

ABSTRAK

Vrinda Vanesvari. 2022. Efektivitas Penerapan *Blended Learning* Dengan Menggunakan Model *Enriched Virtual* Ditinjau Dari Kemandirian Dan Hasil Belajar Siswa Kelas IX-B SMPN 2 Banjar Baru Tahun Ajaran 2021/2022 Pada Pokok Bahasan Bangun Ruang Sisi Lengkung. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk: (1) mendeskripsikan keterlaksanaan pembelajaran yang menerapkan *blended learning* menggunakan model *enriched-virtual* untuk mendukung kemandirian dan hasil belajar siswa kelas IX-B SMPN 2 Banjar Baru tahun ajaran 2021/2022 pada pokok bahasan bangun ruang sisi lengkung; (2) dan mendeskripsikan efektivitas penerapan *blended learning* dengan menggunakan model *enriched virtual* ditinjau dari kemandirian dan hasil belajar siswa kelas IX-B tahun ajaran 2021/2022 pada pokok bahasan bangun ruang sisi lengkung.

Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif dan kualitatif. Subjek penelitian adalah 29 siswa kelas IX-B SMPN 2 Banjar Baru tahun ajaran 2021/2022. Instrumen penelitian yang digunakan yaitu Rencana Pelaksanaan Pembelajaran (RPP), lembar observasi keterlaksanaan pembelajaran, lembar angket kemandirian, pedoman wawancara, dan tes tertulis. Teknik analisis data dilakukan secara kuantitatif dan kualitatif. Analisis kuantitatif digunakan pada data hasil observasi keterlaksanaan pembelajaran, hasil angket kemandirian dan tes tertulis. Sedangkan analisis kualitatif digunakan pada hasil wawancara.

Hasil penelitian ini adalah (1) pelaksanaan pembelajaran dengan menerapkan *blended learning* menggunakan model *enriched virtual* sudah terlaksana dengan sangat baik, dilihat dari perolehan rata-rata persentase keterlaksanaan pembelajaran yaitu 97,14%. (2) Persentase siswa yang memiliki kemandirian belajar minimal baik sebesar 75,86%. Siswa sudah mampu dalam mengatur waktu dan tempat belajar, mengatasi kesulitan belajar, menilai kegiatan yang dilakukannya, melakukan evaluasi kemampuannya dalam belajar, serta memanfaatkan media serta sumber belajar yang mendukung. Selain itu, diperoleh persentase siswa yang lulus Kriteria Ketuntasan Minimal (KKM) sebesar 72,41%. Dengan demikian, penerapan *blended learning* dengan menggunakan model *enriched virtual* adalah efektif ditinjau dari kemandirian dan hasil belajar siswa kelas IX-B tahun ajaran 2021/2022 pada pokok bahasan bangun ruang sisi lengkung.

Kata kunci: *Blended Learning*, *Enriched-Virtual*, Efektivitas

ABSTRACT

Vrinda Vanesvari. 2022. Effectiveness of Applying Blended Learning Using the Enriched Virtual Model based on Student's Independence and Student's Learning Result of Class IX-B SMPN 2 Banjar Baru Academic Year 2021/2022 on the subject of Geometrical Curved Side. Mathematics Education Study Program, Departement of Mathematics and Natural Sciences Education, Faculty of Teacher Training and Education, Sanata Dharma University.

This study aims to: (1) describe the implementation of learning that applies blended learning using the enriched-virtual model to support the independence and learning outcomes of class IX-B students of SMPN 2 Banjar Baru in the 2021/2022 academic year on the topic of geometrical curved side; (2) and describe the effectiveness of the application of blended learning using the enriched virtual model in terms of the independence and learning outcomes of class IX-B students in the 2021/2022 academic year on the topic of geometrical curved side.

This research is a descriptive research with quantitative and qualitative approaches. The research subjects were 29 students of class IX-B SMPN 2 Banjar Baru for the academic year 2021-2022. The research instruments were lesson plans, learning implementation observation sheets, independence questionnaire sheets, interview guidelines, and written tests. Data were analyzed quantitatively and qualitatively. Quantitative analysis was used on the data from the observation of the implementation of learning, the results of the independence questionnaire and the written test. Qualitative analysis was used on the results of interviews.

The results of this study are (1) the implementation of learning by applying blended learning using the virtual enriched model has been carried out very well, seen from the acquisition of the average percentage of learning implementation which is 97.14%. (2) The percentage of students who have a minimum of good learning independence is equal to 75.86%. These students are able to manage the time and place of learning, overcome learning difficulties, assess the activities they do, evaluate their abilities in learning, and utilize media and supporting learning resources. In addition, the percentage of students who passed the Minimum Completeness Criteria was 72.41%. This means that the application of blended learning using the enriched virtual model was effective based on the independence and learning outcomes of class IX-B students in the 2021/2022 academic year on the topic of geometrical curved side.

Keywords: *Blended Learning, Enriched-Virtual, Effectiveness*