

## ABSTRACT

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### **THE EFECT OF KOOBITS ON MOTIVATION, INDEPENDENCE, AND MATHEMATICS LEARNING OUTCOMES THROUGH BLENDED LEARNING MODEL FOR GRADE 5 STUDENTS AT THE XYZ SCHOOL, TANGERANG**

(xvii + 112 pages; 3 pictures; 53 tables; 15 appendices)

The rapid development of technology affects aspects of life, including education. Students in big cities are equipped with sophisticated learning facilities such as smartphones, laptops and tablets. If these devices are integrated within the mathematics learning processes, it is expected to increase motivation, learning independence and student learning outcomes. This study aims to determine whether there are differences in motivation, learning independence and learning outcomes of the students who use KooBits (an online learning platform) and those who do not use KooBits to study Mathematics. The quasi-experimental design was used to see the differences in the experimental class and the control class. The mixed-methods following the explanatory-sequential analysis was implemented. The population of this research consisted of the Grade 5 students of the XYZ Elementary School in Tangerang. The research sample consisted of 66 students with 34 students in the experimental class and 32 students in the control class. The research instruments used were in the forms of an assessment rubric, a scale of motivation and learning independence. The tests were carried out includes the T-test for the average score and the acquisition of n-gain values on motivation, independence and learning outcomes. The results have indicated that there is no significant difference on motivation and learning outcomes of Mathematics in class that uses KooBits-assisted Mathematics learning and class that does not use KooBits. However, there is difference in learning independence in class that uses KooBits and class that does not use KooBits.

Keywords : *Motivation, Independence, Mathematics Learning Outcome, KooBits.*

References : 51 (1963 – 2021)

## ABSTRAK

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**PENAGARUH PENGGUNAAN KOOBITS TERHADAP MOTIVASI, KEMANDIRIAN, DAN HASIL BELAJAR MATEMATIKA MELALUI MODEL PEMBELAJARAN *BLENDED LEARNING* PADA SISWA KELAS 5 SEKOLAH DASAR XYZ, TANGERANG**

(xvii + 112 halaman; 3 gambar; 53 tabel; 15 lampiran)

Pesatnya perkembangan teknologi mempengaruhi aspek pendidikan. Pelajar di kota-kota besar dilengkapi dengan fasilitas belajar yang canggih seperti smartphone, laptop, dan tablet. Jika diintegrasikan dalam proses pembelajaran matematika diharapkan dapat meningkatkan motivasi, kemandirian belajar dan hasil belajar siswa. Penelitian ini bertujuan untuk mengetahui ada tidaknya perbedaan motivasi, kemandirian dan hasil belajar siswa yang menggunakan KooBits (*platform belajar online*) dan yang tidak menggunakan KooBits untuk belajar Matematika. Desain *quasi-experimental* digunakan untuk melihat perbedaan untuk melihat perbedaan pada kelas eksperimen dan kelas kontrol, dan *mixed-method* diikuti analisis menggunakan *explanatory sequential*. Populasi penelitian adalah siswa kelas 5 SDK XYZ di Tangerang. Sampel penelitian sebanyak 66 siswa dengan 34 siswa di kelas eksperimen dan 32 siswa di kelas kontrol. Instrumen penelitian yang digunakan berupa rubrik penilaian, skala motivasi dan kemandirian belajar. Pengujian yang dilakukan meliputi uji-T untuk rata-rata skor dan perolehan nilai n-gain terhadap motivasi, kemandirian dan hasil belajar. Hasil analisis menunjukkan tidak terdapat perbedaan signifikan terhadap motivasi dan hasil belajar pada kelas yang menggunakan pembelajaran Matematika berbantuan KooBits dengan kelas yang tidak menggunakan KooBits. Namun, terdapat perbedaan kemandirian belajar pada kelas yang menggunakan KooBits dengan kelas yang tidak menggunakan KooBits.

Kata Kunci : Motivasi, Kemandirian, Hasil belajar Matematika, KooBits

Referensi : 51 (1963 – 2021)