ABSTRAK

SULIHIN B. SJUKUR: *Pengaruh Penerapan Blended Learning Berbasis Learning Management System terhadap Motivasi Belajar dan Hasil Belajar Siswa Teknik Komputer dan Jaringan di SMK Negeri 1 Satui.* **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2012.**

Penelitian ini bertujuan untuk: 1)mengetahuiperbedaan motivasi belajar antara siswa yang diajarkan pembelajaran *blended learning*dibanding siswa yang diajarkan pembelajaran konvensional,2) mengetahuiperbedaan hasil belajar antara siswa yang diajarkan pembelajaran *blended learning*dibanding siswa yang diajarkan pembelajaran konvensional, 3)mengetahui peningkatan motivasi belajar siswa akibat penerapan pembelajaran *blended learning,* dan 4)mengetahui peningkatan motivasi belajar siswa akibat penerapan *blended learning.*

Jenis penelitian ini quasi eksperimen. Desain penelitian adalah *pretest-posttest non equivalen control Group desain*.Populasipenelitian adalah siswa kelas XI Teknik Komputer dan Jaringan (TKJ)sebanyak 62 orang siswa, yang terdiri dari 2 kelas yaitu kelas XI TKJ 1 sebanyak 31 orang siswa dan kelas XI TKJ 2 sebanyak 31 orang siswa.Dalam menentukan kelas eksperimen dan kelas kontrol dilakukan secara *random assignment*dengan cara undian menggunakan kertas kecil yang dituliskan nama masing-masing kelas. Teknikpengumpulan data menggunakan tes tertulis danangket. Data penelitian ini diperoleh dari hasil testertulis dan angket yang diberikan sebelum dan sesudah pembelajaranpada masing-masing kelas sebanyak 5 kali pertemuan.Data yang diperoleh dianalisis serta diuji dengan statistik parametrik uji F dan uji t.

Hasil penelitian ini menunjukkan bahwa penerapan *blended learning* berbasis *Learning Management System* (LMS) berpengaruh terhadap motivasi belajar siswa dan hasil belajar siswa. Hasilnya sebagai berikut. 1) Terdapat perbedaan motivasi belajar antara siswa yang mengikuti pembelajaran *blended learning* dibandingkan siswa yang mengikuti pembelajaran konvensional dengan nilai signifikansi 0,012 dengan rata-rata perbedaan motivasi belajar 4,74. 2) Terdapat perbedaan hasil belajar antara siswa yang mengikuti pembelajaran *blended learning* dibandingkan siswa yang mengikuti pembelajaran konvensional dengan nilai signifikansi 0,000 dengan rata-rata perbedaan hasil belajar 13,39. 3) Ada peningkatan motivasi belajar siswa akibat penerapan pembelajaran *blended learning* dengan nilai signifikansi 0,000rata-rata peningkatanmotivasi belajar sebesar 13,55. 4) Ada peningkatan hasil belajar siswa akibat penerapan pembelajaran *blended learning* dengan nilai signifikansi 0,000 rata-rata peningkatan hasil belajar sebesar 38,23.

Kata Kunci: *Blended Learning, LMS, TKJ, Motivasi Belajar, Hasil Belajar.*

ABSTRACT

SULIHIN B. SJUKUR: *The Effects of the Implementation of "Learning Management System"-based of Blended Learning on the Learning Motivation and Achievement Students of Computer and Networking Technique in SMK NegeriSatui.***Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2012.**

This research is aimed to: 1)find out the difference in learning motivation of the students taught using *blended learning* compared to those taught using conventional learning, 2) find out the difference in learning achievement the students taught using *blended learning* compared to those taught using conventional learning,3) find out the improvement in learning motivation of the students due to *blended learning* application, and 4) find out the improvement in learning achievement of the students due to *blended learning* application.

The researchtype used is quasi-experiment research. The design applied was the *pretest-posttest non equivalen control Group desain*. The population of this research is the Grade XI students of *TeknikKomputerdanJaringan (TKJ)* or Computer and Networking Technique class, which comprised of 62 students divided into two classes: XI TKJ 1 class with 31 students and XI TKJ 2 class with 31 students. To determine the experiment and control class, a random assignmentlottery by using small pieces of paper to write the name of each class. The data collection techniques used are written test and questionnaire. The research data were collected from the results of the written tests and the questionnaire given before and after the learning process of each class within five meetings. The data gathered was then analyzed and tested by using the F-test and t-testparametric statistics.

The result of this research showed that the implementation of *Learning Management System* (LMS)-based *blended learning*affected the learning motivation and achievement of the students. The results are as follows.1)There is a difference in learning motivation of the students taught using blended learning compared to those taught using conventional learning with the significance score of 0.012 with the average learning motivation difference of 4.74. 2) There is a difference in learning achievement of the students taught using blended learning compared to those taught using conventional learning with the significance score of 0.000 with the average learning achievement difference of 13.39. 3) There is an improvement in learning motivation of the students due to blended learning application with the significance score of 0.000 with the average learning motivation improvement of 13.55.and 4) There is an improvement in learning achievement of the students due to blended learning application with the significance score of 0.000 with the average learning achievement improvement of 38.23.

Key Words: *Blended Learning, LMS, TKJ, Learning Motivation, Learning Achievement.*