

## ABSTRAK

**Khairunnisa Rehmuli Gurky, Nim 4163311030 (2016). Analisis Kemampuan Kemandirian Belajar Siswa Melalui Penggunaan *E-Learning* di SMA Negeri 1 Padang Tualang pada Masa Pandemi COVID-19.**

Tujuan riset ini dilangsungkan yakni untuk: (1) Mendeskripsikan kemandirian belajar peserta didik dengan *E-Learning* menggunakan SIGUM dan *WhatsApp Group* di kelas XI IPA- 1 SMA Negeri 1 Padang Tualang di masa pandemi COVID-19. (2) Mendeskripsikan kemampuan kognitif peserta didik pada penguasaan materi barisan dan deret di kelas XI IPA- 1 SMA Negeri 1 Padang Tualang. Jenis penelitian deskriptif kuantitatif. Subjek yang yakni peserta didik kelas XI IPA -1 SMAN 1 Padang Tualang. Dan objek penelitian adalah analisis kemampuan kemandirian belajar matematika siswa dengan *e-learning*. Metode pengumpulan data: angket, tes, serta wawancara yang dianalisis menggunakan uji validitas dan uji realibilitas. Sebelum data dianalisis, terlebih dahulu dilakukan uji prasyarat analisis mencakup uji normalitas dan linearitas. Selanjutnya, data dilakukan penganalisisan dengan uji korelasi spearman. Hasil penelitian menunjukkan bahwa kemandirian belajar siswa secara *E-Learning* menggunakan SIGUM dan *WhatsApp Group* di di kelas XI IPA- 1 SMA Negeri 1 Padang Tualang pada masa pandemi COVID-19 memiliki rata-rata sebesar 56%. Hasil penelitian menunjukkan korelasi spearman sebesar 0,920. Yang berarti terdapat hubungan sempurna antara kemandirian dan hasil belajar siswa. Dan R squarenya 0,846, terdapat pengaruh kemandirian hasil belajar mencapai 84,6%, sementara sisa persentasenya yakni 15,4% memiliki kaitan dengan aspek lain yang tidak masuk kajian. Simpulan dari penelitian ini adalah semakin meningkatnya kemandirian belajar peserta didik, semakin berpengaruh pula pada peningkatan hasil belajar matematika peserta didik tersebut. Saran bagi guru agar hendaknya selalu memperhatikan dan meningkatkan kemandirian belajar anak didiknya tidak hanya pada saat daring namun juga tatap muka. Upaya tersebut dapat dilakukan dengan memperhatikan indikator yang menyangkut kemandirian belajar yang dapat memengaruhi hasil belajar, terkhusus pada mata pelajaran matematika.

**Kata Kunci** : Penelitian kuantitatif deskriptif non Eksperimen, Kemampuan Kemandirian Belajar, *E-Learning*



## ABSTRACT

**Khairunnisa Rehmuli Gurky, Nim 4163311030 (2016). An Analysis of Students' Learning Independence Ability Using E-Learning at SMA Negeri 1 Padang Tualang during COVID-19 Pandemic.**

This research aims to: (1) describe the learning independence of students in *e-learning* using SIGUM and *WhatsApp groups* in class XI IPA-1 SMA Negeri 1 Padang Tualang during the COVID-19 pandemic; and (2) describe students' cognitive ability in mastering the material of sequences and series in class XI IPA-1 SMA Negeri 1 Padang Tualang. This is quantitative descriptive research. The subject is students of class XI IPA-1 SMAN 1 Padang Tualang, and the research object is to analyze the ability of students' mathematics learning independence through *e-learning*. Questionnaires, tests, and interviews were used to collect data, which was then analyzed using validity and reliability tests. Before analyzing the data, prerequisite analysis tests such as normality and linearity tests were performed. In addition, the data were analyzed using the Spearman correlation test. The findings showed that during the COVID-19 pandemic, students in class XI IPA-1 SMA Negeri 1 Padang Tualang had an average of 56% learning independence through *e-learning* using SIGUM and the *WhatsApp Group*. The results showed a Spearman correlation of 0.920. Which means there is a perfect relationship between independence and student learning outcomes. And the R square is 0.846, there is an influence of independence in learning outcomes reaching 84.6%, while the remaining percentage, namely 15.4%, is related to other aspects that are not included in the study. It can be concluded that independent learning has a positive and significant effect on learning outcomes and affects students' arithmetic sequence and series material tests. This research concludes that the more the learning independence of the students increases, the more it will affect the improvement of the learning outcomes of the students in mathematics. Suggestions for teachers are always to pay attention and increase the learning independence of their students, not only online but also face-to-face. These efforts can be carried out by paying attention to indicators related to learning independence that can affect learning outcomes, especially in mathematics subjects.

**Keywords:** Non-experimental descriptive quantitative research, Learning independence ability, *E-Learning*.