ABSTRAK

KHAIRUL RAMADHANI DAULAY. Perbedaan Kemampuan Pemecahan Masalah dan Kemandirian Belajar Siswa Antara Model *Blended Learning* Berbasis Masalah dan Konvensional Di SMP. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, November 2019.

Penelitian ini bertujuan untuk mengidentifikasi perbedaan kemampuan pemecahan masalah dan kemandirian belajar siswa setelah menerapkan model *blended learning* berbasis masalah dan konvensional, serta untuk melihat interaksi antara model pembelajaran dan kemampuan awal matematika terhadap kemampuan pemecahan masalah dan kemandirian belajar siswa. Penelitian ini merupakan penelitian eksperimen semu dengan sampel penelitian sebanyak 61 siswa dengan kelas VIII-A sebanyak 30 siswa sebagai kelas eksperimen dan kelas VIII-B sebanyak 31 siswa sebagai kelas kontrol. Data yang dikumpulkan pada penelitian ini adalah data kemampuan pemecahan masalah dan kemandirian belajar siswa. Instrumen yang digunakan untuk mengumpulkan data tersebut adalah tes kemampuan pemecahan masalah dan angket kemandirian belajar. Data yang dikumpulkan tersebut kemudian dianalisis dengan menggunakan ANAVA dua jalur pada program SPSS. Berdasarkan hasil analisis data dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara model *blended learning* berbasis masalah dan pembelajaran konvensional terhadap kemampuan pemecahan masalah dan kemandirian belajar siswa. Terdapat interaksi antara model pembelajaran dan kemampuan awal matematika terhadap kemampuan pemecahan masalah dan kemandirian belajar siswa.

Kata Kunci: model *blended learning* berbasis masalah, pembelajaran konvensional, pemecahan masalah, kemandirian belajar

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ABSTRACT

KHAIRUL RAMADHANI DAULAY. Differences in Problem Solving Ability and Self-Regulated of Student Between Models Blended Learning Problem-Based and Con-ventional in SMP. Thesis. Medan: Post Graduate Program, State University of Medan, November 2019.

This study aims to identify differences in problem-solving abilities and self-regulated of a student after applying problem-based and conventional blended learning models, as well as to see the interaction between learning models and early mathematical abilities on problem-solving abilities and self-regulated of a student. This study was a quasi-experimental study with a sample of 61 students with class VIII-A totaling 30 students as an experimental class and class VIII-B totaling 31 students as a control class. The data collected in this study is the data of students' problem-solving abilities and self-regulated learning. The instrument used to collect the data was a problem-solving ability test and a self-regulated learning questionnaire. The data collected was then analyzed using the two-way ANOVA in the SPSS program. Based on the results of data analysis, it can be concluded that there is a significant difference between problem-based blended learning models and conventional learning on problem-solving abilities and self-regulated of students. There is an interaction between the learning model and the initial ability of mathematics to the ability of problem-solving and self-regulated of students.

***Keywords*:** blended learning problem-based model, conventional learning, problem solving, self-regulated

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