ABSTRAK

Ridwan Hardyanto Parhusip NIM. 5153131027 Studi Literatur: Pengaruh Model Pembelajaran *Blended Learning* (Menerapkan *Focus Group Discussion* Dan *Google Classroom*) Dan Kemampuan Berpikir Abstrak Terhadap Hasil Belajar Siswa. Skripsi. Fakultas Teknik Universitas Negeri Medan. 2021.

Penelitian ini bertujuan untuk: (1) Mengetahui model pembelajaran *blended learning* dapat berpengaruh positif terhadap hasil belajar siswa. (2) Mengetahui pembelajaran tatap muka dengan menerapkan *focus group discussion* dapat berpengaruh positif terhadap hasil belajar siswa. (3) Mengetahui pembelajaran *online* dengan menerapkan *google classroom* dapat berpengaruh positif terhadap hasil belajar siswa. (4) Mengetahui kemampuan berpikir abstrak dapat berpengaruh positif terhadap hasil belajar siswa. Metode penelitian dalam penelitian ini menggunakan metode studi literatur. Sampel dalam penelitian ini adalah dilakukan secara *total sampling*. Dimana setiap variabel penelitian ini masing-masing 10 artikel sehingga total keseluruhan 40 artikel. Teknik pengumpulan data dalam penelitian ini dengan cara mendownload dari beberapa artikel yang bersumber dari website portal artikel melalui akses internet. Data dalam penelitian ini adalah data berjenis data sekunder. Teknik analisis data dalam penelitian ini menggunakan analisis deskriptif dan analisis induksi. Hasil penelitian diperoleh: (1) Ha diterima yaitu model pembelajaran *blended learning* dapat berpengaruh positif terhadap hasil belajar siswa. (2) Ha diterima yaitu pembelajaran tatap muka dengan menerapkan *focus group discussion* dapat berpengaruh positif terhadap hasil belajar siswa. (3) Ha diterima yaitu pembelajaran *online* dengan menerapkan *google classroom* dapat berpengaruh positif terhadap hasil belajar siswa. (4) Ha diterima yaitu kemampuan berpikir abstrak dapat berpengaruh positif terhadap hasil belajar siswa. Kesimpulan yang dapat diperoleh: (1) Model pembelajaran *blended learning* dapat berpengaruh positif terhadap hasil belajar siswa, itu dibuktikan 9 artikel menyatakan kuat bahwa model pembelajaran *blended learning* dapat berpengaruhi positif atau meningkatkan hasil belajar siswa. (2) Pembelajaran tatap muka dengan menerapkan *focus group discussion* dapat berpengaruh positif terhadap hasil belajar siswa, itu dibuktikan 6 artikel menyatakan kuat bahwa pembelajaran tatap muka melalui *focus group discussion* dapat berpengaruhi positif atau meningkatkan hasil belajar siswa. (3) Pembelajaran *online* dengan menerapkan *google classroom* dapat berpengaruh positif terhadap hasil belajar siswa, itu dibuktikan 5 artikel menyatakan kuat bahwa pembelajaran *online* melalui *google classroom* dapat berpengaruhi positif atau meningkatkan hasil belajar siswa. (4) Kemampuan berpikir abstrak dapat berpengaruh positif terhadap hasil belajar siswa, itu dibuktikan 10 artikel menyatakan kuat bahwa kemampuan berpikir abstrak dapat berpengaruhi positif atau meningkatkan hasil belajar siswa.

Kata Kunci: *Blended Learning*, *Focus Group Discussion*, *Google Classroom*, Kemampuan Berpikir Abstrak, Hasil Belajar Siswa.

ABSTRACT

Ridwan Hardyanto Parhusip NIM. 5153131027 Literature Review: The Effect Learning Model Of Blended Learning (Implementing Focus Group Discussion And Google Classroom) And Ability To Think Abstract on Student Learning Outcomes. Undergraduate Thesis. Faculty Of Engineering, State University Of Medan. 2021.

This study aims to: (1) Know that blended learning models can have a positive effect on student learning outcomes. (2) Knowing face-to-face learning by implementing focus group discussions can have a positive effect on student learning outcomes. (3) Knowing that online learning by implementing google classroom can have a positive effect on student learning outcomes. (4) Knowing the ability to think abstracly can have a positive effect on student learning outcomes. The research method in this research is using literature review method. The sample in this study was carried out by total sampling. Where each research variable has 10 articles for a total sampling of 40 articles. The data collection technique in this study was by downloading several articles from the article portal website via internet access. The data in this study are secondary data types. The data analysis technique in this study used descriptive analysis. The result obtained: (1) Ha accepted, namely the blended learning model can have a positive effect on student learning outcomes. (2) Ha accepted, namely face-to-face learning by implementing focus group discussions can have a positif positive effect on student learning outcomes. (3) Ha accepted, namely online learning by implementing google classroom can have a positive effect on student learning outcomes. (4) Ha accepted, namely the ability to think abstractly can have a positive effect on student learning outcomes. The conclusions that can be obtained: (1) The blended learning model can have a positive effect on student learning outcomes, it is evidenced by 9 articles that strongly state that the blended learning model can have a positive effect or improve student learning outcomes. (2) Face-to-face learning by implementing focus group discussions can have a positive effect on student learning outcomes, it is evidenced by 6 articles that strongly state that the face-to-face learning by implementing focus group discussion can have a positive effect or improve student learning outcomes. (3) Online learning by implementing google classroom can have a positive effect on student learning outcomes, it is evidenced by 5 articles that strongly state that online learning by implementing google classroom can have positive effect or improve student learning outcomes. (4) Ability to think abstractly can have a positive effect on student learning outcomes, it is evidenced by 10 articles that strongly state that the ability to think abstractly can have a positive effect or improve student learning outcomes.

Keywords: Blended Learning, Focus Group Discussion, Google Classroom, Ability to Think Abstract, Student Learning Outcomes.