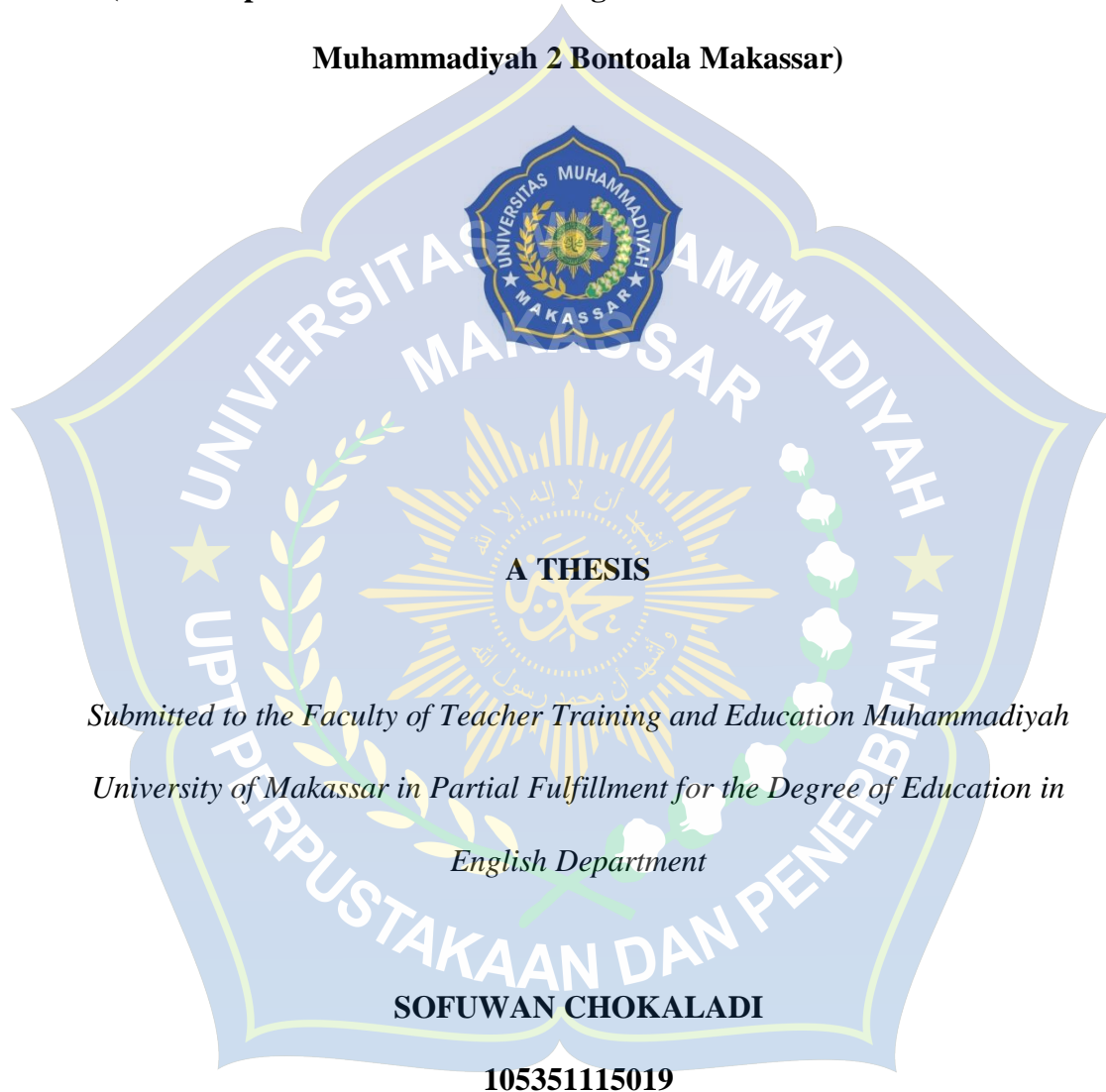


**ENHANCING STUDENTS ENGAGEMENT AND LEARNING
OUTCOMES THROUGH A *BLENDED LEARNING* ENVIRONMENT
(A Pre-Experimental Research Design at The Eleventh Grade of SMK
Muhammadiyah 2 Bontoala Makassar)**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

2025



LEMBAR PENGESAHAN

Skripsi atas nama **Sofuwan Chokaladi NIM 105351115019**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 005 Tahun 1446 H/2025 M, tanggal 03 Rajab 1446 H/3 Januari 2025 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 11 Januari 2025**.

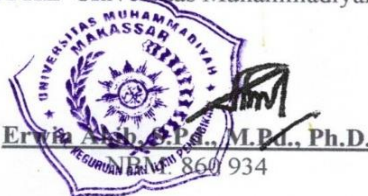
Makassar, 11 Rajab 1446 H
11 Januari 2025 M

Panitia Ujian:

- | | | |
|------------------|---|---------|
| 1. Pengawas Umum | : Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU | (.....) |
| 2. Ketua | : Erwin Akib, S.Pd., M.Pd., Ph.D. | (.....) |
| 3. Sekretaris | : Dr. H. Baharullah, M.Pd. | (.....) |
| 4. Dosen Penguji | 1. Erwin Akib, S.Pd., M.Pd., Ph.D. | (.....) |
| | 2. Dr. Eka Prabawati Rum, S.Pd., M.Pd. | (.....) |
| | 3. Achmad Basir, S.S., M.Pd. | (.....) |
| | 4. Dr. Sitti Maryam Hamid, S.Pd., M.Pd. | (.....) |

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar





MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Enhancing Students' Engagement and Learning Outcomes
Through a Blended Learning Environment
Name : Sofuwan Chokaladi
Reg. Number : 105351115019
Program : English Education Department
Faculty : Teacher Training and Education

After being checked and observed this Thesis had been fill qualification to be examined

Makassar, 11 Januari 2025

Approved By,

Consultant I

Consultant II

Maharida, S.Pd., M.Pd.
NIDN. 0916048501

Achmad Basir, SS., M.Pd.
NIDN. 0905116903

Dean of Faculty of Teacher Training &
Education,
Universitas Muhammadiyah Makassar

Head of English Education Department

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Enhancing Students' Engagement and Learning Outcomes
Through a Blended Learning Environment
Name : Sofuwan Chokaladi
Reg. Number : 105351115019
Program : English Education Department
Faculty : Teacher Training and Education

After being checked and observed this Thesis had been fill qualification to be
examined

Makassar, 7 Desember j2024

Approved By,

Consultant I

Consultant II

Maharida, S.Pd., M.Pd.
NIDN. 0916048501

Achmad Basir, SS., M.Pd.
NIDN. 0905116903

Dean of Faculty of Teacher Training &
Education
Universitas Muhammadiyah Makassar

Head of English Education Department


Erwin Akid, S.Pd., M.Pd., Ph.D.
NBM. 860 934


Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Sofuwan Chokaladi
NIM : 105351115019
Department : English Education Department
Title : *Enhancing Students' Engagement And Learning Outcomes Through A Blended Learning Environment (A Pre-Experimental Research Design At The Eleventh Grade Of Smk Muhammadiyah 2 Bontoala Makassar)*
Consultant I : Maharida, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Monday 25/11/24	3	Check the tone	
Friday 29/11/24	3	Double check the topic of ash	
Saturday 8/12/24	4	Analisis - Add more information and domain	
Sunday 9/12/24	4-5	paper for file of	

Makassar, 7 Desember 2024

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Sofuwan Chokaladi
NIM : 105351115019
Department : English Education Department
Title : *Enhancing Students' Engagement And Learning Outcomes Through A Blended Learning Environment (A Pre-Experimental Research Design At The Eleventh Grade Of Smk Muhammadiyah 2 Bontoala Makassar)*
Consultant II : Achmad Basir, SS., M.Pd.

Day / Date	Chapter	Note	Sign
10. Nov 2024	IV	analisa	h.
12. Nov 2024	IV	SPSS & leykaps	h.
25. Nov 2024	IV	How to present a Poster & Com. Komalisasi	h.
27. Nov 2024	V	simpul	h.
1. Des		lee	h.

Makassar, 7 Desember 2024

Approved by:
Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



SURAT PERNYATAAN

NAMA : Sofuwan Chokaladi
NIM : 105351115019
PROGRAM : ENGLISH EDUCATION DEPARTMENT
TITLE : **Enhancing Students' Engagement And Learning Outcomes Through A Blended Learning Environment**

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 19 Desember 2024

Yang membuat perjanjian

Sofuwan Chokaladi



SURAT PERJANJIAN

NAMA : Sofuwan Chokaladi
NIM : 105351115019
PROGRAM : ENGLISH EDUCATION DEPARTMENT
TITLE : **Enhancing Students' Engagement And Learning Outcomes Through A Blended Learning Environment**

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesai skripsi saya, saya akan menyusun sendiri skripsi saya.
2. Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 19 Desember 2024
Yang Membuat Perjanjian

Sofuwan Chokaladi

MOTTO AND DEDICATION

MOTTO

“Having a positive attitude will make life happy”

DEDICATION

I dedicate this thesis to my beloved parents, my families, my friends, and those who have always been there for me for your sincerity and lots of prayers in supporting the writer in making his dream come true.



ABSTRACT

Sofuwan Chokaladi, 2024. *Enhancing Students' Engagement and Learning Outcomes through a Blended Learning Environment.* Under the thesis of the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Maharida and Achmad Basir. This research examines the impact of the *Blended Learning* model on student engagement and learning outcomes in greeting and response material. Focusing on grade XI students at SMK Muhammadiyah 2 Bontoala Makassar, this study research a quantitative experimental design with data collection through pre-test, post-test, and observation. The intervention combined face-to-face learning and online activities through *Google Meet* and *Kahoot*, creating a flexible learning environment. The results showed a significant increase in cognitive learning outcomes, with post-test scores increasing from 4.32 to 7.50, which was confirmed by *Statistical Pro And Ser Sol 25* analysis ($p < 0.05$). Indicators of student engagement, such as participation and responsiveness, also increased, especially during online sessions. These findings highlight the positive correlation between student engagement and academic performance and suggest that integrating digital tools into traditional teaching methods can enhance learning. This research concludes that *Blended Learning* effectively improves student learning outcomes and engagement and recommends this model as a regular teaching strategy by overcoming technical challenges to maximize its benefits. Further research is recommended to explore the long-term impact of *Blended Learning* on different subjects and student groups, as well as the integration of adaptive technologies for personalized learning.

Keywords: *Blended Learning*, student engagement, learning outcomes

ABSTRAK

Sofuwan Chokaladi, 2024. *Meningkatkan Keterlibatan dan Hasil Belajar Siswa Melalui Lingkungan Belajar Campuran.* Di bawah tesis Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Maharida dan Achmad Basir. Penelitian ini mengkaji dampak model *Blended Learning* terhadap keterlibatan dan hasil belajar siswa pada materi *greeting and response*. Fokus pada siswa kelas XI di SMK Muhammadiyah 2 Bontoala Makassar, penelitian ini menggunakan desain eksperimental kuantitatif dengan pengumpulan data melalui pre-test, post-test, dan observasi. Intervensi menggabungkan pembelajaran tatap muka dan aktivitas online melalui *Google Meet* dan *Kahoot*, menciptakan lingkungan belajar yang fleksibel. Hasil menunjukkan peningkatan signifikan pada hasil belajar kognitif, dengan skor post-test meningkat dari 4,32 menjadi 7,50, yang dikonfirmasi oleh analisis *Statistical Pro And Ser Sol 25* ($p < 0,05$) Indikator keterlibatan siswa, seperti partisipasi dan responsivitas, juga meningkat, terutama selama sesi daring. Temuan ini menyoroti korelasi positif antara keterlibatan siswa dan kinerja akademik, serta menunjukkan bahwa integrasi alat digital dalam metode pengajaran tradisional dapat meningkatkan pembelajaran. Penelitian ini menyimpulkan bahwa *Blended Learning* secara efektif meningkatkan hasil belajar dan keterlibatan siswa, serta merekomendasikan model ini sebagai strategi pengajaran reguler dengan mengatasi tantangan teknis untuk memaksimalkan manfaatnya. Penelitian selanjutnya disarankan untuk mengeksplorasi dampak jangka panjang *Blended Learning* pada berbagai subjek dan kelompok siswa, serta integrasi teknologi adaptif untuk pembelajaran yang dipersonalisasi.

Kata Kunci: *Blended Learning*, Keterlibatan Siswa, Hasil Belajar

ACKNOWLEDGEMENT

Alhamdulillah Rabbil Alamin. All praises are due to Allah SWT, whose boundless grace, blessings, kindness, and guidance have enabled me to successfully complete this thesis as part of the requirements for the fulfillment of my studies at Universitas Muhammadiyah Makassar. I also send my sincere salawat to Prophet Muhammad SAW, who guided us from the era of darkness to the era of enlightenment.

In the process of compiling this thesis, I have been fortunate to receive immense assistance, support, advice, and guidance from many individuals. With deep gratitude and humility, I would like to express my highest appreciation to:

1. Dr. Abd Rakhim Nanda, S.T., M.T., IPU. as the Rector of the Universitas Muhammadiyah Makassar.
2. Bapak Erwin Akib, S.Pd., M.Pd., Ph.D. as the Dean of the Faculty of Teacher Training and Education.
3. Ibu Dr. Ummi Khaerati Syam, S.Pd., M.Pd. as the Head of English Education Department and also my academic advisor.
4. I extend my heartfelt gratitude to Ibu Maharida, S.Pd., M.Pd., as my first consultant, and to Bapak Achmad Basir, SS., M.Pd., as my second consultant. Your patience, wisdom, and unwavering guidance have been invaluable throughout this journey. Your thoughtful direction and constant encouragement have motivated me to strive for excellence and complete my study to the best of my abilities. I deeply appreciate of your support and dedication.

5. The researcher would like to express his deepest gratitude to the late Bapak Dr. H. Bahrun Amin, M. Hum, the former Head of the International Office at Universitas Muhammadiyah Makassar, for his invaluable support and guidance at the beginning of my journey as an international student. His encouragement, dedication, and belief in my potential laid the foundation for my academic success and personal growth. Though he is no longer with us, his legacy and kindness will always remain a source of inspiration to me and many others who had the privilege of knowing him.
6. Thank you to Sir Ismail Sangkala, S.Pd., M.Pd., as the Secretary of the English Education Study Program at FKIP Unismuh Makassar, and to Kak M. Ichsan, S.Pd., M.Pd., Kak Sufian, S.Pd., and Sir Heri Hermawan, S.Pd., M.Pd., for their constant support and assistance, enabling me to complete my studies and thesis successfully.
7. Thank you to the English Education Department lecturers for all the knowledge given.
8. All the staff that involved in helping and providing guidance to researcher.
9. The most valuable in my life, my beloved parents, thank you for all the love, trust, prayers, and support that given every day.
10. To my big family, thank you for always waiting and supporting me in completing this study.
11. Thanks to my support system and my second family as long as I am in Makassar, to Kak Ahmad Rijal Misbah, Lukman Domae, Azizah, Nuna Nurwahidah Hatta, Queen Andi Ade Amrini, uncle Muh. Fahkrudin, uncle

Kube Daud, uncle Abustan, Asma' Chokaladi Binti Usman, Muna Chokaladi Binti Usman, Afaf Chokaladi Binti Usman, Hasna Binti Abdul Rasyid, my best friend Abd. Wahid, Rahmatsyukri Sijaya and to flare class 19 you are the best. Thank you for all of your kindness, advice, help, strength, and always supporting each other in goodness.

12. Last but certainly not least, I would like to express my sincere gratitude to myself. Thank you for your perseverance, your strength, your patience, and for always giving your best effort throughout this journey.

The words may not be enough to express for their contribution. May Allah bless them all. However, the researcher realized that this paper is not perfect. All the suggestions and constructive criticism from others to make this paper better.

Makassar, 12 December 2024

The Researcher



Sofuwan Chokaladi

TABLE OF CONTENT

COVER	i
APPROVAL SHEET	iv
COUNSELING SHEET I	v
COUNSELING SHEET II	vi
SURAT PERNYATAAN	vii
SURAT PERJANJIAN	viii
MOTTO AND DEDICATION	ix
ABSTRACT	x
ABSTRAK	xi
ACKNOWLEDGEMENT	xii
TABLE OF CONTENT	xiii
LIST OF FIGURES	xv
LIST OF TABLES	xvi
CHAPTER 1 INTRODUCTION	1
A. Background	1
B. Research Problem.....	5
C. Objective of the Research	5
D. Significant of the Research	5
E. Scope of the Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Related Research Findings	7
B. Theoretical Review	9
1. Students' Engagement	9
2. Learning Outcomes.....	13
3. <i>Blended Learning</i>	17
C. Conceptual Framework.....	22
D. Hypothesis.....	24
CHAPTER III RESEARCH METHOD	25

A. Research Design	25
B. Research Variabel and Indicator	27
C. Population And Sample	27
1. Population	27
2. Sample	27
D. Research Instrument	28
E. Procedure of Data Collection	30
F. Data Analysis	32
CHAPTER IV FINDINGS AND DISCUSSION	34
A. Research Findings	34
B. Discussion	42
CHAPTER V CONCLUSIONS AND SUGGESTIONS	48
A. Conclusions	48
B. Sugestions	49
BIBLIOGRAPHY	50
APPENDICES	54
CURRICULUM VITAE	71

LIST OF FIGURES

Figure 2.1 Conceptual Framework	22
Figure 4.1 Pre-test and Post-test Scores.....	37
Appendices	62



LIST OF TABLES

Table 3.1 Cognitive Assessment Rubric	29
Table 3.2 Behavioral Engagement Assessment Rubric	30
Table 4.1 Pre-test and Post-test Scores	36
Table 4.2 Behavioral Engagement Observations	41
Penilaian Tes Tulis (Pengetahuan)	58
Penilaian Kinerja (Keterampilan)	58
Penilaian Sikap	58
Penilaian Pengetahuan	59
Daftar Kehadiran Siswa	60
Table A1: Pre-test and Post-test Scores	61
Table A2: Behavioral Engagement Scores	61
Table A3: Statistical Analysis of Pre-test and Post-test Results	61

CHAPTER 1

INTRODUCTION

A. Background

Students will get good learning outcomes if they are involved in all learning activities carried out. According to Setiawan et al. (2023), optimally successful learning is learning that is able to motivate students to be actively involved in all learning activities and continuously throughout the learning process. To be able to make students actively involved in the learning process can be done by increasing student activity. Student activity is the involvement of students in various forms, be it attitudes, thoughts, attention in learning activities consciously carried out by someone which results in changes in themselves, in the form of changes in knowledge or skills to support the success of the teaching and learning process and obtain benefits from these activities Ariaten et al., (2019); Indriani, (2023); Nuryasintia & Wibowo, (2019). Student activity in learning is an important and fundamental problem that should not be missed but must be developed by each teacher in the learning process. According to Angraeni (2023) indicators of student learning activity based on the type of activity in the learning process are (1) visual activities; (2) oral activities; (3) listening activities; (4) writing activities; (5) motor activities; (6) mental activities and (7) emotional activities. Based on the indicators that have been explained, it is expected that students are active in participating in each learning activity, because this will have an impact on good learning outcomes.

This is in line with the opinion of Prastitasari et al. (2022) that student activities are student involvement in the cognitive, affective, and psychomotor domains to support the achievement of learning outcomes.

Technology plays an important role in education, including the learning process in the classroom, various forms of technology have actually existed since ancient times to enable various types of learning both visually and audibly so that teachers or educators can maximize student engagement and learning outcomes. online learning methods are an innovation and it is very unfortunate to no longer be used after the Covid-19 outbreak began to be controlled. So the learning method that is assumed to be an effective and more efficient method is *Blended Learning*, a learning method that combines both face-to-face and virtual learning methods. This method is a flexible distance learning system that combines three different ways of learning: distance learning, traditional learning, and independent learning Soares & Lopes (2017). *Blended Learning* combines online learning features with the interactivity of traditional settings. This method is considered effective because of its ability to optimize a teacher's costs and time and increase the efficiency of the learning process Prawoto & Pramulia (2019). *Blended Learning* design can support sustainable development and contribute to the social, economic, and dimensions of sustainability. This method is very useful and has been widely used in various countries after the Covid-19 pandemic. In addition, this method has also proven the credibility of the institute that provides distance learning programs which were previously considered an ineffective learning method in the knowledge transfer process.

Blended Learning offers several advantages. First, it allows a combination of traditional face-to-face instruction with technology-mediated activities, providing students with a more flexible and personalized learning experience. Second, *Blended Learning* can increase student motivation by offering the freedom to choose the time, place, and pace of learning, and reduce the percentage of failed courses Saltan (2016). In addition, *Blended Learning* can level the playing field for students from different backgrounds, providing equal access to high-quality education. Furthermore, the use of technology in the classroom can increase student engagement and motivation, making learning more fun and exciting. Finally, *Blended Learning* makes it easier to assess students and collect meaningful data, leading to increased efficiency and effectiveness of learning Dr. Payal D. Pashine (2022). *Blended Learning* has the potential to improve student learning outcomes, enhance the teaching experience, and provide equal access to high-quality education. It helps students develop 21st-century skills, levels the playing field for students from different backgrounds, and transforms education to improve the learning for all students Sari & Salamah (2022). *Blended Learning* can be a solution to the difficulties faced in organizing learning activities in real and virtual spaces, and in synchronous and asynchronous learning formats, while also allowing learners to adapt their educational experience to their needs and goals. *Blended Learning* empowers educators by offering tools and systems to monitor learner progress and enabling innovative modes of communication Odina & Grosberga-Merca (2022). In addition, this method also promotes the integration of digital

technologies into the learning process and supports equal access to education for all.

Student engagement in learning activities is a key factor that influences learning outcomes. However, many educational institutions face challenges related to low student engagement and less than optimal learning outcomes. Based on initial observations conducted during the Advanced PLP of SMK Muhammadiyah 2 Bontoala Makassar, researcher observed that the learning outcomes of some grade 11 students are still relatively low. This can be seen from the data on student learning outcomes in grade 11, which shows that there are still students who have not achieved the expected competency standards. These data reflect the need to improve the quality of learning and provide more attention to students who have difficulty in engaging during the learning process which has an impact on learning outcomes that are below competency standards. This problem is rooted in various factors that influence students' learning experiences, including teaching methods, learning, and individual motivation. Researcher hope that using the *Blended Learning* method can be a solution to enhance student engagement and learning outcomes in the learning process.

Given the context of the aforementioned issue, the researcher is drawn to carrying out study entitled "*Enhancing Students Engagement and Learning Outcomes Through a Blended Learning Environment*" at SMK Muhammadiyah 2 Bontoala Makassar.

B. Research Problem

In accordance with the background above, the problem in this research is:

1. How does the use of a *Blended Learning* model enhance student engagement at SMK Muhammadiyah 2 Bontoala Makassar?
2. How does the use of a *Blended Learning* model enhance student learning outcomes at SMK Muhammadiyah 2 Bontoala Makassar?

C. Objective of the Research

On the Problem Statement above, the objective of the research is:

1. To explore how the implementation of a *Blended Learning* model enhance student engagement in the learning process at SMK Muhammadiyah 2 Bontoala Makassar.
2. To explore how the implementation of a *Blended Learning* model enhance student learning outcomes in the learning process at SMK Muhammadiyah 2 Bontoala Makassar.

D. Significant of the Research

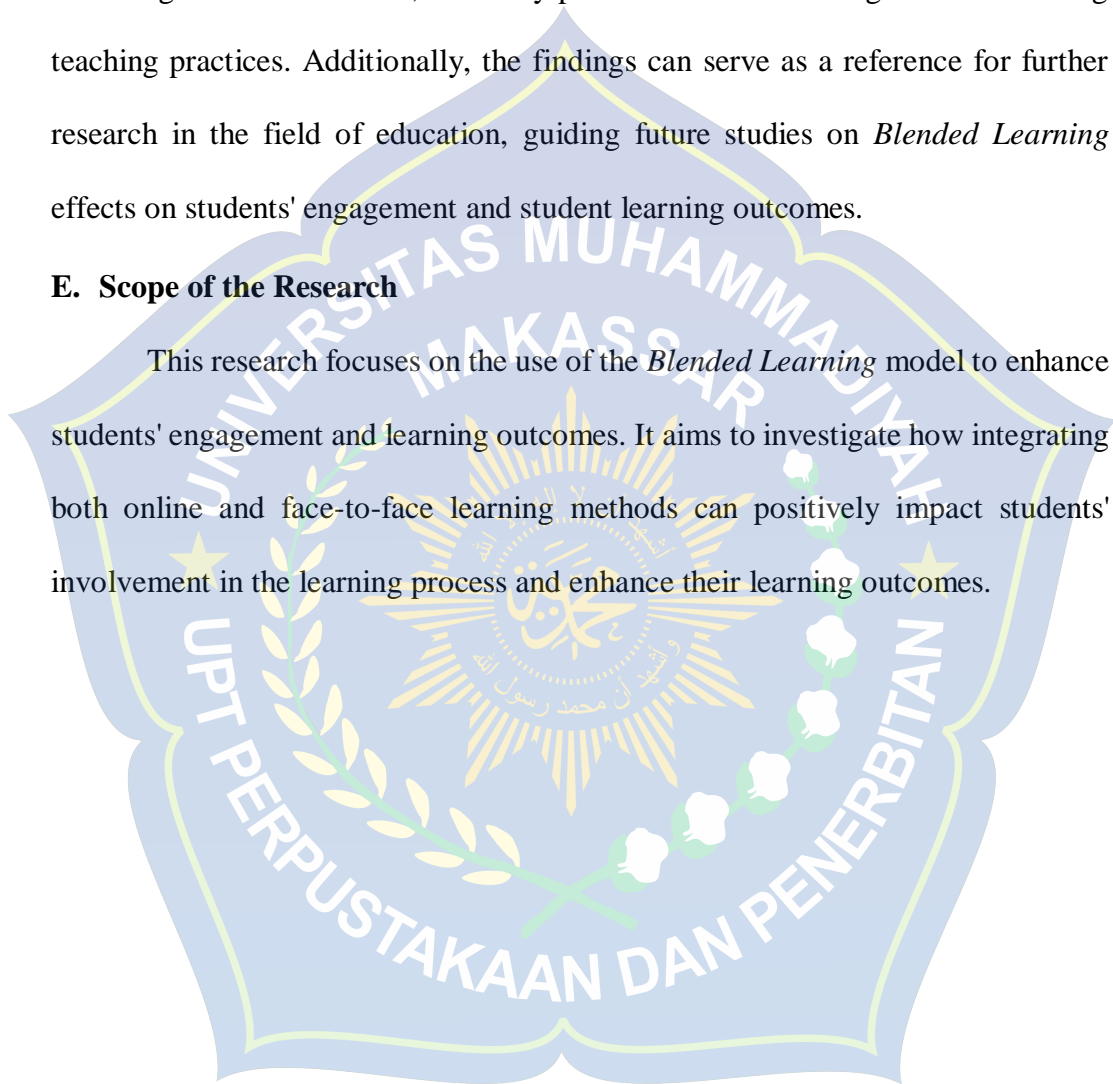
This study holds both theoretical and practical significance concerning the impact of enhancing student engagement and learning outcomes through a *Blended Learning* model in the eleventh grade at SMK Muhammadiyah 2 Bontoala Makassar. Theoretically, it aims to contribute to the field of education by providing a deeper understanding and insight into how *Blended Learning* model affect students' engagement and learning outcomes.

Practically, this research can offer valuable information to educators on the effective implementation of *Blended Learning* model in the classroom. By

demonstrating how *Blended Learning* can improve students' critical thinking skills, which are essential for analyzing tasks, understanding learning materials, and achieving academic success, the study provides actionable insights for enhancing teaching practices. Additionally, the findings can serve as a reference for further research in the field of education, guiding future studies on *Blended Learning* effects on students' engagement and student learning outcomes.

E. Scope of the Research

This research focuses on the use of the *Blended Learning* model to enhance students' engagement and learning outcomes. It aims to investigate how integrating both online and face-to-face learning methods can positively impact students' involvement in the learning process and enhance their learning outcomes.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Based on the researcher's exploration, the results of research related to this study were found that *Blended Learning* are an effective learning model to implement in learning.

For example, Assoc et al. (2022) with the title of the research effectiveness of *Blended Learning* model based on problem-based learning in Islamic studies course found that, students are behaviorally, emotionally, and cognitively involved in *Blended Learning*. In relation to the use of *Blended Learning*, it was found that *Blended Learning* encourages better student engagement. *Blended Learning* creates the learning students need to increase their engagement.

On the other hand, Riza Umami (2022) findings after the use of *Blended Learning* the learning outcomes has a positive effect or can improve the learning outcomes of PTI Study Program students. This is similar to the findings of Kobicheva (2022) it gives educators the basis for developing the learning context, learning strategy, lecture organization, and assessment method, which enhance the learning outcomes of students' live online learning. As behavioral engagement has a greater effect on academic outcomes for students at lower levels of education.

Aini & Ciptaningrum (2024) with the title Exploring Students' Engagement in *Blended Learning* found that a pervasive commitment to engagement among

participants, with 82% of students demonstrating a consistent effort to remain engaged throughout *Blended Learning*, while only 4% reported minimal effort. From an age perspective, 93% of students exhibited high engagement levels, with merely 2% showing minimal effort. This underscores students' proactive approach to learning activities and their awareness of areas needing improvement.

Enhancing Student Learning Outcomes through *Blended Learning* Strategies: An Empirical Study by Amjad (2024) the majority of respondents expressed strong concurrence or agreement with all of the statements. The participants strongly commended the comprehensibility of challenging subjects, the increased motivation to study, the improved academic performance, and the enhanced understanding that resulted from self-paced learning.

Mustanil (2021) also found that there is a positive and significant influence of the *Blended Learning* model on student learning motivation, P value $0.000 < 0.05$, 3) there is an influence of the *Blended Learning* model in improving learning outcomes with learning motivation as a mediating variable, P value $0.002 < 0.05$. Based on these data, *Blended Learning* has a positive effect on student learning motivation and learning outcomes.

Overall, the study suggests that *Blended Learning* have the potential to be an effective learning model to enhance students' engagement and learning outcome, but their impact may depend on how *Blended Learning* are implemented and the cultural background of the students. Further research is needed to provide a more comprehensive understanding to Enhancing Students Engagement and Learning Outcomes Through a *Blended Learning*.

Based on the research background provided, previous studies have examined the use of the *Blended Learning*. Several of these studies found that *Blended Learning* can enhance students engagement and learning outcomes, student learning outcomes and learning motivation. Next, it is important to consider the limitations and limitations of previous research on *Blended Learning*. Some limitations of previous research include small sample sizes, lack of control groups, lack of standardization, and lack of long-term follow-up.

The conclusion of the relevant research above is that after the implementation of the *Blended Learning*, there is a significant positive impact on student engagement, especially in the learning process becoming more interesting, students understand the material more quickly and the learning outcomes learning outcomes are better than before the implementation of *Blended Learning*.

The difference between previous research and this research is that some studies use non-experimental research. The specific sample, population, instruments used, and data analysis methods are also different between this study and previous research. While the similarity is Enhancing Students Engagement and Learning Outcomes.

B. Theoretical Review

1. Students' Engagement

a. Definition of Students' Engagement

According to Akmal & Halima (2024) students' engagement where students feel themselves bound to activities at school, this is manifested through three

dimensions, namely behavioral engagement, emotional engagement and cognitive engagement. The term "student engagement" refers to the reciprocal investment of time, energy and other resources between students and their schools with the aim of improving the educational process, encouraging personal growth and improving the school's standing in the community.

Reyes et al. (2012) revealed that when students have good student engagement, then in the learning process students will pay full attention and participate in class discussions and show interest and motivation during the learning process. Student engagement is a manifestation of motivation visible through the behaviors, cognition, and emotions demonstrated by students, referring to acts that are energetic, directed, and persistent when meeting challenges, or student characteristics in their interactions with academic tasks. Montenegro (2017) stated that there are four dimensions of Student Engagement, namely agentic engagement, behavioral engagement, emotional engagement and cognitive engagement. In this study, the researcher will focus on behavioral engagement.

Choosing behavioral engagement as the focus in English language learning with a *Blended Learning* model is based on several reasons. First, it is easy to observe and measure through concrete indicators like attendance, participation, and effort in completing tasks, making it more objective than other dimensions. Second, it directly correlates with learning outcomes, as active participation is crucial for language skill development.

Third, in *Blended Learning*, behavioral engagement helps assess student involvement in both face-to-face and online. Lastly, focusing on behavioral engagement aids teachers in designing effective strategies to enhance student involvement and learning outcomes.

b. Behavioural Engagement

Behavioural engagement focuses on student behavior in class. Such as student involvement in school-related activities, which comprises of student participation in the school or within the classroom (attendance, pleasant interactions), which has provided insight into the student's drive to be a part of the school and learning Nguyen et al. (2018). Students' interest in their academic task, which refers to the real behavioural actions seen by the students to show they will engage in classroom activities as well as their will to overcome challenging material Nguyen et al. (2018).

Behavioral engagement is a dimension of student engagement that refers to real and visible behavior that shows active participation in the learning process. This engagement includes student attendance in class, active participation in discussions, completion of assignments, and consistency in following learning rules and procedures. According to Shaidatul Akmal & Eka Yusnaldi (2024), behavioral engagement is an important indicator in evaluating learning success because student behavior in class can provide an overview of the extent to which students are physically and mentally involved in teaching and learning activities. In the context of learning, students who are behaviorally engaged tend to have

higher motivation and commitment to learning, so they are better able to achieve optimal learning outcomes.

In educational research in Indonesia, behavioral engagement is often associated with learning motivation and the quality of the learning process. Mulyasa (2018) explains that student behavioral engagement is a reflection of the quality of teacher teaching and the effectiveness of the learning strategies used. If students are actively involved in learning activities, such as participating in discussions, asking questions, and completing assignments on time, this indicates that the learning methods applied have succeeded in facilitating students' learning needs and interests. Thus, learning strategies designed to increase behavioral engagement need to pay attention to the factors that influence student motivation and interaction in the classroom.

In the *Blended Learning* model, behavioral engagement plays an important role because it includes student involvement in both face-to-face and online. Hidayat (2019) stated that in *Blended Learning*, student behavioral engagement can be measured through the frequency of access to digital learning materials, participation in online discussion forums, and punctuality in submitting assignments online. This shows that technology-based learning can expand the scope of student behavioral engagement, not only limited to participation in physical classes, but also to independent learning activities outside of class hours.

According to Nuh (2020), behavioral engagement is very important to improve student learning outcomes, especially in subjects that require active practice and application of concepts, such as English. In this context, teachers need to design learning activities that are challenging but still interesting so that students feel encouraged to participate actively. For example, through the use of collaborative and interactive learning methods in blended classes, such as group discussions, presentations, and problem-based projects that require student interaction both directly and virtually.

Thus, behavioral engagement is one of the key indicators in assessing the effectiveness of learning models, including *Blended Learning*. The use of appropriate learning strategies to increase student behavioral engagement can help create a dynamic learning and support the achievement of better learning outcomes. In closing, it is important for educators to continue to develop learning methods that encourage behavioral engagement so that the teaching and learning process can take place optimally and effectively.

2. Learning Outcomes

a. Definition of Students' Engagement

Learning outcomes are essential indicators of what students are expected to achieve by the end of an educational experience. They represent the knowledge, skills, attitudes, and competencies that students are anticipated to acquire. The definition and conceptualization of learning outcomes have evolved, reflecting changes in educational theories and

practices Ima et al. (2023). Learning outcomes are specific statements that describe what students should know, be able to do, or value after completing a course, program, or educational activity. They provide a clear and measurable target for both teaching and assessment. They serve multiple purposes, including guiding curriculum development, informing instructional strategies, and evaluating student performance. Learning outcomes also help in ensuring that educational objectives are met and aligned with educational standards.

Conceptual changes in students' ideas about a discipline when they understand clear goals and standards, effective teaching, opportunities for autonomy in learning and fair assessment Supena et al. (2021). This conducive occurs when expected learning outcomes are clear at the program and course level (and supported by quality learning activities and assessments) and student outcomes.

According to Aina Mulyana (2020) in general, learning outcomes are divided into three main domains namely, cognitive domain, affective domain and psychomotor domain. Each of these domains is important in the education and learning process, and learning objectives are usually designed to cover all of these aspects, depending on the specific context and purpose. In this study, researcher will focus on the cognitive domain. Choosing the cognitive domain as the focus of the study because this domain is directly related to students' intellectual abilities, such as understanding, analyzing, and applying the knowledge learned. In the context of learning English with

the *Blended Learning* model, improving cognitive skills such as understanding vocabulary, grammar, and critical thinking skills are very important to achieve optimal learning outcomes. Focusing on the cognitive domain allows researcher to specifically evaluate whether the *Blended Learning* model is effective in improving students' understanding and thinking skills related to the material being studied.

b. Cognitive Domain :

Cognitive domain refers to the intellectual and mental aspects of learning that include abilities such as understanding, analyzing, applying, evaluating, and creating knowledge. According to Ulfah & Arifudin (2023), this domain consists of six levels, namely knowledge, understanding, application, analysis, synthesis, and evaluation. In the context of education in Indonesia, the development of the cognitive domain is the main focus of the curriculum, especially to improve critical thinking and problem-solving skills. Aina Mulyana (2020) stated that the cognitive domain plays an important role in determining students' success in understanding and applying the concepts taught, so that it becomes one of the main benchmarks in evaluating learning outcomes.

The importance of the cognitive domain is also emphasized by Trianto (2019), who stated that learning that emphasizes the development of cognitive aspects can encourage students to be more active in the thinking process and be able to connect the knowledge gained with real situations. This is in line with the concept of student-centered learning, where students

are encouraged to develop high-level thinking skills through various learning methods such as discussions, problem solving, and projects. In the context of English language learning, focusing on the cognitive domain means teaching students not only to memorize vocabulary or grammar rules, but also to understand the context of their use and to be able to analyze and construct arguments logically.

In today's digital and technological era, cognitive domain development is increasingly important. Lubis et al. (2023) stated that with abundant access to information, teachers need to equip students with critical and analytical thinking skills so that they can sort out relevant and valid information. In *Blended Learning*-based English learning, for example, students are invited to access various sources of information, such as articles, videos, or online journals, and then asked to integrate this knowledge into assignments or projects. This not only develops their language skills but also strengthens their analytical and synthesis abilities.

In addition, cognitive domain development can also help students in making better decisions. According to Ekaningtyas (2022), students who have good cognitive abilities will be better able to evaluate information, weigh alternative solutions, and make the right decisions in various contexts, both academic and everyday life. Therefore, focusing on cognitive domain development in learning can have a long-term positive impact on students' intellectual development.

Overall, cognitive domain development is very important in the learning process because it helps students develop critical, analytical, and creative thinking skills needed to face future challenges. Education experts in Indonesia, agree that the integration of cognitive aspect development in the curriculum and teaching methods will provide great benefits in producing a generation that is intelligent and adaptive to changes in the times.

3. *Blended Learning*

According to Cronje (2020) *Blended Learning* has been widely used by various educational institutions, one of which is in universities. However, there are many people who are confused about the meaning of *Blended Learning* itself. The *Blended Learning* is a model of learning that uses several methods in learning activities in order to obtain results and learning objectives that are in accordance with what is expected. The *Blended Learning* model is a learning model that involves information technology.

According to Kumar et al. (2021) *Blended Learning* consists of 2 words, namely blended which means combined or mixed and learning which means learning. Hybrid course is a term often used for *Blended Learning*, hybrid means combination or mixed and course means course. The most frequently used definition for *Blended Learning* is a learning process that combines or combines computer-based learning with face-to-face learning. Husamah stated that *Blended Learning* is a learning model in which there is a combination of offline and online learning. The term *Blended Learning* was first used to create courses by combining offline and online learning. By using the *Blended Learning* model, teaching and

learning activities become more significant because the material presented has been designed in such a way that students understand it faster.

This learning model can be used in various situations not only during face-to-face learning, it can also be used during online learning, whether at home, at school, or in other places that have internet access Shamsuddin & Kaur (2020). With the availability of learning using the *Blended Learning* model, the study time for students will be more or increase. This allows students to repeat learning materials. That way, this *Blended Learning* simplifies and cuts communication time between lecturers and students to be faster. The ease of accessing the internet in this era makes technology a very appropriate choice to be used in the learning process because students can access the internet anywhere and anytime. Because of that, therefore, *Blended Learning* as a learning model is one of the choices for lecturers to always be connected with students.

Blended Learning is a learning model that combines face-to-face learning with online learning, but another benefit is as an element in social implementation. Rusman said *Blended Learning* is a combination of several approaches in the learning process. In other words, *Blended Learning* is a learning model that combines several approaches in learning activities in order to achieve the goals of the learning activities to be achieved. One example is combining learning using a website with direct learning that is applied simultaneously in the learning process that is carried out. Purnama et al. (2023) has introduced five keys in designing *Blended Learning*, namely:

- a. Live event It is a face-to-face learning where this learning has an instructor as its leader and all students join directly face-to-face at one time and one place in the same class (live classroom) or in a different place but the same time (virtual classroom). This learning serves to add a more interesting and effective face-to-face learning experience so that learning objectives will be achieved.
- b. Self-Paced Learning It is a learning that combines conventional learning with independent learning (self-paced learning) with this learning, students can learn anywhere and anytime because there are videos or materials provided online. This learning activity is carried out in a text-based or multimedia-based manner (animation, images, video, audio, simulation or a combination of several media), this learning can be accessed online such as via mobile devices in applications or via the web or can be in the form of audio streaming, e-books, video streaming, and so on, this learning can be accessed by students anywhere and anytime, in addition this learning can also be accessed offline in the form of print or CD.
- c. Collaboration In order for learning using the *Blended Learning* to be well designed, an educator or instructor must be able to create good relationships between lecturers and students and between students and other students by building communication in several ways such as through discussion forums, or in the form of chatrooms such as online chat, email, via website or social media, this is necessary so that students

can explore the material given and can complete project assignments, and solve problems. With the creation of this combination, it is hoped that students can increase their scientific insight more broadly because this learning model involves many parties and various learning sources.

- d. Assessment To improve *Blended Learning*, an educator can combine various types of assessments, be it tests, non-tests, or authentic tests, namely portfolios or authentic assessments that can be done offline or online or can be in the form of a project or creating a product, this is done to measure the knowledge of students so it is very important to do. Pre-assessment is carried out before learning activities begin, either independent learning or directly face-to-face so that educators can find out the extent of students' knowledge, while post-assessment is carried out to measure the extent to which educators are successful in transferring the material given to students, this post-assessment is carried out online by following the scheduled learning.
- e. Performance support Materials Reference materials in *Blended Learning* function to increase student learning outcomes and retention. Educators must prepare the materials to be taught in digital form so that students can access the teaching materials offline or online so that they can support student competency so that the material provided can be mastered well.

According to Ima et al. (2023), there are three characteristics of *Blended Learning*, namely

- a. It is a learning that combines several learning models, how to deliver materials, and learning styles using various technological media.
- b. A combination of face-to-face learning with independent online learning
- c. Parents and teachers have equally important roles, parents become supporters and teachers are facilitators.

The following are some of the advantages of *Blended Learning* as a learning model Hrastinski (2019), namely:

- a. Students can discuss with lecturers outside the face-to-face learning schedule.
- b. The learning process carried out online can be controlled and controlled by lecturers.
- c. With the availability of online materials, students can learn independently more freely.
- d. Lecturers can add materials anytime and anywhere.

The learning model using the *Blended Learning* certainly also has disadvantages Hrastinski (2019), namely:

- a. Teachers/lecturers must be more skilled in organizing this learning model so that students are not negligent and bored
- b. Not all students have adequate facilities.
- c. Because the various media make this model very difficult to use if the existing facilities and infrastructure do not support it.
- d. Teachers/lecturers need to prepare digital to be used as a reference.

C. Conceptual Framework

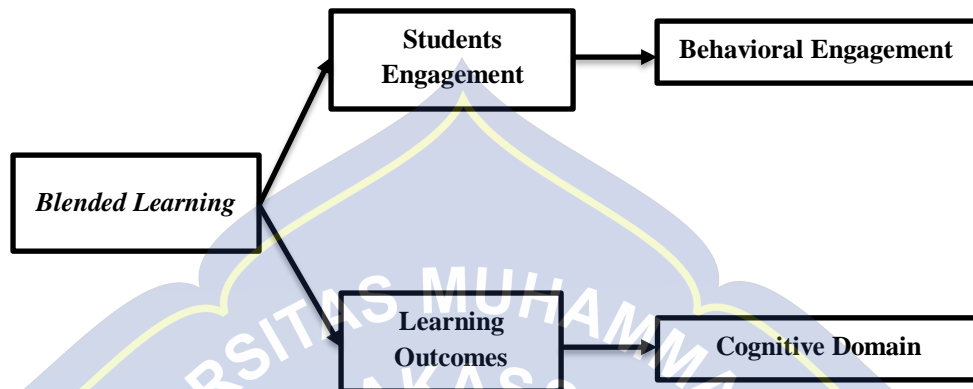


Figure 2.1 Conceptual Framework

According to Notoatmodjo Notoatmodjo (2018), a conceptual framework is a framework of relationships between concepts that are measured or observed in research. The conceptual framework integrates the above theories into a model that examines the relationships between *Blended Learning*, student engagement, and learning outcomes.

Blended Learning influences student engagement and learning outcomes. At its core, *Blended Learning* integrates traditional classroom methods with modern online platforms to create a dynamic and versatile educational. This hybrid model aims to leverage the strengths of both online and face-to-face learning.

Behavioral engagement refers to students' active participation in academic activities, such as attending classes, completing assignments, and participating in discussions. It is a key indicator of how students interact with their learning, reflecting their involvement and commitment. High

levels of behavioral engagement are linked to better academic outcomes, making it crucial for educators to monitor and enhance this aspect, especially in settings like *Blended Learning*. By focusing on behavioral engagement, educators can better assess the effectiveness of teaching models and improve overall student learning experiences.

The impact of *Blended Learning* on learning outcomes is significant, particularly in the development of the cognitive domain, which encompasses knowledge acquisition, comprehension, and intellectual skills essential for academic success. By integrating online and face-to-face learning, *Blended Learning* provides diverse opportunities for students to engage deeply with content, promoting critical thinking and problem-solving abilities. This approach allows learners to access various resources, participate in interactive discussions, and engage in reflective activities, thereby enhancing their cognitive processes and fostering a more comprehensive understanding of the subject matter. Consequently, focusing on the cognitive domain within a *Blended Learning* can lead to improved learning outcomes and better preparation for complex academic challenges.

This multifaceted impact of *Blended Learning* on educational processes and outcomes. It suggests that effectively integrating online and traditional learning methods can significantly enrich student engagement and enhance various learning outcomes across multiple domains. Overall, the conceptual framework for this study appears to be based on the belief that student engagement and learning outcomes can be developed through

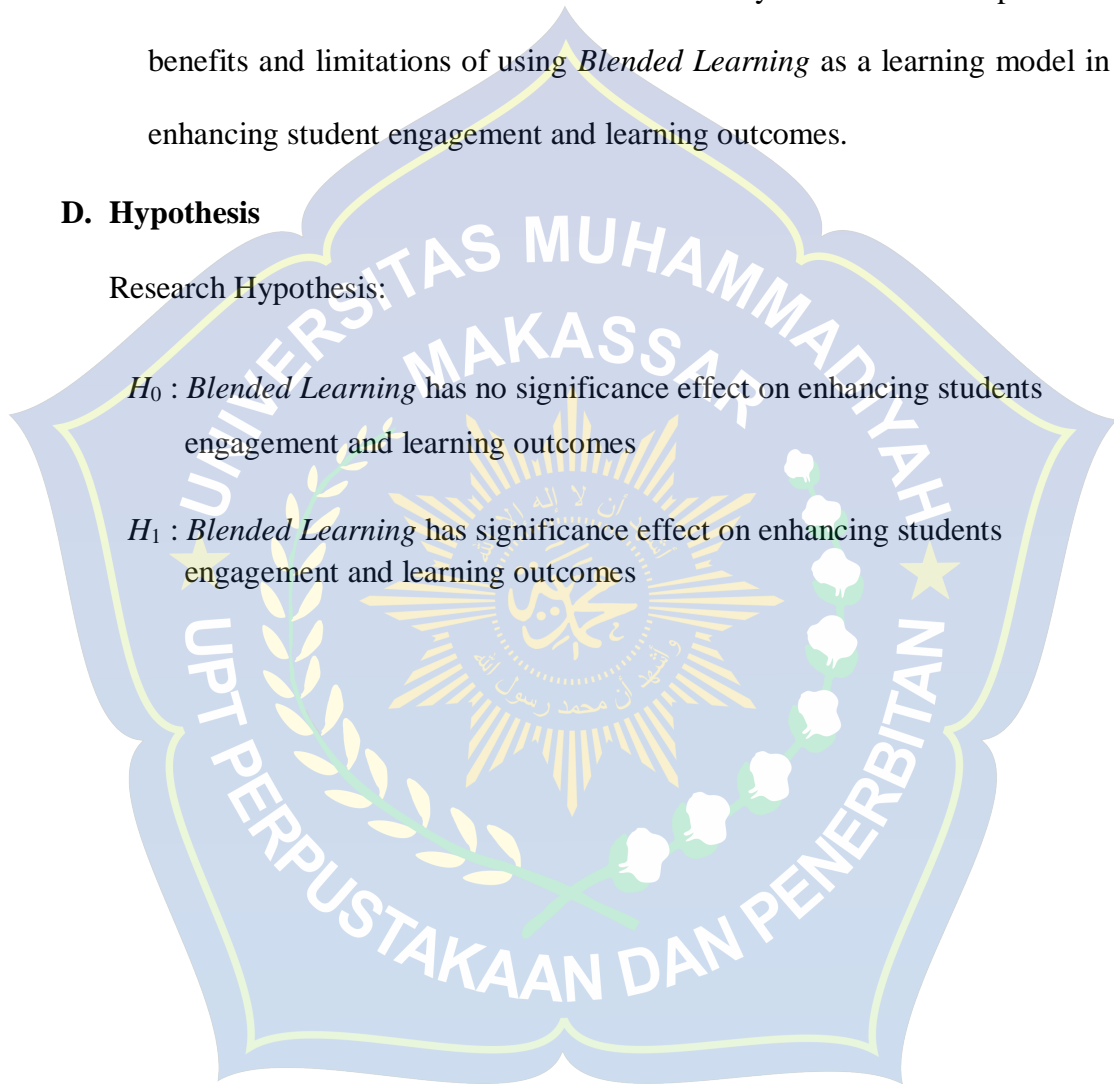
appropriate learning models, and that *Blended Learning* can be an effective learning model to positively impact student engagement and learning outcomes. Further research is needed to fully understand the potential benefits and limitations of using *Blended Learning* as a learning model in enhancing student engagement and learning outcomes.

D. Hypothesis

Research Hypothesis:

H_0 : *Blended Learning* has no significance effect on enhancing students engagement and learning outcomes

H_1 : *Blended Learning* has significance effect on enhancing students engagement and learning outcomes



CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed quantitative methods to examine the hypothesis using data obtained in alignment with established theories and concepts. Quantitative research methods involved the use of numbers and statistics for collecting and analyzing measurable data, as described by Sugiyono (2018b). This study was part of an experimental research design aimed at determining the effects of applying a specific intervention to the issue under investigation. In other words, the experimental research sought to identify causal relationships.

A positivism-quantitative approach was applied, where positivism referred to the use of quantitative data to test the hypothesis regarding the relationship between the variables studied. The outcomes of the research were presented using mathematical formulas based on the results of data analysis. These findings were verified by analyzing the differences in pre-test and post-test results within a single experimental class that received the intervention.

The method involved administering an initial test (pre-test) to assess students' abilities before the treatment, followed by the treatment over a set period, and a post-test after the treatment. The research design was as follows:

$$O_1 \times O_2$$

Source by Sugiyono (2018a)

- **O1 (Pre-Test):** In the pre-test, students were assessed to determine their prior knowledge and to evaluate their engagement and learning outcomes before the implementation of *Blended Learning*. This initial assessment provided a baseline understanding of the students' starting points, enabling the researcher to measure the impact of *Blended Learning* on their engagement and academic performance after the treatment.
- **X (Treatment):** The treatment referred to the application of specific strategies in the classroom. In this research, the class received *Blended Learning* as the treatment. The treatment was conducted over two meetings, each lasting 45 minutes. This approach integrated traditional face-to-face instruction with online learning activities to enhance the learning experience. The treatment aimed to evaluate the effectiveness of *Blended Learning* in improving students' engagement and learning outcomes.
- **O2 (Post-Test):** After the treatment, a post-test was administered to evaluate how the use of *Blended Learning* impacted the students' engagement and learning outcomes. The post-test determined the extent to which *Blended Learning* contributed to improvements in these areas by comparing the results with the pre-test conducted earlier. This comparison provided insights into the effectiveness of *Blended Learning* in fostering greater student involvement and achieving better academic results.

B. Research Variabel and Indicator

According to Creswell (2020) the variable is the characteristic or attribute of an individual or organization. Which can be measured or observed which can vary between people and organizations studied. Variables are anything in any form that the researcher decides to study in order to gather knowledge about it and then develop conclusions.

1. The independent factors are sometimes referred to as stimulus, predictor, and antecedent. The independent variable is the variable that impacts or causes the dependent variable to change or emerge. *Blended Learning* is the independent variables in this research.
2. The dependent variable, also known as the dependent variable, output, criteria, and consequent. The dependent variable is the one that is affected by or results from the independent variable. In this study, the dependent variable engagement and learning outcomes.

C. Population And Sample

1. Population

According to Sugiyono (2018a) the population referred to the overall objects or subjects possessing specific characteristics, selected for research to draw conclusions. The population for this research comprised 164 eleventh-grade students from SMK Muhammadiyah 2 Bontoala Makassar.

2. Sample

The sample was selected using purposive sampling due to limited labor, time, and resources, as described by Sugiyono (2018b). This method involved selecting participants based on specific criteria aligned with the research objectives.

The sample comprised students who exhibited difficulties in engagement and learning outcomes.

Based on these criteria, the eleventh-grade Computer and Network Engineering students, consisting of 20 students, were identified as the most appropriate sample for the research. This conclusion was drawn from initial observations and preliminary data collected at the school, ensuring the sample was relevant and suitable for addressing the research objectives.

D. Research Instrument

According to Zakky (2018) research instruments are tools used by researcher to facilitate data collection, resulting in more accurate, complete, and systematic results. In this research, the instruments consisted of a pre-test and post-test, designed to measure cognitive aspects and behavioral engagement.

This research used a research instrument consisting of two parts, namely pretest and posttest, which included various types of essay tasks designed to measure cognitive aspects. Behavioral Engagement was carried out by observing student attendance, punctuality, and participation in discussions and contributions to group assignments. The quality of tasks completed, engagement in online learning, and access to materials were also assessed. This pretest and posttest instrument aims to evaluate students' understanding of greeting and response material before and after the implementation of the *Blended Learning* model. By comparing the results of the pretest and posttest, researcher can identify improvements in student engagement and learning outcomes.

This research used instrument consists of 5 multiple-choice questions and 3 essay questions on greetings and responses. The pretest and posttest have different questions but still have the same content. Each question focuses on understanding, applying, and analyzing greetings and responses according to Bloom's taxonomy in the cognitive domain. Observation sheets was used to measure student behavioral engagement during learning by focusing on the following aspects: Attendance, Engagement in discussions, Response to instructions or tasks, Initiative in online and face-to-face activities.

Each section of the instrument is assessed using a predetermined rubric, which includes assessment criteria for learning outcome and student engagement.

Rating is carried out on a scale from 1 to 4, where:

- 4 shows very good performance,
- 3 indicates good performance,
- 2 indicates less than satisfactory performance, and
- 1 shows very poor performance.

The following is the rubric used for the pretest and posttest instruments designed to assess the effect of *Blended Learning* on student engagement and learning outcomes on the topic of greetings and responses in English language learning. This rubric is designed based on Arikunto (2021).

Table 3.1 Cognitive Assessment Rubric

Assessment Aspect	Score	Criteria
Basic Understanding	1	Identifies greeting and response simply without explanation.
	2	Explains greeting and response in general terms.
	3	Explains greeting and response with appropriate examples.
Application	1	Provides an example of greeting that is inappropriate in a certain context.
	2	Provides an example that is accurate but incomplete.
	3	Provides a correct example of greeting appropriate to the context.

Analysis	1	Unable to identify contextual differences in greeting and response.
	2	Identifies contextual differences in a limited way.
	3	Able to identify contextual differences with explanation.

Table 3.2 Behavioral Engagement Assessment Rubric

Aspect	Score	Criteria
Attendance	1	Student attends less than 50% of total sessions (<i>Blended Learning</i>).
	2	Student attends 50-70% of total sessions.
	3	Student attends 71-90% of total sessions.
	4	Student attends 91-100% of total sessions.
Participation	1	Does not participate in discussions or assignments.
	2	Participates only when directly prompted.
	3	Actively participates, though occasionally needs guidance.
	4	Actively participates without prompting, contributing significantly to discussions and assignments.
Responsiveness to Instructions	1	Does not respond or ignores instructions/assignments.
	2	Responds to instructions in a limited way or only after repeated prompts.
	3	Responds well to instructions but sometimes requires additional clarification.
	4	Responds promptly and understands instructions well without extra guidance.
Initiative	1	Shows no initiative in online/face-to-face activities.
	2	Shows initiative only when directed.
	3	Occasionally shows initiative, especially in online activities.
	4	Demonstrates high initiative in all online and face-to-face activities.

Data was collected occurred in three stages: pre-test, treatment, and post-test, with the results analyzed using the *Statistical Pro And Ser Sol 25 (SPSS 25)* application to determine the hypotheses H_1 and H_0 .

E. Procedure of Data Collection

The research procedure consists of the actions used to collect data to answer the questions posed in the study. This study used a pre-experimental study with a one-group design, namely pre-test and post-test. The pre-test and post-test have the same content but differ in time allocation.

1. Pre-test

A pre-test was conducted to assess student engagement and learning outcomes before implementing *Blended Learning*. This test was given in the experimental class to establish a baseline measurement of students' engagement and academic performance levels before the treatment. By evaluating these factors before the intervention, the pre-test provides a comparative reference point for measuring the effects of *Blended Learning* on subsequent student engagement and learning outcomes.

2. Treatment

After the pre-test, the researcher provided treatment to the students, which was conducted over two meetings, each lasting 45 minutes. During the first meeting, the researcher introduced and explained the concept of *Blended Learning* in class, ensuring that students understood the approach and its objectives.

In the second meeting, the *Blended Learning* approach was applied in practice. Students participated in a combination of face-to-face instruction and online activities. The face-to-face session included a discussion on greetings and responses, focusing on formal and informal contexts. Students were guided through examples and scenarios to enhance their understanding.

Following the classroom session, students engaged in online activities using tools like *Kahoot* and *Google Meet*. These activities included

quizzes, group discussions, and collaborative exercises designed to encourage active participation and reinforce the material covered in class. The integration of these methods allowed students to apply what they had learned in real-time while developing their communication and problem-solving skills. This structured repetition with diverse content helped deepen students' understanding and further improve their engagement and learning outcomes.

3. Post-test

A post-test was conducted to assess student engagement and learning outcomes after the treatment. This test was administered to the experimental class after the implementation of *Blended Learning* to evaluate the impact of the intervention. By comparing the results of the post-test with the pre-test data, the study determined whether *Blended Learning* had significantly improved student engagement and learning outcomes. This comparison helped determine whether the observed changes could be attributed to the *Blended Learning* approach.

F. Data Analysis

Creswell (2020) claims data analysis is a step in quantitative research that occurs after all data has been collected from all sources. Data analysis operations include grouping data based on variables from all respondents, presenting data for each variable analyzed, and completing computations to test hypotheses that have been provided.

Data was analyzed using the *Statistical Pro And Ser Sol 25 (SPSS 25)* application to test the hypotheses H_1 (alternative hypothesis) and H_0 (null hypothesis). The analysis included grouping data by variables, presenting data for each variable, and performing computations to test the hypotheses. *Statistical Pro And Ser Sol 25 (SPSS 25)* provided statistical tests and procedures to evaluate the significance of the results, enabling the researcher to determine the effectiveness of *Blended Learning* in enhancing student engagement and learning outcomes.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The researcher stated in the previous chapter that data collection was conducted through written tests, administered twice during the pre-test and post-test phases. The pre-test aimed to assess the initial cognitive understanding and behavioral engagement of eleventh-grade students in the Computer and Network Engineering department at SMK Muhammadiyah 2 Bontoala Makassar for the 2024/2025 academic year. This step provided baseline data regarding the students' prior knowledge of greeting and response material and their behavioral engagement, including attendance, punctuality, participation in discussions, and contributions to group assignments.

The post-test, on the other hand, was carried out to evaluate the improvement in students' cognitive understanding and behavioral engagement after learning through the *Blended Learning* approach. This method incorporated face-to-face instruction and online activities utilizing tools like *Google Meet* and *Kahoot*, focusing on interactive and practical tasks related to greeting and response, including formal and informal contexts. The materials covered essential aspects such as identifying, applying, and analyzing greetings and responses, designed according to Bloom's Taxonomy.

The results of the pre-test and post-test were analyzed statistically using *Statistical Pro And Ser Sol 25 (SPSS 25)* to determine whether the *Blended Learning* model significantly enhanced students' learning outcomes and

engagement levels. The assessment rubric applied ensured an objective evaluation, measuring both cognitive performance and behavioral indicators throughout the learning process.

1. Pre-test and Post-test Results

The pre-test and post-test scores served as key indicators of cognitive learning outcomes. The pre-test was conducted before implementing the *Blended Learning* strategy to gauge the students' baseline knowledge of greetings and responses in English, including formal and informal contexts. The post-test was administered after the treatment to measure the impact of the intervention.

The use of *Statistical Pro And Ser Sol 25* in the analysis of this research data aims to evaluate the effectiveness of the *Blended Learning* model in improving student learning outcomes. The analysis process with *Statistical Pro And Ser Sol 25* involves several main steps, namely collecting pre-test and post-test data, inputting data into *Statistical Pro And Ser Sol 25*, conducting statistical tests, and interpreting the results.

The first step is data collection, where the pre-test and post-test scores of 20 students are recorded. The pre-test measures students' initial understanding of the greeting and response material, while the post-test measures learning outcomes after the implementation of *Blended Learning*. This data is then entered into *Statistical Pro And Ser Sol 25* by creating two variables, namely pre-test and post-test scores, for each student. The data is entered into the *Statistical Pro And Ser Sol 25* data sheet, with each column representing a variable and each row representing individual student data.

To analyze the differences between the pre-test and post-test, a paired sample t-test was conducted. This test is used because the data comes from the same sample measured at two different times. In *Statistical Pro And Ser Sol 25*, this analysis is carried out by selecting the Analyze menu, then Compare Means, and finally the Paired-Samples T Test. The pre-test and post-test variables are entered as pairs to be compared. After running the t-test, *Statistical Pro And Ser Sol 25* produces an output containing the mean, standard deviation, t-statistic, and p-value.

Table 4.1 Pre-test and Post-test Scores

Test	Count	Mean Score	Standard Deviation	Minimum	Maximum
Pre-test	20	4.95	1.13	3	7
Post-test	20	7.50	0.76	6	8

Table 4.1 shows the t-test results show that the average pre-test score is 4.95 with a standard deviation of 1.13, while the average post-test score is 7.50 with a standard deviation of 0.76. This indicates an increase in learning outcomes and student engagement after *Blended Learning* was implemented in the learning process.

Meanwhile, the calculation result of t-statistic value obtained is -15.45 and p value is very small (<0.05), this data value shows that the difference between pre-test and post-test scores is statistically significant. This shows a significant increase in student learning outcomes after the implementation of *Blended Learning* during the treatment period.

The interpretation of the results is done by comparing the p-value with the specified significance level, usually 0.05. Because the p-value is smaller than 0.05, it can be concluded that *Blended Learning* has a significant positive impact on student learning outcomes. The increase from 4.32 to 7.50 indicates that this model is effective in improving students' understanding of the material, while the decrease in standard deviation from 1.13 to 0.76 indicates that students' scores became more consistent after learning. This indicates that this approach not only improves individual understanding but also helps standardize the level of understanding among students. For more details, this data value can be seen in the appendices Table A3: Statistical Analysis of Pre-test and Post-test Results.

The use of *Statistical Pro And Ser Sol 25* as an analytical tool in this study provides statistical validation of the proposed hypotheses, ensuring that the findings are supported by accurate and reliable data. The results of this analysis indicate that the *Blended Learning* model is an effective method in improving student learning outcomes and engagement, offering important insights for the development of future learning strategies.

To provide a clearer picture, here is a bar chart that shows the comparison visually.

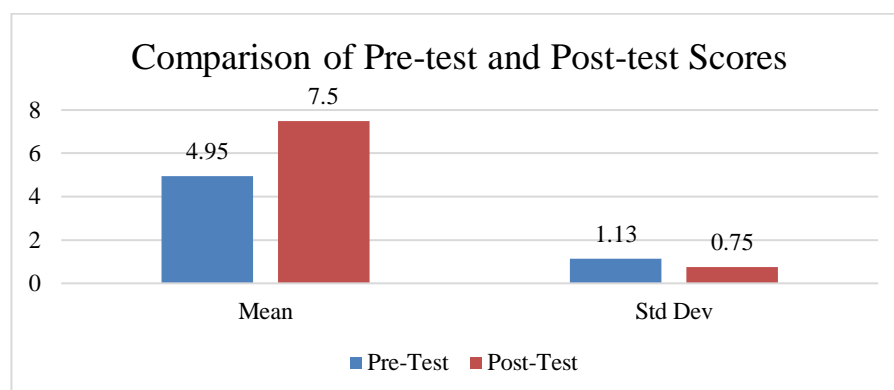


Figure 4.1 Pre-test and Post-test Scores

This bar chart shows the comparison of the average pre-test and post-test scores of students, along with the standard deviation of each test. Here is the explanation:

a. Average Pre-test and Post-test Scores:

In this research, the Average Pre-test and Post-test Scores provide a quantitative picture of the impact of *Blended Learning* on student understanding. The average pre-test score was 4.32, reflecting students' initial understanding of the greeting and response material. This score indicates that before the intervention, many students had limited understanding, with results varying around the average. After the implementation of *Blended Learning*, the average post-test score increased to 7.50, indicating a significant increase in student understanding after learning.

The increase in the average score from pre-test to post-test of +3.18 points indicates that *Blended Learning* is effective in improving student learning outcomes. This increase indicates that the approach that combines face-to-face and online learning has a positive contribution to student understanding, helping them master the material better than before the intervention.

b. Standard Deviation:

The standard deviation (SD) in this study provides important insights into the variation in student learning outcomes before and after the

Blended Learning intervention. In the pre-test, the SD of 1.13 indicates that student scores varied significantly from the average score of 4.32. This reflects significant differences in students' initial understanding of the greeting and response material, with some students having a good understanding, while others still struggled. This large variation indicates that there was an uneven level of student understanding before the intervention.

After the implementation of *Blended Learning*, the post-test results showed a decrease in SD to 0.76 with an average score increasing to 7.50. This decrease in standard deviation indicates that student scores became more uniform, indicating that after the learning, the level of understanding among students became more consistent. With scores more centered around the average, this indicates that *Blended Learning* not only improved overall learning outcomes but also equalized understanding among students.

The change in SD from pre-test to post-test reflects how *Blended Learning* was able to reduce variation in learning outcomes, thereby helping students with varying levels of initial understanding to achieve more balanced results. This shows that *Blended Learning* is effective in creating a more inclusive learning environment, where all students, regardless of their initial level of understanding, are able to make significant progress. This SD decrease also confirms that this learning method is successful in reaching and supporting students with diverse learning needs, reducing the gap in academic achievement in the classroom.

c. Visual Interpretation:

Through the bar chart clarifies the difference between the pre-test and post-test results. In this chart, the bar representing the pre-test mean score is seen to be lower compared to the post-test bar, indicating a clear improvement after the *Blended Learning* intervention. This chart not only makes it easier for readers to understand the difference in scores, but also highlights the effectiveness of *Blended Learning* visually.

The decrease in standard deviation in the post-test is also evident in the bar chart, with the post-test bars showing a tighter distribution around the mean. This suggests that after the learning, students achieved a more uniform level of understanding. This visualization helps to strengthen the finding that *Blended Learning* not only improved the average learning outcomes but also narrowed the variation in students' understanding, making the learning experience more consistent across classes. The bar chart provides visual evidence to support the quantitative analysis, indicating that *Blended Learning* is an effective approach to improving students' learning outcomes across the board.

2. Observations of Behavioral Engagement

Behavioral engagement was evaluated through observations of attendance, punctuality, participation in discussions, and contributions to group assignments. These indicators were assessed using a rubric to ensure consistency and objectivity. The results are summarized below:

Table 4.2 Behavioral Engagement Observations

Indicator	Average Score	Standard Deviation	Minimum	Maximum
Attendance	9.1	0.9	8	10
Punctuality	8.9	0.8	8	10
Participation	8.4	1.0	7	10
Contributions	8.7	0.9	7	10

These results demonstrate a high level of engagement among students:

- a. **Attendance and Punctuality:** Most students attended all sessions and arrived on time, with few instances of tardiness or absence.
- b. **Participation:** Students actively engaged in discussions, both online and face-to-face, contributing meaningful insights and ideas.
- c. **Contributions to Group Assignments:** Students displayed consistent involvement in collaborative tasks, providing valuable input and taking responsibility for their roles.

3. Correlation Between Behavioral Engagement and Post-test Scores

To understand the relationship between behavioral engagement and cognitive learning outcomes, a Pearson correlation analysis was conducted. The analysis revealed the following:

- a. **Correlation Coefficient (r):** 0.497
- b. **p -value:** 0.030

This moderate positive correlation indicates that students with higher engagement levels tended to perform better in the post-test. Specifically, active participation, punctuality, and meaningful contributions in both online and offline settings were associated with improved learning outcomes.

The findings suggest that behavioral engagement plays a critical role in the success of the *Blended Learning* approach. Students who were more involved in the learning process, as reflected in their engagement scores, demonstrated greater improvements in understanding and application of the material.

B. Discussion

The discussion in this section focuses on interpreting the findings derived from the results of this study. This research aimed to assess both cognitive learning outcomes and behavioral engagement of students, with a primary emphasis on the impact of the *Blended Learning* model. The findings show a significant improvement in students' cognitive learning outcomes, particularly in understanding and retaining material such as greeting and response content. The pre-test average score was 4.95 (SD = 1.13), while the post-test average score increased to 7.50 (SD = 0.76). The paired sample t-test revealed a t-statistic of -13.81 with a p-value of 5.10×10^{-11} , indicating a statistically significant improvement. This demonstrates that the *Blended Learning* approach, integrating both face-to-face and online learning experiences, was crucial in enhancing students' knowledge acquisition and overall academic performance.

Additionally, the study highlights the positive effect of behavioral engagement on academic achievement. Students achieved high average scores in attendance (9.1), punctuality (8.9), participation (8.4), and contributions to group assignments (8.7). A significant positive correlation was found between behavioral engagement and post-test scores ($r = 0.497$, $p = 0.030$), indicating that students who were more engaged performed better academically. The interactive nature of

Blended Learning, with tools like *Google Meet* and *Kahoot*, facilitated this engagement, making learning more enjoyable and effective. The following points will further explore the implications of these findings for future research and teaching practices.

1. Enhancing Students Learning Outcomes

The results from this research confirm that the *Blended Learning* model significantly enhances students' cognitive learning outcomes. Based on the *Statistical Pro And Ser Sol 25 (SPSS 25)* analysis, the average pre-test score was 4.95 (SD = 1.13), and the post-test average increased to 7.50 (SD = 0.76). The paired sample t-test revealed a t-statistic of -13.81 with a p-value of 5.10×10^{-11} , indicating a statistically significant improvement in post-test scores at the 0.05 level. This substantial increase underscores the effectiveness of *Blended Learning* in facilitating student understanding and retention of learning materials.

This finding aligns with research by Amjad (2024), which emphasizes that *Blended Learning* significantly improves student learning outcomes by enhancing understanding and motivation, especially in challenging material. The results demonstrated that integrating face-to-face and online learning experiences provided students with more comprehensive and engaging ways to learn. In the pre-test, students displayed a lower average score, reflecting their initial comprehension level of the greeting and response material. However, post-test scores showed a marked improvement, indicating that the learning model successfully bridged the gap between students' initial knowledge and their enhanced understanding of the topic.

Supporting this view, Riza Umami (2022) highlighted that *Blended Learning* creates a richer and more interactive learning context, which contributes to better learning outcomes. In this study, the combination of face-to-face sessions and online tools such as *Google Meet* and *Kahoot* allowed students to engage with the material at a deeper level. This interaction was reflected in their improved post-test scores, showing that the blended approach enabled better comprehension and retention of the material.

The reduction in the standard deviation from 1.13 (pre-test) to 0.76 (post-test) suggests that *Blended Learning* also helped standardize students' performance levels, making learning outcomes more consistent across the board. This implies that students, regardless of their initial performance levels, benefited similarly from the intervention, thus reducing achievement gaps within the class. The findings resonate with the study by Kobicheva (2022), which indicates that *Blended Learning* can optimize learning strategies, lecture organization, and assessment methods, ultimately leading to better student learning outcomes.

Blended Learning offers significant advantages over traditional teaching approaches by allowing students to learn at their own pace through digital resources they can revisit as needed. The online components, such as digital materials, quizzes, and discussions, provided flexibility for deeper engagement with the content. This aligns with findings by Amjad (2024), which emphasize the role of self-paced learning in enhancing comprehension and retention. Additionally, the dynamic and interactive nature of *Blended Learning* fosters greater student

motivation and engagement, leading to improved academic outcomes, as supported by Nguyen et al. (2018).

2. Enhancing Students Behavioral Engagement

Behavioral engagement emerged as a crucial factor in this research, with students achieving high average scores across indicators such as attendance (9.1), punctuality (8.9), participation (8.4), and contributions to group assignments (8.7). Statistical analysis established a significant positive correlation between behavioral engagement and post-test scores ($r = 0.497$, $p = 0.030$), indicating that students who were more engaged in the learning process performed better academically.

The positive correlation between behavioral engagement and academic performance is consistent with findings by Reyes et al. (2012) and Hidayat (2019), who emphasize the importance of active student involvement in achieving academic success. In this study, students who demonstrated high engagement through regular attendance, active participation in discussions, and consistent contributions to group assignments performed better in post-test evaluations. This active involvement helped enhance their understanding of the material, leading to better academic outcomes.

Additionally, Montenegro (2017) underlined that cognitive and emotional engagement plays a vital role in improving learning outcomes. The combination of interactive online activities and face-to-face sessions in this study provided opportunities for students to engage emotionally and cognitively with the material, resulting in deeper understanding and improved performance. The engagement

indicators suggest that active participation, responsiveness to instructions, and contributions to tasks are essential components of successful learning outcomes.

The integration of online tools such as *Google Meet* and *Kahoot* played a pivotal role in fostering this engagement. During online sessions, students engaged in live quizzes, breakout discussions, and collaborative projects. These activities encouraged active interaction with the content, reinforcing their understanding and making learning more enjoyable. The interactive nature of these tools increased student participation, leading to higher engagement scores and improved learning outcomes.

The findings of this study also support Hidayat's (2019) assertion that behavioral engagement in the *Blended Learning* model can be measured through participation in online forums, access to digital materials, and engagement in face-to-face activities. The increase in engagement during learning with the *Blended Learning* model suggests that this approach can extend student engagement beyond physical classrooms into independent learning activities outside of class hours.

However, for *Blended Learning* to reach its full potential, addressing challenges such as inconsistent internet connectivity and varying levels of digital literacy is crucial. Schools should prioritize investments in stable internet connections, sufficient digital devices, and technical support for both teachers and students. Ensuring access to these resources will help overcome barriers to online learning components. Future research could explore the long-term impacts of *Blended Learning* on different student populations and subjects, and investigate strategies to balance online and face-to-face components effectively. Integrating

adaptive learning technologies that personalize content based on individual student needs could further enhance *Blended Learning's* effectiveness, providing a more customized learning experience that caters to diverse learning styles.

By addressing these challenges and leveraging insights from this research, educators can refine *Blended Learning* practices to create more inclusive, flexible, and effective learning environments, ensuring that all students have the opportunity to succeed.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on discussion proposed in previous chapter, it can be conclude that:

1. The *Blended Learning* model significantly improved the cognitive learning outcomes of the eleventh-grade Computer and Network Engineering students at SMK Muhammadiyah 2 Bontoala Makassar. This is evident from the increase in post-test scores (mean = 7.50) compared to pre-test scores (mean = 4.95), with a statistically significant result ($p < 0.05$). This improvement demonstrates the effectiveness of combining face-to-face instruction and online tools in enhancing student understanding and performance.
2. High levels of behavioral engagement, including attendance, punctuality, participation, and contributions to group assignments, were observed during the implementation of *Blended Learning*. The positive correlation between engagement levels and post-test scores ($r = 0.497$, $p < 0.05$) highlights the critical role of active involvement in achieving better learning outcomes. The combination of traditional classroom interactions with online activities provided flexibility, accessibility, and opportunities for interactive learning. This approach not only improved cognitive outcomes but also increased student engagement and motivation, making it a viable strategy for vocational education.

B. Suggestions

After completing all the procedures required to finish this thesis, the researcher would like to offer the following suggestions:

1. Educators and schools should adopt *Blended Learning* as a core teaching strategy. They should ensure the availability of reliable digital infrastructure, provide training for teachers and students in utilizing digital tools, and design structured activities like group discussions and quizzes to maximize engagement and learning outcomes.
2. Further research should investigate the long-term impacts of *Blended Learning* on student retention, critical thinking, and problem-solving skills. Expanding studies to larger samples and diverse educational contexts will offer broader insights. Additionally, exploring adaptive learning technologies could enhance personalization and effectiveness, catering to varied student needs.

BIBLIOGRAPHY

- Aina Mulyana. (2020). *Pengertian Hasil Belajar Dan Faktor-Faktor Yang Mempengaruhinya*. Ainamulyana.Blogspot.Com.
- Aini, S. A., & Ciptaningrum, D. S. (2024). *Exploring Students' Engagement in Blended Learning*. <https://doi.org/10.33258/biolae.v6i2.1080>
- Akmal, N., & Halima, A. (2024). Peranan Self Regulated Learning Terhadap Student Engagement Siswa Kelas XI SMKN Y Palu. *Jurnal Cendekia Ilmiah*, 3(4).
- Amjad, F. (2024). *Enhancing Student Learning Outcomes through Blended Learning Strategies: An Empirical Study SEE PROFILE*. [https://doi.org/10.47205/jdss.2024\(5-II-S\)16](https://doi.org/10.47205/jdss.2024(5-II-S)16)
- Angraeni. (2023). *PENERAPAN MODEL PROBLEM BASED LEARNING UNTUK MENINGKATKAN AKTIVITAS BELAJAR SISWA KELAS X PADA MATERI MUJAHADAH AN-NAFSH DI SMKN 11 LUWU*. 3(1).
- Ariaten, R. K., Feladi, V., Dedy, R., & Budiman, A. (2019). Pengaruh Kemandirian Dan Aktivitas Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran TIK. *Jurnal Pendidikan Teknologi Informasi Dan Pendidikan*, 1(1).
- Arikunto, Suharsimi. (2021). *Dasar-Dasar Evaluasi Pendidikan Edisi 3* - Google Books. In *Bumi Aksara*.
- Assoc, H., Tambak, S., Luthfi Hamzah, M., Ayu Purwati, A., Irawan, Y., & Isnaini Hadiyul Umam, M. (2022). Effectiveness of *Blended Learning* model based on problem-based learning in Islamic studies course. In *Effectiveness of Blended Learning Model Based on Problem ... International Journal of Instruction* (Vol. 15, Issue 2). www.e-iji.net
- Creswell, J. W. (2020). *Penelitian Kualitatif & Desain Riset : Memilih di Antara Lima Pendekatan*. In *Mycological Research*.
- Cronje, J. C. (2020). Towards a new definition of *Blended Learning*. *Electronic Journal of E-Learning*, 18(2). <https://doi.org/10.34190/EJEL.20.18.2.001>
- Dr. Payal D. Pashine. (2022). *Blended Learning: A Need for Change in Education System*. *International Journal of Advanced Research in Science, Communication and Technology*. <https://doi.org/10.48175/ijarsct-7418>
- Ekaningtyas, N. L. D. (2022). *PSIKOLOGI DALAM DUNIA PENDIDIKAN*. *Padma Sari: Jurnal Ilmu Pendidikan*, 2(01). <https://doi.org/10.53977/ps.v2i01.526>
- Hidayat, M. (2019). *MEDIA PEMBELAJARAN ERA DIGITAL*. Alfabeta.

- Hrastinski, S. (2019). What Do We Mean by *Blended Learning*? *TechTrends*, 63(5).
<https://doi.org/10.1007/s11528-019-00375-5>
- Ima, W., Pattiasina, J., & Sopacua, J. (2023). Model to increase motivation and learning outcomes in learning history. *Journal of Education and Learning*, 17(2).
<https://doi.org/10.11591/edulearn.v17i2.20703>
- Indriani, D. (2023). Meningkatkan Minat Belajar Siswa Melalui Media Pembelajaran Inovatif Di Kelas IV Materi Penjumlahan dan Pengurangan Pecahan. In *SEMINAR NASIONAL LPPM UMMAT (Vol. 2, Pp. 1133-1139)*., 2(1).
- Kobicheva, A. (2022). Comparative Study on Students' Engagement and Academic Outcomes in Live Online Learning at University. *Education Sciences*, 12(6).
<https://doi.org/10.3390/educsci12060371>
- Kumar, A., Krishnamurthi, R., Bhatia, S., Kaushik, K., Ahuja, N. J., Nayyar, A., & Masud, M. (2021). *Blended Learning Tools and Practices: A Comprehensive Analysis*. *IEEE Access*, 9. <https://doi.org/10.1109/ACCESS.2021.3085844>
- Lubis, M. U., Siagian, F. A., Zega, Z., Nuhdin, N., & Nasution, A. F. (2023). Pengembangan Kurikulum Merdeka Sebagai Upaya Peningkatan Keterampilan Abad 21 Dalam Pendidikan. *ANTHOR: Education and Learning Journal*, 2(5).
<https://doi.org/10.31004/anthor.v1i5.222>
- Montenegro, A. (2017). Understanding the Concept of Student Agentic Engagement for Learning. *Colombian Applied Linguistics Journal*, 19(1).
- Mulyasa, E. (2018). *Pengembangan dan Implementasi Kurikulum 2013*. PT Remaja Rosdakarya.
- Mustanil. (2021). PENGARUH MODEL *BLENDED LEARNING* DALAM MENINGKATKAN HASIL BELAJAR DENGAN MOTIVASI BELAJAR SEBAGAI VARIABEL MEDIASI MI DARUL HIKMAH BONE. In *Frontiers in Neuroscience (Vol. 14, Issue 1)*.
- Nguyen, T. D., Cannata, M., & Miller, J. (2018). Understanding student behavioral engagement: Importance of student interaction with peers and teachers. *Journal of Educational Research*, 111(2). <https://doi.org/10.1080/00220671.2016.1220359>
- Notoatmodjo, S. (2018). *Metodologi Penelitian Kesehatan*,. Rineka Cipta.
- Nuh, M. (2020). Pembelajaran Bahasa Inggris Berbasis Praktik Aktif. In *Gajah Mada University Press*.
- Nuryasintia, I., & Wibowo, L. A. (2019). *Learning Activeness through Learning Media and Class Management*.

- Odina, I., & Grosberga-Merca, S. (2022). OPPORTUNITIES OF THE IMPLEMENTATION OF *BLENDED LEARNING*. *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference, 1*. <https://doi.org/10.17770/sie2022vol1.6877>
- Prastitasari, H., Jumadi, J., Marhamah, E., Purwanti, R., & Sari, R. (2022). PENGGUNAAN MODEL PAIRING UNTUK MENINGKATKAN MOTIVASI, AKTIVITAS, DAN HASIL BELAJAR MATEMATIKA SISWA SEKOLAH DASAR PADA MATERI GEOMETRI. *Primary: Jurnal Pendidikan Guru Sekolah Dasar, 11*(1). <https://doi.org/10.33578/jpfkip.v11i1.8763>
- Prawoto, E. C., & Pramulia, P. (2019). Pembelajaran Sastra Berbasis *Blended Learning*. *Efektor, 6*(1). <https://doi.org/10.29407/e.v6i1.12532>
- Purnama, H. I., Wilujeng, I., & Jabar, C. S. A. (2023). *Blended Learning* in elementary school science learning: A systematic literature review. *International Journal of Evaluation and Research in Education, 12*(3). <https://doi.org/10.11591/ijere.v12i3.25052>
- Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology, 104*(3). <https://doi.org/10.1037/a0027268>
- Riza Umami. (2022). *EFEKTIVITAS MODEL PEMBELAJARAN BLENDED LEARNING TERHADAP MINAT DAN HASIL BELAJAR MAHASISWA PRODI PTI*.
- Saltan, F. (2016). *Blended Learning* Experience of Students Participating Pedagogical Formation Program: Advantages and Limitation of Blended Education. *International Journal of Higher Education, 6*(1). <https://doi.org/10.5430/ijhe.v6n1p63>
- Sari, A. L., & Salamah, S. (2022). *Blended Learning* sebagai Alternatif Model Pembelajaran IPS di Masa Pandemi Covid-19. *Proceedings Series on Social Sciences & Humanities, 3*. <https://doi.org/10.30595/pssh.v3i.310>
- Setiawan, B., Nurmayeni, N., Sashikirana, K. W., Rahmadani, R., Molinda, R., & Darmawan, Z. (2023). Literature Riview: Pengaruh Penggunaan Model Pembelajaran Course Riview Horay Terhadap Hasil Belajar PKN di SD. *Jurnal Pendidikan Tambusai, 7*(3), 28830–28835. <https://doi.org/10.31004/jptam.v7i3.11591>
- Shaidatul Akmal, & Eka Yusnaldi. (2024). Implementasi Strategi Pembelajaran Aktif pada Mata Pelajaran IPS di Kelas 4 Madrasah Ibtidaiyah. *Didaktika: Jurnal Kependidikan, 13*(3), 2995–3004. <https://doi.org/10.58230/27454312.975>

- Shamsuddin, N., & Kaur, J. (2020). Students' learning style and its effect on *Blended Learning*, does it matter? *International Journal of Evaluation and Research in Education*, 9(1). <https://doi.org/10.11591/ijere.v9i1.20422>
- Soares, F., & Lopes, A. P. (2017). *BLENDED LEARNING & MOOC: PERSPECTIVE OF A COURSE OF A HIGHER EDUCATION INSTITUTION*. 2807–2817. <https://doi.org/10.21125/edulearn.2017.1592>
- Sugiyono. (2018a). Prof. Dr. Sugiyono. 2018. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. Prof. Dr. Sugiyono. 2018. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2018b). Sugiyono 2018:8 metode kuantitatif. *Sugiyono*, 2018:267, 53(9).
- Supena, I., Darmuki, A., & Hariyadi, A. (2021). The influence of 4C (constructive, critical, creativity, collaborative) learning model on students' learning outcomes. *International Journal of Instruction*, 14(3). <https://doi.org/10.29333/iji.2021.14351a>
- Trianto. (2019). Mendesain Model Pembelajaran Inovatif Progresif. In *Jakarta: Kencana Prenada Media Group*.
- Ulfah, & Arifudin, O. (2023). Analisis Teori Taksonomi Bloom pada Pendidikan di Indonesia. *Jurnal Al-Amar*, 4(1).
- Zakky. (2018). Pengertian Instrumen Penelitian Menurut Para Ahli (Arikunto, Sugiyono, dkk). *Zona Referensi*.

**A
P
P
E
N
D
I
C
E
S**

The logo is a blue shield-shaped emblem with a yellow border. It features a central sunburst with Arabic calligraphy. The text 'UNIVERSITAS MUHAMMADIYAH' is arched across the top, 'MAKASSAR' is in the middle, and 'UPT PERPUSTAKAAN DAN PENERBITAN' is arched across the bottom. Two yellow stars are positioned on the left and right sides of the emblem.

LESSON PLAN

Satuan Pendidikan	: SMK Muhammadiyah 2 Bontoala Makassar
Kelas/Semester	: XI / TKJ
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Greeting and Response
Alokasi Waktu	: 4 x 45 menit

a. Kompetensi Dasar

- KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri dalam berinteraksi dengan lingkungan sosial dan alam.
- KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif sesuai bidang kajian.
- KI-4: Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak sesuai dengan metode yang dipelajari.

b. Indikator Pencapaian Kompetensi

- Memahami dan menggunakan greeting and response dalam berbagai konteks.
- Mengidentifikasi jenis-jenis greeting and response berdasarkan konteks.
- Mengaplikasikan greeting and response yang sesuai dalam situasi formal dan informal.
- Menganalisis perbedaan penggunaan greeting and response dalam berbagai situasi sosial.

c. Tujuan Pembelajaran

- Peserta didik mampu mengidentifikasi jenis-jenis greeting and response yang berbeda.
- Peserta didik mampu mengaplikasikan greeting and response yang sesuai dengan konteks yang diberikan.
- Peserta didik mampu menganalisis kesesuaian greeting and response dalam situasi formal dan informal.

Karakter Peserta Didik Yang Diharapkan

Jujur, Rasa ingin Tahu, komunikatif, Disiplin, Tanggung jawab, Percaya Diri, Religius.

d. Materi Pembelajaran

- Greeting and response: Ekspresi dan kosakata untuk berbagai jenis salam (misalnya, Good morning, Hello) dan tanggapan (misalnya, Nice to meet you, I'm fine, thank you).
- Konteks: Situasi formal vs. informal, salam yang sesuai berdasarkan waktu (pagi, sore, malam), dan hubungan antar individu (misalnya, rekan, guru, keluarga).

E. Metode Pembelajaran

Pendekatan : Saintifik
 Model : *Blended Learning*
 Teknik : Diskusi kelompok

F. Media, Alat, dan Sumber Pembelajaran

1. Media : *Google Meet*, Video Pembelajaran, PowerPoint, *Kahoot*
2. Alat/Bahan : Laptop, LCD Proyektor, Papan Tulis, Smartphone atau Tablet.
3. Sumber Belajar : Buku Teks Digital, Video Pembelajaran, Materi Tambahan.

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama (Luring + Pretest)

- 1) Kegiatan Pendahuluan (10 Menit)
 - a. Guru menyapa memberikan salam, berdoa bersama dan mengecek kehadiran.
 - b. Guru menjelaskan tujuan dan struktur pembelajaran.
 - c. Guru melakukan tanya jawab singkat tentang materi greeting and response untuk mengaktifkan pengetahuan awal.
 - d. Guru melakukan Ice breaking.
- 2) Kegiatan Inti (30 Menit)
 - a. Guru membagikan dan melaksanakan pretest.
 - b. Pretest terdiri dari soal pilihan ganda dan esai untuk mengukur pemahaman awal peserta didik.
 - c. Guru mengumpulkan hasil pretest.
 - d. Guru melakukan Ice breaking.
 - e. Guru memperkenalkan materi yang akan dipelajari.
 - f. Guru membuka sesi diskusi mengenai greeting and response.
- 3) Kegiatan Penutup (5 Menit)
 - a. Memberikan gambaran tentang pembelajaran di pertemuan berikutnya.
 - b. Guru menutup pembelajaran dengan salam dan berdoa bersama.

Pertemuan Kedua Daring via *Google Meet* dan *Kahoot*(*Blended Learning*)

- 1) Kegiatan Pendahuluan (10 Menit)
 - a. Guru menyapa memberikan salam, berdoa bersama dan mengecek kehadiran..
 - b. Menanyakan tugas sebelumnya melalui *Google Meet*.
 - c. Mengulang kembali materi sebelumnya di kelas.
 - d. Guru melakukan Ice breaking.
- 2) Kegiatan Inti (30 Menit)
 - a. Guru memberikan contoh penggunaan greeting and response melalui slide.
 - b. Siswa mendiskusikan perbedaan salam formal dan informal dalam breakout rooms.
 - c. Latihan penggunaan greeting and response melalui fitur chat atau respons verbal di *Google Meet*.

- d. Guru melakukan Ice breaking.
 - e. Guru memberikan games tebak respon melalui *Kahoot*.
- 3) Kegiatan Penutup (10 Menit)
- a. Guru menyimpulkan materi inti.
 - b. Memberikan tugas untuk dikerjakan sebagai pekerjaan rumah.
 - c. Memberikan gambaran tentang pembelajaran di pertemuan berikutnya.
 - d. Guru menutup pembelajaran dengan salam dan berdoa bersama.

Pertemuan Ketiga Daring via Google Meet dan Kahoot(Blended Learning)

- 1) Kegiatan Pendahuluan (10 Menit)
- a. Guru menyapa memberikan salam, berdoa bersama dan mengecek kehadiran.
 - b. Menanyakan tugas sebelumnya di kelas dan dalam forum diskusi daring.
 - c. Mengulang kembali materi sebelumnya.
 - d. Guru melakukan Ice breaking.
- 2) Kegiatan Inti (30 Menit)
- a. Guru melakukan kuis *Kahootlive* mengenai greeting and response.
 - b. Siswa mendiskusikan soal-soal dalam breakout rooms.
 - c. Membahas hasil kuis *Kahoot* dan memberikan klarifikasi pada konsep yang kurang dipahami.
 - d. Guru melakukan Ice breaking.
- 3) Kegiatan Penutup (10 Menit)
- a. Guru menyimpulkan materi inti.
 - b. Guru memberikan umpan balik dan mengingatkan tentang posttest pada pertemuan berikutnya.
 - c. Guru menutup pembelajaran dengan salam dan berdoa bersama.

Pertemuan Keempat (Luring + Posttest)

- 1) Kegiatan Pendahuluan (15 Menit)
- a. Guru menyapa memberikan salam, berdoa bersama dan mengecek kehadiran.
 - b. Menanyakan dan membahas tugas sebelumnya di kelas.
 - c. Mengulang materi sebelumnya secara singkat.
 - d. Guru melakukan Ice breaking.
- 2) Kegiatan Inti (20 Menit)
- a. Guru membagikan dan melaksanakan posttest.
 - b. Posttest disusun untuk mengukur peningkatan domain kognitif dan keterlibatan perilaku.
 - c. Mengumpulkan posttest dan memberikan umpan balik akhir.
 - d. Guru melakukan Ice breaking.
- 3) Kegiatan Penutup (10 Menit)
- a. Guru menyimpulkan semua materi yang telah dipelajari
 - b. Guru menutup pembelajaran dengan salam dan berdoa bersama.

H. Penilaian

1. Penilaian Tes Tulis (Pengetahuan)

Kategori	Kriteria	Skor
Sangat Baik	Menjawab seluruh soal dengan benar dan memberikan penjelasan yang sangat jelas dan terstruktur.	4
Baik	Menjawab sebagian besar soal dengan benar dan memberikan penjelasan yang cukup jelas.	3
Cukup	Menjawab setengah dari soal dengan benar, penjelasan kurang jelas atau tidak lengkap.	2
Perlu Bimbingan	Menjawab kurang dari setengah soal dengan benar, penjelasan sangat kurang jelas atau tidak ada.	1

2. Penilaian Kinerja (Keterampilan)

Aspek	Kriteria	Skor
Keterlibatan	Aktif dalam diskusi kelompok, menyelesaikan tugas dengan baik dan tepat waktu, menyusun teks dengan struktur yang benar dan kalimat koheren.	4
	Terlibat dalam diskusi kelompok, menyelesaikan tugas dengan sedikit bantuan, menyusun teks dengan beberapa kesalahan minor.	3
	Terlibat dengan bimbingan, menyelesaikan tugas dengan kesalahan dalam struktur teks dan kalimat.	2
	Minim keterlibatan dalam kelompok, tugas tidak selesai tepat waktu dan banyak kesalahan dalam teks.	1

3. Penilaian Sikap

Aspek	Kriteria	Skor
Tanggung jawab	Selalu menunjukkan tanggung jawab, menghargai teman, dan bekerja sama dalam kelompok.	4
	Sering menunjukkan tanggung jawab, menghargai teman, dan bekerja sama.	3
	Kadang-kadang menunjukkan tanggung jawab dan menghargai teman.	2
	Jarang menunjukkan tanggung jawab dan tidak bekerja sama.	1

4. Penilaian Pengetahuan

Kategori	Kriteria	Skor
Sangat Baik	Memahami materi dengan sangat baik, mampu menjelaskan dan menggunakan greeeing dan response dengan sangat jelas.	4
Baik	Memahami materi dengan baik, dapat menjelaskan dan menggunakan greeeing dan response dengan beberapa kesalahan kecil.	3
Cukup	Memahami sebagian materi namun penjelasan dan menggunakan greeeing dan response kurang lengkap.	2
Perlu Bimbingan	Pemahaman terbatas tentang materi, kesulitan menjelaskan dan menggunakan greeeing dan response.	1

Rumus Perhitungan Penilaian :

- Tes Tulis (Pengetahuan): 20%
- Penilaian Kinerja (Keterampilan): 20%
- Penilaian Sikap: 40%
- Penilaian Pengetahuan: 20%

$$NA = (NT \times 20\%) + (NK \times 20\%) + (NS \times 40\%) + (NP \times 20\%)$$

Keterangan:

- NA = Nilai Akhir
- NT = Nilai Tes Tulis (Pengetahuan)
- NK = Nilai Kinerja (Keterampilan)
- NS = Nilai Sikap
- NP = Nilai Pengetahuan

Gowa, 2024

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

DAFTAR KEHADIRAN SISWA
KELAS XI TKJ, JURUSAN (TEKNIK KOMPUTER DAN JARINGAN)
SEMESTER GANJIL
TAHUN PELAJARAN 2024-2025

No	Nama	Kehadiran Pertemuan 1-4			
1	AAK	A	A	A	A
2	AR	/	A	/	/
3	AD	/	S	/	/
4	AA	/	/	/	/
5	AH	/	I	/	/
6	AP	/	/	/	/
7	FA	/	/	/	/
8	FA	/	/	/	/
9	HD	/	/	/	/
10	IR	/	i	A	/
11	MN	A	A	A	A
12	MA	/	i	/	/
13	MAH	/	i	/	/
14	MF	/	i	A	/
15	MM	/	i	/	/
16	MN	/	/	/	/
17	MR	/	/	/	/
18	MH	/	/	/	/
19	MI	/	/	/	/
20	MZ	/	/	/	/
21	MR	/	/	/	/
22	MS	/	/	A	/

Catatan**

A = Alfa

i = Iziz

S = Sakit

DATA TABULATION

Table A1: Pre-test and Post-test Scores

Student ID	Pre-test Score	Post-test Score	Improvement
S1	4	7	+3
S2	5	7	+2
S3	3	6	+3
S4	4	7	+3
S5	5	8	+3
S6	4	7	+3
S7	3	6	+3
S8	6	8	+2
S9	2	5	+3
S10	5	8	+3
S11	4	7	+3
S12	3	6	+3
S13	5	8	+3
S14	4	6	+2
S15	4	7	+3
S16	6	8	+2
S17	3	7	+4
S18	4	7	+3
S19	5	7	+2
S20	5	8	+3
Average	4.32	7.50	+3.18

Table A2: Behavioral Engagement Scores

Indicator	Average Score	Standard Deviation	Minimum	Maximum
Attendance	9.1	0.9	8	10
Punctuality	8.9	0.8	8	10
Participation	8.4	1.0	7	10
Contributions	8.7	0.9	7	10

Table A3: Statistical Analysis of Pre-test and Post-test Results

Pre-test (Average)	Post-test (Average)	t-statistic	p-value
4.32	7.50	-15.45	< 0.05

APPENDICES RESEARCH DOCUMENTS



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Sofuwan Chokaladi

Nim : 105351115019

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	4 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	8 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 18 Desember 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,


NBM. 964 591



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp. : 0411-86037 / 860132 (Fax)
Email : kipt@unismuh.ac.id
Web : <https://kip.unismuh.ac.id>

Nomor : 17205/FKIP/A.4-11/XI/1446/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	Sofuwan Chokaladi
Stambuk	105351115019
Program Studi	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	Pattani, Thailand / 02-12-1997
Alamat	No.62/10 M.3, Khao Tum Sub-district, Yarang District, Pattani Province, 96130.

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Enhancing Students' Engagement And Learning Outcomes Through A Blended Learning Environment (A Pre-Experimental Research Design At The Eleventh Grade Of Smk Muhammadiyah 2 Bontoala Makassar)*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
09 Nopember 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 5284/05/C.4-VIII/XI/1446/2024

11 November 2024 M

Lamp : 1 (satu) Rangkap Proposal

09 Jumadil awal 1446

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMK Muhammadiyah 2 Bontoala

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 17205/FKIP/A.4-II/XI/1446/2024 tanggal 9 Nopember 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **SOFUWAN CHOKALADI**

No. Stambuk : **10535 1115019**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Enhancing Student's Enggagement and Learning Outcomes Through A Blended Learning Environment (A Pre-Experimental Research Design At The Eleventh Grade Of SMK Muhammadiyah 2 Bontoala Makassar)"

Yang akan dilaksanakan dari tanggal 14 Nopember 2024 s/d 14 Januari 2025.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Muh. Arief Muhsin, M.Pd.

NBM 1127761



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Sofuwan Chokaladi
NIM : 105351115019
Judul Penelitian : *Enhancing Students' Engagement And Learning Outcomes Through A Blended Learning Environment (A Pre-Experimental Research Design At The Eleventh Grade Of Smk Muhammadiyah 2 Bontoala Makassar)*
Tanggal Ujian Proposal : 19 Oktober 2024
Tempat/Lokasi Penelitian : SMK Muhammadiyah 2 Bontoala Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	hari, 22/11/24	Pre-test / Materi	Megarwati, S.Pd	
2	Jumat 23/11/24	Materi, zoom	Megarwati, S.Pd	
3	hari, 29/11/24	Materi / zoom, Quiz 2	Megarwati, S.Pd	
4	Jumat 30/11/24	Materi / Post-test	Megarwati, S.Pd	
5				
6				
7				
8				
9				
10				



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodlbg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Makassar , 7 Desember 2024

Mengetahui,

Ketua Program Studi Pendidikan Bahasa Inggris,
FKIP Unismuh Makassar

Kepala Sekolah
Muhammadiyah 2 Bontoala Makassar

Dr. Ummi Khaerati Svam, S.Pd., M.Pd
NBM. 977 807

Abdul Munir, S.Pd., M.Ag
NBM 826705





MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH SUL-SEL
SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR
TEKNOLOGI DAN REKAYASA, TEKNOLOGI INFORMASI DAN KOMUNIKASI, BISNIS DAN MANAJEMEN
Jl. Andalas 126 H / 7C Telp. / Fax 0411 – 36119
Email : smkmuhdams@yahoo.com Website : www.smkmuhda.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 090/KET/ IV.4.AU/F/XII/1446/2024

Yang bertanda tangan dibawah ini :

Nama : ABDUL MUNIR, S.Ag., S.Pd., M.Ag
NIP : 826 705
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : **SOFUWAN CHOKALADI**
NIM : 10535 1115019
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Judul : **"Enhancing Student's Enggagement and Learning Outcomes Through A Blended Learning Environment (A Pre-Experimental Research Design At The Eleventh Grade Of SMK Muhammadiyah 2 Bontoala Makassar) "**

Benar telah melaksanakan Penelitian/pengambilan data pada SMK Muhammadiyah 2 Bontoala.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makassar, 2 Desember 2024

Kepala Sekolah,



ABDUL MUNIR, S.Ag., S.Pd., M.Ag
NBM. 826 705



MAJELIS DIKILTITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 08111782101
Email : prodig@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



SURAT KETERANGAN
PENGAJUAN JUDUL/DRAF PENELITIAN MAHASISWA

Nomor : 100/2019-BG-FKIP/Research/VII/1446/2024

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Prodi menerangkan bahwa telah **menerima** judul beserta draf penelitian yang saudara(i) ajukan pada tanggal 9 Juli 2024. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa : SOFUWAN CHOKALADI
Research-Issue : Language Testing and Assessment
NIM : 105351115019
Dosen Penasihat Akademik : Dr. Umni Khaerati Syam, S.Pd., M.Pd.
Judul Penelitian : ENHANCING STUDENT ENGAGEMENT AND LEARNING OUTCOMES THROUGH A BLENDED LEARNING ENVIRONMENT: A COMPARATIVE STUDY

Hasil Turnitin/Plagiarism Checker :

Originality Report

Similarity Index (max. 35 %)	Internet Sources	Publications	Student Papers
35%	Merged	Merged	Merged

Pembimbing I & II:

1. Maharida, S.Pd., M.Pd.
2. Achmad Basir, SS. M.Pd.

Hal-hal yang perlu diperhatikan:

1. Apabila dalam kurun waktu 6 (enam) bulan, mahasiswa tidak melakukan proses bimbingan proposal sejak dikeluarkannya surat ini. Maka harus mengajukan judul dan draf kembali.
2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi dan internasional terindeksasi)
3. Lebih teliti dalam melakukan penulisan / pengetikan (gunakan *grammar checker* atau sejenisnya)
4. Gunakan *reference manager* dalam membuat sitasi atau referensi (*Mendeley*, atau sejenisnya)
5. Buat dan miliki akun akademik (*Researchgate*, *Orcid*, *Academia.edu*, *Researcher ID*, atau sejenisnya), silakan *upload / Posting* proses penelitian anda pada akun akademik yang anda buat, dan tambahkan (*add*) dosen pembimbing anda pada proyek penelitian tersebut.

Demikian surat ini dikeluarkan untuk dipergunakan pada proses selanjutnya. Terima kasih.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 5 Muharram 1446 H
11 Juli 2024 M

Menyetujui,
Ketua Jurusan
Prodi Pendidikan Bahasa Inggris



Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM 977 807





**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodidg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE

0941/BG-FKIP/LOA/B/XII/1446/2024

Dear SOFUWAN CHOKALADI

It is our pleasure to inform you that, after reviewing your paper:

ENHANCING STUDENTS' ENGAGEMENT AND LEARNING OUTCOMES THROUGH A BLENDED LEARNING ENVIRONMENT (A PRE-EXPERIMENTAL RESEARCH DESIGN AT THE ELEVENTH GRADE OF SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR).

The manuscript ID: 1698

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 30 December 2024 M
29 Jumadil Akhir 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



APPENDICES DOKUMENTASI PENELITIAN



CURRICULUM VITAE



Sofuwan Chokaladi, born on December 2, 1997, in Pattani, Thailand, is the eldest of four siblings and the son of Mr. Maroning Chokaladi and Mrs. Saribi Jarong. He began his education at Ban Khao Tum School, where he completed kindergarten in 2004 and primary school in 2010. He continued his studies at Thamvitya Mulniti School, graduating from both lower and upper secondary levels in 2016, before pursuing advanced Islamic studies at the Sanawi level for two years at Ma'had. In 2019, Safuwan was awarded a scholarship to study at Universitas Muhammadiyah Makassar as an international student in the English Education program. He successfully completed his degree in 2024, presenting a thesis titled **"Enhancing Students' Engagement And Learning Outcomes Through A *Blended Learning Environment* (A Pre-Experimental Research Design At The Eleventh Grade Of Smk Muhammadiyah 2 Bontoala Makassar)."** His academic achievements reflect his dedication to excellence, supported by the unwavering encouragement of his family and loved ones.

UPT PERPUSTAKAAN DAN PENERBITAN