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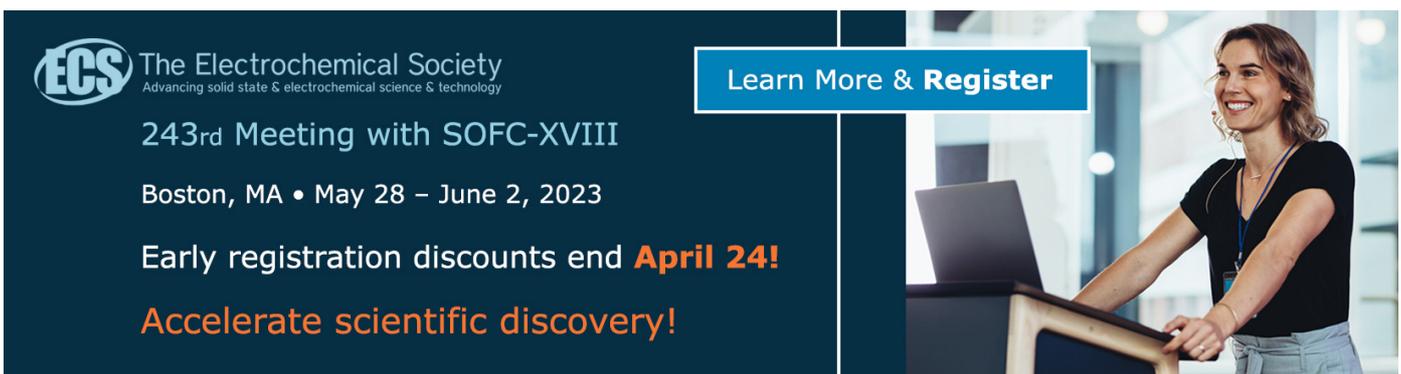
## The Effect of Quipper School Assisted Blended Learning (QSBL) on Student Motivation and Interest in Learning

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# The Effect of Quipper School Assisted Blended Learning (QSBL) on Student Motivation and Interest in Learning

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**Abstract.** This study aims to: 1) find out the differences in motivation and interest in learning before and after QSBL; 2) knowing the difference in learning motivation who applied and did not apply QSBL; and 3) knowing the differences in learning interest who applied and did not apply QSBL. This research subject of Class IX students at *SMP Darul Lughah Walkaromah* Kraksaan Probolinggo. This study uses a quasi experimental design quantitative research design with a pretest-posttest controlled group design model. Learning in the control class uses conventional models while the experimental class applies QSBL model. The results of the study showed that: 1) there were differences in motivation and learning interest before and after applying QSBL with an increase in the significance value of 4.93 to 5.04 in the control class, while the experimental class a total of 12.32 to 15.38; 2) there are differences in learning motivation who apply and do not apply QSBL with a significance value of 0.039 ( $p < 0.05$ ); and 3) there are differences in the learning interest who apply and do not apply QSBL with a significance value of 0.035 ( $p < 0.05$ ).

## 1. Introduction

Educational experts state that the main function of the school is to foster and develop all potential individuals, especially the development of each student's physical, intellectual and moral potential [1]. The potential of students can be developed through the learning process by utilizing media or facilities that are in accordance with the characteristics of students. Correlation of media-based learning processes with student characteristics makes it easier for educators to achieve learning goals. Learners easily understand and apply material concepts and skills based on the learning experience they experience.

The role of information and communication technology begins to penetrate the realm of education and learning that demands changes in community life, especially in aspects of knowledge, art and culture [2]. The progress of information and communication technology erodes all forms of difficulties that have hindered students to learn. High accessibility in obtaining information, knowledge, and unlimited insight into new learning methods that are of interest to students.



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The rapid development of science and technology needs to be balanced with the quality of quality human resources and demands the application of material concepts obtained in life in society [3]. Quality education requires professional educators and is responsive to environmental and social conditions. The role of education in people's lives is a measure of the progress of civilization. Education is very important to improve the quality and quality of human resources [4].

## 2. Blended Learning

Blended learning is a learning strategy that integrates face-to-face learning with web-based learning. Blended learning is a flexible approach to designing programs that support a mixture of different times and places to learn [5]. Blended Learning comes from the word blended (combination/mixture) and learning (learning). Another term that is often used is the hybrid course (hybrid: mix/combination, course: course). The original meaning as well as the most common blended learning refers to learning that combines or mixes between face to face learning and computer based learning. The definition of blended learning based learning is learning that combines the strategies of delivering learning using face-to-face activities (offline) and computer-based learning (online), through the internet and mobile learning [6]. Blended learning represents clear advantages for creating learning experiences that provide the right learning at the right time and time for each individual.

The blended learning model is a flexible learning model, because it uses synchronous and asynchronous learning settings. Through the use of the blended learning model instructional attractiveness can be improved through organizing material, place, time, and appropriate activities [7]. Blended learning is a pedagogic approach that combines effectiveness with opportunities for class socialization that technologically encourage active learning. The implementation of this approach allows online learning resources to be used, especially web-based ones, without leaving face-to-face activities. With the implementation of blended learning, learning takes place more meaningfully because of the diversity of learning resources that might be obtained [8].

## 3. Quipper School

Learning media is one component in a learning environment that can stimulate students to learn. Learning media can be used as a stimulus to increase the willingness of students to follow the teaching and learning process well [9]. Quipper School is one of the latest open source Learning Management System portals launched in February 2014 and has pages in Indonesian. Quipper School is accessible to educators and students who have registered themselves on the site <http://www.quipperschool.com/> and users are free. One type of e-learning is quipper school, quipper school is an application that contains various material and subject matter given by the government in all schools, the service is also free so that it will make it easier for educators especially in uploading material, assignments, homework, training questions, monitor the activities of students, or examinations in class with the specified time [10].

## 4. Motivation and Interest in Learning

Heinrichs [11] expressing motivation can be categorized into two, namely intrinsic and extrinsic. Intrinsic motivation is motives that originate from within a person, so there is no need for external stimulation to activate it. While extrinsic motivation, namely motivation that comes from outside the person. Extrinsic motivation is motives that are active and functioning because there is an encouragement from outside. Extrinsic motivation can also be said as a form of motivation that learning activities begin and continue based on external encouragement that is not continuously related to learning activities [12].

Motivation is an internal process that activates, guides, and maintains behavior over time. There are many different types, intensities, goals, and directions of motivation. Motivation for learning is very important for students and educators [13]. The learning characteristics of students have implications for the high and low motivation of learners. Motivation is one of the factors that influence the success of learning students. More than that, motivation not only affects the learning outcomes, but also the learning process [14]. Expert teachers capitalize on situational interest to increase students' motivation to learn [15].

The framework of learning in a community of thinking accords a central place to the effort to arouse primary interest (in the weak sense) in the students' minds [16]. Interest is a feeling of preferring or feeling interested in something or activity, without anyone telling. Interest can be expressed through statements and can also be manifested through participation in an activity. These manifestations can be in the form of high learning enthusiasm, seriousness in taking lessons [17], seriousness in doing learning assignments, active in class during learning, and enthusiasm to ask about the material being taught. One important aspect is the consideration of the relevant age and gender-specific interests of the students as a motivational link for dealing with morally related questions [18]. Student's thinking skills become very important as part of the outcome of the learning process [19]. One indicator of learning success is fostering students' interest in learning.

### 5. Research Method

This study includes a type of quantitative research with a quasi-experimental approach. The study design used a pretest-posttest controlled group design model. Learning in the experimental class applies QSBL model, while the control class is a conventional learning process. The experimental design in the control class and experimental class before getting treatment the application of QSBL model, both of them obtained pretest using instruments in the form of questions. Furthermore, applying QSBL model in learning. Then given the posttest using the pretest problem, the results were analyzed. The instrument used was in the form of an observation sheet to measure students' learning motivation and questionnaire to measure students' learning interest. The analysis technique used is in the form of descriptive analysis techniques and ANOVA techniques. Hypothesis testing using ANOVA SPSS test version 16.

### 6. Result and Discussion

Learning motivation of students is measured using observation when the learning process and monitoring the activities of students in sending assignments and discussions through the QSBL.

Table 1. Results of Descriptive Analysis of Learning Motivation for Students

Statistic	Control		Experiment	
	Pra	Pasca	Pra	Pasca
Minimum	107,00	109,00	105,00	106,00
Maximum	144,00	148,00	143,00	156,00
SD	10,79	12,65	12,75	14,71
Mean	122,45	127,38	123,88	139,26

The results of the descriptive analysis of students' learning motivation before treatment showed an average value in the control class (122,45) and experimental class (123,88) with a difference of 1,43. The difference in the mean value of students' learning motivation after treatment experienced a significant increase, which amounted to 4,93 in the control class, while the experimental class amounted to 15,38. Thus, the learning motivation of students in the control class and experimental class is classified as a good category, but with the application of QSBL model the average student motivation in the experimental class is higher than the average in the control class with conventional learning.

Table 2. Results of ANOVA Learning Motivation for Students

Treatment	Class	Mean	F	p
Pra	Control	122,45	0,197	0,762
	Experiment	123,88		
Pasca	Control	127,38	7,238	0,039
	Experiment	139,26		

The ANOVA test results showed the significance value of students' learning motivation before treatment 0,762 ( $p > 0,05$ ) so that there was no difference between the control class and the experimental class. The significance value of student motivation after treatment was 0,039 ( $p < 0,05$ ) so that there was a difference between the control class and the experimental class. It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so there is the influence of QSBL model on students' motivation.

Table 3. Results of Descriptive Analysis of Learners' Interest in Learning

Statistic	Control		Experiment	
	Pra	Pasca	Pra	Pasca
Minimum	108,00	110,00	106,00	107,00
Maksimum	143,00	147,00	142,00	155,00
SD	11,57	11,85	11,95	13,67
Mean	121,68	126,72	122,83	135,15

The results of the descriptive analysis of students' interest in learning before treatment showed mean values in the control class (121,68) and experimental class (122,83) with a difference of 1,15. The difference in the mean value of students' learning motivation after treatment experienced a significant increase, which was equal to 5,04 in the control class, while the experimental class amounted to 12,32. Thus, students' interest in learning in the control class and experimental class is classified as good, but with the application of QSBL model the average learning interest of students in the experimental class is higher than the average in the control class with conventional learning.

Table 4. ANOVA Results for Students' Interest in Learning

Treatment	Class	Mean	F	p
Pra	Control	121,68	0,192	0,713
	Experiment	122,83		
Pasca	Control	126,72	7,066	0,035
	Experiment	135,15		

The ANOVA test results show the significance value of students' learning interest before treatment 0,713 ( $p > 0,05$ ) so that there is no difference between the control class and the experimental class. The significance value of students' interest in learning after treatment was 0,035 ( $p < 0,05$ ) so that there was a difference between the control class and the experimental class. It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so there is the influence of QSBL model on students' interest in learning.

## 7. Conclusion

Based on the results of the study it can be concluded that: 1) there were differences in motivation and interest in learning of Class IX students at the *SMP Darul Lughah Walkaromah* Kraksaan Probolinggo before and after applying QSBL with an increase in the significance value of 4,93 to 5,04 in the control class, while the experimental class was 12,32 to 15,38. The students' motivation and interest in learning is better by applying QSBL model; 2) there is a difference in learning motivation of Class IX students at *SMP Darul Lughah Walkaromah* Kraksaan Probolinggo who apply and do not apply QSBL with a significance value of 0,039 ( $p < 0,05$ ). The learning motivation of students with QSBL model learning is better than learning motivation students with conventional learning; and 3) there are differences in the learning interest of Class IX students in *SMP Darul Lughah Walkaromah* Kraksaan Probolinggo who apply and who do not apply QSBL with a significance value of 0,035 ( $p < 0,05$ ). The students' learning interest with QSBL model learning is better than motivation learn students with conventional learning.

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