ABSTRACT

Bebi Ramalia Alfi, 2020. Analysis of Literature About Effect of *Blended Learning* Toward Improved Student's Learning Outcomes and Learning Motivation. Supervised by Dr. H. Uus Toharudin, M.Pd. Dr. Iwan Setia Kurniawan, M.Pd.

Blended learning is a learning model that combines face-to-face learning activities with modern online through *e-learning* that involves technology or other learning media. The application of *blended learning* that involves technology becomes more interesting, flexible, interactive, and not boring, so that it can improve learning outcomes and learning motivation of students. Learning outcomes are indicators of the achievement of learning objectives which indicate that the learning is successfully carried out, while learning motivation is an encouragement or desire for students to be enthusiastic in learning. This study aims to analyze the basic concepts of *blended learning* and its effect on improving learning outcomes and learning motivation of students. The research was conducted using the literature study method and inductive analysis by examining research documents, which are 21 research on learning outcomes *blended learning* and 15 research on motivation *blended learning*. The data taken is the percentage of the increase in the *mean score* of outcomes of *blended learning* and the *mean score of* learning motivation of *blended learning*. Research shows that learning outcomes in *blended learning* increased by 25% while learning motivation in *blended learning* increased by 14%. The results of the research analysis also show that the presence of intrinsic motivation, literacy skills, *self-enhancement* in learning interactions, unlimited learning resources, and the presentation of interesting and not boring material can improve learning outcomes and learn motivation of students in *blended learning*.

Keywords: *Blended learning, learning* outcomes, learning motivation.