

## DAFTAR PUSTAKA

- Al-Hashmi, S. (2021). *A Study on the Impact of the Sudden Change to Online Education on the Motivation of Higher Education Students*. *Higher Education Studies*, 11(3), 78. <https://doi.org/10.5539/hes.v11n3p78>
- Amalia, N. (N.D.). Analisis Model Pembelajaran *Blended learning* Ditinjau Dari Hasil Belajar Siswa Pada Sekolah Dasar Di Banjarbaru (Vol. 370).
- Anas, M., & Reza Utama, M. (n.d.). Aktifitas *Skills lab* di Masa Pandemi COVID-19 *Prosiding Multidisciplinary Perspective*. <https://www.researchgate.net/publication/350383326>
- Aubret, A., Matignon, L., & Hassas, S. (2023). *An Information-Theoretic Perspective on Intrinsic Motivation in Reinforcement Learning: A Survey*. In *Entropy* (Vol. 25, Issue 2). MDPI. <https://doi.org/10.3390/e25020327>
- Basalamah, I., Studi, P., Stie, M., Bhakti, W., & Stie, M. (2020). Akmen Nn Implementasi *Blended Learning* Di Masa Pandemi Covid-19 Pada Stie Wira Bhakti Makassar. 17. <https://e-jurnal.stienobel-indonesia.ac.id/index.php/akmen>
- Baso, F., Novia Ramadani, A., & Aisyah Mukhtar, N. (2023). Pengaruh Metode *Blended learning* Terhadap Keefektifitasan Hasil Belajar Mahasiswa Universitas Negeri Makassar. 6(2).
- Dian, S., Siahaan, N., & Pramana, D. (2020). Ekuitas: Jurnal Pendidikan Ekonomi Strategi Pembelajaran *Blended learning* Terhadap Motivasi, Hasil, Dan Mutu Belajar Mahasiswa. 8(2), 97–109. <https://ejournal.undiksha.ac.id/index.php/EKU>
- Dirzyte, A., Vijaikis, A., Perminas, A., & Rimasiute-knabikiene, R. (2021). *Associations between depression, anxiety, fatigue, and learning motivating factors in E-learning-based computer programming education*. *International Journal of Environmental Research and Public Health*, 18(17). <https://doi.org/10.3390/ijerph18179158>
- European Centre for Disease Prevention and Control. (2024). COVID-19. European Centre for Disease Prevention and Control. Retrieved from <https://www.ecdc.europa.eu/en/covid-19>
- Fathurrahman, A., Yusuf, A. E., & Harijanto, S. (2019). Peningkatan

Efektivitas Pembelajaran Melalui Peningkatan Kompetensi Pedagogik Dan *Teamwork*. *Jurnal Manajemen Pendidikan*, 7(2).

- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). *Motivation in Learning*. *Asian Journal of Education and Social Studies*, 16–37. <https://doi.org/10.9734/ajess/2020/v10i430273>
- Gustiani, S., & Sriwijaya, P. N. (2020). *Students' Motivation In Online Learning During Covid-19 Pandemic Era: A Case Study*. *Holistics Journal*, 12(2).
- Hakim, A., Nurhikmah, N. H., Halisa, N., Febriati, F., Aras, L., & Lutfi, L. B. (2023). *The Effect of Online Learning on Student Learning Outcomes in Indonesian Subjects*. *Journal of Innovation in Educational and Cultural Research*, 4(1), 133–140. <https://doi.org/10.46843/jiecr.v4i1.312>
- Han, X. (2023). *Evaluating blended learning effectiveness: an empirical study from undergraduates' perspectives using structural equation modeling*. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1059282>
- Institute of Electrical and Electronics Engineers. (n.d.). 2020 IEEE MIT Undergraduate Research Technology Conference (URTC) : MIT, Cambridge, Massachusetts USA, virtual, October 9-11, 2020.
- Kamara, S. S., & Dadhabai, S. (2022). *Students perception toward education environment factors that influence academic performance*. *International Journal of Health Sciences*, 1660–1675. <https://doi.org/10.53730/ijhs.v6ns2.5423>
- Kömür, İ. A., & Kilinc, H. (2023). *The Rotation Model in Blended learning Multimedia Learning Differences View project Eğitimde Yaratıcı Drama Creative Drama in Education View project*. <https://doi.org/10.5281/zenodo.8197798>
- Lusa, H., Adnan, A., & Yurniwati, Y. (2021). *Effect of Blended learning on Students' Learning Outcomes: A Meta-Analysis*. *Jurnal Pendidikan Progresif*, 11(2), 309–325. <https://doi.org/10.23960/jpp.v11.i2.202113>
- Maisyarah Ammy, P., & Wahyuni, S. (2020). *Analisis Motivasi Belajar Mahasiswa Menggunakan Video Pembelajaran Sebagai Alternatif Pembelajaran Jarak Jauh (Pjj)*. 1, 27–35. <https://doi.org/10.36294/jmp.vxix.xxx>

- Meşe, E., Sevilen, Ç., & Info, A. (n.d.). *Factors influencing EFL students' motivation in online learning: A qualitative case study*. *Journal of Educational Technology & Online Learning*, 4(1), 11–22. <https://doi.org/10.31681/jetol.817680>
- Mustanil, M., Hady, M. S., & Kawakip, A. N. (2022). Efektivitas Penggunaan Model Blended Larning dalam Meningkatkan Motivasi dan Hasil Belajar Siswa MI Darul Hikmah Bone. *Jurnal Basicedu*, 5(6), 6453–6463. <https://doi.org/10.31004/basicedu.v5i6.1687>
- Mustika Permata, I., & Nanda, B. J. (2021). *Blended learning: Impact on Student Motivation and Understanding*.
- Nababan, G., Yugopuspito, P., Belajar, K., & Konsep, P. (n.d.). Efektivitas Model *Blended learning* Tipe *Flipped Classroom* Terhadap Keterlibatan Siswa, Kemandirian Belajar, Dan Penguasaan Konsep Siswa Kelas IX Pada Pelajaran IPA di Sekolah XYZ. *Jurnal Ilmiah Mandala Education (JIME)*, 8(4), 2656–5862. <https://doi.org/10.36312/jime.v8i4.3878/http>
- Nasution, A. K. P., Surbakti, A. H., Zakaria, R., Wahyuningsih, S. K., & Daulay, L. A. (2021). *Face to Face Learning vs Blended learning vs Online Learning (Student Perception of Learning)*. *Journal of Physics: Conference Series*, 1783(1). <https://doi.org/10.1088/1742-6596/1783/1/012112>
- Oktaria, S. D., Badeni, B., & Alexon, A. (2023). *Blended learning Is a Great Solution for Future Learning Model after COVID-19 in Indonesia*. *International Journal of Multicultural and Multireligious Understanding*, 10(5), 31. <https://doi.org/10.18415/ijmmu.v10i5.4605>
- Parojenog, M. D., Eyo II, R. S., Saavedra, A. D., Muarip, V. C., Pahulaya, V. L., & Labastilla, F. C. (2022). *Coping mechanisms of the senior high school learners in addressing the concerns in the use of the blended learning modality during the COVID-19 pandemic*. *International Journal of Health Sciences*, 7645–7652. <https://doi.org/10.53730/ijhs.v6ns4.10238>
- Peper, E., Wilson, V., Martin, M., Rosegard, E., & Harvey, R. (2021). *Avoid zoom fatigue, be present and learn*. *NeuroRegulation*, 8(1), 47–56. <https://doi.org/10.15540/NR.8.1.47>
- Primasari, C. H., & Wibisono, Y. P. (2019). *Different strategies and stages*

*in blended learning based on the diversity of higher education students. Education and Information Technologies.*

- Purnomo, W., Syafitri, D., & Raflesia, C. (2022). *The Role of Blended learning Model in Learning for Students*. *Literatur: Jurnal Bahasa, Sastra Dan Pengajaran*, 3(1), 54–70. <https://doi.org/10.31539/literatur.v3i1.4999>
- Puspita Prasta Situmorang, I., & Dian Andanty, F. (2023). *Understanding Extrinsic Factors Towards Efl Students' Motivation In Blended learning*. <http://Creativecommons.Org/Licenses/By-Nc/4.0/>.
- Putri Utami, Y., & Alan Dheri Cahyono, D. (2020). *Matematika Pada Proses Pembelajaran Daring*. In *Jurnal Ilmiah Matematika Realistik (Ji-Mr)* (Vol. 1, Issue 1).
- Roy, B., Rashid, M., Sathian, B., & Banerjee, I. (2018). *Clinical skills and it's importance in undergraduate medical curriculum*. *Journal of Biomedical Sciences*, 4(1), 1–2. <https://doi.org/10.3126/jbs.v4i1.20570>
- Sari, I. (2019). *Students' Perception on the Effectiveness of Blended Learning: Efforts in the Mastery of English*. *International Journal of Research & Review (Www.Ijrrjournal.Com)* Vol, 6(2). [www.ijrrjournal.com](http://www.ijrrjournal.com)
- Saavedra, J., C. Aedo, O. Arias, A. Pushparatnam, M. Gutierrez, and F. Rogers. 2020. *Realizing the Future of Learning: From Learning Poverty to Learning for Everyone, Everywhere* (English). Washington, DC: World Bank.
- Savira, L. A., Setiawati, O. R., Husna, I., & Pramesti, W. (2021). *Hubungan Stres dengan Motivasi Belajar Mahasiswa disaat Pandemi Covid-19*. *Jurnal Ilmiah Kesehatan Sandi Husada*, 10(1), 183–188. <https://doi.org/10.35816/jiskh.v10i1.577>
- Sayed Munna, A., & Kalam, A. (2021). *Teaching and learning process to enhance teaching effectiveness: a literature review*. In *International Journal of Humanities and Innovation (IJHI)* (Vol. 4, Issue 1).
- Sembiring, L. (2018). *Researching Students' Interaction in Collaborative Learning Class*.
- Soleh Hapudin, M. (2019). *Manajemen Pembelajaran Blended learning Dalam Upaya Memperluas Aksesibilitas Layanan Pendidikan* (Vol.

1, Issue 1).

Staker, H., & Horn, M. B. (2012). *Classifying K-12 Blended learning*.

St Theresia Kupang Siprianus See, K. (2016). Hubungan Antara Motivasi Siswa Dan Efektivitas Proses Pembelajaran Pada Mata Pelajaran IPS Kelas IX Di SMP. In *Jurnal Pendidikan Ekonomi* (Vol. 1, Issue 2).

Talle Vacalares, S., Ocliaman, J., & Maglangit, J. M. (2023). *The Self-Esteem and Academic Performance in Purposive Communication Class at the Tertiary Level*. *International Journal of Research and Review*, 10(6), 62–69. <https://doi.org/10.52403/ijrr.20230609>

Usman, O. :, Tarbiyah, D., & Parepare, I. (n.d.). Komunikasi Pendidikan Berbasis *Blended learning* Dalam Membentuk Kemandirian Belajar.

UPN Veteran Jakarta. (2022). Pedoman Akademik Program Studi Kedokteran Program Sarjana Tahun Akademik 2022/2023. UPN Veteran Jakarta. Retrieved from <https://fk.upnvj.ac.id/panduan-sarjana-farmasi/>

Vanslambrouck, S., Zhu, C., Pynoo, B., Thomas, V., Lombaerts, K., & Tondeur, J. (2019). *An in-depth analysis of adult students in blended environments: Do they regulate their learning in an 'old school' way?* *Computers and Education*, 128, 75–87. <https://doi.org/10.1016/j.compedu.2018.09.008>

World Bank, Bill & Melinda Gates Foundation, FCDO, UNESCO, UNICEF, & USAID. (2022). *Guide for Learning Recovery and Acceleration: Using the RAPID Framework to Address COVID-19 Learning Losses and Build Forward Better*. World Bank. Retrieved <https://www.worldbank.org/en/topic/education/publication/the-rapid-framework-and-a-guide-for-learning-recovery-and-acceleration>