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The Influence of The Teacher's Role on Students' Learning Motivation in The Implementation of Blended Learning

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Abstract: The purpose of this research is to analyze the effect of the teacher's role on the learning motivation of fifth-grade elementary school students in implementing blended learning. This research is a type of quantitative research with an ex post facto research design. In this study, the sampling technique used random cluster sampling with a population of 195 students and a sample of 131 students. Data collection methods in this study were questionnaires and observation. The instrument test uses validity and reliability tests. With data analysis normality test, linearity test, and hypothesis testing which includes simple linear regression analysis. The result of this research is that there is a significant influence of the teacher's role on student learning motivation with the calculated F-value 98,817 and F-table 3,915. So F-count > F-table while the value of t-count is 9.941 while the t-table is 1.9785, so t count > t-table. The hypothesis is accepted. Student learning motivation is influenced by the teacher's role by 42.9% and the relationship between the teacher's role, and student learning motivation is 0.659 in the strong category. This study concludes that there is a significant influence on the role of the teacher. Through the results obtained, it can be useful to add insight for teachers to the application of blended learning models and as a guide in developing learning models that are in accordance with current conditions.

Keywords: Blended learning, learning motivation, teacher's role

1. Introduction

The purpose of learning is to equip students with the ability to think logically, analytically, systematically, critically, creatively, and the ability to work together (Zaenap, Utaminingsih, & Santoso, 2021). But, the Covid-19 pandemic has forced the learning system in schools to drastically change from face-to-face (conventional) learning to online/online learning. Many schools do not yet have an online learning infrastructure but are still forced to carry out online learning. Many parties feel they are not ready for the implementation of online education, both teachers, students, and parents.

However, there are many obstacles to implementing online learning, including the lack of facilities and infrastructure, networks that are not yet available, and the ability of teachers who are still lacking in the information technologies field.

Whereas mastery of technology is very much needed during the Covid-19 period. Information technology can be used to improve the quality of learning and make information technology a medium for delivering learning materials as a means of distributing teaching materials (Fauzi & Khusuma, 2020).

To overcome the problems during the current Covid-19 pandemic. Teachers are expected to be able to deal with existing situations. So teachers need to design synchronous and asynchronous learning so that learning can continue (Aliyyah et al., 2020). Teachers must be good at modifying knowledge with innovative and creative models. The selection of a suitable model can increase student motivation.

Therefore, teachers must understand how to apply appropriate models for classroom learning (Utaminingsih, 2021). The learning must be usable by students and teachers and comply with health protocol standards. One of the learning models that can be carried out under current conditions is a combination learning model, or what is known as blended learning. Blended learning is a learning model that combines face-to-face learning with learning using online learning resources. Teachers can give blended learning materials that are not conveyed during face-to-face learning to students through online learning. Blended learning is a learning approach that integrates traditional face-to-face and distance learning using online-based learning media (Ginaya, 2018; Yen et al., 2018).

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Blended learning meets the following aspects to improve the quality of learning and provide many positive impacts on the learning process, including motivation, critical thinking, and learning outcomes (Yustina, Syafii, & Vebrianto, 2020). In addition, the study's results found significant differences in learning outcomes and student learning motivation with the blended learning model compared to the application of other models (Islam et al., 2018).

Implementing blended learning will be successful if all elements of education help and cooperate to achieve educational goals. However, the application of blended learning, in reality, has not maximized the results. In implementing learning activities, the blended learning model is still less effective (Ma'arop & Embi, 2016). From the results of interviews with several teachers in Dabin Ahmad Yani, Bonang District, Demak Regency, it was stated that implementing the blended learning model for the target area was not optimal. This can be seen from the low motivation of students to learn, which causes student learning outcomes that have not been maximized with the class average being taken by the minimum completeness criteria. The common motivation of students to learn is marked by behavior such as being truant when learning face to face, cheating and being late in collecting assignments. In the end, teaching achievement decreases, and learning objectives are not achieved (Sari et al., 2018).

The low motivation of students in implementing the blended learning model is characterized by student behavior such as playing truant when face-to-face learning, cheating, and being late in collecting assignments so that in the end, learning achievement decreases and learning objectives are not achieved. Although motivation is essential in the learning process, students who do not have learning motivation will not be able to carry out learning activities. The condition of students who have low learning motivation is a sign that the learning activities carried out by students do not touch their needs. The low motivation to learn is caused by several factors, including the role of the teacher, the role of the principal, and the role of parents who are less than optimal (Herian, Madjdi, & Setiadi, 2022).

Analyzing the influence of the roles of teachers, principals, and parents on the learning motivation of grade V elementary school students in implementing blended learning in the Ahmad Yani Cluster, Bonang District.

2. Literature Review

Motivation is essential in the learning process, students who do not have learning motivation will not be able to carry out learning activities. The condition of students who have low learning motivation is a sign that the learning activities carried out by students do not touch their needs (Chang & Chang, 2021). Low learning motivation, if not handled, will cause a learning stagnation that leads to boredom, not being creative, and even a decrease in the quality of learning.

Factors that cause low student learning motivation from outside include the teacher factor. Less than the leading role of the teacher drives low student motivation. However, teachers also have an essential role in the personal development of students, both socially, emotionally, and intellectually (Keskin & Yurdugül, 2019). Students will grow motivation and self-awareness and identify skills and strengths or abilities to provide opportunities for successful learning, healthy gender identity, moral development with values, and success in family and work or career. Against all of these, the most substantial influence of the teacher's role is on children's learning achievement and harmonious social relations (Kintu, Zhu, & Kagambe, 2019).

A teacher has a massive role for a student in learning. Based on this, the teacher is one-factor influencing student achievement. Teachers have ways and patterns of nurturing, guiding, and increasing students' learning motivation. These methods and practices will undoubtedly differ from one teacher to another. Teacher parenting describes teachers' and students' attitudes and behavior in interacting and communicating during teaching and learning activities (Law, Geng, & Li, 2019).

Students work because of the teacher's orders, not curiosity, and they want to understand the learning. Efforts to optimize teaching and learning activities to overcome this problem are carried out by increasing motivation. This is where the teacher's role is crucial as a driving factor or trigger for students' enthusiasm for learning. If students' curiosity, interest, and motivation are absent or weak, it will hinder the learning process (Sabah, 2020). Because student motivation does not appear by itself, there needs to be stimulation or encouragement to further strengthen or bring up that motivation. Therefore, it is necessary to have efforts or steps to generate this motivation, and it is the teacher's responsibility as the holder, controller, and mentor for all students.

Hu et al. (2019) have examined the above problems about the school environment's influence and teachers' role in students' learning motivation. From the results of the analysis obtained based on student perceptions, it can be concluded that the school environment is in the quite supportive category, the teacher's role is in the quite effective category, and learning motivation is in the moderate category. The hypothesis test results indicate that the school environment and the role of the teacher have a significant positive effect on students' learning motivation.

3. Methodology

In this study, the research design used was quantitative research. Quantitative research tests specific theories by examining the relationship between variables. These variables are measured so that data consisting of numbers can be analyzed based on statistical procedures (Creswell & Creswell, 2017).

The population framework of this study was seven hundred and fifty grade-six from five elementary schools in the Bonang sub-district, Demak Regency. Researchers used sampling to select subjects due to the limited time allowed by

the principal of the selected primary school. To conduct research, the permit has been approved by the superintendent and principal.

4. Findings

4.1 Description of Data for Each Variable of Learning Motivation

The description of the data from processing the questionnaire answers on the learning motivation variable obtained data with the lowest score of 55 and the highest score of 88, the average score of 73.79, range of 51. The data is divided into five categories: very high, high, medium, low, and very low. Then it can be determined that the value of the interval range is 7. The following data on respondents' perceptions of learning motivation will be made a detailed frequency distribution.

Table 1. Distribution frequency of motivational learning

No.	Interval (Score)	Absolute Frequency	Relative Frequency	Category
1	55-61	1	1%	Very low
2	62-68	30	23%	Low
3	69-75	46	35%	Keep
4	76-82	42	32%	Tall
5	83-88	12	9%	Very high
		131	100%	

Table 1 shows the results of the respondents' questionnaire answers on learning motivation in the very low category, there is one person or 1%, low there are 30 people or 23%, medium there are 46 people or 35%, high there are 42 people or 32%, and very high there are 12 people or 9%. The mean value of 73.78 lies in the medium category. So based on the frequency distribution of learning, motivation is perceived as being. The results of the descriptive analysis can be depicted in a diagram, as shown in Figure 1.

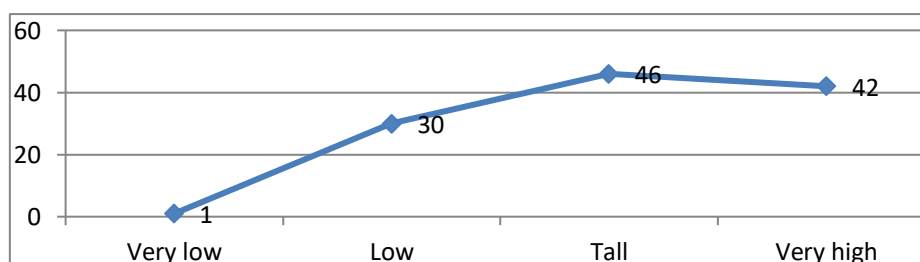


Figure 1. Frequency distribution of learning motivation

4.2 Teacher Role Variables

From the data processing in the teacher role data analysis table, the lowest score was 63, the highest score was 100, and the average score was 85.84. The data is divided into five categories: very high, high, medium, low, and very low. Then it can be determined that the value of the interval range is seven, obtained from the highest score - the lowest score: 5. The following is the data on respondents' perceptions of the teacher's role, and a detailed frequency distribution will be made, namely.

Table 2. Distribute frequency of the role of the teacher

No.	Interval (score)	Absolute Frequency	Relative Frequency	Category
1	63-69	3	2%	Very low
2	70-76	10	8%	Low
3	77-84	44	34%	Keep
4	85-92	46	35%	Tall
5	93-100	28	21%	Very high
		131	100%	

Table 2 shows the results of the respondent's questionnaire on the teacher's role. In the deficient category, there are three people or 2%, and low there are ten people or 8%, medium there are 44 people or 34%, high there are 46 people or 35%, and very high there are 28 people or 21%. The average value of 85.84 lies in the high category.

Based on the frequency distribution, the teacher's role is perceived as high. The results of the descriptive analysis can be depicted in a diagram, as shown in Figure 2.

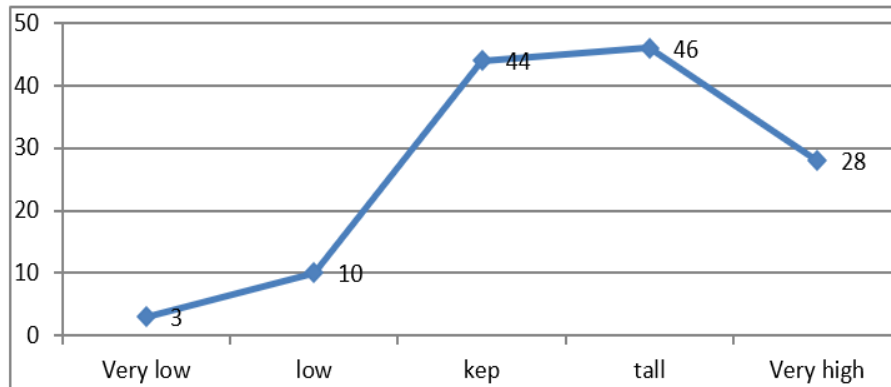


Figure 2. Frequency distribution of teacher's role

4.3 Hypothesis Testing

The hypothesis is tested by testing the influence of the teacher's role on students' learning motivation. A hypothesis test is done as a simple regression test. For example, the simple regression test for hypothesis 1 includes the ANOVA, partial, and determination tests. The hypothesis is that there is an influence of the teacher's role on student learning motivation. The working hypothesis of the proposed hypothesis is:

Ho: there is no influence of the teacher's role on students' learning motivation

H1: there is an influence of the teacher's role on students' learning motivation

This ANOVA test was carried out to see the effect of the teacher's role on student learning motivation simultaneously or together. The results of the ANOVA test for hypothesis 1 were:

Table 3. ANOVA test result

ANOVA ^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2337.705	1	2337.705	98.817	.000 ^a
Residual	3051.730	129	23.657		
Total	5389.435	130			

a. Predictors: (Constant), Teacher Role
b. Dependent Variable: Learning Motivation

Table 3 shows the results of the ANOVA test that the calculated F-value is 98.817 while the F table with df = 129 is 3.915. So that F count > F table (98.817 > 3.915), while the sig count is 0.000 and the significance level is 0.05, the sig count < 0.05, which means H0 is rejected, and H1 is accepted. The decision is that there is an influence of the teacher's role on student learning motivation.

The next test is a determination test which is used to determine the magnitude of the influence of the teacher's role variable on student learning motivation. The table used is a summary table of the coefficient of determination (R²) by looking at the Adjusted R Square value.

Table 4. Determination test results

Model	R	Model Summary		
		R Square	Adjusted R Square	Std. Error of The Estimate
1	.659 ^a	.434	.429	4.864

a. Predictors: (Constant), teacher role

Based on Table 4 shows that the value of the adjusted R square is 0.429 or 42.9%. This value indicates that 42.9% of students' learning motivation is influenced by the role of the teacher, and the remaining 57.1% is influenced by other variables outside the study. The summary table also shows the correlation value of the teacher's role on student learning motivation by the R-value of 0.659, so there is a significant relationship between the two variables. The conclusion is that the relationship between the teacher's role and students' learning motivation is 0.659 in the strong category.

A partial test or t-test is used to determine the effect of the independent variable partially or alone on the dependent variable. The t-test or partial test in this regression is used to determine the effect of the teacher's role partially on student learning motivation.

Table 5. partial hypothesis test results

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t Sig.
1	(Constant)	24.703	4.957		4.984 .000
	Teacher Role	.572	.058	.659	9.941 .000

Based on the partial test table, the t-count value is 9.941 while the t-table is 1.9785, so $9.941 > 1.9722$, then t-count > t-table so that H₀ is rejected and H₁ is accepted. The decision is that the teacher's role influences learning motivation.

5. Discussion

The many obstacles in implementing online learning during the Covid-19 pandemic and the decreasing number of cases of Covid-19 have forced the education community to apply the blended learning method. With the blended learning model, the government implements learning that combines face-to-face concepts using online media platforms such as WhatsApp, Zoom, and Google Meet. This blended learning program is also a wise step to overcome the problem of learning constrained by distance and place. Using these methods can improve the quality and capacity of learning because of the combination of technology and interaction.

Learning with the blended learning method aims to optimize learning so that the results of these learning activities can be better. More than that, learning this method can build social interactions, which include forming social characters between teachers or other students. When upgrading the material, you can use online or face-to-face media. However, in its implementation, there are still many obstacles, especially the low motivation of students to learn because online learning takes too long. The main thing that must be done is to optimize the teacher's role in implementing blended learning.

The teacher's role in teaching and learning includes many things, such as a teacher, class manager, supervisor, motivator, consular, explorer, etc. Teachers are facilitators in learning to educate students, especially during the Covid-19 pandemic; teachers are required to demonstrate teacher competence in guiding students. Blended learning requires teachers to play an active role in carrying out their duties of teaching and educating students even without having to meet face-to-face with students. The role of teachers is very much needed in increasing student learning motivation during the Covid-19 pandemic.

This is following the results of students' perceptions of the teacher's role in blended learning is high. This means that students assume that the teacher plays a very high role in increasing student learning motivation in implementing blended learning. Therefore, it is important to increase the role of the teacher. The teacher's role in increasing learning motivation is that of teachers qualified educators and teachers who can create and implement well-structured learning programs that can manage and control students and themselves. These results are also reinforced by (Lim & Morris, 2009) that the blended learning model is one of the most effective models applied in learning. It is proven that there is a relationship between increased motivation and student learning outcomes with the application of the model.

The correlation or the relationship between the teacher's role and student motivation is strong, so the teacher occupies a strategic position in developing student potential. As teachers, teachers should help develop students to accept and understand and master science and technology. For this reason, teachers must motivate students to always learn in various opportunities. In the end, a teacher can play his role as a motivator in the teaching and learning process if the teacher masters and can carry out didactic and methodical skills that are relevant to the situation and conditions of the students.

The magnitude of the influence of the teacher's role on learning motivation is 42.9%. The teacher's influence is almost 50% of the growth of student learning motivation because of the teacher's role. In the learning process, motivation is one of the most important dynamic aspects. It often happens that students who lack achievement are not caused by their lack of ability but because there is no motivation to learn, so they do not try to exert all their abilities.

The results of student responses get scores with a very good category where students feel interested in learning. In addition, students feel more understanding of the material being studied using the blended learning model (Joseph et al., 2020)

The teacher's role in motivating learning is crucial in starting and maintaining student businesses. Motivation guides decision-making, and willingness supports the will to explore a task so that goals can be achieved. Teacher's efficacy and motivation is very influential on student's academic achievement in learning (Wardani et al., 2020; Bal-Taştan et al., 2018; Putra et al., 2018). Besides that, building high interaction and closeness serves as a means to increase students' motivation to learn, and that motivation increases mastery of cognitive material (Lai, Hsiao, & Hsieh, 2018).

The results of this study are in accordance with research from Fatimah (2020) about the role of teachers and parents in increasing children's learning motivation. The research confirms that the role of teachers in increasing student motivation in the teaching and learning process is very important. In addition to transferring knowledge, the teacher also acts as a motivator. The teacher's role in increasing student learning motivation is relatively good. However, there are still some teachers who have not motivated students well in the form of creating a conducive learning environment, creating healthy competition, giving praise, giving points, giving prizes, knowing the results, and attracting interest.

Research from Arianti (2019) about the teacher's role in increasing student motivation. Emphasized that the role of a teacher is very significant in the teaching and learning process. The teacher's role in teaching and learning includes many things, such as a teacher, class manager, supervisor, motivator, consular, and explorer. The role of the teacher in motivating learning is very important. If the teacher does not participate in motivating student learning, the students are less creative and will not be provoked to be active. The teacher's role is very influential on students' learning motivation, and its main goal is to achieve achievement and improve the quality of learning in the learning process.

6. Conclusion and Recommendation

Based on the results of research and discussion that has been carried out with the title of the influence of the teacher's role on student learning motivation in the implementation of blended learning, it can be concluded that the results of the ANOVA test that the calculated F-value is 98.817 while the F-table with $df = 129$ is 3.915. So that $F\text{-count} > F\text{-table}$ ($98.817 > 3.915$), while the sig. count is 0.000 and the significance level is 0.05, the sig count < 0.05 , which means H_0 is rejected and H_1 is accepted. the decision is that there is an influence of the teacher's role on student learning motivation.

Based on the conclusion, the researcher would like to give some suggestions to increase students' learning motivation in the implementation of blended learning. Teachers should be able to encourage students and be able to increase students' motivation to learn, especially during the pandemic and be able to innovate in blended learning so that learning becomes more interesting and fun. learning can be achieved

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Conflict of Interest

The authors declare no conflicts of interest.

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