

**PENGARUH MODEL *BLENDED LEARNING* BERBANTUAN GOOGLE
SITES TERHADAP HASIL BELAJAR MATERI SIKLUS MAKHLUK
HIDUP SISWA KELAS III SD NEGERI 2 BANYUNING**

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ABSTRAK

Defisit pencapaian luaran kognitif siswa kelas III SD Negeri 2 Banyuning pada topik siklus makhluk hidup dipicu oleh dominasi instruksi konvensional yang berpusat pada pendidik via ceramah, tanya jawab, serta penugasan, diperparah dengan minimnya integrasi media interaktif. Penelitian ini bertujuan untuk menguji pengaruh penerapan model *blended learning* berbantuan Google Sites terhadap hasil belajar kognitif pada materi siklus makhluk hidup siswa kelas III di sekolah tersebut. Desain riset didasarkan pada metode kuantitatif melalui eksperimen semu (*quasi-experimental*) dengan pola *post-test only nonequivalent control group design*. Penentuan subjek riset mengeksplorasi teknik *purposive sampling* dengan total sampel 56 peserta didik. Komunitas ini dipisahkan menjadi dua komparasi, yakni kelas III B selaku unit eksperimen ($n = 28$) yang diintervensi dengan strategi *blended learning* bermedia Google Sites, serta kelas III A sebagai unit kontrol ($n = 28$) yang menempuh pengajaran konvensional. Jenis data dalam studi ini mengeksplorasi raih skor kognitif pada topik siklus makhluk hidup. Penjarangan data dieksekusi via instrumen *post-test* objektif berbentuk pilihan ganda yang menyelaraskan indikator tingkat kognitif C1 sampai C4 merujuk pada revisi Taksonomi Bloom oleh Anderson dan Krathwohl (2001). Inferensi data dianalisis memanfaatkan prosedur *Independent Samples t-test* berbantuan piranti lunak SPSS versi 27. Output komparasi memperlihatkan unit eksperimen mencatatkan rerata *post-test* di angka 83,00, di mana akumulasi 24 dari 28 siswa (85,71%) sukses melampaui KKTP. Sebaliknya, unit kontrol hanya mengantongi rerata skor sebesar 72,93 dengan proporsi siswa lulus KKTP terbatas pada 12 dari 28 individu (42,86%). Hasil estimasi *Independent Samples t-test* memproduksi koefisien $t = 4,160$ disertai indeks signifikansi (*Sig. 2-tailed*) senilai 0,000 yang berada di bawah ambang batas 5%, yang mengonfirmasi penolakan H_0 dan penerimaan H_1 . Atas dasar temuan empiris tersebut, dijustifikasi bahwa implementasi strategi *blended learning* berbasis Google Sites berdampak nyata terhadap capaian kognitif materi siklus makhluk hidup pada siswa kelas III SD Negeri 2 Banyuning.

Kata kunci: *blended learning*, Google Sites, hasil belajar kognitif, siklus makhluk hidup, sekolah dasar.

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ABSTRACT

The deficit in cognitive outcomes achieved by third-grade students at SD Negeri 2 Banyuning on the topic of the life cycle of living things is triggered by the dominance of conventional teacher-centered instruction via lectures, questions and answers, and assignments, exacerbated by the minimal integration of interactive media. This study aims to examine the effect of the implementation of a blended learning model assisted by Google Sites on cognitive learning outcomes on the life cycle of third-grade students at the school. The research design is based on a quantitative method through a quasi-experimental with a post-test only nonequivalent control group design. The determination of research subjects exploited a purposive sampling technique with a total sample of 56 students. This community was separated into two comparisons, namely class III B as the experimental unit ($n = 28$) which was intervened with a blended learning strategy using Google Sites, and class III A as the control unit ($n = 28$) which underwent conventional teaching. The type of data in this study exploits the achievement of cognitive scores on the topic of the life cycle of living things. Data collection was executed via an objective multiple-choice post-test instrument that aligned cognitive level indicators C1 to C4 referring to the revised Bloom's Taxonomy by Anderson and Krathwohl (2001). Data inference was analyzed using the Independent Samples t-test procedure assisted by SPSS version 27 software. The comparative output showed that the experimental unit recorded a post-test average of 83.00, where the accumulation of 24 out of 28 students (85.71%) successfully exceeded the KKTP. In contrast, the control unit only obtained an average score of 72.93 with the proportion of students passing the KKTP limited to 12 out of 28 individuals (42.86%). The Independent Samples t-test estimation results produced a coefficient of $t = 4.160$ accompanied by a significance index (Sig. 2-tailed) of 0.000 which is below the 5% threshold, which confirms the rejection of H_0 and acceptance of H_1 . Based on these empirical findings, it was confirmed that the implementation of a Google Sites-based blended learning strategy significantly impacted the cognitive achievement of third-grade students at SD Negeri 2 Banyuning on the life cycle topic.

Keywords: blended learning, Google Sites, cognitive learning outcomes, life cycle, elementary school.