

ABSTRAK

Narawidia, I Nyoman (2022), *Pengaruh model pembelajaran Self-Regulated Learning berbantuan multimedia terhadap motivasi dan kemampuan pemecahan masalah matematika siswa SMA*. Tesis, Teknologi Pembelajaran, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: SRL, Direct Instruction, Multimedia, Motivasi, Kemampuan Pemecahan Masalah Matematika

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Self-Regulated Learning (SRL)* berbantuan multimedia terhadap motivasi dan kemampuan pemecahan masalah siswa. Penelitian ini menggunakan metode *quasi experiment*. Desain penelitian ini adalah *non equivalent pretest-posttest control group design*. Variabel bebas dalam penelitian ini adalah model pembelajaran yang dibagi menjadi tiga dimensi, yaitu model pembelajaran *SRL* berbantuan multimedia, model pembelajaran *SRL*, dan model pembelajaran *direct instruction*. Variabel terikat dalam penelitian ini adalah motivasi belajar dan kemampuan pemecahan masalah matematika. Populasi penelitian ini adalah siswa kelas X SMA Negeri 1 Gianyar Tahun Pelajaran 2019/2020 sebanyak 316 orang. Jumlah sampel dalam penelitian ini adalah 96 orang yang diambil dengan metode *cluster random sampling*. Data dalam penelitian ini adalah data motivasi belajar dikumpulkan dengan kuesioner dan data kemampuan pemecahan masalah dikumpulkan dengan tes berbentuk uraian. Analisis data yang digunakan adalah *Multivariate Analysis of Covariate (Mancova)* dengan pengujian hipotesis menggunakan taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa: (1) terdapat perbedaan antara motivasi belajar dan kemampuan pemecahan masalah siswa secara bersama-sama antara siswa yang menggunakan model pembelajaran *SRL* berbantuan multimedia, model *SRL*, dan model *direct instruction*, (2) terdapat perbedaan motivasi belajar antara siswa yang belajar dengan menggunakan model pembelajaran *SRL* berbantuan multimedia, model *SRL*, dan model *direct instruction*, (3) terdapat perbedaan kemampuan pemecahan masalah antara siswa yang belajar dengan menggunakan model pembelajaran *SRL* berbantuan multimedia, model *SRL*, dan model *direct instruction*. Berdasarkan temuan penelitian ini dapat disimpulkan model pembelajaran *SRL* berbantuan multimedia berpengaruh secara signifikan terhadap motivasi dan kemampuan pemecahan masalah matematika..

ABSTRACT

Narawidia, I Nyoman (2022), *The effect of the multimedia-assisted Self-Regulated Learning (SRL) learning model on the motivation and problem-solving skills of high school students*. Thesis, Learning Technology, Post Graduate Study Program, Ganesha University of Education.

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Key words: SRL, Direct Instruction, Multimedia, Motivation, Mathematical Problem Solving Ability

This study aims to determine the effect of the multimedia-assisted *Self-Regulated Learning (SRL)* learning model on students' motivation and problem-solving abilities. This study uses a *quasi-experimental method*. The design of this study was a *non-equivalent pretest-posttest control group design*. The independent variable in this study is the learning model which is divided into three dimensions, namely the multimedia-assisted *SRL* learning model, the *SRL* learning model, and the *direct instruction* learning model. The dependent variable in this study is learning motivation and mathematical problem solving ability. The population of this study was 316 students of class X SMA Negeri 1 Gianyar in the 2019/2020 academic year. The number of samples in this study were 96 people who were taken by cluster random sampling method. The data in this study are learning motivation data collected by questionnaires and problem solving ability data collected by test in the form of descriptions. Analysis of the data used is Multivariate Analysis of Covariate (Mancova) with hypothesis testing using a significance level of 5%. The results showed that: (1) there were differences between students' learning motivation and problem-solving abilities together between students who used the multimedia-assisted *SRL* learning model, the *SRL* model, and the *direct instruction* model, (2) there were differences in learning motivation between students who learning by using the multimedia-assisted *SRL* learning model, the *SRL* model, and the *direct instruction* model, (3) there are differences in problem-solving abilities between students who study using the multimedia-assisted *SRL* learning model, the *SRL* model, and the direct instruction model. Based on the findings of this study, it can be concluded that the multimedia-assisted *SRL* learning model has a significant effect on motivation and math problem solving abilities.