

## ABSTRACT

Panondang Berwibawa Sinaga (01669200027)

**PEER TEACHING TO IMPROVE GRADE IIA STUDENTS' SELF-REGULATED LEARNING, LEARNING MOTIVATION, AND LEARNING OUTCOMES IN MATHEMATICS MULTIPLICATION TOPIC IN XYZ PRIMARY SCHOOL TANGERANG**

(xvii + 128 pages; 18 figures; 29 tables; 12 appendixes)

This research was motivated by the low attitude of self-regulated, learning motivation, and learning outcomes of class IIA students at XYZ Primary School Tangerang in learning Mathematics on the topic of multiplication compared to others. The goal of this research was to examine the use of the peer teaching in increasing the self-regulated learning, learning motivation, and learning outcomes of Mathematics multiplication topics. The participants in this research were 31 students from class IIA in semester 1 of the 2021/2022 academic year. This research applied three cycles of classroom action research. Each cycle was divided into four steps: planning, action, observation, and reflection. The self-regulated learning and learning motivation were assessed using rubrics, whereas student learning outcomes were assessed using tests. The results showed an increase in the average value of self-regulated, which was 68.82 in the first cycle, 71.51 in the second cycle, and 72.85 in the third cycle. The average value of learning motivation increased by 61.02 in the first cycle, 66.13 in the second cycle, and 71.77 in the third cycle. The increase in the average value of learning outcomes was 84.19 in the first cycle, 87.42 in the second cycle, and 94.52 in the third cycle. Based on the result of the research, it is concluded that the peer teaching is able to improve the self-regulated, learning motivation, and learning outcomes of grade IIA students at Sekolah XYZ Tangerang in Mathematics on the topic of multiplication.

Keyword: peer teaching, self-regulated learning, learning motivation, learning outcomes, Mathematics, multiplication

References 44 (2005-2022)

## ABSTRAK

Panondang Berwibawa Sinaga (01669200027)

### **TUTOR SEBAYA UNTUK MENINGKATKAN KEMANDIRIAN BELAJAR, MOTIVASI BELAJAR DAN HASIL BELAJAR SISWA PADA PEMBELAJARAN MATEMATIKA TOPIK PERKALIAN KELAS IIA SEKOLAH XYZ TANGERANG**

(xvii + 128 halaman; 18 gambar; 29 tabel; 12 lampiran)

Penelitian ini dilatarbelakangi oleh rendahnya sikap kemandirian belajar, motivasi belajar, dan hasil belajar siswa kelas IIA Sekolah XYZ Tangerang pada pembelajaran Matematika topik perkalian dibandingkan dengan topik lainnya. Tujuan penelitian ini adalah untuk menganalisis penerapan tutor sebaya dalam meningkatkan sikap kemandirian, motivasi, dan hasil belajar Matematika topik perkalian. Subjek penelitian ini adalah 31 siswa kelas IIA. Penelitian ini dilakukan di semester 1 tahun pelajaran 2021/2022 di masa pandemik *Covid-19*. Penelitian ini menggunakan jenis penelitian tindakan kelas yang terdiri dari tiga siklus. Setiap siklus terdiri dari empat tahap yaitu tahap perencanaan, tindakan, observasi, dan refleksi. Sikap kemandirian dan motivasi belajar diukur dengan menggunakan rubrik penilaian yang terdiri dari tiga indikator, sedangkan hasil belajar siswa menggunakan tes. Hasil penelitian menunjukkan terjadi peningkatan rata-rata nilai kemandirian belajar yaitu pada siklus satu 68,82, siklus kedua 71,51, dan siklus ketiga menjadi 72,85. Peningkatan rata-rata nilai motivasi belajar yaitu pada siklus satu 61,02, siklus kedua 66,13, dan siklus ketiga menjadi 71,77. Peningkatan rata-rata nilai hasil belajar yaitu pada siklus satu 84,19, siklus kedua 87,42, dan siklus ketiga menjadi 94,52. Berdasarkan hasil penelitian maka disimpulkan bahwa tutor sebaya dapat meningkatkan sikap kemandirian, motivasi dan hasil belajar Matematika topik perkalian siswa kelas IIA Sekolah XYZ Tangerang.

Kata kunci: tutor sebaya, kemandirian belajar, motivasi belajar, hasil belajar, matematika, perkalian.

Referensi : 44 (2005-2022)