Effect of blended learning implementation on students' learning results of history learning in high school

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ABSTRACT

Learning during the New Normal period caused changes in class conditioning, especially *blended learning* in implemention of the teaching and learning activities. This study aimed at finding: (1) effect of the implementation of *blended learning* on students' learning results of history learning in SMA Negeri 89 Jakarta during the new normal period and (2) the effectiveness of use of *blended learning* on students' learning results in SMA Negeri 89 Jakarta in the realms of cognitive and psychomotor. This study used a quantitative *ex post facto* model. Data collection used questionnaires and documentation. Data analysis, especially the correlation value, used the Pearson product moment and the significance test used simple linear regression. The results of this study are; (1) There was an significant positive effect of the implementation of blended learning on students' learning results of history learning in SMA Negeri 89 Jakarta during the new normal period. It showed a correlation with a value of 0.345 significantly through a simple linear regression test, namely r count (3.446) > r table (1.987). It also showed the alternative hypothesis stating that there was an effect between the *blended learning* variable (x) and learning result (y) was acceptable. (2) The effectiveness of use of *blended learning* on the learning results in SMA Negeri 89 Jakarta's students in the realms of cognitive (knowledge) and psychomotor (skills) showed that the average score was 87, while the affective value included spiritual and social attitudes, good attitude for class 11 of social studies.

INTRODUCTION

The virus pandemic that has spread in 2019 in Wuhan, China known as *Coronavirus Disease* 2019 (COVID-19) has affected the social activities of the global community. COVID-19 mainly spread throughout Indonesia in 2020. The Indonesian government responsively establishes with each region given a zone and alert level. The Ministry of Health of the Republic of Indonesia issued guidelines for preventing the COVID-19 virus, especially by wearing masks, washing hands, and maintaining distance (3M) and Social Distancing (Kemenkes, 2020). Therefore, social activities in Indonesia must be carried out on a *Work from Home* (WFH) basis. Especially in the field of education, online learning or blended learning must be carried out to prevent transmission of the COVID-19 virus in education units

One of the operational activities of educational institutions was stopped due to government regulations to prevent the COVID-19 virus such as social distancing. Teaching and learning activities (KBM) are moved at home, but must still be controlled by teachers or lecturers and parents, using distance learning (Vidergor, 2023; Zaharah et al., 2020). This is regulated in Circular Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of COVID-19. The goal is to prevent the COVID-19 virus in educational institutions, especially high schools and vocational schools in Indonesia. Distance learning

activities (PJJ) are carried out using e-learning modes in the form of google classroom, google forms, zoom meetings, to whatsapp groups.

Distance Learning (PJJ) utilizes Information and Communication Technology (ICT) in interacting between teachers and students with gadget devices. Distance Learning (PJJ) is education that is held openly with a structured system that causes learning to be relatively strict and carried out with a pattern of learning processes that do not meet directly or without face-to-face or separate from teacher instructors with students (James, 2023; Pablo-Lerchundi et al., 2023). Activities of educational institutions such as SMA/SMK are carried out online , especially assessments, KBM, to discussions. PJJ is a strategic choice in preventing the transmission of the COVID-19 virus in educational institutions. With that, the activities of educational institutions such as SMA/SMK are carried out online, especially Teaching and Learning Activities (KBM). Begining the new normal period, educational institutions adjust KBM in schools by complying with health.

Begining *the new normal period,* educational institutions adjust KBM in schools by complying with health protocols. At that time, schools began to implement blended learning. Blended Learning is a blend or combination of various learning both online and offline with file sharing and face-to-face (Ashraf et al., 2021; Graham, 2006). It emphasizes the use of technology in *online* learning. Especially in supporting the needs of Distance Learning (PJJ) and limited face-to-face learning (PTMT). ICT as well as face-to-face hygiene facilities and infrastructure are components of *blended learning.* Therefore, in the *new normal era,* educational institutions in Indonesia conduct learning process in *a blended learning* (online and offline) with the aim of complying with health protocols when the level situation decreases or increases in certain zones (Venthuruthiyil et al., 2023).

Learning in the *New Normal era* which requires the use of technology as a mode of online interaction but also has disadvantages. The problem lies in signals, learning devices, and difficulty understanding the material. The problems that are usually obtained from students are not disciplined during class hours, students are not ready for lessons, internet connections are not smooth, electricity goes out and runs out of internet quota (Pujiasih, 2020). The impact felt by only doing *online learning* that students are easily saturated in front of learning devices. Then offline using direct interaction mode learning also has disadvantages. The problem is that there is still the use of traditional systems such as lecture learning methods and the lack of ICT implementation in learning. So that the expected quality of education has not been optimal in achieving the target of student success. Because along with the times, information exchange becomes faster and faster (Sugiarto, 2020). Especially not just relying on face-to-face alone. However, there is a need for digital transformation in education through ICT. Therefore, *blended learning* is the right choice in improving the quality of education in the *new normal* era through variations of online and *offline learning.*

The application of *blended learning* is a new strategy in facing the *new normal period*, standardization must be considered in carrying out Teaching and Learning Activities (KBM) optimally. Especially the application of ICT in the *new normal period* needs to be considered by teachers in *transferring value* and *knowledge*. Teachers as educators must be able to apply *Technological Pedagogical Content Knowledge* (TPACK) through *e-learning*. Teacher competence will be implemented in TPACK as an innovation in classroom learning during the *new normal period*. Especially in the application of *blended learning* that combines *e-learning* with offline learning methods. Especially teachers conduct assessments, discussions, assignments through *e-learning* in online and offline learning. Teachers' strategies in preparing for *blended learning* in the *new normal era* also cannot be separated from the stages of learning conditioning (Thahir et al., 2023). Especially learning conditioning in the application of *blended learning* in the face of *the new normal* period because it affects the quality of student learning outcomes.

During the implementation of *blended learning* in schools, students have improved learning outcomes in learning. Because learners carry out learning activities at home with the help of ICT. Previous research revealed that there was an influence of *blended learning* on learning outcomes with an increase in classical completeness of learning outcomes from cycle I to II, the results obtained in cycle I were 63% with 19 people graduating, rising well in cycle II to 80% with 24 people graduating from a total of 30 students (Ramadhan et al., 2022). With that, a lot of ICT access is used as a source and learning medium. ICT assistance makes students able to think critically, innovatively, and creatively in learning, so that the learning outcomes they get are satisfying. Therefore, *blended learning* in the new normal period gives significance to the learning outcomes (knowledge and skills) of students through teacher innovation utilizing ICT and *Technological Pedagogical Content Knowledge* (TPACK) competencies.

Innovations made in teacher strategies for conditioning KBM in the *new normal period* have a level of significance in student learning outcomes. First, pedagogic ability is the main part of teachers in preparing learning materials in the classroom both offline and online. Second, mastery of information and communication technology (ICT) in the application of *blended learning* becomes a support in the knowledge transfer process. Third, reflective learning can be developed by teachers based on student learning experiences. Fourth, teacher communication must be carried out interactively in KBM in class. During the COVID-19 pandemic, more

preparation is needed which leads to learning conditioning to prevent transmission of the COVID-19 virus (Labotka & Gelman, 2023). Especially in the implementation of innovation, teachers prepare strategies for Teaching and Learning Activities (KBM) in the *new normal period*.

The implementation of *blended learning* is used by teachers as a strategy in conditioning classes in learning in the *new normal era*. The strategy in conditioning *blended learning* in the *new normal* period is carried out by following standard health protocols. Learning strategies during the COVID-19 pandemic actually need to be directed at the formation of graduate profile abilities that lead to critical thinking and problem-solving abilities, communication skills, collaboration skills and creativity and innovation abilities (Stolaki et al., 2023). Because it is expected that the application of *blended learning* through PTMT and PJJ can prevent *learning loss*, namely students are unable to understand learning related to knowledge and skills (Purnama; et al, 2022). This was responded by educational unit institutions to be able to immediately implement *Blended Learning*. Special problems occur in SMA Negeri 89 Jakarta where learning *loss* occurs, where students lack critical thinking and problem solving, communication skills, collaboration skills and the ability of creativity and innovation in the sense of student learning outcomes. Therefore, Mr. Warsono as the Principal of SMA Negeri 89 Jakarta as a driving school implements *Blended Learning* to prevent *learning loss* through School Based Management (SBM) by strengthening human resources, learning new paradigms, data-based planning, and school digitalization.

Mr. Arif as a history teacher at SMA Negeri 89 Jakarta implements *blended learning* in KBM in the *new normal* period as a prevention of *learning loss*. Especially aimed at implementing TPACK in 21st century learning through ICT. He developed an online *blended learning* design using *google classroom*, *google forms, WAG* and *video conferencing* as *e-learning* in conducting Distance Learning (PJJ). While offline implements collaborative learning methods with Limited Face-to-Face Learning (PTMT) directly (*face to face*) in class. Based on the implementation of *blended learning* conducted at SMA Negeri 89 Jakarta in history learning, is there a level of significance for improving learning outcomes? Because it is the first time in Indonesia to implement blended learning during the COVID-19 period. Where it is important to see how *blended learning* contributes to improving learning outcomes and *learning loss* during offline learning (*online*) only.

METHOD

The research studied uses quantitative methods. The research design used in this study used *Ex Post Facto*. This study uses 2 variables, namely independent variables (*blended learning) with* bound variables (learning outcomes). The form is by taking from what has been treated by the history teacher, through questionnaires and student report cards. It belongs to a simple research paradigm that examines two variables in revealing their influence. Especially what makes the causality of the two variables the following illustration in.

This study has a population of class XI (11) social studies students at *SMA Negeri 89 Jakarta* for the 2021/2022 academic year with a population of 119 students. With that, based on the calculation formula with the formula of Isaac and Michael, especially to measure the number of samples to be taken in the grade 11 social studies research of SMA Negeri 89 Jakarta is 91.6. So that it can be rounded up to 90 total samples, especially in grade 11 social studies *SMA* Negeri 89 Jakarta. The calculation is based on the formula in figure 1. The instrumentation in this study used a grid of the process of preparing questionnaire instruments using the Likert scale and documentation from grade 11 social studies (report card). As for data collection techniques through questionnaires and documentation from SMA Negeri 89 Jakarta.

$$S = \frac{\lambda 2.N.P.Q}{d2\,(N-1) + \lambda 2.P.Q}$$

Figure 1. Isaac and Michael's formula

This form of validity testing is performed using *Confirmatory Factor Analysis* (CFA). The results stated that from X1 – X15 showed that each indicator had shown latent (construct) and variable Y had been determined latent based on the assessment of history teachers through the final report card. Especially the variable X means that all instruments declare a valid load factor value greater than the reference value (0.30).

While the data analysis technique on research instruments using the formula used in validity testing is the correlation of Pearson product moments with the formula as shown in figure 2. In addition, for significance tests using a simple linear regression test will be carried out using SPSS 25.

$$r_{XY} = \frac{n\sum XY - \sum X \sum Y}{\sqrt{n\sum X^2 - (\sum X)^2}\sqrt{n\sum Y^2 - (\sum Y)^2}} \qquad a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n\sum X^2 - (\sum X)^2} \qquad b = \frac{n\sum XY - (\sum X)(\sum Y)}{n\sum X^2 - (\sum X)^2}$$

Figure 2. Pearson Product Moment Correlation Formula and Simple Linear Regression

RESULT AND DISCUSSION

Profile of SMA Negeri 89 Jakarta

SMA Negeri 89 Jakarta. SMA Negeri 89 Jakarta is located on Jalan Kayu Tinggi 1, East Cakung District, East Jakarta Administration City. *SMA Negeri 89 Jakarta* continues to experience progress in carrying out construction, repair, and renovation, especially now that it has 20 study groups. SMA Negeri 89 Jakarta has the title "*Pe-Kyu*" which means Chinese which means the number 89 (which is the name of the school's identity). The implementation of the curriculum in 2013 – 2021 uses the 2013 curriculum standard (kurtilas). School-based management (SBM) has been implemented by *SMA Negeri 89 Jakarta* in carrying out educational activities that are adaptive to the dynamics of 21st century learning. Where there are many scopes of school-based management development ranging from strengthening human resources, learning new paradigms, data-based planning, and digitizing schools. In 2019 - present, SMA Negeri 89 Jakarta under the leadership of Warsono, M. Pd as principal. Previously, he had also conducted training before being involved in the implementation of the independent curriculum. Human resources at SMA Negeri 89 Jakarta have all been equipped through IHT (*In House Training*) and internal *workshops* related to digitalization*, blended learning*, to adjusting conditions (*new normal*).

The Condition of SMA Negeri 89 Jakarta in the New Normal Era

Teaching and learning activities at SMA Negeri 89 Jakarta during the COVID-19 pandemic have affected teacher activities, interaction, and communication with students. Entering the new normal era, SMA Negeri 89 Jakarta adapts by providing flexibility so that learning activities can be carried out in a blended learning manner. Especially using online (pure e-learning) or Distance Learning (PJJ) and offline (face-to-face) or commonly known in Jakarta as Limited Face-to-Face Learning PTMT.

The situation during the COVID-19 pandemic entering the new normal era at SMA Negeri 89 Jakarta forced digital transformation. Problems also arise among human resources, especially teachers and learners. Between the two parties difficulties in carrying out learning activities due to lack of devices, unsupported applications, unknown signals, and unstable. This is due to socioeconomic conditions where there are many shortcomings in accessing online media (Calcagni et al., 2023; Grandin et al., 2022).

In the new normal era, SMA Negeri 89 Jakarta began to open access to relaxation in direct activities, although limited. In this new normal era, schools utilize blended learning. Like doing learning activities at one time in different places. The place is adjusted to the rotation/schedule for students, especially when they can do restrictions offline and online.

Limited Face-to-Face Learning (PTMT) is carried out alternately according to the attendance number (odd-even). Meanwhile, Distance Learning (PJJ) is carried out through video conference (zoom) on the same day which has been paired with cameras to interact, disinfectants, hand sanitizers, sinks in each class, to socialization banners for COVID-19 prevention. Teaching and learning hours at SMA Negeri 89 Jakarta are adjusted to government regulations starting from 06:30 – 12:00 WIB or 13:00 WIB. In addition, the learning materials used at SMA Negeri 89 Jakarta are still not fully doable based on Learning Outcomes/Competencies.

History Learning at SMA Negeri 89 Jakarta

SMA Negeri 89 Jakarta as an education unit of DKI Jakarta province implements KBM for all subjects according to the curriculum. In particular, history subjects are one of the important components in the curriculum at SMA Negeri 89 Jakarta. History learning for the 2021/2022 academic year is divided into 2, namely (1) Indonesian History and (2) History of Specialization. Where the structure still uses the 2013

curriculum for history learning, because this school year is the end of the implementation of the 2013 curriculum to switch to an independent curriculum

The educator (teacher) of History subjects at SMA Negeri 89 Jakarta as the executor of KBM is Mr. Arif. Based on information from the principal that those who are linear or have diplomas in accordance with historical competence there is Mr. Arif. History learning, especially the specialization held by Mr. Arif, was carried out in accordance with the conditions and curriculum at that time. Conditions in the 2021/2022 school year, considering the COVID-19 pandemic entering the new normal era , can carry out limited face-to-face learning according to health protocols. With that, history learning is influenced by the necessity to implement health protocols through blended learning methods according to the rules of the government of the Republic of Indonesia (Chakwizira, 2022; Tarchi et al., 2022).

RESULTS

Prerequisite analysis is carried out in several steps with the aim of seeing whether the data used is normal or linear. By conducting a prerequisite test, the data analyzed will be more representative of the data.

Normality Test

Table 1. Normality Analysis Test

		Blended Learning
N		90
Normal Parameters [a,b]	Mean	55,33
	Std. Deviation	5,092
Most Extrem Differences	Absolute	,052
	Positive	,048
	Negative	-,052
Test Statistics		,052
Asymp. Sig. (2-tailed)		,200

Based on the normality test results on the above questionnaire data, it shows that the data has been distributed normally. This is evidenced by the blended learning variable (x) greater than the value (0.50). With results of 0.200 > 0.500 specifically for blended learning variables (x).

Linearity Test

Table 2. Linearity Analysis Test

Table ANOVA		
Variable	F	Sig
Learning Outcomes * Blended Learning	0,770	0,774

The table above shows the results of linearity tests on blended learning (independent) and learning outcomes (dependent). The results stated that judging from the significant value, it was found that the significant value of 0.744 was greater than 0.05. It was concluded that there is a significant positive linear relationship between blended learning (independent) and learning outcomes (dependent). In addition, judging from the F value, it is found that the F value (count) amounts to 0.770 less than 1.75 F (table). The conclusion states that there is a linear relationship between blended learning (independent) and learning outcomes (dependent).

Data Analysis

Table 3. Product Moment Pearson Analysis

		Correlation	
		Blended Learning	Learning Outcomes
Blended Learning	Pearson Correlation	1	0.345**
	Sig. (2-tailed)		0,001
	N	90	90
Learning Results	Pearson Correlation	0.345**	1
	Sig. (2-tailed)	0,001	
	N	90	90

**. Significant correlation at the level of 0.01 (2-tailed)

Based on the table above that shows the product moment pearson correlation test in looking for the influence between blended learning (x) and learning outcomes (y). The results stated that the correlation value was 0.345 between blended learning (x) and learning outcomes (y).

Significance Test

Table 4. Summary Simple Linear Regression

	Model Summary		
R	RSquare	Adjusted R Square	Std. Error of the Estimate
0.345a	0,119	0,109	0,3451

a. Predictor: (Constant), *Blended Learning*

The value of the coefficient of determination shown in the R Square value has a value of 0.119. So it can be concluded that the influence of both variables between blended learning (x) and learning outcomes (y) is bound and has a strong influence of 11.9%. Other remaining influences (other factors) amounted to 88.1%.

Simple Linear Regression Coefficient Test

Table 5. Simple Linear Regression Coefficient

	Coefficient				
Type	Unstandardized	Coeffients Std. Error	Standardized Coefficients Beta	f	Sig
Blended Learning	0,248	0,072	0,345	3,446	0,001

Based on the table above, specifically the significance value shows a value of 0.01. The meaning of the value is significant which states that 0.01 means less than 0.05 (0.00 < 0.05).
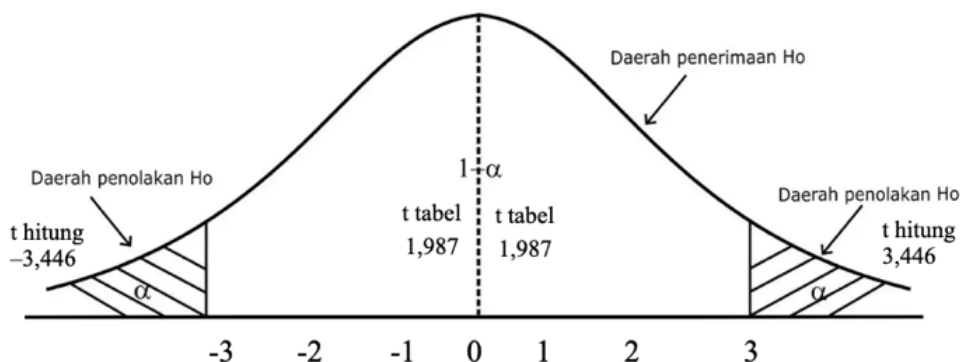
Picture 1. Simple Linear Regression Test Curve

In addition, Based on the curve above shows that the calculated value of t is greater than table t. The value of 3.446 is greater than 1.987. It states that an alternative hypothesis stating there is an influence between the variable blended learning (x) and learning outcomes (y) is accepted.

DISCUSSION

Effect of Blended Learning Implementation (x) on Learning Outcomes (y)

SMA Negeri 89 Jakarta is one that applies the blended learning method. This was done due to the government's decision that there was leeway for limited direct activities. The school conducts a blended learning method with Limited Face-to-Face Learning (PTMT) and Distance Learning (PJJ). The history course taught by Mr. Arif Ramadhan is also adjusted to do blended learning. He uses the help of educational technology modes such as google, youtube, to video conferencing in history learning. While History subjects can carry out face-to-face learning according to the schedule of subject activities.

Based on (table 3) has shown the results of pearson correlation and its significance. The pearson correlation value for the variables blended learning (x) and learning outcomes (y) is 0.345. As for the significance value (2-tailed) is 0.01. The Pearson correlation value of 0.345 can be seen as a significant test result with simple linear regression. The calculated t result of the pearson correlation value is 3.446. While the r table (two-party test) is 1.987. That the graph above has shown that t count (3.446) is in the region of rejection Ho, then the hypothesis that states there is no influence between blended learning (x) and learning outcomes (y) is rejected (the curve can be seen in Figure 3).

The pearson correlation value of 0.345 is in the range of the coefficient interval 0.200 – 0.399. This means that between blended learning variables (x) and learning outcomes (y) has a low influence. This effect applies to all samples, namely 90 people taken from grade 11 social studies. The result value of 0.345 is influenced by the latent variable (construct) x (blended learning) to y (learning outcomes) based on factor analysis. The effect stated blended learning by 11.9% based on factor analysis and simple linear regression while the remaining 88.1% came from other factors.

In previous studies, it was also found the influence of blended learning on student learning outcomes. Previous research revealed that the results of blended learning implementation can increase student achievement, especially seen from cycle I (63% above KKM) to cycle II (80% above KKM) through measuring test tests given to SMK Negeri 1 Bukittinggi student participants during the COVID-19 Pandemic (Ramadhan et al., 2022). In addition, other previous relevant research also states that Blended Learning contributes or influences the achievement of students at Senior High School (SMA Negeri 1 Lintau Buo) through pre-post tests (Utami, 2018). With that, the application of blended learning has a significant influence on learning outcomes so that the hypothesis is accepted.

The implementation of blended learning in history learning affects the learning outcomes of SMA Negeri 89 Jakarta students. The correlation results on the influence of blended learning on student learning outcomes in history learning at SMA Negeri 89 Jakarta have a pearson correlation value of 0.345. With a significance of 0.00<0.05. So that during the COVID-19 pandemic (entering the new normal era), the implementation of blended learning has a strong influence on learning outcomes.

The Effectiveness of Blended Learning on Student Learning Outcomes

Almost all blended learning implemented by schools is entering the new normal era. Especially at SMA Negeri 89 Jakarta which applies 2 learning methods, namely PTMT (limited face to face learning) and PJJ (distance learning) in the 2021/2022 school year. This is finally also applied by teachers of subjects such as specialization in learning history. Blended learning applied to enter the new normal era affects the learning outcomes of students (Liu et al., 2024; Zen et al., 2022).

Student learning outcomes can have a good influence seen from the factors that influence it. Especially whether the learning outcomes have a significant impact on the self-development of students (Joshi et al., 2004; Wang et al., 2023). Judging from the internal and external factors, there are factors that influence it.

Judging from the specialization of history learning activities using blended learning that Mr. Arif Ramadhan has various strategies. In summative assessment, group project activities are carried out to conduct discussions such as Focus Group Discussion (FGD), practice questions, to daily tests. Meanwhile, formative assessments follow school directions with the implementation of Midterm Assessment (PTS) and End of Semester Assessment (PAS).

The value predicate that can be analyzed from the learning outcomes of Students can use the range of scores at SMA Negeri 89 Jakarta using KKM (Minimum Completeness Criteria), which is 77 as a standard for achieving Student assessment (KKM). With that, it can determine at what level the results of the assessment of students in learning the history of specialization, especially in blended learning.

Table 6. Average Grade 11 History Score in Social Studies Specialization

The average score of history specialization subjects
SMA Negeri 89 Jakarta

Class	Knowledge	Predicate	Skills	Predicate
11 IPS 1	87	B	87	B
11 IPS 2	88	B	87	B
11 IPS 3	86	B	87	B
Flattening	87	B	87	B

Effectiveness is seen in performing performance based on the system to measure how much impact the organization's activities will have. especially in studying the history of specialization carried out by Mr. Arif Ramadhan. His overall learning outcomes from grade 11 social studies include; 1) Knowledge (cognitive) average score 87 and 2) skills (psychomotor) average score 87.

Table 7. Attitude Values of Grade 11 Social Studies Students

Attitude Values of Grade 11 Students
SMA Negeri 89 Jakarta

Class	Spiritual Attitude	Social Attitudes	Description
11 IPS 1 11 IPS 2 11 IPS 3	Good Good Good	Good Good Good	Spiritual: Students are consistent in being grateful for favors, tolerant of different religions, devout in worship, and praying Social: Students are consistent in behaving honestly, disciplined, responsible, caring, polite, responsive, and proactive.

Meanwhile, the assessment of students' attitudes is also a criterion in achieving learning. This technique measures the assessment of spiritual attitudes and social attitudes by *indirect learning*. Especially in grade 11 social studies based on Table 7 as a whole, it states that the attitude value of students has a good predicate.

The predicate and overall value obtained by students in the realm of knowledge, attitudes, and skills need to be seen for effectiveness. The criteria for effectiveness in activities at SMA Negeri 89 Jakarta can be seen from *the output* or *output* as a result of productivity. Based on KI / KD (Core Competencies) in history specialization lessons.

With that, it can be seen that the construct according to the theory of the value of learning outcomes as an output / *output* from the implementation of specialization in historical learning (Chrysomallidis & Tsakanikas, 2017), especially in the fields of cognitive (knowledge), affection (spiritual and social attitudes), to psychomotor (skills).

CONCLUSION

The COVID-19 pandemic has had a significant impact on education, so many schools are implementing blended learning to be able to overcome the spread of the COVID-19 virus. Significant influence between *blended learning variables* (x) and learning outcomes (y). It was found that the statistical results obtained *a pearson correlation* value of 0.345. With that, the overall influence states that the blended learning variable contributed 11.9% while the remaining 88.1% came from other factors to the learning outcomes of SMA Negeri 89 Jakarta students in learning the 11th grade social studies history specialization with Mr. Arif Ramadhan. The effectiveness of the implementation of blended learning on student learning outcomes (cognitive and psychomotor) based on effectiveness indicator criteria and factors that can affect learning outcomes. The results of the implementation of *blended learning* for an average score of 87 in the realm of skill knowledge (affection (cognitive) and psychomotor) with a predicate of B (good) which can be driven by internal and external factors and indicator criteria (a) facilities and infrastructure, (b) strategies for achieving program objectives (RPP), and (c) indicators of clarity of program objectives. In addition, the value of spiritual attitudes and social attitudes in the realm of affection shows that students show good attitudes in behaving in class. Therefore, the effectiveness of outputs in achieving core competencies and basic competencies is achieved based on the 2013 curriculum design for history specialization subjects in grade 11 social studies for the 2021/2022 school year of SMA Neger 89 Jakarta on cognitive, compassion, and psychomotor abilities.

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