# ABSTRACT

**Aulia Syafriyanti, ID 4161121003 (2016). The Effect of Blended Learning Using Schoology Toward Student Learning Outcomes.**

This study aimed to determine the effect of blended learning using schoology toward student learning outcomes. The type of research is quasi-experiment. The population of this study is all students of class X MIA in MAN 1 Medan in the second semester of A.Y 2019/2020 which consisted of 9 classes. By purposive sampling technique selected class X MIA 1 as experiment class has given blended learning treatment using schoology and X MIA 4 as control class has given conventional learning treatment. The total students in both classes is the same, 30 students, the total sample is 60 students. The instrument used is a multiple-choice test of 20 questions with 5 choice answers validated by the validator. The results showed the average value of the experiment class pre-test is 51.83 and the control class is 50.67. In the normality and homogeneity test of the two classes it is found that the data of both classes distributes normal and homogeneous. By using two tail t tests obtained $t_{count} = 0.348$ and $t_{table} = 2.002$, because $t_{count} < t_{table}$, then it can be stated that the initial abilities of students of both classes are the same. After treatment in each class, the average value of the post-test experiment class is 81.67 and the control class is 66.67. In the normality and homogeneity test obtained that the data of both classes are normally distributed and homogeneous. By using one tail t test obtained $t_{count} = 5.282$ and $t_{table} = 1.671$, because $t_{count} > t_{table}$ then $H_a$ is accepted. Thus, it can be stated that there is a significant effect of blended learning using schoology toward students learning outcomes.

**Keywords**: *Blended Learning, Schoology, Learning Outcomes*