# **ABSTRAK**

**Murtikasari, Via. 40217048.** 2021. *Pengaruh Model Pembelajaran Blended learning Pendekatan Saintifik Berbasis Google classroom Terhadap Hasil Belajar dan Kemandirian Belajar Siswa Kelas IV Sekolah Dasar.* Skripsi Jurusan Pendidikan Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Peradaban. **Dwi Hesty Kristyaningrum, M.Pd.**

**Kata Kunci:** *Blended learning*, *Google classroom,* Hasil dan Kemandirian Belajar

Penelitian ini di latar belakangi oleh beberapa permasalahan yang peneliti temukan ketika wawancara, yaitu sebagian besar siswa kelas IV hasil belajar dan kemandirian belajar selama pembelajaran *online* menggunakan *Google classroom* menurun, terutama pada mata pelajaran Matematika. Hal tersebut disebabkan karena ketika menggunakan aplikasi *google classroom* banyak siswa dan orang tua siswa yang kurang paham tentang penggunaan *google classroom* karena kurangnya sosialisasi guru dengan orang tua dan siswa terhadap penggunaan *Google classroom.* Oleh karena itu penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *blended learning* pendekatan saintifik berbasis *google classroom* terhadap hasil belajar dan kemandirian belajar siswa kelas IV Sekolah Dasar. Jenis penelitian ini adalah penelitian kuantitatif dengan pendekatan *quasi eksperimental* dengan bentuk *Nonequivalent Control Group Design.* Teknik pengumpulan data menggunakan wawancara, tes dan angket. Hasil penelitian diperoleh terdapat pengaruh model pembelajaran *blended learning* pendekatan saintifik berbasis *google classroom* terhadap hasil belajar dan kemandirian belajar siswa kelas IV Sekolah Dasar. Besarnya pengaruh model pembelajaran *blended learning* pendekatan saintifik berbasis *google classroom* terhadap hasil belajar sebesar 93,4% dan besarnya pengaruh model pembelajaran *blended learning* pendekatan saintifik berbasis *google classroom* terhadap kemandirian belajar siswa sebesar 95,4%. Model pembelajaran *blended learning* sangat membantu proses pembelajaran di masa pandemi, karena efisien dari segi waktu maupun tempat.

# ***ABSTRACT***

**Murtikasari, Via. 40217048. 2021**. The Influence of the *Google classroom*-Based Scientific Approach *Blended learning* Model on Learning Results and Learning Independence of Grade IV Elementary School Students. Thesis of Elementary School Teacher Education department. Faculty of Teacher Training and Education. Peradaban University. **Dwi Hesty Kristyaningrum, M.Pd.**

**Keywords**: *Blended learning*, *Google classroom*, Results and Independence Learning

This research was motivated by several problems as well that the researchers found during interviews, that are most of the results and independence learning fourth grade students during the process of *online* learning using *Google classroom* decreased, especially in Mathematics course. Because when using the *Google classroom* application, many students and parents do not understand *Google classroom* caused socialization minimalize of teachers with parents and students of *Google classroom*. The purpose of this study was to determine whether there is an effect of the scientific approach *blended learning* model based on *Google classroom* results and independence learning of fourth grade elementary school students. This type of research is quantitative research with a quasi-experimental approach in the form of Nonequivalent Control Group Design. Techniques Data collection using interviews, tests and questionnaires. Technique data analysis using simple linear regression test. The results showed that was an influence of the scientific approach *blended learning* model based on *Google classroom* to result and independence learning of fourth grade elementary school students. The results showed that there was an effect of the scientific approach *blended learning* model based on *google classroom* on learning outcomes and learning independence of fourth grade students elementary school. The magnitude of the influence of the scientific approach *blended learning* model based on *google classroom* on learning outcomes is 93.4% and the big influence of the scientific approach based on *blended learning* model of *google classroom* to student learning independence is 95.4%. The scientific approach *blended learning* model based on *google classroom* really helps the learning process during the pandemic, because it is efficient in terms of time and place.