

**FACULTY OF MEDICINE AND HEALTH SCIENCES**  
**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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***“The Effectiveness of Hybrid Learning on Learning Motivation and Academic Performance in Students of Medical Education Study Program”***

**ABSTRACT**

**Background :** Based on the circular letter of the Ministry of Education, Culture, Research and Technology No. 4 of 2021 concerning Implementation of Face-to-Face Learning for the 2021/2022 Academic Year, learning in tertiary institutions is held with limited face-to-face learning while still implementing health protocols, and/or online learning or learning mix (hybrid). The Faculty of Medicine and Health Sciences, University of Muhammadiyah Makassar applies a hybrid learning method that combines face-to-face and online learning. Hybrid learning has advantages and disadvantages that can affect motivation and academic performance of medical education study program students.

**Objective :** Knowing how the effectiveness of hybrid learning on learning motivation and academic performance in students of medical education study programs.

**Method :** The research method used is observational with a cross sectional approach. The sampling method uses total sampling. The data collection method used a questionnaire and the GPA data base of students of the 2020 medical education study program semester 4, then the data were analyzed using the chi-square test.

**Results :** From the results of the chi-square statistical test, the p-value = 0.020 and 0.035 ( $p < 0.05$ ), where there is a significant relationship between hybrid learning and student learning motivation and academic performance.

**Conclusion :** Hybrid learning for students of the Medical Education Study Program, Faculty of Medicine and Health Sciences, University of Muhammadiyah Makassar is considered effective as shown by an effective percentage of 56.8%. Doctoral education students class of 2020 are dominated by students who have high motivation with a percentage (58.5%) and satisfactory academic performance with a percentage (57.6%)

**Keywords :** Hybrid learning, learning motivation, academic performance