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Blended Learning in Increasing Learning Activeness of UNJA Student

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Abstract: Blended Learning in Increasing Learning Activeness of UNJA Student . The research aims to: To improve the effectiveness of Blended Learning in improving learning activity in students UNJA. This type of research is quantitative research with Pre Experiment Draft research with model The One Group Pretest-Posttest. In this study drifting will focus on one group and then in the group at the initial stage will be given an initial test (pre-Test), then given the treatment and after the treatment will be carried out last Test (posttest), hereinafter from the comparison of the initial test (pre-Test) with the last Test (posttest). Analysis results proved that there is a blended learning (X) influence on the learning activity of tutoring and counseling (Y) students. These findings are obtained based on a series of data analysis that shows that the effectiveness of blended learning to the activation of students learned from the results of the difference Pree test of post-test amounted to 36.91%. The result of hypothetical test results that showed the effectiveness of blended learning to the activation of students learned the truth. It shows that more and more combinations of methods with props will influence the active student learning.

Keywords: Blended Learning, learning activity.

Abstrak: Blended Learning dalam Meningkatkan Keaktifan Belajar Mahasiswa UNJA. Penelitian ini bertujuan untuk: Melihat keefektifan Blended Learning dalam meningkatkan keaktifan belajar pada mahasiswa UNJA. Jenis penelitian yang digunakan adalah penelitian kuantitatif dengan jenis penelitian Pre Experiment dengan model The One Group Pretest-Posttest. Dalam penelitian ini akan difokuskan pada satu kelompok kemudian pada kelompok tahap awal akan diberikan tes awal (pre-test), kemudian diberikan perlakuan dan setelah perlakuan akan dilakukan tes terakhir (posttest), selanjutnya dari perbandingan tes awal (pre-test) dengan tes terakhir (posttest). Hasil analisis membuktikan bahwa terdapat pengaruh blended learning (X) terhadap aktivitas belajar bimbingan dan konseling (Y) siswa. Temuan ini diperoleh berdasarkan rangkaian analisis data yang menunjukkan bahwa keefektifan blended learning terhadap aktivasi belajar siswa dari hasil selisih Pree test post test sebesar 36,91%. Hasil uji hipotesis yang menunjukkan keefektifan blended learning terhadap

aktivasi belajar kebenaran siswa. Hal tersebut menunjukkan bahwa semakin banyak kombinasi metode dengan alat peraga akan mempengaruhi keaktifan belajar siswa.

Kata kunci: Blended Learning, Keaktifan Belajar.

▪ INTRODUCTION

Learning is part of learning. Winkel (2015: 60) states that learning is a combination of physical and psychological activities in which students have active interactions with their environment and produce a number of new changes in understanding skills, values and attitudes. The learning process will be successful with the sign of student activity in learning.

Student activeness in learning is the active participation of students in the learning process by maximizing their abilities, both intellectually, emotionally, and physically (Anurrahman, 2012: 19). To be able to see student activity in learning in learning, it can be seen from the categories of learning activeness**.**

Student learning activeness can be influenced by several categories as expressed by Sudjana (2016: 16) as follows; 1) participate in carrying out their duties; 3) engaging in problem solving; 3) ask other students or the teacher if they do not understand the assignment they receive; 4) trying to find information as a solution to solving the problem; 5) carry out group discussions according to teacher instructions; 6) evaluating the results obtained from the assignment that has been given; 7) try and error for a similar task; 8) apply what he got from the assignment.

This is in line with the results of research conducted by Sofyan & Andi (2020) that the activeness of students in learning is influenced by several categories of 6 categories as follows: 1) participate in assignments, 2) actively ask questions, 3) discussion, 4) management time, 5) environment, 6) not maximized effort, 7) interaction with teachers. Furthermore, Susanto's research results (2020) reveal that learning activeness is influenced by the following: 1) courage in expressing ideas, 2) team cohesiveness in discussions, 3) gathering related information about their duties, 4) asking questions of their teachers or themes.

Based on the observations made on guidance and counseling students who have followed in the class of 2017 in semester 4 of the school year 2018/2019 with the number of students 78 people and who are studying in this course with the class of 2018 in semester 4 with the number of students 135 people obtained data on the activeness of students in this course with the category in the following table:

Table 1. tabulation of student learning activeness data 2017 and 2018

No	category	BATCH							
		2017				2018			
		T	S	R	total	T	S	R	total
1	Activation of searc for information	10	33	35	78	20	40	65	135
2	Activation of duty	10	48	20	78	35	45	55	135
3	Activity in the discussion	23	25	30	78	25	25	85	135
4	Activation in problem solving	18	30	30	78	40	30	65	135

Description: T= High, S= Medium, R=low

The table data above can be seen anywhere in the 2017 and 2018 class of the table's activation level, seen in the class of 2018, has been seen in the class of 2018 since its class has been underaverage in its activation level. There is still individuality in doing group work and wanting to actively participate in problem solving. This occurs with classroom conditions less effective and the approach used by teachers in scholastic teaching strongly influences students' activation in learning the approach used by professor kurangangmake students a monotonous learning and media center.

In learning many approaches can be used to improve a student's efficiency in learning. According to research, blanded learning, also known asa hybrid learning, is a method of learning that combines face-to-face learning and computer-based (munir, 2018). As for the benefits of this learning method as follows: a) extends the reach in learning; B) implementation ease; C) cost efficiency; D) optimal outcomes; E) flexible, and f) innovative.

Exvtavour & Gillin (2018) revealed from his research that a blanded learning approach can contribute to pharmaceutical students in akti in learning, and that, in turn, han & Robert (2019) suggests that the blended learning method in group discussions can grow positive relationships and can grow positive learning outcomes. According to these surveys, grand theories and research that are relevant to this issue. So researchers are interested in examining this problem under the title "blended learning's effectiveness in boostering the unja students' activation UNJA". The research aims to: To improve the effectiveness of Blended Learning in improving learning activity in students UNJA

▪ METHODS

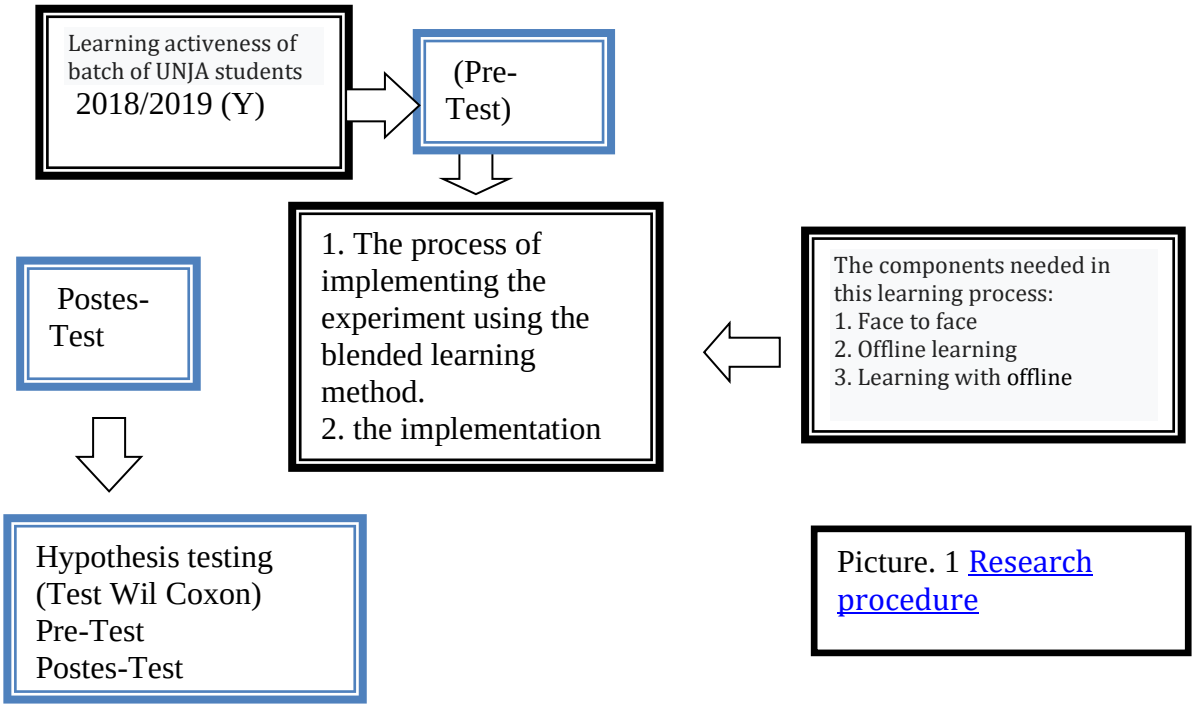
This type of research is a quantitative study with which it treats. The study USES preexperiment design with the one group precursor posttest model. In this study focus only on one group and then on those groups at the initial stage will be given a preliminary test (pre-test), then treated and after treatment will be done the final test (posttest), next from a comparative test (pre-test) to the final test (posttest).

Yusuf (2013:180) describes this design as one group (no control group), while his research process is carried out in the three stages; 1) executing pretests to measure the respondents' initial condition before treatment, 2) administering treatment, 3) doing postest to know the variables bound after treatment.

The research subject according to arikunto (2010:188) is something very central. It was because of this subject's research that data on variables were studied and observed by researchers. The subjects in this study were students who had followed and who were taking group procedures in counseling, namely the 2018/2019 class of counseling guidance students.

Its central position is that, because sample retrieval techniques use intravenous sampling methods, usman (2000:186) explains that at least samples are specially chosen for purpose. The reason for extracting it is a sampling technique that is relevant to the research purposes using blanded learning to increase student activation. With the criteria of students suffering from activation learn less with the following indicators: Activation of searc for information, Activation of duty, Activity in the discussion, Activation in problem solving .

The research site is conducted on guidance and counseling studies programs and is subject to the study as students of the class of 2018. Given the preexperiment with the model the one group precursor posttest to this study is illustrated the following:



Picture. 1 Research procedure

The instrument used in research is that ratio scales are the highest in measurement and are not often available in social research. The obvious factor defines the scale of the ratio is that it has a correct zero point, just as azwar (2010:5) explains the scale of a question or statement that reveals behavior indicator of the attribute involved. Scale use based on factual data felt by the subject based on a predetermined indicator. Next, in the process of instructional relating to reading interest reading interest, the scaling of reading interest, the scaling of the paper they use to do so often (sl), often (s), sometimes (kk), seldom (j) and never (tp)

the questionnaire was part of a study tool consisting of a series of questions for the purpose of gathering information from the respondents(widiyoko, 2018). Questionnaires are used to obtain research data related to the effects of using the blended learning method against the activation of the development of the human college student

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation grouping data to make it accessible to yourself and others. It includes quantitative research that analyzes the data aimed at solving problems or testing hypotheses that have been formulated using statistical methods. In this case for the hypotes testing of the research used the wil coxon test.

- **RESULT AND DISCUSSION**

results

pree test

Results of data collection and processing through instrment on the activation variable learn from the entire sample or student respondents can be seen at table 2 as follows:

Table 2. average descriptive (mean) activity of learning pree test

variable	Indicator	score					annotation
		Ideal	highest	lowest	Total	average	
Activate learning	Activation of searc for information (12)	60	38	28	733	34,9	less
	Activity in the discussion (8)	40	30	22	532	25,3	medium
	Activation in problem solving (6)	30	21	15	371	17,7	medium
	Activation of duty (4)	20	14	10	255	12,1	medium
Total (30)		150	103	75	1891	90	medium

Based on table 2. it appears that the influence of the activation of learning students is in the intermediate katagori, altogether the highest score of 103 from the ideal score of 150, whereas the lowest score in total is 75 scores of 1891, the average score of 90

Detailed from data analysis it appears that the activation indicators of search for information fall into a category of 38 less than the ideal 60 score while the lowest score of 28 score of 733 with an average score of 34.9. On the activation indicator in the discussion falls to the current highest score of 30 from the ideal 40 score while the lowest score of 22 scores total 532 with an average score of 25.3. At the activation indicator in problem solving falls into the highest rated 21 of the ideal 30 score while the lowest score of 21 scores totaled 371 with an average of 17.7. And at the activation indicator of duty falls in the current category the highest less score of 14 of the ideal 20 while the lowest score of 10 scores totaled 255 with an average score of 12.1.

1.1.1. Activation of searc for information

The results of the data collection and processing through instruments on the activation indicator for information on the entire sample (respondents) number 21 students can be seen at table 3 as follows:

Table 3. Activation of searc for information

Score interval	category	frequency (F)	percentage (%)
>60	high	0	0
48-37	medium	4	19
36-25	less	17	81
<12	low	0	0
Total		21	100

Based on the table above, it can be seen that of the total sample of 21 students, most of Activation of searc for information is in the less category with a total frequency of 17 students or it can be a percentage of 81%. Meanwhile, in the medium category, the number of frequencies is 4 students or it can be represented at 19%. And for the high and low categories the frequency is zero or zero for all respondents.

1.1.2. Activity in the discussion

The results of data collection and processing through instruments on ndicator Activity in the discussion on the entire sample (respondents) of all 21 students can be seen at table 4 as follows:

Table 4. Activation of searc for information

Score interval	category	frequency (F)	percentage (%)
>33	high	0	0
32-25	medium	11	52
24-17	less	10	48
<17	low	0	0
Total		21	100

Based on the table above, it can be seen that of the total sample of 21 students, most of the Activity in the discussion is in the low category with a total frequency of 10 students or it can be a percentage of 48%. Meanwhile, in the medium category, the number of frequencies is 11 students or it can be represented at 52%. And for the high and low categories the frequency is zero or zero for all respondents. In research conducted by D. Milo et al (2016), students were first asked individually then put into small groups to discuss a situation..

1.1.3. Activation in problem solving

The results of data collection and processing through instruments on the indicator of Activation in problem solving from a total sample (respondents) of 21 students can be seen in Table 4 as follows:

Table 4 Activation in problem solving

Score interval	category	frequency (F)	percentage (%)
>25	high	0	0
24-19	medium	0	0
18-13	less	0	0
<13	low	21	100
Total		21	100

Based on the above, it can be seen that from the total sample of 21 students, most of Activation in problem solving is in the low category with a total frequency of 21 students or it can be 100% percentage. Whereas with the high, medium and less frequency categories, the frequency is zero or zero for all respondents. In a study conducted by Jeremi et al (2019) students solved the problem by having a misunderstanding first. Only then did the researcher clarify with a lecture on a certain topic and discuss it with students. Such a structure will encourage the exchange of ideas and formulate joint problem solutions between students led by tutors.

1.1.4. Activation of duty

The results of data collection and processing through instruments on Activation of duty total sample (respondents) of 21 students can be seen in Table 5 as follows:

Score interval	category	frequency (F)	percentage (%)
>17	high	0	0
16-13	medium	2	9.5
12-9	less	19	90.5
<9	low	0	100
Total		21	100

Based on the table above, it can be seen that of the total sample of 21 students, most of Activation of duty is in the medium category with a total frequency of 2 students or can be a percentage of 9.5%. Meanwhile, in the poor category, the total frequency is 19 students or it can be represented as 90.5%. And for the high and low categories the frequency is zero or zero for all respondents

1.2. post test

The results of data collection and processing through instruments on the learning activeness variable from the entire sample or student respondents can be seen in table 6 as follows:

Table 6. average descriptive (mean) activity of learning **post test**

variable	Indicator	score					annotation
		Ideal	highest	lowest	Total	average	
Activate learning	Activation of searc for information (12)	60	54	48	1053	50,14	High
	Activity in the discussion (8)	40	34	29	654	31,14	medium
	Activation in problem solving (6)	30	28	20	525	25	High
	Activation of duty (4)	20	19	15	357	17	High
Total (30)		150	135	112	2589	123,29	High

Based on the previous table, it can be seen that the effect of student learning activeness is in the high category, overall the highest score is 135 from the ideal score of 150, while the overall lowest score is 112 total scores of 2589 with an average score of 123.29.

In detail, from the data analysis, it appears that the indicator of information seeking activity is in the high category, the highest score is 54 from the ideal score of 60, while the lowest score is 48 with a total score of 1053, with an average score of 50.14. The indicator of activeness in discussions is in the medium category, the highest score is 34 from the ideal score of 40, while the lowest score is 29 with a total score of 654, with an average of 31.14. The indicator of activeness in problem solving is in the high category, the highest score is 28 of the ideal score of 30, while the lowest score is 20 with a total score of 525, with an average score of 25. And the indicators of activeness towards the task are in the high category, the highest score is 19 of the ideal score is 20, while the lowest score is 15 with a total score of 357 with an average score of 17.

1.2.1. Activation of searc for information

The results of the data collection and processing through instruments on the activation indicator for information on the entire sample (respondents) number 21 students can be seen at table 7 as follows:

Tabel 7. Activation of searc for information

Score interval	category	frequency (F)	percentage (%)
>33	high	13	61.9
32-25	medium	8	38.1
24-17	less	0	0
<17	low	0	0
Total		21	100

Based on the table above, it can be seen that of the total sample of 21 students, most of the activeness of seeking student information is in the high category with a total frequency of 13 students or it can be represented as 61.9%. Meanwhile, in the medium category, the number of frequencies was 8 students or it could be represented at 38.1%. And for the less and low categories, the frequency is zero or zero for all respondents. These findings are also in line with the results of research conducted by Wang (2020) which states that student learning activeness is in motivating students to collect information from feedback to produce their opinions in gathering feedback through discussions to exchange information.

1.2.2. Activity in the discussion

The results of data collection and processing through instruments on the Activity in the discussion on the entire sample (respondents) of all 21 students can be seen at table 8 as follows:

Table 8. Activity in the discussion

Score interval	category	frequency (F)	percentage (%)
>33	high	1	4.8
32-25	medium	20	95.2
24-17	less	0	0
<17	low	0	0
Total		21	21

Based on the table above, it can be seen that of the total sample of 21 students, most of the Activity in the discussion in student is in the high category with a total frequency of 1 student or it can be a percentage of 4.8%. Meanwhile, in the medium category, the number of frequencies is 20 students or it can be represented at 95.2%. And for the less and low categories, the frequency is zero or zero for all respondents. This is in line with the research conducted by Ginns (2017) that blended learning conducted by online discussions on average was approved by students. In line with the results of research conducted by Allen and Kimberlly, student-led student discussions will be active, the question and answer session becomes feedback between the instructor and the students. This indicates a similarity with research by Cooper et al (2017) when students feel compelled to think of new ideas as opposed to during the discussion.

1.2.3. Activation in problem solving

The results of data collection and processing through instruments on the indicator of Activation in problem solving from a total sample (respondents) of 21 students can be seen in Table 9 as follows:

Table 9 Activation in problem solving

Score interval	category	frequency (F)	percentage (%)
>25	high	0	0
24-19	medium	0	0
18-13	less	0	0
<13	low	21	100
Total		21	100

Based on 9, it can be seen that of the total sample of 21 students, most of the Activation in problem solving is in the high category with a total frequency of 21 students or it can be 100% percentage. Whereas with the high, medium and less frequency categories, the frequency is zero or zero for all respondents. This is in line with what was expressed by (Bloodgood, 2012) developing activities that involve students in solving problems, there is a need for challenges that are given to students in an applicative form, so that students can maintain their involvement in gaining experience so that they are able to solve problems using the mix so that students feel the benefits.

1.2.4. Activation of duty

The results of data collection and processing through instruments on Activation of duty total sample (respondents) of 21 students can be seen in Table 10 as follows:

Table 10. Activation of duty

Score interval	category	frequency (F)	percentage (%)
>17	high	4	19.1
16-13	medium	17	80.9
12-9	less	0	0
<9	low	0	0
Total		21	21

Based on the table above, it can be seen that of the total sample of 21 students, most of Activation of duty students are in the high category with a total frequency of 4 students or it can be represented by 19.1%. Meanwhile, in the medium category, the total frequency is 17 students or it can be represented as 80.9%. And for the less and low categories, the frequency is zero or zero for all respondents. In a study conducted by Sawyer et al (2017), it was explained that students solve their problems with misunderstandings first. Only then did the researchers clarify with lectures on certain topics and discuss them with students. This is also in line with what was expressed by Kitchens et al. (2018) based on their findings that learning activeness is strongly influenced by mixed methods and strategies by using building blocks in this method, activeness in exchanging ideas is more common among students. Such a structure will encourage the exchange of ideas and formulate joint problem solving between students led by lecturers.

1.3. Comparison of results between pre tes and test posts and hypothetical tests

1.3.1. Comparison of results between pre tes and test posts

Based on the results of the calculation of the learning effectiveness score of 2018/2019 students, Jambi University before being given the b traetment was in the medium category, while the results of the Post Test the level of learning effectiveness were in the high category, meaning that there were differences. However, it can be seen that the average score on the Post Test is higher than the Pree Test as in the following table.

Table 11. perbandingan hasil pree test - post test,post test - pree test

Test	Activation of searc for information	Activity in the discussion	Activation in problem solving	Activation of duty
Pree test	733/34,9	532/25,3	371/17,7	255/12.1
Post test	1053/50,14	654/31,14	525/25	357/17

From the table, it can be seen that the indicator of Activation of searc for information before doing the test (pree test) there is a comparison of the results, namely 733 / 34.9 and after the test (post test) is 1053 / 50.14. In the indicator of Activity in the discussion before doing the test (pree test) there is a comparison of the results, namely 532 / 25.3 and after the test (post test) is 654 / 31.14. The indicator of Activation in problem solving before doing the test (pree test) there is a comparison of the results, namely 371 / 17.7 and after the test (post test) is 525/25. And in the indicator of Activation of duty before the test (pree test) there

is a comparison of the results, namely 255 / 12.1 and after the test (post test) is 357/17.

The detailed comparison table for each indicator is as follows:

1.3.1.1. comparison between the results of the pretest and posttest on the Activation of searc for information

Table: 12 compares the results of the pretest and posttest on the Activation of searc for information

Indicator	comparison	
Activation of searc for information	Pree test	Post test
	34,9	50,14

From the table above, it can be seen that the Activation of searc for information before the test (pree test) displays a comparison of 34.9 and after the test is completed (post test) is 50.14. There is a difference of 15.24 between the pre-test and post-test after being treated with blended learning. This is in line with the results of research conducted by Hunt (2019) in actively seeking information on male and female students with cooperation between genders in gathering information in learning as well as in determining themes. This is inversely proportional to the research conducted by Nicol et al (2019) which revealed that students' learning activeness using the blanded learning method assisted by modern Synchronous technology in the learning process of students compared to traditional classes, it appears that students do not make significant changes, but from this research there are gives a different effect class scores that use technology that is higher than traditional classrooms, it is also found that in this study, new problems arise because of inadequate technology, so students find it difficult to follow.

1.3.1.2. comparison between the results of the pretest and posttest on Activity in the discussion

Table 13. comparison between the results of the pretest and posttest on Activity in the discussion

Indicator	comparison	
keaktifan dalam diskusi	Pree test	Post test
	25,3	31,14

From the table above, it can be seen that the indicators of activity in the discussion have an average increase of 5.84 from the pre-test results of 25.3 so that the post-test results are 31.14, this is in comparison to the research results of Hyun et al (2017) In increasing student activeness in learning and discussion in traditional classrooms with mixed methods, it is more likely to encourage students to study groups in the form of discussions, this is what they do to encourage positive pedagogical improvement of students in the learning process. This is also in line with the research conducted by Houseknecht et al (2019) explaining the method of encouraging student activeness in learning mixed methods between workshops and inquiry methods, in this case

encouraging students to be active in the form of discussion in this case fostering confidence so that they are encouraged to apply activeness in learning.

1.3.1.3. Comparison between pretest and posttest results on Activation in problem solving

Tabel 14. comparison between pretest and posttest results on Activation in problem solving

Indicator	comparison	
Activation in problem solving	Pree test	Post test
	17,7	25

There was an average increase of 7.3 in the Activation in problem solving indicator after previously only 17.7. After being given the treatment, there was an increase to 25. However, it can be seen from the table above that there is still a high category but there is an increase in the process. Not much different from previous research conducted by Owens (2017) in increasing student learning activeness, there was resistance to increasing student activity, he thought a strategy was needed to increase student involvement in actively seeking solutions / solving problems in learning. The method is not only done by encouraging students to study the literature alone, in this study the learning method is combined directly with essential science practices so that activity grows with this encouragement. This is in line with the research conducted. In line with the results of Owen research, Du (2018) reveals the results of his research conducted on students who commit plagiarism in their research in reducing plagiarism behavior, one of which is the need to increase student self-control in learning by combining the cohing method. This is proven in helping students to be independent in the learning process by training students in solving the problems they face in learning.Then based on research conducted by Mui et al (2019), they explained that the research they conducted in the study compared the results of the students. learning environment in classrooms that had been applied and collaborative settings, and the survey class, where the results showed a comparison between the two classes where the environment and methods in increasing student learning activeness appear to be actively involved in solving problems

1.3.1.4. comparison between pretest and posttest results on Activation of duty

Table 15. comparison between pretest and posttest results on Activation of duty

Indicator	comparison	
Activation of duty	Pree test	Post test
	12,1	17

In the table above, it can be seen that there has been an increase in the average level of indicator Activation of duty as much as 4.9. From the initial 12.1 when the pre-test then increased to 17.This is in line with research conducted by Hartikainen et al (2019), he revealed that student learning activity can be triggered through a variety of learning methods so that the motivation arises in students to be active. in doing his job.

1.3.2. hypothetical tests

Furthermore, the research hypothesis is tested using the Wilcoxon test. The proposed hypothesis is, The data obtained were tested using SPSS For Windows Release 21.00. The results of hypothesis testing are as follows.

Table16. Wilcoxon test

Test Statistics[a]

	VAR00002 - VAR00001
Z	-4.019[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of the nonparametric statistical test output, it is known that Asymp.sig. (2-talailed) is worth 0.000. Because the value of 0.000 is smaller than <0.05, it can be concluded that Ha is accepted. This means that there is a difference between the results of the pre-test and the post-test, so it can also be concluded that there is a change or increase in the learning effectiveness of students of the 2018/2019 class of the Jambi University study program after being given the blended learning method.

1.4. Discussion

The results of the descriptive analysis show that the learning activeness of Jambi University students before the treatment is in the medium category. This can be seen from a number of predetermined indicators such as the indicator of Activation of searc for information in the low category, Activity in the discussion is in the medium category, indicator Activation in problem solving in the medium category, and Activation of duty indicator for the task is in the medium category. After doing four treatments, it can be seen that several indicators have increased.

As shown in the results of the post test, each indicator, namely the Activation of searc for information is in the high category, the indicators of activity in discussions are in the medium category, the indicators of Activation in problem solving are in the high category, and the indicators of Activation of duty are in the high category. In this case, it is in line with what was done by Cavanagh (2017) with different methods in which students encourage student learning activeness with the crouser science method, the emergence of a positive effect which is shown by active learning from within students who appear active when they are involved in problem solving.

Learning activeness based on theory according to Deni (2014: 18) activeness in learning activities is the encouragement and ability of students to respond to stimuli that come from outside themselves, as well as mental awareness in processing information captured by the senses. Without activeness, the learning process will not occur. Meanwhile, the results of research conducted by Pour (2018) that learning activeness in terms of environmental conditions with the Talking Stick method shows that student learning activeness can be changed through this method.

Based on the results of research conducted by Cooper et al (2018), this study illustrates that when students can increase learning activeness and so they can reduce student anxiety with certain learning methods, and assisted with the help of peer tutors. In contrast to Kusumoto (2018) in this study, this study tries to investigate the impact of active learning on improving students' critical thinking skills through student-centered CLIL in the context of Japanese EFL. Although the generalizability of the research is limited, the results suggest that active learning and CLIL can enhance critical thinking, as well as skills in critical thinking. The results also give the impression that critical thinking can be developed relatively quickly.

Related to research conducted by Sari (2016) The application of the Blended Learning model can increase student activity by involving students in learning during offline and online learning and teachers creating a pleasant learning atmosphere in order to foster student curiosity so that students play an active role in learning . Furthermore, Purwitasari (2019) revealed that the results of this study were that the percentage of student learning activeness scores increased in each cycle, namely 51.08%, 52.08%, and 62.74%. The average score of the student achievement tests from cycle to cycle was 52.19; 85.16 and 95.54 where 96.86% of students scored above the KKM at the end of the cycle. This shows that the application of Schoology-assisted Blended Learning can increase student activity and achievement.

Based on the explanation of the research above, it proves that the learning activeness of Jambi University students in this case is the difference in the use of the methods used before the Blended learning method used the active learning method, however, there is no learning activeness in students, this is judged by the predetermined indicators such as the active search indicator. information, activeness in discussions, activeness in problem solving, and activeness in assignments. The blended learning method is a combination method of face-to-face and online learning methods. These learning characteristics refer to the definition by Uwes A. Chaeruman (2011), namely learning that combines synchronous and asynchronous learning settings appropriately in order to achieve learning objectives, so the characteristics of the blended learning model with a constructive approach (constrictive approach) have two learning settings, namely: synchronous and asynchronous learning.

The results of the analysis prove that there is an effect of blended learning (X) on student learning activeness of Guidance and Counseling (Y). These findings were obtained based on a series of data analysis which showed that the effectiveness of blended learning on student learning activeness obtained from the difference between the pre-test and the post-test was 36.91%. while the results of hypothesis testing that show the effectiveness of blended learning on student learning activeness are accepted as true. This shows that the more method combinations with teaching aids will affect student learning activeness. Following are the results of hypothesis testing through the Wilcoxon test, the results obtained are 0.000, this shows that it is smaller <0.05, it can be concluded that there is a difference between the pre test and the post test. This shows that the Dutch learning method can be used in increasing student learning activity.

Based on the description above and coupled with previous research, it can be seen that this research position supports the theory regarding blanded learning in increasing learning activity.

▪ CONCLUTION

Based on the findings and discussion of the research results, it can be concluded: Description of the initial conditions of learning activity for UNJA students class 2018/2019, three indicators have moderate categories and one indicator is in the poor category. After being given active treatment of UNJA students class 2018/2019, the three indicators have a high category and one indicator is in the medium category. In this study, the effectiveness of the blended learning approach has a very significant effect, this is because there are many combinations of instructional media and teaching methods that are given so that it shows very significant results on the learning activeness of UNJA students

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