

# The Effect of Blended Learning Model and Interest in Learning on Civics Learning Outcomes of Primary Students

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## Abstract

This study aims to find out the effect of blended learning model and interest in learning on civics learning outcomes. This study used a quasi-experimental research designs. The population consisted of 155 grade 5 students in Medan. The sample consisted of 63 students that were divided into two groups (experimental group and control group). The instruments used were civics test and Learning Interest questionnaire. The data which analyzed in this research was the score of civics learning outcomes from cognitive domain. The data was analyzed using Two-Way ANOVA technique (analysis of variance). The result of the research are as follows. (1) There is a difference between students' civics learning outcomes which is taught using blended learning model with direct learning model, (2) There is a difference between student's civic learning outcomes who have high interest in learning (HI) with low interest in learning (LI), (3) There is significant interaction between the use of learning model and the interest in learning on learning outcomes.

**Keywords:** blended learning, direct learning, interest in learning, civics' learning outcomes.

## 1. Introduction

Over the past few years, the Internet has given us many new options for blending our learning strategies, and it's now possible to deliver not only self-paced instruction over the web, but also rich-media simulations, virtual collaboration methods, real-time synchronous training sessions, online assessments and certifications, worldwide multimedia events, handheld performance support solutions, and computer-mediated online classrooms—all of which can extensively personalize the learning experience.

What's important to point out is that this new form of teaching and learning is largely not trying to imitate or replace the traditional world of classroom-based instruction; instead, it's using technology to transform not only the delivery mechanism of courses, but also their content and instructional methods in new and vibrant ways. [1]

Blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. It can be supported and enhanced by using the wisdom and one-to-one contact of personal coaches. Blended learning is a mix of: multimedia technology; CD ROM video streaming; virtual classrooms; voicemail, email and conference calls; online text animation and video-streaming. All these are combined with traditional forms of classroom training and one-to-one coaching.

The real importance and significance in blended learning lies in its potential. If we forget the title and focus on the process, blended learning represents a real opportunity to create learning experiences that can provide the right learning at the right time and in the right place for each and every individual, not just at work, but in schools, universities and even at home. It can be truly universal, crossing global boundaries and bringing groups of learners together through different cultures and time zones. In this context blended learning could become one of the most significant developments of the 21st century.[2] Many studies show that blended learning is both an effective learning model and a popular choice amongst students. Most learners want some form of face-to-face or at least real time interaction with their teacher, though they also want the flexibility which online access to materials and other students provides. [3].

Individual interest has been described as a relatively enduring predisposition to attend to certain objects and events and to engage in certain activities (e.g., Krapp et al., 1992; Renninger, 1992, 2000). This behavior is associated with a psychological state of positive affect and persistence and tends to result in increased learning. [4] At the beginning of this century, famous psychologists advocated that interests were the most important motivational factors in learning and development (Claparede, 1905; Dewey, 1913; Lunk, 1926; Berlyne, 1949; for a summary see Arnold, 1906). [5].

Based on above explanation it is necessary to examine and analyze (1) the difference between students' civics learning outcomes whose taught using blended learning model with direct learning model (2) the difference between students' civics learning outcomes who have high interest in learning with low interest in learning (3) interaction between learning model with interest in learning that effect students 'civics learning outcomes.

## 2. Method

### 2.1 Participants

The subject were students of primary students 5 grade in Medan. The population consisted of 155 grade 5 students of Al-Ikhlash Taqwa School and Nurul Islam Indonesia in 2017/2018 academic year. The sample consisted of 63 students.

### 2.2 Design

This research used a quasi-experimental design.

### 2.3 Instruments

Learning Interest questionnaire

### 2.4. Learning Outcomes.

Measured by Civics test

### 2.5 Data analysis

Data analysis techniques in this study used Two-way ANOVA

## 3. 1. Result and Discussion

### 3.1 Result

The sample were divided into two groups (blended learning model and direct learning model). Each group was divided into two group according to scores on the Learning Interest questionnaire .

The result were obtained from the student's civics test who learned by using blended learning models and direct learning models. The results of students' civics test showed that the average test score treated with blended learning model is higher than the average test score treated with direct learning model. The result presented in table 1.

Table I. Civics Test Score

Model	Interest in Learning	Mean	Std.deviation	N
Blended Learning	HI	31.06	5.91	18
	LI	29.41	4.38	15
	Total	30.70	4.62	33
Direct Learning	HI	30.37	6.92	16
	LI	29.43	4.68	14
	Total	29.90	8.96	30
Total	HI	30.71	3.88	34
	LI	29.88	4.59	29

From the two group learning models, it can be seen that the average of problem posing learning outcomes is 30.70 and the average of direct learning is 29.90. The average score of HI student's is 30.71 and the average score of LI student's is 29.88. The average of HI learning outcomes is higher than the average of LI learning outcomes for both of learning model.

To find an interaction between learning models and interest in learning on civics learning outcomes is used Two-way ANOVA. The result presented in table 2

Table 2. The Result of Analysis Two-way Anova

Source of Variation	df	SS	MS	Fvalue	Ftable= 0,05
<b>Learning Models (A)</b>	1	11.37	11.37	8.70	4.00
<b>Interest in Learning (B)</b>	1	13.40	13.40	5.01	4.00
<b>Interaction</b>	1	13.90	13.90	5.20	4.00
<b>Error</b>	25	38.67	2.68	-	-
<b>Total</b>	28	931. 24			

Table 3.. The Result of Analysis Two-way Anova using SPSS16

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	46,902 <sup>a</sup>	3	15,634	8,772	,000
Intercept	55889,631	1	55889,631	25996,316	,000
Learning models	2,790	1	2,790	1,298	,259
Interestinlearning	37,874	1	37,874	5,017	,000
learningmodels * interestinleraning	3,741	1	3,741	5,240	,192
Error	126,844	59	2,150		
Total	56634,000	63			
Corrected Total	173,746	62			

a. R Squared = ,270 (Adjusted R Squared = ,233)

From the analysis Two-way Anova, It can be explained that :

The first hypothesis is testing the effect of learning models for civics learning outcomes. Based on analysis of the data shows that  $F_{value} > F_{table}$  ;  $8.7 > 4.00$  , the null hypothesis is rejected so that it can be interpreted there is a different between students' civics learning outcomes whose taught using blended learning model with direct learning model.

The second hypothesis in this study was the effect of interest in learning on civics learning outcomes. Based on the data analysis shows that  $F_{value} > F_{table}$  ;  $5.01 > 4.00$ , the null hypothesis is rejected so that it can be interpreted there is a different between civics learning outcomes who have HI with LI.

The third hypothesis in this study was the interaction between learning models and interest in learning on civics learning outcomes. Based on the data analysis shows that a  $F_{value} > F_{table}$  ;  $5.20 > 4.00$ , the null hypothesis is rejected so that it can be interpreted there is interaction between learning models and interest in learning on civics learning outcomes.

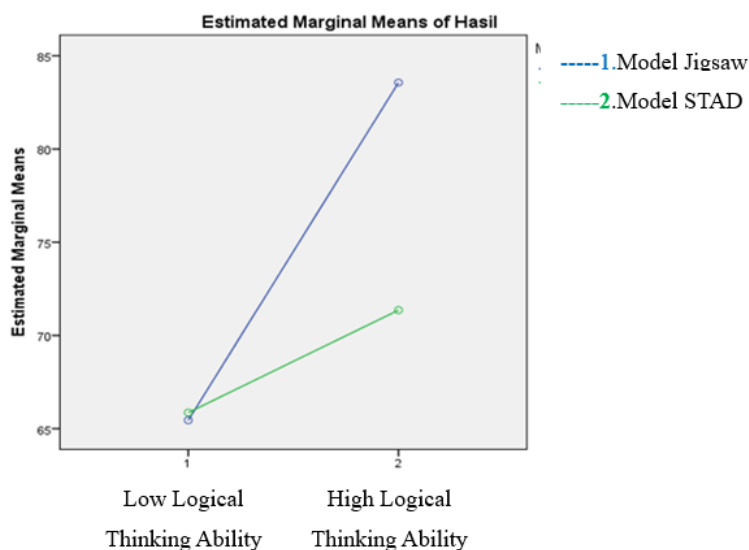


Figure. 1 . The Interaction between learning models and interest in learning

### 3.2 DISCUSSION

The result of the first hypothesis from analysis of two-way Anova showed that the implementation of blended learning model was more better than direct learning model.

Blended learning model has significantly increased student's civics learning outcomes. The finding of this study is in line with the finding of previous researchers Nigel V Smiths (2013) and Abu Bakar Nordin (2013) which said blended learning has significantly increased student's achievement.

This is because students in the blended learning model group emphasize combining conventional learning method (face to face) with e-Learning method. Blended learning does not mean replacing the conventional learning model in the classroom, but reinforce the learning model. because students are not only listening to the teacher's lectures but doing more learning activities such as observing, doing, demonstrating and so on. By learning blended learning students have established themselves as active learning actors who understand their needs and strive for the achievement of an understanding of knowledge independently.

The result of the second hypothesis from analysis of two-way Anova: there was a different between civics

learning outcomes who have HI with LI. The score of HI students was significantly more better than the score of LI students. The finding of this study was in line with the finding of previous researchers Rahayu, W. Budiharti, Rini (2015) which said civics' learning outcomes with high interest in learning was better than low interest in learning. because students who have a high learning interest in the learning process love technology-based areas of skills and ability to use the media in learning. Interest in learning to make students want to learn without being burdened because he liked the lesson. Activities that interest a person to be cared for continuously accompanied by pleasure. Someone who has an interest in a lesson, he will be interested in the lesson which resulted in better learning outcomes

The result of the third hypothesis from analysis of two-way Anova : there was interaction between learning models and interest in learning on civics learning outcomes. The group of students who have HI is better in civics learning outcomes than the student's group who have LI for blended learning models and The group of students who have LI is better in civics learning outcomes than the student's group who have HI for direct learning models. It shows there was significant interaction between the use of learning model and interest in learning on learning outcomes.

#### 4. Conclusion

The conclusion of the research are as follows. (1) There is a difference between students' civics learning outcomes which is taught using blended learning model with direct learning model. The learning outcomes of civics taught using blended learning model is higher than the learning outcomes of civics taught using direct learning model, (2) There is a difference between student's civics learning outcomes who have high interest (HI) in learning and low interest (LI) in learning. The learning outcomes of civics of HI is higher than LI students, (3) There is significant interaction between the use of learning model and the interest in learning on learning outcomes. From the data analysis, it can be concluded that the usage of blended learning model is more effective for students who have high interest in learning.

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