Blended Learning Assisted Learning as an Effort to Increase Students' Learning Motivation in the New Normal Era

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Abstract

Learning motivation is an important aspect, because low learning motivation has an impact on student learning outcomes. Therefore, learning motivation needs attention and studies are carried out so that teachers can determine the right solution to problems that arise in student learning outcomes. This study aims to determine student motivation during the new normal period in assisted learning with the blended learning model. Covid-19, which has had an impact on the education system, has forced teachers to apply distance learning both offline and online. Entering the new normal era, learning can be done face to face. Therefore, the application of a learning model that combines distance and face-to-face learning can be done proportionally. It is important to understand how student learning motivation is affected by changes in learning from non-face-to-face learning to blended learning. This research was conducted in class V SDN Inpres Silae, Palu City, Central Sulawesi. Using a qualitative approach with a phenomenological design, with a focus on data collection on three things, namely observation, interviews and document study. Data analysis was carried out through three stages, namely data reduction, data presentation, drawing conclusion. The results showed that increasing student motivation in social studies subjects in Class V SDN Inpres Silae, namely evaluators, class managers, mediators and facilitators, and demonstrators. Increasing student motivation in social studies subjects with the help of a blended learning model in class V SD Inpres Silae includes persistence in learning, tenacity in facing difficulties, keen interest and attention in learning, achievement in learning and independence in learning. These findings have been implied to be important in designing learning strategies that are appropriate to the new normal context. Teachers and educational institutions need to pay attention to developing bold and interesting learning experiences, increasing social interaction in face-to-face learning, and providing continuous support to maintain students' learning motivation. In addition, it is also

necessary to pay attention to the flexibility of space and time in learning so that students can take full advantage of their potential.

Keywords: Learning Motivation, Blended Learning, New Normal Era

Introduction

Education in the New Normal era faces new challenges in providing quality and relevant learning experiences for students. Education in the new normal should be can adapt with condition transition from maintenance learning in the time of covid (Samarenna, 2020) . This situation encourages educators and policy makers to look for innovations and solutions that suit the needs of the times, innovation and teacher creativity matter This the more challenged Because There is transition from condition previously (Umartin, 2022) . One approach that is attracting attention is Blended Learning Assisted Learning. Application learning with the help of blended learning is sufficient reasoned, based a number of findings research conducted _ previously (Rosmayati & Maulana, 2021) .

Blended Learning is a learning strategy that combines face-to-face learning with the use of digital technology, such as online learning platforms, video conferencing and other digital resources. Blended learning becomes important because during the pandemic, participants educate faced with full distance learning Far. So that Still must adapt again with learning stare face, so must done adjustments for participants educate No experience shock and stress (Abdullah, 2018) . In the New Normal context, this learning model becomes increasingly relevant because it allows students to stay connected with educators and learning materials without having to be physically present at school. Blended learning in the new normal period has become one of the most common learning models used by teachers to remember the transition period from the covid era (Nurhadi, 2020).

Students' learning motivation is an important aspect in achieving effective learning outcomes. Motivation studying in the new normal is a must Keep going improved for participants educate can Study in accordance with internal and external conditions, remembering that motivation Study can influenced by factors intrinsic and factors intrinsic (Adiputra & Mujiyati, 2017) . With a high level of motivation, students will be more active and enthusiastic in learning, so that the learning process can run more smoothly and optimal results can be achieved (Sulastri et al., 2017) .

This research aims to investigate the use of Blended Learning Assisted Learning as an effort to increase students' learning motivation in the New Normal era. By looking at the factors that influence learning motivation, such as social interaction, the role of the teacher, the quality of learning content, and the use of technology, it is hoped that this research can contribute to further understanding of the effectiveness of this learning model. It is hoped that the findings from this research can provide practical guidance for educators and policy makers in designing learning strategies that suit the demands of the New Normal era, as well as improving the overall quality of learning to achieve better results for students.

Condition learning in class V SDN Inpres Silae at the moment pandemic use technology information and communication, though device used _ Still borrow from parents. _ Post covid-

19 pandemic, every participant educate required For own device Android based for can access materials and contents learning provided by the teacher. Availability device Android- based owned by participants educate class V makes blended learning does not own difficulty If applied in learning. Based on experience at the moment pandemic, though content materials and assignments learning sent through internet connection, however participant educate Still do it manually and submit written assignments hand. This matter become challenge separately for teachers to can apply full based learning application and then confirm work and tasks in a way stare face. Therefore, that important For study learning assisted by related blended learning his role in increase motivation Study participant educate especially in this new normal era.

Literature Review

According to Hasibuan, Rukaiah Proklik, the role of teachers in learning is that teachers must be creative, professional and fun, by positioning themselves as: parents (who are full of love for students), friends (friends who complain and express feelings for students), facilitators (ready to provide convenience and serve students according to their interests, abilities and talents) (Suriyani, 2023) . Teachers who do not carry out learning activities in accordance with the RPP, teachers who lack knowledge in understanding the media and models used in learning, teachers who are still not ready for developments in science and technology, and teachers who still dominate in learning

Teachers are an important component in education even during the learning process. The reciprocal relationship between teachers and students during learning occurs because of an action that has been carried out by the teacher and students. improving the quality of teachers in the dalat learning process as an effort to improve the quality of education (Sari et al., 2021) . A teacher is someone who plays a role during the teaching and learning process which influences a person's quality and personality in learning activities. The teacher's role is an action by the teacher that is carried out during the learning process. The teacher's role is very important in interacting with students during learning.

Teachers play an important role in increasing students' motivation and interest in learning. The role of the teacher in increasing student learning motivation is with the teacher as informator, evaluator, motivator, mediator and director. Meanwhile, the teacher's role in increasing interest in learning is by providing learning facilities, implementing creative ideas, using media, and organizing learning (Sari et al., 2021) . Teachers should apply learning with more varied methods and use more creative media. So, students will feel more motivated and interested in participating in learning activities. Every child has differences and characteristics in their own way of learning. This also encourages the role of teachers in paying more attention to the differences and characteristics of children's learning methods. A teacher as an educator in teaching does not expect children to know what is taught in school, but teachers must know what to teach children in class (Suswandari et al., 2021) . Be a good role model/example wherever the teacher is, especially in class/school. Imitation from children will provide a good stimulus, so they will also get a good response from the child.

A teacher can be defined as a person who has integrity of knowledge who educates, enlightens and becomes a role model for everyone in social and religious life. (Putri & Nasution, 2023) . A teacher must also be able to carry out his duties in several different roles. He not only transfers knowledge, but also becomes an educator. In the view of (Dimadja et al., 2023)) the teacher's role includes:

1) The role of the teacher as a demonstrator. As a demonstrator, a teacher is a teacher in the field of knowledge he or she masters. Therefore, in order to carry out their role well, a teacher must master the subject matter to be taught. He must also continuously study to improve his assignment of knowledge appropriate to his field. So that the knowledge they have can be conveyed to students well, a teacher must also be skilled in understanding the curriculum, explaining operational objectives, and also being able to use learning methodologies and tools optimally.

2) The teacher's role as class manager. As a class manager, a teacher must be able to create an atmosphere or learning conditions in the class. He must also be able to stimulate students to be active in the learning process, skilled in controlling the classroom atmosphere so that it remains warm, safe, interesting and conducive.

3) The role of the teacher as a mediator and facilitator. As a mediator, a teacher is required to have sufficient knowledge and understanding of educational media as a communication tool in the learning process. Teachers must be skilled in selecting, using, and managing educational media, and able to be an intermediary (media) in relationships between students in the teaching and learning process. As a facilitator, teachers should be able to provide useful learning resources, and can support the achievement of goals in the teaching and learning process, both in the form of sources, textbooks, magazines, newspapers and other learning resources.

4) The role of the teacher as an evaluator. As an evaluator, a teacher is required to be able to carry out the evaluation process. The purpose of evaluation is to determine success in implementing learning (*Feed back*) and assess student learning outcomes. A teacher is also required to have other skills and abilities, such as formulating valid and reliable test tools; use test and non-test tools appropriately; carry out assessments objectively, honestly and fairly; and follow up on evaluation results proportionally.

From the explanation above, it can be concluded that the role of the teacher is very important in education, because it is the teacher who helps students overcome difficulties in the learning process, who tries to create an environment that encourages students to carry out learning activities. Teachers as professionals as intended in article 2 paragraph 1 function to increase the dignity and role of teachers as learning agents to improve the quality of national education. The teacher's role is to improve the quality of lessons for the sake of improving national education.

The teacher as a facilitator means the teacher facilitates the learning process. The facilitator is tasked with directing, giving direction, facilitating students' learning activities, and providing encouragement. According to (Izzulhaq et al., 2023) . In the educational context, the term facilitator was originally applied more for the purposes of adult education (*andragogy*),

especially in non-formal education environments. However, in line with changes in the meaning of teaching which places more emphasis on student activities, recently in Indonesia the term facilitator has begun to be adopted in formal education environments in schools, namely regarding the role of teachers when carrying out teaching and learning interactions. So the teacher as a facilitator means that the teacher plays a role in facilitating learning activities in order to achieve educational goals. The teacher's job as a facilitator is not just to pursue but to develop, guide, motivate and provide positive reinforcement (reinforcing) to students.

Research Method

Study This use approach qualitative with design study phenomenology (Creswell & Creswell, 2018) . Subject study is participant students and class V teachers at SDN Inpres Silae, sample study in matter This refers to determination sample with purposive sampling (Gall & Joyce, 2003) . Research data collected through three data collection techniques namely interviews, observations and questionnaires. Related research data _ with blended learning strategies collected through interview, implementation blended learning is carried out through observation and motivational data Study participant educate collected through questionnaire. Tools or instrument data collector in the form of guidelines interview, sheet observation and questionnaires motivation Study participant educate. Instrument research used _ has go through a due diligence process until own validity For used as tool data collector. Collected data from three instrument the data collector is analyzed through 3 (three) stages ie data condensation, data presentation and data verification (Miles et al., 2014) .

Result/Findings

Interview result show that at times beginning apply blended learning has base enough thought _ rational. Revealed from results interview that during learning distance Far well implemented _ online or offline, characters participant educate experience quite a decline drastic. " moment learning via zoom, visible participant educate many fall asleep in front of the monitor, some do n't focus on the teacher's explanation, and always stand leaving the monitor, though I currently explain " (Nurjanah, 5 February 2023). On another occasion the teacher stated: that although participant educate waiting his parents at the time online learning in nature *synchronous,* however There is just Act in demand participant educate those who don't relevant with learning. Moment learning done in condition stare face, then behavior participant educate those who don't relevant at the time online learning occurs confirmed and directed behavior _ study well _ although learn it from House. Reviewed from side time, blended learning is sufficient efficient Because learning can continues whenever and wherever especially in learning distance far away in nature *asynchronous.* Learning media used _ in blended learning is *power point presentations* (ppt), movies, and images. Instructional Media This used good at times Study distance Far nor stare face. Motivating efforts participant educate Study in stare mode inside face _ class, teacher always rolling seating, so after One or two meetings participant educate will get member different groups. _

Learning distance Far as has stated above _ done in two activities ie *synchronous* and *asynchronous. Synchronous* is done through application *zoom* and applications *googlemeet.* Temporary *asynchronously* done through WhatsApp *group, google document,* and *google form. WhatsApp groups* are used For send group content in the form of ppt, video links, short films and images as well as content shaped narrative. Google documents are the media used For gather answer participant educate in form description, discourse and narrative in nature interactive with participant educate others, while google form is used For gather answer participant educate For test shaped objective. its nature only two ways. Participant educated at SDN Inpres Silae Already own and use device technology Android based, so use various supporting applications _ learning No just at the moment learning distance Far but also at the moment learning stare face offline. The following image shows the learning process stare offline advance;

Figure 1. Learning stare advance

The picture above shows the learning process stare intended face _ for confirm, analyze and confirm implemented it tasks For learning distance Far as well as inspect bills learning distance Far.

On the other hand motivational data Study participant educate based on results spread questionnaire to participant educate class V is shown in Table following;

Blended Learning Assisted Learning as an Effort to Increase Students' Learning Motivation in the New Normal Era

Table 1 Motivation data Study of students Participant

No	Participant educate	Indicator Motivation												Qty	Average Participant educate	%
		1	2	3	4	5	6	7	8	9	10	11	12			
1	ASY	3	3	4	3	4	3	3	3	3	3	3	3	38	3.17	48
2	ALF	4	4	3	3	4	3	3	3	3	4	3	3	40	3.33	50
3	APM	3	3	4	4	3	4	3	4	3	3	4	3	41	3.42	51
4	ATY	4	3	3	3	4	3	3	3	3	4	3	4	40	3.33	50
5	CLT	3	3	4	3	3	3	4	3	3	4	4	3	40	3.33	50
6	DLT	3	3	4	4	3	4	3	3	3	3	3	3	39	3.25	49
7	FID	3	4	3	3	3	4	4	3	4	3	4	3	41	3.42	51
8	FLM	3	3	4	4	4	4	3	4	3	4	3	4	43	3.58	54
9	GBR	4	3	3	3	4	3	4	3	4	3	4	3	41	3.42	51
10	HMN	4	3	4	3	3	3	3	3	4	3	3	3	39	3.25	49
11	HLD	3	3	3	4	4	4	4	3	4	4	4	4	44	3.67	55
12	GST	4	3	4	4	4	4	4	4	4	3	3	3	44	3.67	55
13	JSR	3	3	4	3	3	3	3	4	3	4	3	4	40	3.33	50
14	MRA	4	3	4	4	4	4	4	3	4	3	4	4	45	3.75	56
15	MSI	4	4	3	4	4	3	4	3	4	3	4	3	43	3.58	54
16	MNA	4	3	4	4	3	4	4	3	3	3	4	3	42	3.50	53
17	NTS	3	3	4	3	4	3	3	3	3	3	4	4	40	3.33	50
18	NES	4	3	4	3	4	3	4	3	4	3	4	3	42	3.50	53
19	NAG	3	3	3	4	3	4	4	4	4	3	3	4	42	3.50	53
20	PSD	4	3	4	3	4	3	3	3	4	3	4	3	41	3.42	51
	Amount	70	63	73	69	72	69	70	65	70	66	71	67	825	68.75	1031
	Average MTV	3.5	3.15	3.65	3.45	3.6	3.45	3.5	3.25	3.5	3.3	3.55	3.35	41.25	3.44	51.55

Based on mapping the results of the motivation instruments that were distributed to participant educate, look that motivation Study participant educate class V SDN Inpres Silae are in the category Enough Good. While the average motivation Study is at number 3.44 which means enough tall If reviewed of high status low motivation.

Results data observation Blended learning activities are shared in two categories ie teacher category and category participant educate. Observation related teacher activities implementation of steps blended learning, temporary observations on activities participant educate focused on participation and enthusiasm Study. Observation teacher and participant activities educate relate with motivation Study Good extrinsic nor intrinsic. Results data observation displayed following;

Table 2 Observation Data Teacher Activities

Component observation	Observation result		
	Good	Enough	Not enough
Skills Open Learning	√		
Skills manage Class	√		
Use of learning strategies	√		

Data in Table 2 above show that teacher activities in blended learning is on average good, it looks of 3 components observations that obtain results Good. With thereby reviewed from the teacher's side does not found nonconformity in application learning with a blended learning model. Based on the data in table 2, the teacher does not experience difficulty in apply blended learning well to learning stare advance as well as activities Study Jaraj Far. This data need confirmed with activity data participant educate, so the effectiveness of blended learning does not only from corner teacher's point of view but also from corner look participant educate. In line with matter, then in tab _ following will Activity data is displayed Study participant educate;

Table 3 Observation Data Activity Participant Educate

Component observation	Observation result		
	Good	Enough	Not enough
Readiness Study participant educate	√		
Liveliness Study participant educate		√	
Enthusiasm Study participant educate	√		
Response participant educate towards blended learning	√		

Based on the data in table 3 above, the average activity Study participant educate is at in category OK, though Still There is one activities that are in the category enough. With thereby reviewed from corner look participant students, the implementation of blended learning, especially in the new normal period good and can fulfil need learn it.

Blended Learning Assisted Learning as an Effort to Increase Students' Learning Motivation in the New Normal Era

Discussion

Interview result reveal that implementation blended learning has base enough thought _ rational. In context this is what teachers have to do can positioning himself as designer learning that has responsibility as planner, organizer and assessor learning (Sayang, 2018) . Learning distance Far Good online and offline shows _ exists decline character participant quite drastic education conditions _ supported by the results research that states that happen decline character participant educate during the Covid-19 pandemic (Bangun et al., 2021; Massie & Nababan, 2021) . This matter the more strengthen with No the presence of parental control to use gadget devices owned by participants educate (Massie & Nababan, 2021) . In online learning, a lot participant students who fall asleep in front of the monitor, less focus on the teacher's explanation, and there is always stand leave the monitor while the teacher explains. Although participant educate waiting parent moment synchronous online learning, still there is Act in demand participant educate those who don't relevant with learning. Impact online learning even in the new normal period remains exist and become the part that doesn't inseparable from problems learning in the current digital era This (Rosmayati & Maulana, 2021) .

On the other hand, when learning done in condition stare face, behavior participant educate those who don't relevant at the time online learning is confirmed and behavior - directed study well _ although learn it from House. Shaping and building character participant educate become important in the midst of an era of disruption like moment this, teacher always occupy order first and foremost in formal education pathway (Arifudin, 2015) . The reality until moment this is still a teacher is center coaching character participant educate, though time spent _ with more teachers A little compared to with time spent _ with parents and family (Nur'asiah et al., 2021) . In matter this, got it seen that interaction direct in learning stare advance help increase quality learning and reducing Act behavior that doesn't relevant (Maunah, 2016) .

Blended learning is proven efficient from facet time Because learning can taking place anytime and anywhere, esp in learning distance which is asynchronous (Puspitasari et al., 2022) . Learning media used _ in blended learning includes PowerPoint (PPT) presentations, movies, and images, which can be applied well in learning distance far nor stare face. Blended learning delivers sufficient contribution _ big to enhancement motivation Study participant educate regardless from a number of There are also possible negative impacts appear from blended learning (Sulthoniyah et al., 2022)

For motivating participant educate in learning stare face, the teacher uses a rolling seating strategy, so that participant educate can interact with member different groups _ after one or two meetings. Reposition participant seats _ educate at the moment learning stare advance factor important from motivation extrinsic Study participant educate (Abdullah, 2018) . This matter aim For turn on atmosphere class and improve enthusiasm Study participant educate (Rahayu et al., 2022) . Learning distance far done in two activities, namely synchronous and asynchronous. Synchronous is done through Zoom and Google Meet applications, while asynchronous is carried out via *WhatsApp* group, Google Document, and Google Form.

WhatsApp groups are used For send contents such as PPTs, videos, short films, images, and narratives. Google Docs is used For gather answer participant educate in form interactive descriptions, discourses and narratives _ with participant educate other. Google Forms are used For gather answer participant educate in test shaped objective, basically blended learning can carried out synchronously or asynchronously notice relevance approach with character material, environment and character participant educate (Susanti & Estherina, 2022.)

Motivational data Study participant education obtained _ from questionnaire show that motivation Study participant educate class V SDN Inpres Silae are in the category Enough Good. Average motivation Study participant educate is at 3.44 of _ scale of 1 to 5, which indicates level relative motivation _ tall. This data prove effectiveness of blended learning in increase motivation Study participant educate. This matter in line with study previously revealed _ effectiveness of blended learning in increase motivation Study participant educate (Abroto et al., 2021) . In observation blended learning activities, data is shared into two categories: teacher activities and activities participant educate. Observation teacher activities include implementation steps blended learning, meanwhile observation activity participant educate related with participation and enthusiasm Study. Observation result show that teacher activities in blended learning is averagely good, that can be seen from results good at third component observation. With thus, from corner teacher's view, no found difficulty in apply blended learning well in learning stare advance nor distance Far. Observation result activity participant Educate also shows results positive, with average activity Study participant educate is at in category Good. However, still there is one activities that are in the category enough. Efforts and strategies are required cover gaps that exist in blended learning. In context this is what the teacher can do build collaboration with Friend colleagues and circles academics others to get it maximizing the potential of blended learning on occasion next. Although Still there is activity participant necessary education _ improved, however not can denied that implementation of blended learning in the new normal period at SDN Inpres Silae seen good and can fulfil need Study participant educate.

By Overall, blended learning at SDN Inpres Silae proven succeed in guard engagement and motivation participant educate, okay in synchronous and asynchronous online learning, with support various tools and resources digital power. The use of appropriate strategies by teachers also contributes to the increase participation and enthusiasm Study participant educate in learning stare advance Enough effective and delivering description that blended learning is relevant and recommended For increase motivation Study.

Conclusion

Blended learning is very relevant For applied during the new normal period as a transition period from learning distance far from being implemented in a way full. Blended learning bridges exists gap between learning distance far away in the time of covid and learning stare face in the new normal era. Besides become liaison between learning In the Covid era and the new normal period, blended learning is the answer challenge integration technology and communication in learning in the era of digitalization. Blended learning is effective in increase motivation Study participant proven learning _ with the average teacher activity as component

motivation extrinsic and activity study student as component motivation intrinsic are in the category Good. Teachers can build collaboration Good with Friend colleague nor with academics who have field knowledge development learning so you can design, implement, evaluate and follow up application of blended learning in the classroom. Improvement efforts enhancement motivation Study participant educate can keep going continues in accordance with need learning and characteristics influencing components _ Study participant educate.

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