ABSTRACT

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THE EFFECT OF ANDRAGOGY APPLICATION, SELF-REGULATED LEARNING, AND READING LITERACY TO THE USE OF LMS-BASED BLENDED LEARNING ON CALON GURU PENGGERAK REGULAR OF THE NINTH BATCH IN NTT PROVINCE

*(*xvi + 101 *pages;* 8 *figures;* 18 *tables;* 12 *appendices)*

Research concerning LMS-based blended learning and the application of andragogy to applicant of Guru Penggerak (CGP) is still very minimal, especially in the province of East Nusa Tenggara (NTT). This program activity until 2023 has graduated eight batches, but the failure rate in the last three batches has increased. The purpose of this research is to analyze the effect of the application of andragogy, self-regulated learning, and reading literacy on the use of LMS-based blended learning on CGP regular to the ninth generation in NTT province. These 152 participants in this research covered 13 districts and 1 municipality in NTT. The ninth batch of CGP regular research results in NTT province showed that: (1) an effect of the application of andragogy on the use of LMS-based blended learning; (2) no effect of self-regulated learning has a positive effect to the use of LMS-based blended learning, but the value is not significant; (3) an effect of reading literacy on the use of LMS-based blended learning; and (4) there is a joint effect of the application of andragogy, self-regulated learning, and reading literacy on the use of LMS-based blended learning.

Key Words : *Application of andragogy, self-regulated learning, reading literacy, blended learning, LMS.*

References : 67 (2012-2024)

ABSTRAK

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PENGARUH PENERAPAN ANDRAGOGI, *SELF-REGULATED LEARNING*, DAN LITERASI MEMBACA TERHADAP PEMANFAATAN *BLENDED LEARNING* BERBASIS LMS PADA CALON GURU PENGGERAK REGULER ANGKATAN KESEMBILAN DI PROVINSI NTT

(xvi + 101 halaman; 8 gambar; 18 tabel; 12 lampiran)

Penelitian mengenai pemanfaatan *blended learning* berbasis LMS dan penerapan andragogi pada Program Pendidikan Guru Penggerak (PPGP) untuk Calon Guru Penggerak (CGP) masih sangat minim, khususnya pada Provinsi Nusa Tenggara Timur (NTT). Program ini hingga tahun 2023 telah meluluskan delapan angkatan guru penggerak. Namun persentase ketidaklulusan pada tiga angkatan terakhir mengalami peningkatan. Tujuan dari penelitian ini adalah untuk menganalisis ada atau tidak ada pengaruh penerapan andragogi, *self-regulated learning*, dan literasi membaca terhadap pemanfaatan *blended learning* berbasis LMS pada PPGP untuk CGP reguler angkatan kesembilan di Provinsi NTT. Penelitian ini menggunakan 152 responden penelitian meliputi 13 kabupaten dan satu kotamadya di Provinsi NTT. Hasil dari penelitian menunjukkan bahwa pada CGP reguler angkatan kesembilan di Provinsi NTT: (1) ada pengaruh penerapan andragogi terhadap pemanfaatan *blended learning* berbasis LMS; (2) tidak ada pengaruh SRL terhadap pemanfaatan *blended learning* berbasis LMS; (3) ada pengaruh literasi membaca terhadap pemanfaatan *blended learning* berbasis LMS; dan (4) ada pengaruh penerapan andragogi, *self-regulated learning*, dan literasi membaca terhadap pemanfaatan *blended learning* berbasis LMS.

Kata Kunci : Penerapan andragogi, *self-regulated learning*, literasi membaca, pemanfaatan *blended learning*, LMS

Referensi   : 67 (2012-2024)