

## ABSTRAK

**Eka Juniari, I Putu.** 2021. Pengaruh *Self Regulated E-learning* terhadap prestasi belajar dan kemandirian belajar siswa Kelas X SMK. *Tesis*. Singaraja: Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata kunci : model *Self regulated e-learning*, prestasi belajar dan kemandirian belajar

Tujuan penelitian ini adalah untuk mendeskripsikan perbedaan prestasi belajar dan kemandirian belajar antara siswa yang belajar dengan *Self Regulated E-learning* dan *Direct E-learning*. Penelitian ini merupakan penelitian eksperimen semu dengan *non equivalent pretest posttest control group design*. Populasi penelitian ini adalah siswa kelas X SMK Pariwisata Budaya Tahun Pelajaran 2020/2021, yang terdiri atas tiga kelas (89 siswa). Sampel penelitian ini adalah dua kelas (59 siswa) yang ditetapkan menggunakan teknik *simple random sampling*, yang selanjutnya ditetapkan pula secara random untuk menentukan kelompok eksperimen dan kelompok kontrol. Data prestasi belajar dan kemandirian belajar dikumpulkan dengan tes essay. Analisis data menggunakan uji statistik *Multivariate Analysis of Covariate (Mancova)* satu jalur. Pengujian hipotesis menggunakan taraf signifikansi 0,05. Hasil penelitian menunjukkan (1) terdapat perbedaan prestasi belajar dan kemandirian belajar secara bersama-sama antara siswa yang belajar dengan *self regulated e-learning* dan *direct e-learning* ( $F = 83,637$ ;  $p = 0,001 < 0,05$ ); (2) terdapat perbedaan prestasi belajar antara siswa yang belajar dengan *self regulated e-learning* dan *direct e-learning* ( $F = 36,907$ ;  $p = 0,001 < 0,05$ ); (3) terdapat perbedaan kemandirian belajar antara siswa yang belajar dengan *self regulated e-learning* dan *direct e-learning* ( $F = 4,317$ ;  $p = 0,046 < 0,05$ ). Model *Self regulated e-learning* berpengaruh lebih besar dibandingkan model *direct e-learning* terhadap prestasi belajar dan kemandirian belajar siswa kelas X SMK.

## ABSTRACT

**Eka Juniari, I Putu.** (2021). Effect of Self-Regulated E-learning on learning achievement and learning independence of Class X SMK students. Thesis. Singaraja. Post-graduate program, Ganesha University of Education.

This thesis has been approved and examined by **Prof. Dr. Ni Nyoman Parwati, M.Pd and Prof I Made Tegeh, S.Pd., M.Pd**

**Keywords:** Self regulated e-learning model, learning achievement and learning independence

The purpose of this study is to describe the differences in learning achievement and learning independence between students who study with Self-Regulated E-learning and Direct E-learning. This research is a quasi-experimental study with a non-equivalent pretest posttest control group design. The population of this research is the X grade students of the Cultural Tourism Vocational School in the 2021/2021 academic year, which consists of three classes (89 students). The samples of this study were two classes (59 students) which were determined using the simple random sampling technique, which were then randomly assigned to determine the experimental group and the control group. Data on learning achievement and learning independence were collected with essay tests. Data analysis used the one-way Multivariate Analysis of Covariate (Mancova) statistical test. Hypothesis testing uses a significance level of 0.05. The results showed (1) there were differences in learning achievement and independent learning together between students who studied with self-regulated e-learning and direct e-learning ( $F = 83.637; p = 0.001 < 0.05$ ); (2) there are differences in learning achievement between students who study with self-regulated e-learning and direct e-learning ( $F = 36.907; p = 0.001 < 0.05$ ); (3) there are differences in learning independence between students who study with self-regulated e-learning and direct e-learning ( $F = 4.317; p = 0.046 < 0.05$ ). The self-regulated e-learning model has a greater effect than the direct e-learning model on learning achievement and learning independence for class X SMK.