

ABSTRAK

Enjelina Siagian, NIM. 4173321013. Pembelajaran Berbasis *Learning Management System* (LMS) Menggunakan *Moodle* Terhadap Kemandirian dan Hasil Belajar Siswa.

Penelitian ini bertujuan untuk mengetahui peningkatan kemandirian, hasil belajar siswa dan hubungan kemandirian dan hasil belajar siswa di saat pandemi *coronavirus disease* 2019 (covid-19). Masa pandemi covid-19 mengharuskan siswa untuk belajar di rumah. Pembelajaran berbasis *learning management system* (LMS) menggunakan *moodle* merupakan salah satu pembelajaran yang cocok digunakan dalam suasana pandemi covid-19 karena dapat dilakukan dimana saja dan kapan saja. Jenis penelitian ini *quasiexperiment*. Teknik pengambilan sampel secara *random sampling*. Populasi penelitian ini seluruh siswa kelas VIII yang terdiri dari 11 kelas dengan 301 siswa. Sampel penelitian ini satu kelas, yaitu kelas VIII-J berjumlah 28 siswa. Instrumen penelitian yang digunakan terdiri dari dua, angket dan tes. Angket untuk mengukur kemandirian belajar. Tes untuk mengukur hasil belajar siswa pada materi cahaya dan alat optik, berbentuk pilihan berganda dengan 4 *option* yang telah divalidasi oleh ahli. Rata-rata awal kemandirian belajar sebesar 61,74 dan di akhir pembelajaran sebesar 85,67. Rata-rata tes awal siswa sebesar 35,48 dan tes akhir sebesar 86,90. Hubungan antara kemandirian dan hasil belajar siswa menggunakan uji korelasi *pearson product moment* dengan berbantuan IBM SPSS *version 22*. Korelasi kemandirian dan hasil belajar siswa sebesar 0,759 dengan kategori kuat dengan signifikansi 0,000. Persentase peningkatan N-gain kemandirian belajar sebesar 63% dengan kategori sedang. Persentase peningkatan N-gain hasil belajar sebesar 79% dengan kategori tinggi. Berdasarkan hasil penelitian diperoleh bahwa pembelajaran LMS menggunakan *moodle* dapat meningkatkan kemandirian dan hasil belajar siswa dan terdapat hubungan positif antara kemandirian dan hasil belajar siswa di SMP N 24 Medan.

Kata kunci: LMS, *moodle*, kemandirian, hasil belajar siswa.

ABSTRACT

Enjelina Siagian, NIM. 4173321013. Learning Management System-Based Learning (LMS) Using Moodle Against Student Independence and Learning Achievement.

This study aimed to determine the increase and the relationship between independence and student learning achievement when the coronavirus disease 2019 (COVID-19) pandemic. The COVID-19 pandemic requires students to study at home. Learning management system (LMS)-based learning using Moodle is one of the lessons that is suitable to be used in situation of the COVID-19 pandemic because it can be done anywhere and anytime. This type of research is quasi-experimental. The sampling technique is random sampling. The population of this study were all students of class VIII which consisted of 11 classes with 301 students. The sample of this research is one class, namely class VIII-J with total students was 28. The research instrument used consisted of two, a questionnaire and a test. Questionnaire to measure learning independence. A test to measure student learning achievement on light materials and optical tool, in the form of multiple choice with 4 options that have been validated by the experts. The average at the beginning of learning independence was 61,74 and at the end of learning was 85,67. The average student pre-test was 35,48 and the final test was 86,90. The relationship between independence and student learning achievement using the Pearson product moment correlation test with used the IBM SPSS version 22. The correlation between independence and student learning achievement was 0,759 with a strong category with a significance of 0,000. The percentage increase in learning independence N-gain was 63% in the medium category. The percentage increase in N-gain learning achievement was 79% in the high category. Based on the results of the study, it was found that LMS learning using Moodle can increase student independence and learning achievement and there was a positive relationship between independence and student learning achievement at SMP N 24 Medan.

Keywords: LMS, moodle, independence, student learning achievement.