ABSTRAK

Wida Anjelina Br Karo NIM:7172141007. Pengaruh Pembelajaran *E-Learning* Berbasis *Google Classroom* dan Motivasi Belajar terhadap Hasil Belajar pada Mata Pelajaran Ekonomi Siswa kelas XI IPS SMA Swasta Katolik Kabanjahe T.A 2020/2021. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Ekonomi, Fakultas Ekonomi Universitas Negeri Medan 2021.

Permasalahan dalam penelitian ini adalah masih belum maksimalnya hasil belajar ekonomi siswa kelas XI IPS di sekolah SMA Swasta Katolik Kabanjahe. Penelitian ini bertujuan untuk mengetahui: Pengaruh Pembelajaran *E-Learning* Berbasis *Google Classroom* terhadap Hasil Belajar, pengaruh motivasi belajar terhadap hasil belajar, serta pengaruh Pembelajaran *E-Learning* Berbasis *Google Classroom* dan motivasi belajar Ekonomi Terhadap Hasil Belajar pada Mata Pelajaran Ekonomi Siswa Kelas XI IPS SMA Swasta Katolik 1 Kabanjahe T.A 2020/2021.

Penelitian ini dilaksanakan di SMA Swasta Katolik Kabanjahe yang beralamat di Jl. Irian, Kel. Lau Cimba, Kabanjahe, Kab. Karo, Sumatera Utara. Populasi dalam penelitian ini adalah seluruh siswa kelas XI IPS yang berjumlah 159. Sampel penelitian ini berjumlah 61 siswa dengan teknik *random sampling*. Teknik pengumpulan data terdiiri dari Observasi dan Angket, serta data hasil belajar diperoleh dari daftar nilai rata-rata ujian harian siswa. Uji validitas digunakan dengan teknik analisis *Product moment* dan realibilitas angket menggunakan rumus *Croanbach Alpha*. Teknik analisis data yang digunakan adalah analisis regresi linear berganda, uji parsial/uji-t, uji simultan/uji-f, dan koefisien determinasi.

Berdasarkan hasil penelitian dari olahan data menggunakan *SPSS 22,* diketahui bahwa: (1) pembelajaran e-*learning* berbasis *google classroom* berpengaruh secara positif dan signifikan terhadap Hasil Belajar siswa dengan nilai $t_{hitung} > t_{tabel}$ yaitu (3.865>1,671) dengan nilai sig. 0,000 < 0,05; (2) motivasi belajar berpengaruh secara positif dan signifikan terhadap hasil belajar siswa dengan nilai $t_{hitung} > t_{tabel}$ yaitu (8,228>1,671) dengan nilai sig. 0,000<0,05; (3) serta secara simultan pembelajaran *e-learning* berbasis *google classroom* dan motivasi belajar ekonomi berpengaruh positifdan signifikan terhadap hasil belajar siswa dengan nilai $F_{hitung} > F_{tabel}$ (107,561>3,16) dengan nilai signifikan α (0,000<0,05). Dari hasil uji koefisien determinasi (R^2) diperoleh nilai sebesar 0,788 yang artinya sebesar 78,8% Pembelajaran *E-learning* Berbasis *Google Classroom* (X_1) dan Motivasi Belajar (X_2) terhadap Hasil Belajar Siswa (Y) kelas XI IPS SMA Swasta Katolik Kabanjahe T.A 2020/2021. Sedangkan sisanya yaitu sebesar 21,2% dipengaruhi oleh variabel lain yang tidak dikaji dalam penelitian ini. Persamaan regresi linear berganda yang dihasilkan adalah $Y = 39,526 + 0,147X_1 + 0,383X_2$.

Kata Kunci: *E-Learning, Google Classroom,* Motivasi Belajar, Hasil Belajar

ABSTRACT

Wida Anjelina Br Karo NIM:7172141007. The Influence of Google Classroom-Based E-Learning Learning and Learning Motivation on Learning Outcomes in Economics college Student Class XI IPS SMA Swasta Katolik Kabanjahe T.A 2020/2021. Skripsi, Department of Economics Education, Economic Education Study Program, Faculty of Economics, Medan State University 2021.

The problem in this research is that the economic learning outcomes of class XI IPS SMA Swasta Katolik Kabanjahe are still not maximized. This study aims to determine: The effect of Google Classroom-Based E-Learning Learning on Learning Outcomes, the influence of learning motivation on learning outcomes, and the influence of Google Classroom-Based E-Learning Learning and Economics learning motivation on Learning Outcomes in Economics Subjects for Class XI IPS SMA Swasta Katolik Kabanjahe T.A 2020/2021.

This research was conducted at SMA Swasta Katolik Kabanjahe which is located at Jl. Irian, Kel. Lau Cimba, Kabanjahe, Kab. Karo, North Sumatra. The population in this study were all students of class XI IPS totaling 159. The sample of this study amounted to 61 students with random sampling technique. Data collection techniques consist of observations and questionnaires, as well as learning outcomes data obtained from a list of students' daily test average scores. The validity test was used with Product moment analysis techniques and the reliability of the questionnaire used the Croanbach Alpha formula. The data analysis technique used is multiple linear regression analysis, partial test/t-test, simultaneous test/f-test, and coefficient of determination.

Based on the results of research from processed data using SPSS 22, it is known that: (1) e-learning based on google classroom has a positive and significant effect on student learning outcomes with a tcount > t table, namely (3,865>1,671) with a sig value. 0.000 < 0.05; (2) learning motivation has a positive and significant effect on student learning outcomes with tcount > ttable (8.228>1.671) with sig. 0.000<0.05; (3) Simultaneously, e-learning based on google classroom and economics learning motivation has a positive and significant effect on student learning outcomes with a value of Fcount > Ftable (107.561>3.16) with a significant value of (0.000 <0.05). From the results of the coefficient of determination test (R^2), a value of 0.788 is obtained, which means 78.8% Google Classroom-Based E-learning Learning (X1) and Learning Motivation (X2) on Student Learning Outcomes (Y) class XI IPS SMA Swasta Katolik Kabanjahe T.A 2020/2021. While the remaining 21.2% is influenced by other variables not examined in this study. The resulting multiple linear regression equation is $Y = 39.526 + 0.147X1 + 0.383X2$.

Keywords: E-Learning, Google Classroom, Learning Motivation, Learning Outcomes