INCREASING STUDENTS' LEARNING INTEREST THROUGH BLENDED LEARNING IN THE EDUCATIONAL PSYCHOLOGY COURSE

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ABSTRACT

Education is a development, reinforcement, and improvement attempt at people's ability and potential through teaching, guidance, example, and so on needed by themselves, other people, and nation and state. In fact, there are many students who believe that learning is not fun so their interest in learning decreases. Therefore, innovative learning is needed to increase students' interest in learning. One of the attempts is to apply the Blended Learning model. This paper aims to determine whether there is a significant effect of blended learning on students' learning interest in educational psychology courses. This paper is quantitative research with a causal type, which involved 43 third-semester students of the Islamic Education study program of IDIA Prenduan. Based on the findings of the data analysis tested through simple linear regression, the value of the t-count of 0.847 is smaller than t-table 2.019 at a significant level of 5%. It can be concluded that blended learning has an insignificant effect on students' learning interest in Educational Psychology courses of the Islamic Education study program of IDIA in the academic year 2021-2022.

Keywords: *blended learning, students' learning interest, educational psychology*

PENINGKATAN MINAT BELAJAR MELALUI BLENDED LEARNING PADA MATA KULIAH PSIKOLOGI PENDIDIKAN

ABSTRAK

Pendidikan merupakan sebuah proses perbaikan, penguatan dan penyempurnaan terhadap kemampuan dan potensi manusia melalui program pengajaran, bimbingan, teladan dan lain sebagainya yang diperlukan oleh dirinya, masyarakat, bangsa dan negara. Namun, masih banyak mahasiswa yang menganggap bahwa kegiatan belajar tidak menyenangkan sehingga mengurangi minat belajar. Oleh karena itu, diperlukan cara belajar yang inovatif untuk menarik peserta didik dalam meningkatkan minatnya terhadap kegiatan belajar. Salah cara yang dapat dilakukan yaitu dengan model Blended Learning. Tulisan ini bertujuan untuk mengetahui adakah pengaruh signifikan dari blended learning terhadap minat belajar siswa pada mata kuliah psikologi pendidikan. Tulisan ini merupakan penelitian kuantitatif dengan jenis kausal yang melibatkan 43 mahasiswi semester III program studi Pendidikan Agama Islam IDIA prenduan. Berdasarkan temuan analisis data yang diuji dengan regresi linear sederhana diperoleh nilai thitung lebih kecil dari ttabel yaitu 0,847 < 2,019 pada taraf signifikan 5%. Sehingga dapat ditarik kesimpulan bahwa blended learning memberikan pengaruh yang tidak signifikan terhadap minat belajar mata kuliah psikologi pendidikan pada mahasiswi semester III program studi PAI IDIA Prenduan.

Kata Kunci: blended learning, mina belajar siswat, psikologi pendidikan

INTRODUCTION

Education Playing an important role and cannot be separated from human life. According to the clause 1 Indonesia Republic Law number 20 year of 2003 concerning the education system explained that education is an effort that is realized and planned in creating an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual power, self -control, personality, intelligence, noble character, and skills needed by him, society, nation and state (National Law, 1982.)

Education is also a process of improving, strengthening and perfecting human abilities and potential. Education is all efforts and efforts to create human beings who can develop their

potential through teaching, guidance, role models and so on. In education, there is a reciprocal interaction between teachers and students in transferring knowledge taught by the teacher. Especially the interactions that occur during the learning process. Therefore, education and learning are an inseparable package.

In Islam, Allah SWT has taught his people to study and explained the importance of learning in human life, namely in QS. Al-Alaq / 96 : 1-5 :

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: 1) Read in the name of your Lord who created. 2) He has created man from a clot of blood. 3) And your Lord is the Most Gracious. 4) Who teaches humans by means of Qalam. 5) He taught man what he did not know.

Iqra' is an order to read. The word Iqra 'which is contained in QS. Al-Al'aq is the first revelation revealed by Allah SWT to the Prophet Muhammad SAW. The command to read is not only addressed to the Prophet Muhammad SAW. But the order is also addressed to mankind. This verse shows that reading is a means of learning and also a key to knowledge.

Learning is interpreted as a process of changing behavior as a result of individual interactions with their environment. Learning is done by everyone to gain valuable knowledge and experience. Learning activities carried out by students must also be supported by motivation and accompanied by an interest in learning in order to get the desired results and meet the goals in learning.

Good quality education should have a good learning concept as well. Learning is carried out to form character, increase knowledge, change attitudes and habits to master the competencies that are expected to improve the quality of life of students. (Firmansyah, 2019)

The learning process can be said to be successful when educators and students have readiness in it, because in the learning process requires good interaction between teachers and students. Learning is a two-way process where each student needs feedback from the teacher, and vice versa. (Rizki Firmansyah, 2019) The

reality on the ground shows that there are still many students who think that learning activities are not fun so that it reduces interest in learning. Lecturers in Indonesia must take advantage of the use of technology as a medium to improve students' abilities in science and technology and innovation. This is in line with the vision of the Ministry of Research, Technology and Higher Education "The realization of quality education as well as science and technology and innovation capabilities to support the nation's competitiveness". Blended learning is a learning method that supports the use of technology in face-to-face conventional learning. (Zamzami & Keumala, 2018)

Based on the description above, an innovative way of learning is needed so that it will attract students to increase their interest in learning activities which will have a positive impact on their learning outcomes. Ricardo and Melani argue that interest in learning is a feeling of liking or being interested in something and learning activities without anyone telling them to learn. (Nurpaisah, 2021) So what is meant by interest in learning here is a feeling of pleasure, concern and interest in students in learning so as to cause changes in behavior before and after learning.

Blended Learning is a combination of face-to-face learning and virtual (e-learning). (Indriani, 2019) Blended learning is a flexible learning so that learning activities can be varied and can run effectively and efficiently.

The application of blended learning will make it easier for educators to convey the material to be taught, because they can add material online and ask students to study it first before face-to-face learning is held.

The application of Blended Learning can be done alternately or simultaneously, namely between face to face learning and remotely (online). Blended Learning can be done in any subject, including educational Psychology courses. (Kristiawan & Rahmat, 2018).

Educational psychology is a scientific discipline that studies, researches, pays attention to the attitude or behavior of a person related to education. An educator will be able to consider and determine learning strategies and methods,

determine the tools used, motivate in creating a conducive climate and determine how to interact wisely with their students through an understanding of educational psychology.

Blended learning is implemented at the Al-Amien Prenduan Islamic Education Research Institute. Due to the policy issued by the Ministry of the Republic of Indonesia (Kemendikbud RI) number 3 dated 17 March 2020 number 36962/MPK.A/HK 2020 concerning Prevention of Corona Virus Diseae (Covid-19) in Education (Tidjani & Ardiyanti, 2021), online learning learning was held for approximately 2 years and in this third year, the blended learning model began to be applied to some institutional courses. The Educational Psychology course at IDIA Prenduan applies a blended learning model which is carried out in a balanced manner between face-to-face in class and online learning or commonly known as the rotation model of blended learning. The blended learning rotation model is a structured combination model where face-to-face learning and online learning have their respective schedules.

Blended learning is a learning model that wants to increase learning independence and reduce the amount of face-to-face time in class so that students will be more flexible in studying subject matter independently that has been provided online. Students can also have discussions outside of face-to-face but can still be well controlled by the teacher. (Munzadi, 2018) The application of blended learning will make it easier for educators to convey the material to be taught. Teachers can add material online and ask students to study it before face-to-face learning is held, and various studies have proven that the application of learning can improve learning achievement, has a positive effect on students' mathematical understanding, this concept is evident from the average test scores end. (Ulfa & Puspaningtyas, 2020), there is even a significant difference in learning achievement between classes that use face-to-face learning models and classes that use blended learning models. (Rahman, Rijanto, Basuki, & Sumbawati, 2020) Included in learning English, Blended learning positively affects students' English proficiency. In addition, blended learning also contributes to

learning independence, motivation, and improving ICT literacy for students. (Menggo & Darong, 2022) In language learning, blended learning is very suitable to do, because with its students can practice the given language theories, by practicing speaking directly outside the classroom, adapting to their conditions. (Isti'anah, 2017)

Based on the description above, it is assumed that blended learning has a good effect on the development of students, thus this research will be appointed to see the effect of blended learning on student learning interest in educational psychology courses, this needs to be done, because no similar research has been found on the effect of BL on interest learning, including in the object of the course, there has never been any research related to BL.

This study aims to find out the implementation of BL in the Educational Psychology course in Semester III students of the IDIA Prenduan PAI Study Program in the 2021-2022 academic year and to find out whether or not there is a significant effect of Blended Learning on Learning Interest in Educational Psychology Courses at IDIA Prenduan Academic Year 2021-2022.

LITERATURE REVIEW

According to Husamah (2014), in Nurliana Nasutionkk, blended learning is learning that combines various ways of delivery, teaching models, as well as a variety of various technological media. Therefore, students are expected to become active learners and be able to understand the material. (Nasution, Jalinus, & Syahril, n.d.)

Moebs and Weibelzahl define blended learning as a learning activity that combines online and face-to-face learning. (Husamah., 2014) Blended learning is a learning that combines traditional learning and modern learning. Namely learning that is carried out face-to-face and virtually (online).

Blended learning is a modern learning model that is popular in universities, with a combination of online and face-to-face environments, which aims to enhance learning with new web technologies. (Jalinus, Nizwardi,

Verawardina, & Krismadinata., 2020). Through blended learning, teachers can focus on learning activities for students to be able to improve their skills. Teachers and students can choose a flexible time and place. (Jalinus et al., 2020) Blended learning can create learning that focuses on student centered learning (SCL). So that students construct their own knowledge with various sources. Blended learning is a learning model that reduces face-to-face activities but does not eliminate them, so students learn alternately online and offline. In its implementation, blended learning has the same steps, namely in the form of planning, implementation and evaluation. (Cahyani, Basri, & Mus, 2022).

The learning process of blended learning by applying Keller's learning theory in a Rosada Salsabila study, the indicators in this strategy have five indicators; 1. Live events, direct or face-to-face learning synchronously at the same time and place. 2. Self-paced learning, which combines with independent learning so that students learn anytime and anywhere online. 3. Collaboration, combining collaboration between students and teachers and students with students. 4. Assessment, the teacher is able to mix a combination of online and offline assessment types 5. Performance Support Materials, teaching materials are prepared in digital form and can be accessed by students both online and offline (Salsabila, 2022).

According to Garnham, the purpose of developing blended learning is to combine the best characteristics of classroom learning and online learning to increase active independent learning by students and reduce the amount of face-to-face time in class. (Husamah., 2014) The purpose of blended learning can be formulated as follows:

1) Help students to develop better and be independent in the learning process.
2) Provide opportunities for educators and students to learn independently, usefully, and continue to grow.
3) Increased scheduling flexibility for students by combining the best aspects of face-to-face learning and online learning. (Husamah., 2014)

From the objectives that have been described, it can be seen that this blended learning model is a solutive and appropriate learning to be applied during the Covid-19 pandemic because it can provide convenience in distance learning that can be blended with face-to-face learning.

The learning theory of Keller, Gagne, Bloom, Merril, Clark and Gray mentions 5 main keys in blended learning, namely:

1. Live event, direct or face-to-face learning that is carried out at the same time and place or the same time but different places.
2. Self-learn with Online Content, namely independent learning where students can study anytime and anywhere online.
3. Collaboration, combines students with educators and students with students.
4. Assessment, teacher's ability to use online and offline assessment types.
5. Performance Support Materials, teaching materials that students can access both online and offline.

Blended learning has various forms of learning. Blended learning variations are divided into 4 learning models namely:

1) Face To Face Driver Model. In this model, technology is only used as a support for face-to-face learning which is the main learning model.
2) Rotation Model. A structured combination model where face-to-face learning and online learning have their respective schedules. (Miksan Ansori, 2018) This learning model is used in this study.
3) Flex Model. A learning model that is centered on online independent learning. the teacher's role in the flex model is only as a facilitator.
4) Online Lab School Model. An online learning conducted by educators and students in a digital lab room. (Miksan Ansori, 2018).

IDIA Prenduan uses a blended learning model in educational psychology courses. Blended learning that is applied is a rotation model where face-to-face learning and online learning have their own time. If in the first meeting using face-to-face learning then learning

in the following week uses online learning, and so on.

In this learning, lecturers and students are both involved in blended learning both face-to-face and online learning. In addition, students can get teaching materials that are used as topics of discussion and supporting lecturers provide their assessments in mixed learning (Offline and Online).

The term interest in learning consists of two words, namely "interest" and "learning". (Imron, 2019) Interest is a high tendency of the heart towards something that arises because of a need or desire. So interest is a feeling of pleasure, attention and interest in something. While learning is an effort made by individuals to obtain a change in behavior as an individual experience itself. learning is a process of changing one's behavior towards good both physically and mentally. (Imron, 2019).

Ricardo and Melani argue that interest in learning is a feeling of liking or being interested in something and learning activities without anyone telling them to learn. (Nurpaisah, 2021) So what is meant by interest in learning here is a feeling of pleasure, concern and interest in students in learning lessons so as to cause changes in behavior before and after learning.

Students' interest in learning is not always stable, but changes. The stability is determined through the factors that influence the interest. Factors that influence interest in learning are classified into two, namely internal factors and external factors. Here are the factors of interest in learning:

1) Internal Factor

Internal factors are something that comes from within the students themselves. These internal factors include :

a. Attention to learning, namely one's focus on a subject of interest
b. Curiosity is a strong feeling to know something to learn.
c. Motivation is an impulse that exists within a person so that feelings arise to achieve goals.

d. Needs, namely conditions that exist within students to carry out an activity in order to achieve certain goals.

2) External Factor

External factors are something that can make students interested in learning and something that comes from outside the students themselves, such as encouragement from the closest people, adequate facilities and also the learning environment. (Imron, 2019). Indicators of interest in learning from this research are taken from the factors that influence it, namely as follows :
1) Focus of Attention
2) Curiosity
3) Motivation
4) Needs
5) Encouragement of Closest Persons
6) Infrastructure
7) Environmental Conditions

REASERCH METHOD

This research is a study with a quantitative approach whose data is in the form of numbers, taken from a predetermined population or sample and data collection using statistical techniques. Research using quantitative methods aims to describe and test the hypothesis that has been set. (Sugiyono, 2019).

The working hypothesis of this study is that blended learning has a significant effect on learning interest in Educational Psychology courses in Semester III students of the IDIA Prenduan Islamic Religious Education Study Program in the 2021-2022 academic year. Meanwhile, the null hypothesis of this study is that blended learning has no significant effect on interest in learning the Educational Psychology course in Semester III students of the IDIA Prenduan Islamic Religious Education Study Program in the 2021-2022 academic year.

This quantitative research is of causal type, namely research conducted to find answers about causation between variables. The causality that we want to know is blended learning as the independent variable and learning interest as the dependent variable.

Because this research uses quantitative methods, the variables involved in the research are variable X and variable Y. As for the independent variable (X) is Blended Learning. While the dependent variable (Y) is the interest in learning Semester III students in the Educational Psychology course at IDIA Prenduan.

The population in this study were third semester students of PAI IDIA Prenduan Study Program in Educational Psychology courses, as shown in the following table:

Table 1. Data from third semester students of the PAI IDIA Prenduan Study Program in the Educational Psychology course

No.	Population Class	Total
1.	Semester III A	20
2.	Semester III B	23
	Total	43

Data collections used in this study are the observation method, the documentation method and the questionnaire method. Observation is a process of observing or paying attention to an object using the five senses such as sight, smell, hearing, touch and taste. The observation method used in this study is non-participatory observation, namely observation made where the researcher is only an independent observer, and is not involved in the daily activities being observed. (Rusli, 2013) In this case the researcher will observe blended learning in educational psychology courses in semester III students of the PAI IDIA Prenduan study program.

The documentation method is a method for obtaining information from records or events. (Lisiswanti, Saputra, & Windarti, 2015) The documentation method is used to find out data on the number of third semester students of IDIA Prenduan.

The questionnaire is a part of data collection technique that is carried out by providing written questions to be answered by the respondents. (Sugiyono, 2016) The questionnaire used in this study is a closed questionnaire where the questionnaire whose answers have been provided for the respondents to choose from. This questionnaire is used to obtain data and to obtain scores regarding student learning interest in educational psychology courses using the blended learning model. This questionnaire is given to respondents to fill in and answer according to the actual situation.

The data analysis technique that the researchers used in analyzing the data in the form of numbers was a simple linear regression test using computerized assistance, namely using the IBM SPSS version 22 analysis tool. A simple linear regression test was used to measure the effect of one independent variable on the dependent variable. The simple linear regression equation is:

$$\hat{Y} = a + bX$$

Wherein:
$\hat{Y}$ = Predicted dependent variable
a = Constant Value
b = Direction value as a prediction research (prediction) that shows ranking (+) or decrease value (-) variable Y.

RESULTS AND DISCUSSION

The problem examined in this study is about blended learning in the IDIA Prenduan educational psychology course. Seeing technological developments, it is important to carry out balanced learning in an educational institution, as there are three stages of learning, in its application; online learning, face-to-face learning, and independent learning, considering that the development of information and communication technology in Indonesia is very adequate, it is important that this strategy is started. (Istiningsih & Hasbullah, 2015), in implementing this strategy, the teacher still has an important role in the learning process. student

learning, because this requires a process of transforming content knowledge and blended learning as a tool, (Idris, 2011) to develop and improve the professionalism of educators in the industrial revolution 4.0 era. Blended learning models are one way to develop and improve the professionalism of educators according to with the conditions of the times. (Sohaya, 2019).

In its development, this blended learning strategy is considered more effective than online learning, because it combines conventional learning with developing various learning media. (Abdullah, 2018), This method, as a form of development in the learning process, is very suitable in its implementation to face challenges. Indonesia in the 21st century and preparing the learning environment to achieve 21st century competencies. (Dakhi, Jama, Irfan, Ambiyar, & Ishak, 2020) This has been recommended by the Ministry of Research, Technology and Higher Education as a determinant of higher education policy in Indonesia, he recommends Blended-Learning as a contemporary method that must be adopted by various universities in Indonesia in teaching and learning activities, (Zamzami & Keumala, 2018) is because this method can improve students' abilities, more effectively than

conventional learning in increasing creative thinking. (Yustina, Syafii, & Vebrianto, 2020) In w at the same time, he can improve the ability of a teacher, because the teacher will develop his ability to be able to carry out the method. (Resmiaty, Chaeruman, & Kusumawardani, 2021).

Researchers will discuss whether or not there is a significant effect of blended learning on interest in learning educational psychology courses in third semester students of the PAI IDIA Prenduan study program for the 2021-2022 academic year.

The results of the data analysis that have been conducted in this study stated that the hypothesis stating the absence of a significant influence of blended learning on the interest in learning of educational psychology courses in semester students of the Islamic Religious Education Study Program Idia Prenduan Academic Year 2021-2022, accepted..

In analyzing the data, the researcher used simple linear regression statistical data analysis. Calculation of a and b values can be done using the Statistical Package For Social Science (SPSS) version 22 program. The following is a table of simple linear regression calculation results:

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,131[a]	,017	-,007	5,640

a.   Predictors: (Constant), Blended Learning

In the Summary model, it is known that the correlation/relationship value symbolized by (R), which is 0.131.

Column R Square explains the percentage (1.7%) of the influence of the independent variable on the dependent variable which is called the coefficient of determination. From the table, it is obtained that the coefficient of determination is 0.017, meaning that the influence of the Blended Learning variable on the learning interest variable

is 1.7% while the remaining 98.3% is influenced by other variables outside the research.

To explain whether there is a significant effect between the blended learning variable (X) on the learning interest variable (Y), an ANOVA table is needed Untuk menjelaskan apakah ada pengaruh yang signifikan antara variabel blended learning (X) terhadap variabel minat belajar (Y), maka diperlukan tabel ANOVA.

Table 3. ANOVAª

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	22,796	1	22,796	,717	,402 b
Residual	1304,320	41	31,813		
Total	1327,116	42			

a. Dependent Variable: Interest to Learn
b. Predictors: (Constant), Blended Learning.

In the ANOVA table above, it is known that the output value of F count = 0.717 with F count <F table (0.717 <4.08) so the regression model can be used to predict the variable interest in learning (Y_1) and grade point index (Y_2).

Table 4. Coefficientsª

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	27,797	9,975		2,787	,008
	Blended Learning	,404	,477	,131	,847	,402

a. Dependent Variable: Intrest to Learn

In the third table (Coefficients a), column B constant value (a) is 27.797 So the regression equation can be written
$$\hat{Y} = a + bX$$
$\hat{Y} = 27,797 + 0,404)$

The coefficient B is called the regression direction coefficient which states the change in the average variable Y for each change in variable x of one unit. This change is an increase if B has a sign (+) and decreases if B has a sign (-). To test the hypothesis in this study, the researcher uses the t test at the level of confidence (convidence interval of 95%) or the level of error (alpha) A of 0.05. The t test was carried out to see how the effect of explanatory variables on related variables partially.

If the Sig value <0.05 then Ho is rejected (meaning there is a significant influence)

If the Sig value > 0.05 then Ho is accepted (meaning there is no significant effect)

This regression equation displays a significance test with the t test, which is to find out whether there is a significant effect between variables (x) partially on the Y variable. It can be seen from the output (Coefficients table) known that the value of t count is 0.847 (y) The value of t table is 2, 019 which means the value of t count from a smaller variable (t count <t table). That way it can be stated that the hypothesis which states that there is no significant effect of blended learning on the interest in learning of educational psychology courses in semester students in the PAI Idia Prenduan Study Program 2021-2022, accepted.

Look up T table values by criteria:
5% significance level
Df = Number of Samples – Number of Variables
Df = n – k
Df = 43 – 2
Df = 41

Then (5% : 100 = 0.05). Because this research is a two-way study, 0.05 : 2 = 0.025. (Rafiqi et al. 56) So the t table value of 41 in column 0.025 is 2.019. After we know the t table value, the next step is to compare with the calculated t value which is the result of SPSS version 22 which is equal to 0.847 for the Y variable (t count 0.847 <t table 2.019). Because the calculated t value is smaller than t table, the null hypothesis (H$_0$) which states that there is no significant effect of blended learning on interest in learning educational psychology courses in semester III female students of the PAI IDIA Prenduan study program for the 2021-2022 academic year, is accepted.

As has been explained that the use of learning models will affect the ongoing process of teaching and learning as well as the blended learning model. The learning model is the basis for a student in learning interest and achievement index.

The learning model discussed in the study is the rotation model blended learning. Rotation Model Blended Learning is a structured combination model where face to face learning and online learning have their respective schedules. The learning model is a model used in learning of educational psychology courses in semester III female students PAI Idia Prenduan that can affect interest in learning, namely a sense of a sense of liking or also interested in a matter and learning activities without anyone asking to learn and student achievement index.

From several exposures, the research results can be described thoroughly for each variable that is the focus of this research. Some important notes and findings are as follows:

First, that Blended Learning has an effect of 1.7% for the variable (Y$_1$) and 2.3% for the variable (Y$_2$) while for the remainder, namely 98.3% (Y$_1$) and 97.7% (Y$_2$) is influenced by other variables outside of researcher.

Second, after analyzing the data from the questionnaire results and documentation as mentioned above, where N=43 with a significant level of 5% shows a positive result because the calculated F values are 0.717 (Y$_1$) and 0.955 (Y$_2$).

Third, decision making from a simple linear regression test based on the significant value of the coefficients table obtained a significant value of 0.402 > 0.05 (Y$_1$) and 0.334 > 0.05 (Y$_2$), and based on the t value it is known that the calculated t value is smaller than t table (0.847 < 2.019) for Y$_1$ and (0.977 < 2.019) for Y$_2$.

So, in this study it is known that blended learning has no significant effect on learning interest and grade point average in educational psychology courses in semester III students of the PAI IDIA Prenduan study program. This is evidenced by the value of t count is smaller than t table, meaning that H$_0$ is accepted and Ha is rejected. The results of this study, contrary to a study on blended learning and its application in the New Normal pandemic era of COVID-19, concluded that this strategy is a very effective, efficient learning to improve students' abilities to be fun, students' learning interest is greater by a comfortable learning environment. (Nurhadi, 2020), quantitative research on the application of the blended learning model to improve student learning performance in economics subjects at SMA Negeri 2 Ketapang, the results prove that there is a significant effect on learning using the blended learning model based on the acquisition of calculation results posttest hypothesis testing by going through the t-test at a significant level of 0.05, the results obtained are ttable < tcount or 2.036 < 2.171, so it can be concluded that Ha is accepted. (Pratiwi & Warneri, 2016).

CONCLUSIONS AND RECOMMENDATION

The learning model is one of the main things that contribute to a learning activity. The learning model used in a learning activity becomes the initial basis for a learner's interest in learning. The more interesting the learning model used, the higher the interest in learning.

This interest in learning for each student can make students more attentive, more interested and feel more needed towards the desired lesson. The Al-Amien Prenduan Islamic Research Center Institute uses blended learning in learning educational psychology.

Based on the explanation above, the results of data analysis and proving the research hypothesis, it simplify that blended learning has no significant effect on interest in learning educational psychology courses in third semester

students of the PAI IDIA Prenduan study program for the 2021-2022 academic year. This is evidenced by the T count which is smaller than the t table, namely 0.847 <2.019. Blended learning has an effect of 1.7% on interest in learning while the rest is influenced by other variables outside the research.

To conclude, the researcher wants to provide input and suggestions to parties related to this research. The first is to the lecturers who teach the educational psychology course in semester III of the PAI IDIA Prenduan study program to always be consistent in providing the best for their students so they can excel in all fields. Furthermore, to IDIA Prenduan students to always respect their educators and increase their achievements.

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