Based on Table 4.11, the calculated results show a correlation value of .053 and a significance value of .371. Therefore, the working hypothesis (is rejected and accepted and a conclusion can be drawn that there is

no relationship between blended learning management variables (X1) and learning motivation (X2) and learning achievement variables (Y).

DISCUSSION

Blended Learning Management at Faculty of Education/ FIP UM

Based on the results of research and data processing that has been carried out by researchers regarding the learning management variable blended learning (X1) with a total of 286 respondents, students of faculty education FIP UM. The final research results were obtained which were described sequentially according to the smallest to the largest interval value, namely; (1) the value of the interval 23-32 has a "poor" perspective or qualification on the management of blended learning with many students or in percentage has a total of 0.3%; (2) the value of the interval 33-42 has a "Good" perspective or qualification on blended learning management with a total of 176 students or in percentage has a total of 61.6%; and (3) the value of the interval 43 - 52 has a "Very Good" perspective or qualification on blended learning management with a total of 109 students or in percentage has a total of 38.1%. Based on the results of data processing which has been described in tabular form and contains descriptive analysis and frequency regarding blended learning management, it can be concluded that based on most assessments, UM 2019 FIP students have a "Good" point of view with a total of 176 students as respondents or in a total percentage having a value of 61.65%. This is also supported by the results of calculating the mean which has a calculated value of 41.47 which is included in the "Good" qualification.

Research results Researchers have research results that have relevance to other researchers. The results of research that has been carried out by Kari, et al. (2021) concluded that out of 47 research respondents, it was obtained 77.5% or around 36,425 when rounded up to 37 research respondents who have a perspective that strongly agrees to carry out blended learning management, utilizing blended learning management provides benefits to students. For students learning management blended learning provides the advantage of learning management which does not only consist of one learning management but consists of two integrated learning management. So this gives students flexibility in carrying out learning and learning activities with lecturers.

Learning Motivation of Education Faculty Students FIP UM

Based on the results of research and data processing that has been carried out by researchers regarding the learning motivation variable (X2) with a total of 286 respondents, students of education faculty of FIP UM. The final research results were obtained which were described sequentially according to the smallest to the largest interval value; (1) the value of the interval 25.2 – 33.7 has the motivation to study in a "good" condition with a total of 45 students or if used as a percentage it has a total of 15.7%; and (2) the value of the interval 33.28 – 40 has the motivation to study with the condition "Very Good" with a total of 241 students or if used as a percentage it has a total of 84.3%. Based on the results of data processing that have been described in the form of a table containing descriptive analysis and the frequency of learning motivation, a conclusion can be drawn that is based on most assessments. students of education faculty of FIP UM 2019 students have the motivation to study in "Very Good" conditions with a total of 241 students or in the form of a percentage having a value of 84.3%. This is also supported by the results of the mean calculation which has a calculated value of 35.39 which is included in the "Very Good" qualification.

The results of this study have relevance to other research results. The results of research that has been carried out by Sultoni, et al. (2018) concluded that learning motivation has a crucial role in students. The important role that is owned by the motivation to learn consists of various things, namely; (1) knowing the position or position of students at the beginning and end of learning; (2) find out how strong the student's desire is in learning; (3) have a role as a student guide in carrying out something related to learning; and (4) give awareness to students that learning is something that cannot be stopped or often referred to as long life learning. Therefore, motivation to learn is a crucial thing for students.

Learning Achievement of Students Education Faculty FIP UM

Based on the results of research and data processing that has been carried out by researchers. The final result of data processing shows as follows. The number of respondents in this study amounted to 286 students of education faculty FIP UM 2019 and it is known that the learning achievements of students of education faculty FIP UM have various values, namely; (1) the value of the interval 3.51 - 4.00 has learning achievement which is included in the "cum laude" qualification with a total of 286 students or in the form of a percentage having a total of 100%. Based on the results of data processing which have been described in tabular form and contain descriptive analysis and frequency, it can be concluded that based on having the most learning achievements, students of education faculty FIP UM 2019 have learning achievements in the "cum laude" qualification with a total of 286 students or in a total percentage having a value of 100%. This is also supported by the results of calculating the mean which has a calculated value of 3.89 which is included in the "cum laude" qualification.

Research results Researchers have research results that have relevance to other researchers. The results of the research that was carried out by Astuti dan Leonard (2015) obtained research results which stated that learning achievement had a crucial role in students. The role of learning achievement consists of various things, namely; (1) can be used as an indicator of the quality and quantity of knowledge and skills that have been achieved by students; (2) can be used to show that students have achieved the desired achievement results or according to student criteria; and (3) can be used to show the quality and performance of students in the cognitive, affective and psychomotor fields. Therefore, learning achievement has an important role in showing the quality of students.

The Relationship between Learning Management Blended Learning and Learning Achievement

Based on the results of the hypothesis data processing test that has been carried out by utilizing the Pearson Product Moment correlation test which has the aim of knowing the relationship between blended learning management (X1) and learning achievement (Y) a significance value of .675 is obtained. The basis for deciding whether a variable is related or not is based on a significance level of 0.05%. If the results of the significance calculation have a calculated value <0.05, it can be concluded that the variable is related, while the significance is > 0.05, then the variable is not related. Based on the results of data processing using SPSS software, a significance value of .738 was obtained. Therefore, the working hypothesis (is rejected and the statistical hypothesis is accepted and a conclusion can be drawn that there is no relationship between the blended learning management variable (X1) and the learning achievement variable (Y).

The results of the research have relevance to other research results. The results of research that has been carried out by Rosail dan Rohayati (2022) obtained research results which stated that blended learning management had no relationship to learning outcomes. The results of research conducted by Chang, et al. (2014) obtained research results which stated that blended learning learning management had no relationship to student learning achievement. Furthermore, Kazu and Demirkol (2014) have research results that state that there is no significant difference in learning achievement results between groups using traditional learning methods and blended learning. In addition, Tosun (2015) has research results that state that implementing blended learning does not improve student learning achievement. Based on the descriptive results regarding the management qualifications of blended learning at FIP UM, they are good qualifications. However, the results of the study did not show a relationship between blended learning management and learning achievement. Therefore, it can be concluded that the learning achievement of FIP UM students in the "Claude" qualification has no relationship with blended learning management. In addition, Perdana (2022) stated that due to the COVID-19 anomaly, several students and lecturers were affected by the COVID-19 anomaly. This causes offline learning which is part of blended learning to be stopped so that the implementation of learning is changed to online. Because the implementation is not running optimally, this is one of the causes of blended learning management that has no relationship with learning achievement.

Relationship between Learning Motivation and Learning Achievement

Based on the results of the hypothesis data processing test that has been carried out by utilizing the Pearson Product Moment correlation test which has the aim of knowing the relationship between learning motivation (X2) and learning achievement (Y) a significance value of .025 is obtained. The basis for deciding whether a variable is related or not is based on a significance level of 0.05%. If the results of the significance calculation have a calculated value <0.05, it can be concluded that the variable is related, while the significance is > 0.05, then the variable is not related. Based on the results of data processing using SPSS software, a significance value of .025 was obtained. Therefore, the working hypothesis (is rejected and the statistical hypothesis is accepted and a conclusion can be drawn that there is no relationship between learning motivation variables (X2) and learning achievement (Y).

The results of the study which do not have a significant relationship are supported by research that has been carried out by Ompusunggu (2020) which concluded that there is no correlation or significant relationship between learning motivation and student achievement index learning. In addition, the results of other studies that have been carried out by Kapitan, et al. (2021) came to the same conclusion that learning motivation did not have a significant relationship between learning motivation and student achievement index learning achievement. The learning achievement index is not only influenced by learning motivation. In addition to learning motivation, various other factors can affect the student achievement index. Therefore, learning motivation alone is not enough to form a maximum achievement index. This is in line with the statement of Djarwo (2008) which states that various factors influence student achievement. These factors consist of internal and external elements. Internal factors are influenced by various things, namely; (1) intelligence quotient; (2)interest; (3) talent; and (4) feelings. External factors are influenced by various things, namely; (1) family; (2) universities; and (3) society.

Intelligence Quotient is something related to a student's thinking ability and can be measured by a rating scale. The results of the research carried out by Gagné & St Pére (2001) concluded that cognitive ability has a significant relationship in influencing learning achievement while learning motivation does not show a significant relationship to school achievement. Therefore, the Intelligence Quotient has a significant relationship, the higher the IQ, the better the learning achievement. Interest is something related to a student's interest in something such as a study program or department. Students who have an interest in a study program or department being pursued have a greater chance of achieving maximum learning achievement, while students who do not have an interest in a study program being pursued have a negative impact that can affect learning achievement. Talent is something related to the ability or potential of a student in carrying out something in a field. If the student has a talent in something and this talent has relevance or is in line with the field being pursued, this will have an impact on obtaining maximum learning achievement. Feelings or emotions related to the psyche. Positive feelings or emotions can affect the student learning process which ends in obtaining maximum learning achievement while negative feelings or emotions can cause the opposite effect. A harmonious family environment can influence students in achieving maximum learning achievement. The university environment consists of various things, namely; (1) peers; (2) educators; and (3) university facilities and infrastructure. Good peers influence achieving maximum learning achievement. Educators who convey the material effectively and efficiently can have a maximum influence on achieving learning achievement. Standardized university facilities and infrastructure influence achieving maximum learning achievement. After being mentioned and explained in detail, various things affect the learning achievement of student achievement indexes. Because this study did not find a significant relationship between learning motivation and student achievement index, it can be concluded that the achievement of student achievement index included in the "cumlaude" qualification at FIP UM is influenced by other factors or variables mentioned above which have a stronger relationship than the variables used by researchers in this study or other factors or variables not mentioned in the study.

Relationship between Learning Management of Blended Learning and Learning Motivation and Learning Achievement Variables

Based on the results of the hypothesis data processing test that has been carried out by utilizing the

Pearson Product Moment correlation test which has the aim of knowing the relationship between blended learning management (X1) and learning motivation (X2) and learning achievement (Y) simultaneously obtained a significance value of .371. The basis for deciding whether a variable is related or not is based on a significance level of 0.05%. If the results of the significance calculation have a calculated value <0.05, it can be concluded that the variable is related, while the significance is > 0.05, then the variable is not related. Based on the results of data processing using SPSS software, a significance value of .371 was obtained. Therefore, the working hypothesis (is rejected and the statistical hypothesis is accepted and a conclusion can be drawn that there is no relationship between blended learning management variables (X1) and learning motivation (X2), and learning achievement (Y).

The results of this research results have relevance to other research results. The results of research that has been carried out by Syarif (2012) argue that the learning motivation that is formed due to the implementation of blended learning does not have a significant effect on increasing the learning achievement of SMK students. In addition, Sugesti, et al. showed other studies that had the same results. (2021) with the results of the research which stated that there was no blended learning which did not have a significant effect on learning outcomes at SMKN 1 Garut. Learning achievement grade point average is not only influenced by learning motivation and learning management of blended learning. Furthermore, Tiedemann (2020) with the research title "The Impact of Blended Learning on Student Motivation and Achievement in Reading and Writing" obtained research results that stated that the blended learning strategy did not prove to be one of the elements that increased students' learning motivation. Blended learning has no significant relationship with increasing learning achievement. Tiedemann (2020) in his research stated that students' learning motivation was influenced by various factors, namely; (1) the educator's teaching style; (2) the influence of parents on students; (3) external factors in the form of the quality of students' values; and (4) choice of subjects. In addition, most students admit that test scores and support from parents make them reasons to complete assignments given by the teacher.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of research that has been carried out regarding the management of blended learning and learning motivation and learning achievement of FIP UM students, the following conclusions are obtained. FIP UM's blended learning management has a "Good" qualification or condition. FIP UM students are motivated to study with "very good" qualifications or conditions. FIP UM students have academic achievements in the "Praise" qualification.

Management learning of Blended learning and learning motivation have no relationship. Learning motivation and learning achievement have no relationship. Learning management of blended learning and learning motivation and learning achievement have no relationship with each other.

Suggestions

Based on the results of research that has been carried out regarding the management of blended learning and learning motivation on student achievement at the Faculty of Education/FIP UM 2019, the researchers have various suggestions based on research results, namely; (1) FIP UM Research students have the benefit of increasing knowledge about blended learning management, learning motivation and learning achievement; (2) Lecturers, the research that has been carried out by researchers is expected to have results in the form of research benefits, namely: (a) Lecturers can use research results as a reference for lecturers regarding blended learning management, learning motivation and learning achievement. (b) Lecturers can utilize research results as a result of student evaluations regarding variables other than blended learning management that have a relationship to student achievement; (3) Heads of departments can utilize research results as a basis for consideration in developing blended learning management at the department level; (4) The dean can use research as a basis for annual reporting to university rectors regarding the condition of blended learning management at the faculty level; and (5) other researchers can use the results of the study to increase knowledge in the field of education regarding blended

learning management, learning motivation and learning achievement. As well as benefits as a reference and reference for other research that has the same research topic.

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