

ABSTRAK

Asmariati Purba. Perbandingan Motivasi Belajar, Kemandirian dan Hasil Belajar Siswa Menggunakan *E-learning* Berbasis *Schoology* dan Menggunakan *Power Point* pada Materi Biologi di Kelas XI IPA. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, Februari 2018.

Penelitian ini bertujuan untuk mengetahui perbandingan motivasi, kemandirian dan hasil belajar siswa yang dibelajarkan menggunakan media *e-learning* berbasis *schoology* dan media *power point* pada materi sistem reproduksi manusia di kelas XI IPA SMA Negeri 1 Silimakuta. Metode penelitian yang digunakan adalah *quasi eksperimen* dengan populasi seluruh siswa kelas XI IPA berjumlah 160 orang. Sampel penelitian ditentukan melalui teknik *cluster random sampling* yaitu kelas XI-1 dan kelas XI-2. Kelas XI-1 dibelajarkan menggunakan media *e-learning* berbasis *schoology* sedangkan kelas XI-2 dibelajarkan menggunakan media *power point*. Desain penelitian yang digunakan adalah *pretest-posttest control group design*. Teknik analisis data menggunakan *independent samples t test*. Hasil penelitian diperoleh motivasi belajar siswa di kelas *e-learning* berbasis *schoology* sebesar $89,67 \pm 0,557$ dengan gain $16,40 \pm 1,119$ sementara di kelas *power point* sebesar $85,63 \pm 0,629$ dengan gain $10,47 \pm 1,220$. Motivasi belajar siswa yang dibelajarkan menggunakan *e-learning* berbasis *schoology* secara signifikan lebih tinggi sebesar 22,07% dibandingkan menggunakan media *power point* ($t_{hit} 3,584; P=0,001$). Kemandirian belajar siswa di kelas *e-learning* berbasis *schoology* sebesar $88,33 \pm 0,482$ dengan gain $14,93 \pm 1,005$ sementara di kelas *power point* sebesar $83,33 \pm 0,682$ dengan gain $9,57 \pm 0,827$. Kemandirian belajar siswa yang dibelajarkan menggunakan media *e-learning* berbasis *schoology* secara signifikan lebih tinggi sebesar 21,88% dibandingkan menggunakan media *power point* ($t_{hit} 4,124; P=0,000$). Hasil belajar siswa di kelas *e-learning* berbasis *schoology* sebesar $85,44 \pm 1,018$ dengan gain $61,44 \pm 2,138$ sementara di kelas *power point* sebesar $72,53 \pm 1,448$ dengan gain $50,07 \pm 2,911$. Hasil belajar siswa yang dibelajarkan menggunakan media *e-learning* berbasis *schoology* secara signifikan lebih tinggi sebesar 10,19% dibandingkan menggunakan media *power point* ($t_{hit} 3,145; P=0,003$). Sebagai kesimpulan penggunaan media *e-learning* berbasis *schoology* lebih berkontribusi dalam meningkatkan motivasi, kemandirian dan hasil belajar siswa, khususnya pada materi sistem reproduksi manusia. Dengan demikian, peneliti menyarankan penggunaan media *e-learning* berbasis *schoology* dalam proses pembelajaran biologi sebagai salah satu upaya inovasi pembelajaran.

Kata Kunci: *E-learning, Schoology, Power Point, Motivasi Belajar, Kemandirian Belajar, Hasil Belajar*

ABSTRACT

Asmariati Purba. Comparison of Students' Learning Motivation, Self-Regulated and Learning Achievements by Using E-learning Based Schoology and Power Point on Biology Material in grade XI IPA. *Thesis. Medan: Post Graduate Program Universitas Negeri Medan (State University of Medan), February 2018.*

This study aims to investigate the comparison of learning motivation, self-regulated and learning achievements of students who were taught by using e-learning based schoology and power point media on human reproduction system in grade XI IPA SMA Negeri 1 Silimakuta. The research method which was applied was quasi experiment with the participans of all students of grade XI IPA are 160 students. The sample of research was determined by cluster random sampling technique mainly grade XI-1 was taught by using e-learning based schoology media and grade XI-2 was taught by using power point media. The research design which was used was pretest-posttest control group design. Data analysis technique used Independent Samples t Test. The results of the research obtained that the students' learning motivation in the class e-learning based schoology is $89,67 \pm 0,557$ with the gain of $16,40 \pm 1,119$ while in the class power point is $85,63 \pm 0,629$ with the gain of $10,47 \pm 1,220$. Students' learning motivation which was taught by using e-learning based schoology media is significantly higher is 22,07% compared with by using power point media ($t_{\text{count}} 3,584$, $P = 0.001$). Students' self-regulated learning in the class e-learning based schoology is $88,33 \pm 0,482$ with the gain of $14,93 \pm 1,005$ while in the class power point is $83,33 \pm 0,682$ with the gain of $9,57 \pm 0,827$. Students' self-regulated learning which was taught by using e-learning based schoology media is significantly higher is 21,88% compared with by using power point media ($t_{\text{count}} 4,124$, $P = 0.000$). Students' learning achievements in the class e-learning based schoology is $85,44 \pm 1,018$ with the gain of $61,44 \pm 2,138$ while in the class power point is $72,53 \pm 1,448$ with the gain of $50,07 \pm 2,911$. Students' learning achievements which was taught by using e-learning based schoology media is significantly higher is 10,19% compared with by using power point media ($t_{\text{count}} 3,145$, $P = 0.003$). As a conclusion that the used of e-learning based schoology media more contributes to improve students' motivation, self-regulated and learning achievements, especially in the material of the human reproduction system. Thus, researchers suggested that the use of e-learning based schoology media in the process of biology learning as one of the learning innovation efforts.

Keywords: *E-learning, Schoology, Power Point, Learning Motivation, Self-Regulated Learning, Learning Achievements*