

ABSTRAK

IZAZ ULWAN AMIN, 2023. Pengaruh pembelajaran jarak jauh terhadap kemandirian belajar dan prestasi belajar IPS pada peserta didik kelas V di SD Kecamatan Makassar Kota Makassar (dibimbing oleh Idawati dan Muhammad Nawir).

Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran jarak jauh terhadap kemandirian belajar IPS peserta didik kelas V Kecamatan Makassar Kota Makassar, Pengaruh pembelajaran jarak jauh terhadap prestasi belajar IPS peserta didik kelas V di SD Kecamatan Makassar Kota Makassar, Pengaruh pembelajaran jarak jauh terhadap kemandirian belajar dan prestasi belajar IPS secara bersamaan, peserta didik kelas V di SD Kecamatan Makassar Kota Makassar.

Penelitian ini menggunakan pendekatan kuantitatif dengan dengan metode *ex-post facto*. Populasi dalam penelitian ini adalah 1.189 peserta didik kelas V di SD Kecamatan Makassar Kota Makassar. Sampel melibatkan 235 sampel berdasarkan *stratified proportional random sampling* kelas V di SD Kecamatan Makassar Kota Makassar.

Berdasarkan hasil perhitungan, hipotesis yang berbunyi pembelajaran jarak jauh terhadap kemandirian belajar, diperoleh hasil dimana Uji F menunjukkan bahwa $F_{hitung} > F_{tabel}$ ($4.748 > 3.881$), sehingga dinyatakan H_0 diterima dan H_1 ditolak, dengan demikian dapat simpulkan bahwa terdapat pengaruh negatif antara pembelajaran jarak jauh terhadap kemandirian belajar. Berdasarkan hasil perhitungan hipotesis pembelajaran jarak jauh terhadap prestasi belajar IPS peserta didik kelas V, diperoleh hasil dimana Uji F menunjukkan bahwa $F_{hitung} < F_{tabel}$ ($1.434 < 3.881$), sehingga dinyatakan H_0 diterima dan H_1 ditolak, dengan demikian dapat simpulkan bahwa tidak terdapat pengaruh pembelajaran jarak jauh terhadap prestasi belajar IPS kelas V. Berdasarkan hasil perhitungan hipotesis pembelajaran jarak jauh terhadap kemandirian belajar, diperoleh hasil dimana Uji F nilai $F_{hitung} < F_{tabel}$ atau ($1.321 < 3.881$) dan $Sign. > 0.05$ atau ($0.259 > 0.05$), sehingga dinyatakan H_0 diterima dan H_1 ditolak, dengan demikian dapat simpulkan bahwa pembelajaran jarak jauh tidak berpengaruh terhadap Kemandirian Belajar dan Prestasi Belajar.

Kata Kunci: Pembelajaran Jarak Jauh, Kemandirian Belajar, Prestasi Belajar Peserta Didik

ABSTRACT

IZAZ ULWAN AMIN, 2023. The effect of distance learning on learning independence and social studies learning achievement in grade V students in Makassar District Elementary School, Makassar City (supervised by Idawati and Muhammad Nawir).

This study aims to determine the effect of distance learning on social studies learning independence of grade V students in Makassar District Makassar City, the effect of distance learning on social studies learning achievement of grade V students in SD Makassar District Makassar City, the effect of distance learning on learning independence and social studies learning achievement simultaneously, grade V students in SD Makassar District Makassar City.

This research uses a quantitative approach with *ex-post facto* method. The population in this study was 1,189 fifth grade students in elementary schools in Makassar sub-district, Makassar city. The sample involved 235 samples based on *stratified proportional random sampling of class V* in elementary schools in Makassar sub-district, Makassar city.

Based on the results of the calculation, the hypothesis that reads distance learning on learning independence, obtained results where the F test shows that $F_{hitung} > F_{tabel}$ ($4.748 > 3.881$), so it is stated H_0 accepted and H_1 rejected, thus it can be concluded that there is a negative influence between distance learning on learning independence. Based on the results of the calculation of the distance learning hypothesis on social studies learning achievement of grade V students, the results obtained where the F test shows that $F_{count} < F_{table}$ ($1.434 < 3.881$), so it is stated that H_0 is accepted and H_1 is rejected, thus it can be concluded that there is no effect of distance learning on social studies learning achievement of grade V students. Based on the results of the calculation of the distance learning hypothesis on learning independence, the results obtained where the F test $F_{count} < F_{table}$ or ($1.321 < 3.881$) and $Sign. > 0.05$ or ($0.259 > 0.05$), so it is stated H_0 accepted and H_1 rejected, thus it can be concluded that distance learning has no effect on Learning Independence and Learning Achievement.

Keywords: Distance Learning, Learning Independence, Learner Achievement