

**PENGARUH MODEL *SELF REGULATED E-LEARNING* (SReL)
TERHADAP PRESTASI BELAJAR FISIKA SISWA KELAS X MIPA DI
SMA NEGERI 1 KUBUTAMBAHAN**

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ABSTRAK

Penelitian ini bertujuan menjelaskan perbedaan prestasi belajar fisika antara siswa yang belajar menggunakan model *self regulated e-learning* (SReL) dan yang belajar dengan model *direct guided e-learning* (DeL). Penelitian ini adalah *quasi experiment* dengan rancangan *nonequivalent pretest-posttest control group design*. Populasi penelitian adalah 5 kelas (atau 166 orang) siswa kelas X MIPA SMA Negeri 1 Kubutambahan Tahun Pelajaran 2019/2020. Sampel dipilih dengan teknik *simple random sampling* untuk menentukan 2 kelas (atau 68 siswa), satu kelas sebagai kelompok SReL dan yang lain sebagai kelas DeL. Data tentang prestasi belajar dikumpulkan tes prestasi belajar fisika yang terdiri dari 20 butir masing-masing berbentuk pilihan ganda. Data dianalisis secara deskriptif dan *Analysis of Covariance* (ANCOVA). Sebagai tindak lanjut ANCOVA, digunakan *least significant difference* (LSD) untuk menguji komparasi pasangan skor rata-rata prestasi belajar antara dua kelompok perlakuan. Hasil penelitian menunjukkan bahwa terdapat perbedaan secara signifikan prestasi belajar fisika antara siswa yang belajar menggunakan model SReL dan yang belajar dengan model DeL. Hasil uji LSD menunjukkan bahwa nilai $\Delta\mu = 15,207$ lebih besar dari nilai LSD (tabel) yaitu 5,855. Hal ini mengindikasikan bahwa prestasi belajar siswa yang belajar dengan SReL ($M = 77,353$; $SD = 9,711$) secara signifikan lebih tinggi dibandingkan yang belajar dengan DeL ($M = 62,059$; $SD = 7,893$).

Kata-kata kunci: model *self regulated e-learning*, model *direct guided e-learning*, prestasi belajar.

**MODELS OF SELF INFLUENCE IN E-LEARNING (SReL)
REGULATION ON PHYSICS LEARNING ACHIEVEMENT IN CLASS X
MIPA STUDENTS IN SMA NEGERI 1 KUBUTAMBAHAN**

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ABSTRACT

This study explains the differences in physics learning outcomes between students who learn to use the self-regulated e-learning (SReL) model and those who study with the guided direct e-learning model (DeL). This research is a quasi experiment by designing a pretest-posttest nonequivalent control group design. The study population was 5 classes (or 166 people) of the 10th grade students of Mathematics and Natural Sciences State High School 1 Kubutambah Academic Year 2019/2020. The sample was selected by simple random sampling technique to determine 2 classes (or 68 students), one class as SReL group and the other as DeL class. Data on learning achievement was collected physics learning achievement test consisting of 20 items each multiple choice. Data were analyzed descriptively and Analysis of Covariance (ANCOVA). As a follow-up to ANCOVA, at least a significant difference (LSD) was used to receive a comparison of the average learning achievement scores between the two aid groups. The results showed that there were significant differences between learning physics between students who learned using the SReL model and those who learned with the DeL model. LSD test results showed that the value of $\Delta\mu = 15,207$ was greater than the value of LSD (table) which was 5.855. This is related to the learning achievement of students who study with SReL ($M = 77,353$; $SD = 9,711$) significantly higher than those learning with DeL ($M = 62,059$; $SD = 7,893$).

Keywords: self-regulated e-learning model, guided direct e-learning model, learning achievement.