

ABSTRAK

Trisnayanti, Ni Putu Eka. 2019. *Pengaruh Model Pembelajaran Blended Learning Berbasis Moodle Terhadap Pemahaman Konsep Dan Motivasi Belajar Siswa Kelas XI SMA Negeri 5 Denpasar*. Tesis (tidak diterbitkan). Singaraja: Pascasarjana Undiksha.

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Kata-kata kunci: *Blended Learning*, *Moodle*, Pemahaman Konsep, Motivasi Belajar.

Penelitian ini bertujuan (1) untuk mengetahui apakah pemahaman konsep dan motivasi belajar siswa yang mengikuti model pembelajaran *blended learning* berbasis *moodle* lebih baik daripada pemahaman konsep dan motivasi belajar siswa yang mengikuti pembelajaran konvensional, (2) untuk mengetahui apakah pemahaman konsep siswa yang mengikuti model pembelajaran *blended learning* berbasis *moodle* lebih baik daripada pemahaman konsep siswa yang mengikuti pembelajaran konvensional, dan (3) untuk mengetahui apakah motivasi belajar siswa yang mengikuti model pembelajaran *blended learning* berbasis *moodle* lebih baik daripada motivasi belajar siswa yang mengikuti pembelajaran konvensional. Populasi dalam penelitian ini adalah siswa kelas XI SMA Negeri 5 Denpasar tahun pelajaran 2017/2018. Sampel penelitian diperoleh dengan menggunakan teknik *cluster random sampling*. Kelas eksperimen mengikuti model *blended learning* berbasis *moodle* dan kelas kontrol menggunakan model pembelajaran konvensional. Data dikumpulkan dengan teknik tes pemahaman konsep dan angket motivasi belajar serta dianalisis menggunakan uji MANOVA dengan taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa (1) pemahaman konsep dan motivasi belajar siswa yang mengikuti model pembelajaran *blended learning* berbasis *moodle* lebih baik daripada pemahaman konsep dan motivasi belajar siswa yang mengikuti pembelajaran konvensional; (2) pemahaman konsep siswa yang mengikuti model pembelajaran *blended learning* berbasis *moodle* lebih baik daripada pemahaman konsep siswa yang mengikuti pembelajaran konvensional; (3) motivasi belajar siswa yang mengikuti model pembelajaran *blended learning* berbasis *moodle* lebih baik daripada motivasi belajar siswa yang mengikuti pembelajaran konvensional. Dengan demikian, dapat disimpulkan bahwa model pembelajaran *blended learning* berpengaruh positif terhadap pemahaman konsep dan motivasi belajar siswa.

ABSTRACT

Trisnayanti, Ni Putu Eka 2019. The Effect of Moodle-Based Blended Learning Model on Conceptual Understanding and Motivation to Learn of Class XI SMA Negeri 5 Denpasar. Thesis (not published). Singaraja: Faculty of Mathematics and Natural Sciences Undiksha.

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Keywords: Blended Learning, Moodle, Conceptual Understanding, Motivation to Learn.

The purpose of this study is (1) to find out whether the conceptual understanding and motivation to learn of students who follow the moodle-based of blended learning model is better than the conceptual understanding and motivation to learn of students who follow conventional learning, (2) whether the conceptual understanding of students who follow the moodle-based of blended learning model better than the conceptual understanding of students who follow conventional learning, and (3) whether the motivation to learn of students who follow the moodle-based of blended learning model is better than the motivation to learn of students who follow the conventional learning. The population of this study is all students of class XI SMA Negeri 5 Denpasar academic year 2017/2018. The sample was obtained by using cluster random sampling technique. The experimental class was learned using moodle-based blended learning model and the control class received conventional learning. Based on the statistical test of conceptual understanding data and motivation to learn obtained through validation test and validation of the description. Further data obtained were analyzed by using MANOVA test with 5% significance level. The result shows that (1) the conceptual understanding and the motivation to learn of students who follow the moodle-based of blended learning model is better than the conceptual understanding and the motivation to learn of students who follow the conventional learning; (2) the conceptual understanding of students who following the moodle-based of blended learning model is better than the conceptual understanding of students who following the conventional learning; (3) the motivation to learn of the students who follow the moodle-based of blended learning model is better than the motivation to learn of students who follow the conventional learning . Thus, it can be concluded that blended learning model influences the conceptual understanding and motivation to learn. Thus, it can be concluded that the moodle-based of blended learning model has a positive effect on conceptual understanding and motivation to learn of students.