Abstract
This study aims to determine the Effect of Blended learning on Student Learning Outcomes in English subjects of SMK Barunawati North Jakarta. The research method used to analyze is a quantitative calculation method with an associative (correlation) approach, which is to find out the relationship between blended learning competencies and student learning outcomes. The data collection methods used are observation and questionnaires (questionnaires). The sample taken was 76 students of class X. Based on the results of observations made on student scores, it showed that there was an increase in the average score of students in semester 1, namely 81.47 to 84 so that it can be ascertained that blended learning affects student learning outcomes. And based on the results of the calculation of the correlation coefficient $r = 0.743$ which means that blended learning has a fairly strong relationship with student learning outcomes. Meanwhile, the result of the coefficient of determination is 50.20%, so it can be concluded that blended learning affects student learning outcomes by 50.20% and the remaining 49.80% is influenced by other factors.

INTRODUCTION
Success in the learning process will be achieved when students and teachers have readiness in the process. This is because in the learning process, good interaction between students and teachers is needed, so that people no longer hold the view that a teacher is an all-knowing person while a student is someone who does not know. However, learning is a two-way process, where students need feedback from the teacher and vice versa, in order to obtain more effective learning outcomes (Rusman, 2011).

The current COVID-19 pandemic has brought major changes to Indonesia as well as in countries around the world. The virus is spreading and is the cause of the highest mortality rate at the moment. As well as bringing a huge impact to all sectors of life. As a result, many educational facilities, shopping centers and so on were closed. One way to break the chain of spread of COVID-19 is to limit community interactions which are applied with the term physical distancing. However, the physical distancing policy can hinder the pace of growth in various fields of life, both in the economic, social, and of course educational fields.

The government's decision to shift the learning process of students, by moving the teaching and learning process in schools to at home by implementing the Distance Learning (PJJ) policy has made many parties uneasy (Mustakim, 2020). The policies issued to limit the spread of the coronavirus have an impact on various fields around the world, especially on education. Learning that should be done face-to-face is shifting to online learning. Online learning or distance learning itself aims to meet educational standards through the use of Information Technology by using computer devices or gadgets that are interconnected between students and teachers (Astini, 2020). Through the use of Information Technology, the teaching and learning process can still be carried out properly.

Online learning is learning based on technology whose learning materials are sent electronically to students remotely using a computer network (Sudjana, et al. 2020). The government's appeal, online learning is considered the most effective way to carry out learning in the midst of a pandemic like today. However, this online learning is widely complained by students and students because it is felt to be ineffective. So far, the lack of

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mastery of information and communication technology devices has also become a problem in the implementation of learning. This affects students' ability to access various information which results in the progress of the world in general and the world of education in particular (Nureza, 2020).

With the decline in Covid-19 cases that occurred in various regions in Indonesia, the government provided leeway in carrying out activities, both in the economic, tourism and education sectors. In the education sector, the government provides leeway according to the local situation and conditions to conduct face-to-face learning. Each school has its own policies in responding to and implementing these government policies. According to Pratiwi (2017) the only application of a mixed / combined system, online learning combined with direct learning is known as *Blended Learning*. *Blended Learning* is a learning process that utilizes advances in information technology. *Blended Learning* can be interpreted as mixing a learning pattern with other learning patterns (Sari, 2014).

The term *Blended Learning* was originally used to describe subjects that tried to combine face-to-face learning with online learning. Currently the term *Blended Learning* is becoming popular, the more combinations referred to as *Blended Learning* will facilitate the teaching and learning process so that the learning process will continue to run well.

The need and significance of *blended learning* lies in the process. *Blended Learning* represents a clear advantage to create a learning experience that provides the right learning at the right time and at the right time for each individual (Usman, 2019). *Blended learning* usually combines several learning methods and incorporates online media in the learning process while maintaining open meetings and other traditional approaches to support the learning process. Online learning is usually assisted by mass media such as email, forums, blogs combined with technology, text or synchronous audio.

According to Kuntarto, et al (2016) high student learning asil is one of the objectives of the learning process in schools, for that a teacher needs to know, learn several teaching methods, and be practiced when teaching. To produce high student learning achievements (outcomes), teachers are required to educate and teach students using learning methods needed in the learning process in the classroom. Firmansyah (2020) mentioned that the position of the method is as a tool of extrinsic motivation, as a teaching strategy and also as a tool to achieve goals.

It can be said that the existence of high and quality student learning outcomes, can be produced from a quality learning process, to produce a quality learning process an educator needs the ability to apply learning methods that are in accordance with the needs in the classroom. The discrepancy of the learning methods applied can reduce the quality of the learning process itself, thus the improvement and improvement of student learning outcomes in the Schools can be implemented with the use of appropriate learning methods by teachers, thus in this study want to know and analyze the use of learning methods in improving student learning outcomes in schools.

With the preparation of this research paper, it is not without purpose and purpose, the purpose of this study is to find out how the influence of *blended learning* on the learning outcomes of class X students in English subjects at SMK Barunawati North Jakarta.

**METHOD**

The research method used in this study is a quantitative research method with a free variable (X) is *blended learning* and while the bound variable (Y) is a learning outcome. The population in this study was class X students of SMK Burunawati North Jakarta who took part in English subjects ± 80 students. With a limited population of ± 80 students, the author decided to use all respondents, namely ± 80
students. The methods that the author uses to collect data are observations, questionnaires (questionnaires), and documentation.

While the Banded Learning variable instrument grid consists of 4 indicators, namely student attitudes in face-to-face learning, student interest in face-to-face learning, student attitudes in e-learning, student interest in e-learning.

Furthermore, the data processing in this study used several steps including:
1. Regression analysis techniques
2. Correlation coefficient
3. Coefficient of determination
4. Hypothesis testing

RESULTS AND DISCUSSION

Result

The respondents used by the researchers were class X students of SMK Burunawati North Jakarta in English subjects, consisting of ± 80 students. Based on the data that has been collected, from the answers that have been recapitulated, then analyzed to determine the effect of banded learning on the learning outcomes of class X students in English subjects (case study at SMK Barunawati North Jakarta). Then the next step is to make calculations that will be used as the basis for calculating regression analysis and obtain the following results:

\[
\alpha = \frac{\sum Y \left( \sum X^2 \right) - \left( \sum X \right) \left( \sum XY \right)}{n \left( \sum X^2 \right) - \left( \sum X \right)^2}
\]

\[
\alpha = \frac{(7.723)(896.469) - (8.155) (843.686)}{76(896.469) - (8.155)^2}
\]

\[
\alpha = \frac{(76)(896.469) - (6.923.430.087) - (6.880.259.330)}{(43.170.757)}
\]

\[
\alpha = \frac{(1.627.619)}{26.52}
\]

While the calculation formula for the value of b is:

\[
b = \frac{n \left( \sum XY \right) - \left( \sum X \right) \left( \sum Y \right)}{n \left( \sum X^2 \right) - \left( \sum X \right)^2}
\]

\[
b = \frac{76(843.684) - (8.155) (7.723)}{(64.119.984) - (62.981.065)}
\]

\[
b = \frac{(68.131.644) - (66.504.025)}{(1.138.919)}
\]

\[
b = 0.70
\]

From the regression calculation above, the values of a = 26.52 and b = 0.70 can be obtained, thus the regression equation obtained is:

\[
\hat{Y} = 26.52 + 0.70x
\]

From the results of the analysis obtained the regression equation \(\hat{Y} = 26.52 + 0.70x\) then, it means that every increase in one level of value X will affect the value of Y and vice versa.
Correlation Coefficient

\[ r_{xy} = \frac{(n(\sum XY)) - (\sum X)(\sum Y)}{\sqrt{n (\sum X^2) - (\sum X)^2} \{n (\sum Y^2) - (\sum Y)^2\}} \]

Known:
- \( \Sigma x = 8155 \)
- \( \Sigma y = 7723 \)
- \( \Sigma xy = 843686 \)
- \( \Sigma x^2 = 896469 \)
- \( \Sigma y^2 = 803759 \)
- \( n = 76 \)

\[ r_{xy} = \frac{(76 \times 843686) - (8155)(7723)}{\sqrt{(76 \times 896469) - (8155)^2} \{76 \times 803759 - (7723)^2\}} \]

\[ r_{xy} = \frac{(68131644 - 6654025)}{(61085684 - 59644729)} \]

\[ r_{xy} = 0.743 \]

Coefficient of Determination

The calculation of the coefficient of determination is as follows:

\[ KD = r^2 \times 100\% \]

\[ KD = (0.743)^2 \times 100\% \]

\[ KD = 50.20\% \]

Hypothesis Testing \((t_{hitung})\)

The hypothesis testing steps are:

1. **Hypothesis Calculation**

   \( Ho = 0 : \text{There is no influence between Variable X and Variable Y} \)

   \( Ha \neq 0 : \text{There is an influence between Variable X and Variable Y} \)

2. **Looking for \( T_{hitung} \)**

   \[ T_{hitung} = \frac{r \sqrt{n-2}}{\sqrt{(1-r^2)}} \]

   \[ T_{hitung} = \frac{0.743 \sqrt{76-2}}{\sqrt{(1-0.743^2)}} \]

   \[ T_{hitung} = \frac{0.743 \sqrt{74}}{\sqrt{0.448}} \]

   \[ T_{hitung} = 8.60 \]
3. Determine the α and ttable
   \[ \alpha = 5\% = 0.5 \]
   \[ \text{df} = n - 2 \]
   \[ \text{df} = 76 - 2 = 74 \]
   Then telah is obtained the value of \( dk = 74 \) with an error rate of 5% then in \( T_{\text{the table}} \) is obtained = 1.665

4. Hypothesis Testing Criteria
   From the calculation results, it can be obtained that \( T_{\text{hitung}} > T_{\text{table}} \), which is 9,550 > 1,665. so that \( H_0 \) is rejected and \( H_a \) is accepted, it can be concluded that there is a significant influence between Blended Learning on student learning outcomes.

Discussion

The results of this study, which can be deciphered from the analysis and calculations that have been carried out, obtained a simple linear line equation, namely,
\[ Y = 26.52 + 0.70x. \]
Which can be described as follows:
1. Constant \( (a) \) is valued at 26.52, which means that the Blended Learning value is 26.52 when the student's learning outcome value is 0 (zero)
2. The value of the beta coefficient is 0.70, meaning that if the value of blended learning increases by 1, it increases blended learning by 0.70

Based on the calculation of the correlation coefficient, the results obtained between variable \( X \) and variable \( Y \), namely \( r_{xy} = 0.743 \) which means that blended learning has a strong relationship with student learning outcomes.

From the calculation of the coefficient of determination obtained results of 50.20\%, it can be concluded that blended learning affects student learning outcomes by 50.20\% and the remaining 49.80\% is influenced by other factors that are not studied. For the calculation results obtained that \( T_{\text{hitung}} > T_{\text{table}} \) which is 9,550 > 1,665. sihingga \( H_0 \) rejected and \( H_a \) accepted, it can be concluded that there is a significant influence between Blended Learning on student learning outcomes.

Thus, the hypothesis regarding the influence of blended learning on student learning outcomes in the subject of business economics class X SMK Barunawati Jakarta Utara can be proven.

CONCLUSION

Based on the results of calculations on the influence of Blended learning on Student Learning Outcomes in Class X English subjects of SMK Barunawati North Jakarta, it can be concluded that the application of the blended learning system can affect student learning outcomes, namely with an average of 81.47 in odd semesters to 84 in even semesters.

In the simple linear regression calculations that have been stated above, it can be seen that a simple regression analysis between variable \( X \) (Banded Learning) and variable \( Y \) (Learning Outcomes, obtained the result of the linear line equation, namely \( Y = 26.52 + 0.70x \) which means that every increase in one level of \( X \) value will affect the value of \( Y \) and vice versa.
The calculation of the correlation coefficient obtained results between variable X (Blended Learning) and variable Y (Learning Outcomes), namely the correlation value is $r_{count} = 0.743$ which means that blended learning has a strong relationship with student learning outcomes. From the results of the calculation of the coefficient of determination, it can be concluded that blended learning affects student learning outcomes by 50.20% and the remaining 49.80% is influenced by other factors that are not studied. And from the results of the calculations it was obtained that $t_{count}$ and $t_{table}$ i.e. 9.550 > 1.665 .

So it can be concluded that there is a significant influence between blended learning on the learning outcomes of students of SMK Barunawati North Jakarta.

BIBLIOGRAPHY


