

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *BLENDED LEARNING* TERHADAP PEMAHAMAN KONSEP MATEMATIS DAN MOTIVASI BELAJAR SISWA MTs AL-WASHLIYAH PULAU GAMBAR T.P 2020/2021

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Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh model pembelajaran *Blended Learning* terhadap pemahaman konsep matematika dan motivasi belajar siswa. Jenis penelitian ini adalah penelitian kuantitatif quasi eksperimen. Penelitian ini dilaksanakan di sekolah MTs Al-Washliyah Pulau Gambar. Populasi penelitian ini siswa kelas VIII dan sampel eksperimen 23 siswa sedangkan sampel kontrol 22 siswa dengan teknik Purposive Sampling. Teknik pengumpulan data yang digunakan adalah tes pemahaman konsep matematis dan angket motivasi belajar siswa. Berdasarkan hasil penelitian dapat disimpulkan bahwa Rata-rata pemahaman konsep matematis kelas eksperimen = 54,39 dan kelas kontrol = 51,15 dengan $t_{hitung} = 4,227$ dan $t_{tabel} = 1,679$ atau $4,227 > 1,679$ yang berarti H_a diterima dan rata-rata motivasi belajar kelas eksperimen = 62,739 dan kelas kontrol = 61,773 dengan $t_{hitung} = 11,923$ dan $t_{tabel} = 1,679$ atau $11,923 > 1,679$ yang berarti H_a diterima. Kesimpulan dari penelitian ini adalah adanya pengaruh model pembelajaran *Blended Learning* terhadap pemahaman konsep matematis dan adanya pengaruh model pembelajaran *Bleded Learning* terhadap motivasi belajar siswa MTs Al-Washliyah Pulau Gambar.

Kata kunci: *Blended Learning*, Pemahaman Konsep Matematis, Motivasi Belajar, Siswa MTs

ABSTRACT

PENGARUH MODEL PEMBELAJARAN *BLENDED LEARNING* TERHADAP PEMAHAMAN KONSEP MATEMATIS DAN MOTIVASI BELAJAR SISWA MTs AL-WASHLIYAH PULAU GAMBAR T.P 2020/2021

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This study aims to find out how the effect of the *Blended Learning* learning model on understanding mathematical concepts and students' learning motivation. This type of research is a quasi-experimental quantitative research. This research was carried out at MTs Al-Washliyah, PulauGambar. The population of this research is class VIII students and the experimental sample is 23 students while the control sample is 22 students using purposive sampling technique. The data collection technique used is a test of mathematical concept understanding and student motivation questionnaires. Based on the results of the study, it can be concluded that the average mathematical concept understanding of the experimental class = 54.39 and the control class = 51.15 with $t_{count} = 4.227$ and $t_{table} = 1.679$ or $4.227 > 1.679$ which means H_a is accepted and the average learning motivation of the experimental class = 62,739 and control class = 61,773 with $t_{count} = 11,923$ and $t_{table} = 1,679$ or $11,923 > 1,679$ which means H_a is accepted. The conclusion of this study is the influence of the *Blended Learning* learning model on the understanding of mathematical concepts and the influence of the *Blended Learning* learning model on the learning motivation of the students of MTs Al-WashliyahPulauGambar.

Keywords: *Blended Learning*, Understanding Mathematical Concepts, Learning Motivation, MTs Students