

**PENGARUH *BLENDED LEARNING* BERBANTUAN GAMIFIKASI  
TERHADAP PEROLEHAN DAN PENINGKATAN KEMAMPUAN  
KOMUNIKASI MATEMATIS MAHASISWA CALON GURU SEKOLAH  
DASAR DENGAN MEMPERHATIKAN *SELF-REGULATED LEARNING***

**DISERTASI**

Diajukan untuk memenuhi salah satu syarat kelulusan studi Doktor Pendidikan  
Matematika



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FAKULTAS PENDIDIKAN MATEMATIKA DAN ILMU PENGETAHUAN  
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## LEMBAR HAK CIPTA

### **PENGARUH *BLENDED LEARNING* BERBANTUAN GAMIFIKASI TERHADAP PEROLEHAN DAN PENINGKATAN KEMAMPUAN KOMUNIKASI MATEMATIS MAHASISWA CALON GURU SEKOLAH DASAR DENGAN MEMPERHATIKAN *SELF-REGULATED LEARNING***

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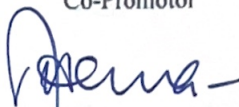
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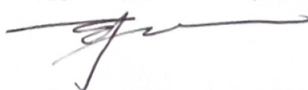
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## ABSTRAK

Muhammad Ghiyats Ristiana. (2024). Pengaruh *Blended Learning* berbantuan Gamifikasi terhadap Perolehan dan Peningkatan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar dengan memperhatikan *Self-Regulated Learning*.

Kemampuan komunikasi matematis (KKM) menjadi salah satu hal yang penting untuk dimiliki seseorang, terutama bagi guru sekolah dasar. Namun, kemampuan komunikasi matematis yang dimiliki oleh calon guru sekolah dasar masih kurang. Salah satu model pembelajaran yang mungkin dapat mengatasi hal tersebut adalah *blended learning* berbantuan gamifikasi. Berdasarkan itu, penelitian ini bertujuan untuk menganalisis dan mendeskripsikan secara komprehensif tentang pengaruh *blended learning* berbantuan gamifikasi terhadap perolehan dan peningkatan kemampuan komunikasi matematis mahasiswa calon guru sekolah dasar dengan memperhatikan tingkat *self-regulated learning*. Metode dalam penelitian ini adalah *mix method* dengan desain *explanatory sequential*. Tahap kuantitatif dilakukan terlebih dahulu dengan desain *one group pretest-posttest, factorial design 3x2*, dan analisis korelasi. Kemudian dilanjutkan tahap kualitatif dengan menggunakan perspektif *grounded theory* untuk memperoleh konjektur yang mengaitkan *self-regulated learning* dengan kemampuan komunikasi matematis mahasiswa calon guru sekolah dasar. Dari penelitian ini diperoleh kesimpulan: 1) terdapat perbedaan pengaruh tingkat *self-regulated learning* terhadap peningkatan KKM; 2) terdapat efek interaksi antara pembelajaran dan tingkat *self-regulated learning* terhadap perolehan KKM; 3) KKM mahasiswa yang memiliki tingkat *self-regulated learning* tinggi pada mahasiswa yang mendapatkan *blended learning* berbantuan gamifikasi dapat memberikan penjelasan matematika menggunakan bahasa sendiri, menyampaikan hubungan antar konsep matematika, menggunakan simbol atau notasi matematika, menggunakan diagram, grafik atau gambar sebagai pendukung untuk menjelaskan konsep matematika, mengidentifikasi variabel yang relevan, menyusun persamaan atau fungsi, menggambarkan situasi masalah dalam bentuk grafik, diagram, tabel atau ilustrasi lain, menggunakan prinsip atau aturan matematika, membuktikan suatu pernyataan matematika menggunakan argumen yang logis, mengidentifikasi ide matematika, membandingkan beberapa cara penyelesaian, mengubah representasi masalah, dan membuat solusi alternatif.

**Kata Kunci:** *blended learning*, gamifikasi, kemampuan komunikasi matematis, *self-regulated learning*

## **ABSTRACT**

Muhammad Ghiyats Ristiana. (2024). *The Effect of Gamified Blended Learning on Prospective Primary School Teachers' Mathematical Communication Ability limited by Self-Regulated Learning.*

Mathematical communication ability (MCA) has become one of the important qualities for someone to possess, especially for elementary school teachers. However, the mathematical communication ability possessed by prospective elementary school teachers are still lacking. One of the learning models that might address this issue is gamified blended learning. Therefore, this research aims to comprehensively analyze and describe the influence of gamification-assisted blended learning on the acquisition and improvement of mathematical communication ability of prospective elementary school teacher students, considering the level of self-regulated learning. The method in this study was a mixed method with an explanatory sequential design. The quantitative stage was conducted first with a one group *pretest-posttest* design, a 3x2 factorial design, and correlation analysis. This was followed by the qualitative stage using a grounded theory perspective to obtain conjectures linking self-regulated learning with the mathematical communication skills of prospective elementary school teacher students. From this research, the conclusions are as follows: 1) there is a difference in the effect of the level of SRL on the improvement of MCA; 2) there is an interaction effect between learning and the level of self-regulated learning on the acquisition of mathematical communication ability; 3) the mathematical communication ability of students with a high level of self-regulated learning who receive blended learning with gamification assistance can explain mathematics using their own language, convey relationships between mathematical concepts, use mathematical symbols or notations, use diagrams, graphs, or images as supporting tools to explain mathematical concepts, identify relevant variables, formulate equations or functions, depict problem situations in the form of graphs, diagrams, tables, or other illustrations, use mathematical principles or rules, prove a mathematical statement using logical arguments, identify mathematical ideas, compare several solution methods, change problem representations, and create alternative solutions.

**Keywords:** *blended learning, gamification, mathematical communication ability, self-regulated learning*

## DAFTAR ISI

|                                                               |             |
|---------------------------------------------------------------|-------------|
| <b>LEMBAR HAK CIPTA.....</b>                                  | <b>i</b>    |
| <b>LEMBAR PENGESAHAN DISERTASI.....</b>                       | <b>ii</b>   |
| <b>PERNYATAAN.....</b>                                        | <b>iii</b>  |
| <b>KATA PENGANTAR.....</b>                                    | <b>iv</b>   |
| <b>UCAPAN TERIMA KASIH.....</b>                               | <b>v</b>    |
| <b>ABSTRAK .....</b>                                          | <b>viii</b> |
| <b>ABSTRACT .....</b>                                         | <b>ix</b>   |
| <b>DAFTAR ISI.....</b>                                        | <b>x</b>    |
| <b>DAFTAR TABEL.....</b>                                      | <b>xiv</b>  |
| <b>DAFTAR GAMBAR.....</b>                                     | <b>xvi</b>  |
| <b>DAFTAR LAMPIRAN .....</b>                                  | <b>xx</b>   |
| <b>BAB I.....</b>                                             | <b>1</b>    |
| <b>PENDAHULUAN.....</b>                                       | <b>1</b>    |
| 1.1. Latar Belakang Penelitian .....                          | 1           |
| 1.2. Tujuan Penelitian .....                                  | 13          |
| 1.3. Pertanyaan Penelitian .....                              | 13          |
| 1.4. Manfaat Penelitian .....                                 | 14          |
| 1.5. Sistematika Penulisan.....                               | 15          |
| <b>BAB II .....</b>                                           | <b>17</b>   |
| <b>KAJIAN LITERATUR.....</b>                                  | <b>17</b>   |
| 2.1. Kemampuan Komunikasi Matematis (KKM).....                | 17          |
| 2.2. <i>Self-Regulated Learning</i> .....                     | 23          |
| 2.3. <i>Blended Learning</i> .....                            | 31          |
| 2.4. <i>Direct Instruction</i> .....                          | 40          |
| 2.5. Gamifikasi .....                                         | 43          |
| 2.6. Model <i>Blended-Learning</i> berbantuan Gamifikasi..... | 48          |
| 2.7. Penelitian Relevan.....                                  | 63          |
| 2.8. Peta Jalan Penelitian.....                               | 79          |
| 2.9. Definisi Operasional.....                                | 80          |
| 2.10. Hipotesis Penelitian.....                               | 81          |
| <b>BAB III.....</b>                                           | <b>83</b>   |
| <b>METODOLOGI PENELITIAN .....</b>                            | <b>83</b>   |

|                                                                                                                                                                                                                                                                                                                                                          |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 3.1. Tahapan Penelitian Kuantitatif.....                                                                                                                                                                                                                                                                                                                 | 86         |
| 3.2. Tahapan Penelitian Kualitatif.....                                                                                                                                                                                                                                                                                                                  | 100        |
| <b>BAB IV .....</b>                                                                                                                                                                                                                                                                                                                                      | <b>106</b> |
| <b>TEMUAN PENELITIAN .....</b>                                                                                                                                                                                                                                                                                                                           | <b>106</b> |
| 4.1. Jawaban Pertanyaan Penelitian Nomor 1 yang Berkaitan dengan Gambaran Perolehan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar yang Memperoleh <i>Blended Learning</i> Berbantuan Gamifikasi Dan <i>Direct Instruction</i> .....                                                                                                  | 109        |
| 4.2. Jawaban Pertanyaan Penelitian Nomor 2 Yang Berkaitan Dengan Pengaruh <i>Blended Learning</i> Berbantuan Gamifikasi Terhadap Perolehan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar .....                                                                                                                                       | 116        |
| 4.3. Jawaban Pertanyaan Penelitian Nomor 3 yang Berkaitan dengan Pengaruh <i>Direct Instruction</i> terhadap Perolehan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar .....                                                                                                                                                           | 118        |
| 4.4. Jawaban Pertanyaan Penelitian Nomor 4, 5 dan 6 yang Berkaitan dengan Perbedaan Pengaruh Pembelajaran, Perbedaan Pengaruh Tingkat <i>Self-Regulated Learning</i> dan Efek Interaksi antara Pembelajaran dengan Tingkat <i>Self-Regulated Learning</i> terhadap Perolehan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar .....     | 120        |
| 4.5. Jawaban Pertanyaan Penelitian Nomor 7 yang Berkaitan dengan Kriteria Peningkatan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar yang Memperoleh <i>Blended Learning</i> berbantuan Gamifikasi dan <i>Direct Instruction</i> .....                                                                                                | 126        |
| 4.6. Jawaban Pertanyaan Penelitian Nomor 8, 9 dan 10 yang Berkaitan dengan Perbedaan Pengaruh Model Pembelajaran, Perbedaan Tingkat <i>Self-Regulated Learning</i> dan Efek Interaksi antara Model Pembelajaran dengan Tingkat <i>Self-Regulated Learning</i> terhadap Peningkatan Kemampuan Komunikasi Matematis Mahasiwa Calon Guru Sekolah Dasar..... | 128        |
| 4.7. Jawaban Pertanyaan Penelitian Nomor 11 dan 12 yang Berkaitan dengan Korelasi dan Regresi antara <i>Self-Regulated Learning</i> dengan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar.....                                                                                                                                        | 135        |
| 4.8. Jawaban Pertanyaan Penelitian Nomor 13 yang Berkaitan dengan Konjektur yang Mengaitkan Tingkat <i>Self-Regulated Learning</i> dengan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar dalam Menyelesaikan Soal-Soal yang Berkaitan dengan Poligon, Segitiga dan Segiempat .....                                                    | 137        |
| <b>BAB V .....</b>                                                                                                                                                                                                                                                                                                                                       | <b>223</b> |
| <b>PEMBAHASAN PENELITIAN .....</b>                                                                                                                                                                                                                                                                                                                       | <b>223</b> |
| 5.1. Pertanyaan Penelitian Nomor 1 yang Berkaitan dengan Gambaran Perolehan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah                                                                                                                                                                                                                  |            |

|                                                                                                                                                                                                                                                                                                                                          |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Dasar yang Memperoleh <i>Blended Learning</i> Berbantuan Gamifikasi dan <i>Direct Instruction</i> .....                                                                                                                                                                                                                                  | 223 |
| 5.2. Pertanyaan Penelitian Nomor 2 yang Berkaitan dengan Pengaruh <i>Blended Learning</i> Berbantuan Gamifikasi terhadap Perolehan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar.....                                                                                                                                | 226 |
| 5.3. Pertanyaan Penelitian Nomor 3 yang Berkaitan dengan Pengaruh <i>Direct Instruction</i> terhadap Perolehan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar .....                                                                                                                                                   | 228 |
| 5.4. Pertanyaan Penelitian Nomor 4 yang Berkaitan dengan Perbedaan Pengaruh <i>Blended Learning</i> Berbantuan Gamifikasi dan <i>Direct Instruction</i> terhadap Perolehan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar .....                                                                                       | 229 |
| 5.5. Pertanyaan Penelitian Nomor 5 yang Berkaitan dengan Perbedaan Pengaruh Tingkat <i>Self-Regulated Learning</i> terhadap Perolehan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar.....                                                                                                                             | 231 |
| 5.6. Pertanyaan Penelitian Nomor 6 yang Berkaitan dengan Efek Interaksi antara Model Pembelajaran dengan Tingkat <i>Self-Regulated Learning</i> terhadap Perolehan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar                                                                                                     | 233 |
| 5.7. Pertanyaan Penelitian Nomor 7 yang Berkaitan dengan Kriteria Peningkatan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar yang Memperoleh <i>Blended Learning</i> Berbantuan Gamifikasi dan <i>Direct Instruction</i> .....                                                                                        | 234 |
| 5.8. Pertanyaan Penelitian Nomor 8 yang Berkaitan dengan Perbedaan Pengaruh <i>Blended Learning</i> Berbantuan Gamifikasi dan <i>Direct Instruction</i> terhadap Peningkatan Kemampuan Komunikasi Matematis Mahasiwa Calon Guru Sekolah Dasar.....                                                                                       | 236 |
| 5.9. Pertanyaan Penelitian Nomor 9 yang Berkaitan dengan Perbedaan Pengaruh Tingkat <i>Self-Regulated Learning</i> terhadap Peningkatan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar.....                                                                                                                           | 237 |
| 5.10. Pertanyaan Penelitian Nomor 10 yang Berkaitan dengan Efek Interaksi antara Model Pembelajaran dengan Tingkat <i>Self-Regulated Learning</i> terhadap Peningkatan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar .....                                                                                           | 238 |
| 5.11. Pertanyaan Penelitian Nomor 11 dan 12 yang Berkaitan dengan Korelasi Positif antara <i>Self-Regulated Learning</i> dengan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar serta Pengaruh Positif <i>Self-Regulated Learning</i> terhadap Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar ..... | 239 |
| 5.12. Pertanyaan Penelitian Nomor 13 yang Berkaitan dengan Konjektur yang Mengaitkan Tingkat <i>Self-Regulated Leraning</i> dengan Kemampuan Komunikasi                                                                                                                                                                                  |     |



|                                                                                                                                           |            |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Matematis Mahasiswa Calon Guru Sekolah Dasar dalam Menyelesaikan Soal-<br>Soal yang Berkaitan dengan Poligon, Segitiga dan Segiempat..... | 240        |
| 5.13. Pemeriksaan Validasi Hasil melalui Data Triangulation, Credibility,<br>Confirmability, Transferability dan Dependability .....      | 244        |
| 5.14. Keterbatasan dan Kekurangan Hasil Penelitian .....                                                                                  | 247        |
| 5.15. Implikasi Hasil Penelitian .....                                                                                                    | 248        |
| <b>BAB VI .....</b>                                                                                                                       | <b>250</b> |
| <b>SIMPULAN DAN REKOMENDASI .....</b>                                                                                                     | <b>250</b> |
| 6.1. Simpulan .....                                                                                                                       | 250        |
| 6.2. Rekomendasi .....                                                                                                                    | 254        |
| <b>DAFTAR PUSTAKA .....</b>                                                                                                               | <b>255</b> |

## DAFTAR TABEL

|                                                                                                                                                                                                                            |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Tabel 2.1.</b> Kriteria untuk Mengevaluasi Kemampuan Komunikasi Matematis yang Terbagi ke dalam 4 Tingkatan.....                                                                                                        | 21  |
| <b>Tabel 2.2.</b> Pedoman Evaluasi Kemampuan Komunikasi Matematis .....                                                                                                                                                    | 22  |
| <b>Tabel 2.3.</b> Framework untuk Mempelajari Kemandirian Belajar.....                                                                                                                                                     | 26  |
| <b>Tabel 2.4.</b> Indikator Penilaian Self-Regulated Learning .....                                                                                                                                                        | 28  |
| <b>Tabel 2.5.</b> Elemen Game yang Dapat Digunakan dalam Proses Pembelajaran dan Caranya Bekerja .....                                                                                                                     | 45  |
| <b>Tabel 2.6.</b> Siklus Blended Learning berbantuan Gamifikasi.....                                                                                                                                                       | 50  |
| <b>Tabel 3.1.</b> Pengelompokkan Skor Kemampuan Komunikasi Matematis.....                                                                                                                                                  | 86  |
| <b>Tabel 3.2.</b> Skema Penelitian Factorial Design 3x2.....                                                                                                                                                               | 87  |
| <b>Tabel 3.3.</b> Indikator Kemampuan Komunikasi Matematis .....                                                                                                                                                           | 90  |
| <b>Tabel 3.4.</b> Pedoman Penskoran Tes Kemampuan Komunikasi Matematis.....                                                                                                                                                | 92  |
| <b>Tabel 3.5.</b> Aspek dan Indikator Self-Regulated Learning .....                                                                                                                                                        | 93  |
| <b>Tabel 3.6.</b> Hasil Uji Validitas Angket/Kuisisioner Self-Regulated Learning.....                                                                                                                                      | 95  |
| <b>Tabel 3.7.</b> Hasil Uji Analisis Korelasi Tes Kemampuan Komunikasi Matematis dengan Test Keseharian .....                                                                                                              | 96  |
| <b>Tabel 3.8.</b> Hasil Uji Reliabilitas Internal Angket/Kuisisioner Self-Regulated Learning .....                                                                                                                         | 97  |
| <b>Tabel 3.9.</b> Hasil Uji Reliabilitas Internal Tes Kemampuan Komunikasi Matematis .....                                                                                                                                 | 97  |
| <b>Tabel 3.10.</b> Hasil Uji Reliabilitas Eksternal Tes Kemampuan Komunikasi Matematis.....                                                                                                                                | 98  |
| <b>Tabel 3.11.</b> Kriteria Skor N-Gain.....                                                                                                                                                                               | 99  |
| <b>Tabel 4.1.</b> Skor Tes KKM (Pretest, Posttest, N-Gain) Mahasiswa yang Mendapatkan Blended Learning berbantuan Gamifikasi.....                                                                                          | 106 |
| <b>Tabel 4.2.</b> Skor Tes KKM (Pretest, Posttest, N-Gain) Mahasiswa yang Mendapatkan Direct Instruction.....                                                                                                              | 107 |
| <b>Tabel 4.3.</b> Skor Tes KKM berdasarkan Tingkat SRL dan Model Pembelajaran yang Digunakan .....                                                                                                                         | 108 |
| <b>Tabel 4.4.</b> Output Statistik Deskriptif Gambaran Perolehan Kemampuan Komunikasi Matematis Mahasiswa yang Memperoleh Blended Learning Berbantuan Gamifikasi dengan Mahasiswa yang Memperoleh Direct Instruction ..... | 109 |
| <b>Tabel 4.5.</b> Kategori Mahasiswa berdasarkan Indikator KKM yang Memperoleh Pembelajaran dengan Blended Learning Berbantuan Gamifikasi .....                                                                            | 112 |
| <b>Tabel 4.6.</b> Kategori Mahasiswa berdasarkan Indikator KKM yang Memperoleh Pembelajaran Direct Instruction.....                                                                                                        | 113 |
| <b>Tabel 4.7.</b> Output Uji Paired Sample Correlations KKM Mahasiswa yang Memperoleh Blended Learning berbantuan Gamifikasi.....                                                                                          | 116 |
| <b>Tabel 4.8.</b> Output Uji Paired Sample T-Test KKM Mahasiswa.....                                                                                                                                                       | 117 |
| <b>Tabel 4.9.</b> Output Paired Samples Effect Sizes KKM Mahasiswa.....                                                                                                                                                    | 117 |

|                                                                                                                                                                                     |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Tabel 4.10.</b> Output Uji Paired Sample Correlations KKM Mahasiswa yang Memperoleh Direct Instruction .....                                                                     | 118 |
| <b>Tabel 4.11.</b> Output Uji Paired Sample T-Test KKM Mahasiswa.....                                                                                                               | 119 |
| <b>Tabel 4.12.</b> Output Paired Samples Effect Sizes KKM Mahasiswa.....                                                                                                            | 119 |
| <b>Tabel 4.13.</b> Output General Linear Model (Uji Two-Way ANOVA) Skor Perolehan KKM Mahasiswa yang Memperoleh Blended Learning Berbantuan Gamifikasi dan Direct Instruction ..... | 121 |
| <b>Tabel 4.14.</b> Output Uji Post-Hoc Skor Perolehan KKM Mahasiswa yang Memperoleh Blended Learning berbantuan Gamifikasi dan Direct Instruction berdasarkan Tingkat SRL.....      | 122 |
| <b>Tabel 4.15.</b> Output Uji Post-Hoc Efek Interaksi antara Model Pembelajaran dengan Tingkat SRL terhadap Perolehan KKM Mahasiswa.....                                            | 123 |
| <b>Tabel 4.16.</b> Output Statistika Deskriptif N-Gain KKM Mahasiswa.....                                                                                                           | 126 |
| <b>Tabel 4.17.</b> Output Tests of Between-Subjects Effects Skor Peningkatan Kemampuan KKM yang Memperoleh Blended Learning Berbantuan Gamifikasi dan Direct Instruction.....       | 130 |
| <b>Tabel 4.18.</b> Output Uji Post-Hoc Skor Peningkatan KKM Mahasiswa yang Memperoleh Blended Learning berbantuan Gamifikasi dan Direct Instruction berdasarkan Tingkat SRL.....    | 131 |
| <b>Tabel 4.19.</b> Output Uji Post-Hoc Efek Interaksi antara Model Pembelajaran dengan Tingkat SRL terhadap Peningkatan KKM Mahasiswa .....                                         | 132 |
| <b>Tabel 4.20.</b> Output Uji Korelasi antara SRL dengan KKM Mahasiswa .....                                                                                                        | 135 |
| <b>Tabel 4.21.</b> Output Uji ANOVA SRL dengan KKM .....                                                                                                                            | 136 |
| <b>Tabel 4.22.</b> Output Koefisien Persamaan Regresi SRL dengan KKM.....                                                                                                           | 136 |

## DAFTAR GAMBAR

|                                                                                                                                                                    |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Gambar 1.1.</b> Analisis Kesalahan Siswa dalam Mengerjakan Tes Kemampuan Komunikasi Matematis .....                                                             | 2  |
| <b>Gambar 1.2.</b> Infografis Keterkaitan Kemampuan Komunikasi Matematis, Self-Regulated Learning, Blended Learning dan Gamifikasi pada Penelitian Terdahulu ..... | 11 |
| <b>Gambar 2.1.</b> Keterampilan Abad 21 Menurut P21 .....                                                                                                          | 17 |
| <b>Gambar 2.2.</b> Model Kemandirian Belajar yang Digagas Long .....                                                                                               | 25 |
| <b>Gambar 2.3.</b> Peta Konsep Kemandirian Belajar yang Digagas Candy (1991)....                                                                                   | 26 |
| <b>Gambar 2.4.</b> Keterlibatan Langsung dan Tidak Langsung Self-Regulated Learning terhadap Beberapa Aspek.....                                                   | 30 |
| <b>Gambar 2.5.</b> Diagram Blended Learning.....                                                                                                                   | 34 |
| <b>Gambar 2.6.</b> Karakteristik Blended Learning.....                                                                                                             | 35 |
| <b>Gambar 2.7.</b> Desain Umum Pembelajaran Blended Learning.....                                                                                                  | 37 |
| <b>Gambar 2.8.</b> Desain Blended Learning Berbasis Problem-Based Learning (Darma dkk., 2019) .....                                                                | 37 |
| <b>Gambar 2.9.</b> Diagram Game dengan Pendidikan .....                                                                                                            | 44 |
| <b>Gambar 2.10.</b> Hubungan antara Unsur Game dan Skema Blended Learning .....                                                                                    | 50 |
| <b>Gambar 2.11.</b> Diagram Alur Mahasiswa Menyelesaikan Stage .....                                                                                               | 51 |
| <b>Gambar 2.12.</b> Diagram Alur Mahasiswa Menyelesaikan Quest .....                                                                                               | 52 |
| <b>Gambar 2.13.</b> Diagram Alur Level Mahasiswa Meningkat.....                                                                                                    | 53 |
| <b>Gambar 2.14.</b> Diagram Alur Analisis Leaderboard.....                                                                                                         | 54 |
| <b>Gambar 2.15.</b> Leaderboard yang Menggunakan Platform Google Lookerstudio                                                                                      | 55 |
| <b>Gambar 2.16.</b> QR Code untuk Leaderboard .....                                                                                                                | 56 |
| <b>Gambar 2. 17.</b> Penyimpanan dan Pengolahan Database Menggunakan Platform Google Sheets.....                                                                   | 56 |
| <b>Gambar 2.18.</b> Daftar Stage yang Dapat Dikerjakan Mahasiswa Menggunakan Platform Geogebra .....                                                               | 57 |
| <b>Gambar 2.19.</b> QR Code untuk Stage .....                                                                                                                      | 58 |
| <b>Gambar 2.20.</b> Google Classroom yang Digunakan sebagai Chatroom Mahasiswa .....                                                                               | 58 |
| <b>Gambar 2.21.</b> Tahapan Pembelajaran Blended Learning berbantuan Gamifikasi .....                                                                              | 59 |
| <b>Gambar 2.22.</b> Desain Model Konseptual Pembelajaran Daring berbantuan Gamifikasi.....                                                                         | 68 |
| <b>Gambar 2.23.</b> Analisis Vosviewer Artikel Mengenai Blended Learning.....                                                                                      | 70 |
| <b>Gambar 2.24.</b> Analisis Vosviewer Artikel Mengenai Gamifikasi.....                                                                                            | 71 |

|                                                                                                                                |     |
|--------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Gambar 2.25.</b> Analisis Vosviewer Artikel Mengenai Blended Learning dan Gamifikasi .....                                  | 72  |
| <b>Gambar 2.26.</b> Analisis Vosviewer Artikel Mengenai Blended Learning dan Kemampuan Komunikasi Matematis .....              | 73  |
| <b>Gambar 2.27.</b> Analisis Vosviewer Artikel Mengenai Gamifikasi dan Kemampuan Komunikasi Matematis .....                    | 74  |
| <b>Gambar 2.28.</b> Analisis Vosviewer Artikel Mengenai Kemampuan Komunikasi Matematis dan Self-Regulated Learning.....        | 75  |
| <b>Gambar 2.29.</b> Analisis Vosviewer Artikel Mengenai Blended Learning dan Self-Regulated Learning .....                     | 76  |
| <b>Gambar 2.30.</b> Analisis Vosviewer Artikel Mengenai Gamifikasi dan Self-Regulated Learning .....                           | 77  |
| <b>Gambar 2.31.</b> Peta Jalan Penelitian Menggunakan Diagram Fishbone.....                                                    | 79  |
| <b>Gambar 3.1.</b> Desain Penelitian yang Digunakan.....                                                                       | 83  |
| <b>Gambar 3.2.</b> Prosedur Pengumpulan Data Kuantitatif .....                                                                 | 84  |
| <b>Gambar 3.3.</b> Prosedur Pengumpulan Data Kualitatif (Paradigma Axial).....                                                 | 85  |
| <b>Gambar 3.4.</b> Skema One Group PreTest-PostTest Design.....                                                                | 86  |
| <b>Gambar 3.5.</b> Sintaks Blended Learning berbantuan Gamifikasi .....                                                        | 89  |
| <b>Gambar 4.1.</b> Histogram Skor-Skor Posttest KKM Mahasiswa yang Memperoleh Blended Learning berbantuan Gamifikasi .....     | 111 |
| <b>Gambar 4.2.</b> Histogram Skor-Skor Posttest KKM Mahasiswa yang Memperoleh Direct Instruction .....                         | 111 |
| <b>Gambar 4.3.</b> Profile Plots Efek Interaksi antara Pembelajaran dengan Tingkat SRL terhadap Perolehan KKM Mahasiswa.....   | 125 |
| <b>Gambar 4.4.</b> Histogram N-Gain KKM Mahasiswa yang Memperoleh Blended Learning berbantuan Gamifikasi.....                  | 128 |
| <b>Gambar 4.5.</b> Histogram N-Gain KKM Mahasiswa Calon Guru Sekolah Dasar yang Memperoleh Direct Instruction .....            | 128 |
| <b>Gambar 4.6.</b> Profile Plots Efek Interaksi antara Pembelajaran dengan Tingkat SRL terhadap Peningkatan KKM Mahasiswa..... | 134 |
| <b>Gambar 4.7.</b> Karakteristik Kemampuan Komunikasi Matematis.....                                                           | 138 |
| <b>Gambar 4.8.</b> Jawaban Mahasiswa ND pada Soal Nomor 1 .....                                                                | 140 |
| <b>Gambar 4.9.</b> Jawaban Mahasiswa RY pada Soal Nomor 1 .....                                                                | 141 |
| <b>Gambar 4.10.</b> Jawaban Mahasiswa ND pada Soal Nomor 2.....                                                                | 146 |
| <b>Gambar 4.11.</b> Jawaban Mahasiswa RY pada Soal Nomor 2 .....                                                               | 146 |
| <b>Gambar 4.12.</b> Jawaban Mahasiswa ND pada Soal Nomor 3.....                                                                | 150 |
| <b>Gambar 4.13.</b> Jawaban Mahasiswa ND pada Soal Nomor 4.....                                                                | 151 |

|                                                                                                                                                                                                                                         |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Gambar 4.14.</b> Jawaban Mahasiswa RY pada Soal Nomor 3 .....                                                                                                                                                                        | 151 |
| <b>Gambar 4.15.</b> Jawaban Mahasiswa RY pada Soal Nomor 4 .....                                                                                                                                                                        | 151 |
| <b>Gambar 4.16.</b> Jawaban Mahasiswa ND pada Soal Nomor 5 .....                                                                                                                                                                        | 157 |
| <b>Gambar 4.17.</b> Jawaban Mahasiswa RY pada Soal Nomor 5 .....                                                                                                                                                                        | 157 |
| <b>Gambar 4.18.</b> Jawaban Mahasiswa ND pada Soal Nomor 6 .....                                                                                                                                                                        | 161 |
| <b>Gambar 4.19.</b> Jawaban Mahasiswa RY pada Soal Nomor 6 .....                                                                                                                                                                        | 161 |
| <b>Gambar 4.20.</b> Jawaban Mahasiswa AP pada Soal Nomor 1 .....                                                                                                                                                                        | 166 |
| <b>Gambar 4.21.</b> Jawaban Mahasiswa DN pada Soal Nomor 1 .....                                                                                                                                                                        | 166 |
| <b>Gambar 4.22.</b> Jawaban Mahasiswa AP pada Soal Nomor 2 .....                                                                                                                                                                        | 170 |
| <b>Gambar 4.23.</b> Jawaban Mahasiswa DN pada Soal Nomor 2 .....                                                                                                                                                                        | 170 |
| <b>Gambar 4.24.</b> Jawaban Mahasiswa AP pada Soal Nomor 3 .....                                                                                                                                                                        | 174 |
| <b>Gambar 4.25.</b> Jawaban Mahasiswa AP pada Soal Nomor 4 .....                                                                                                                                                                        | 174 |
| <b>Gambar 4.26.</b> Jawaban Mahasiswa DN pada Soal Nomor 3 .....                                                                                                                                                                        | 174 |
| <b>Gambar 4.27.</b> Jawaban Mahasiswa DN pada Soal Nomor 4 .....                                                                                                                                                                        | 174 |
| <b>Gambar 4.28.</b> Jawaban Mahasiswa AP pada Soal Nomor 5 .....                                                                                                                                                                        | 179 |
| <b>Gambar 4.29.</b> Jawaban Mahasiswa DN pada Soal Nomor 5 .....                                                                                                                                                                        | 179 |
| <b>Gambar 4.30.</b> Jawaban Mahasiswa AP pada Soal Nomor 6 .....                                                                                                                                                                        | 183 |
| <b>Gambar 4.31.</b> Jawaban Mahasiswa DN pada Soal Nomor 6 .....                                                                                                                                                                        | 183 |
| <b>Gambar 4.32.</b> Jawaban Mahasiswa KML pada Soal Nomor 1 .....                                                                                                                                                                       | 187 |
| <b>Gambar 4.33.</b> Jawaban Mahasiswa ZIR pada Soal Nomor 1 .....                                                                                                                                                                       | 187 |
| <b>Gambar 4.34.</b> Jawaban Mahasiswa KML pada Soal Nomor 2 .....                                                                                                                                                                       | 191 |
| <b>Gambar 4.35.</b> Jawaban Mahasiswa ZIR pada Soal Nomor 2 .....                                                                                                                                                                       | 192 |
| <b>Gambar 4.36.</b> Jawaban Mahasiswa KML pada Soal Nomor 3 .....                                                                                                                                                                       | 195 |
| <b>Gambar 4.37.</b> Jawaban Mahasiswa KML pada Soal Nomor 4 .....                                                                                                                                                                       | 195 |
| <b>Gambar 4.38.</b> Jawaban Mahasiswa ZIR pada Soal Nomor 3 .....                                                                                                                                                                       | 196 |
| <b>Gambar 4.39.</b> Jawaban Mahasiswa ZIR pada Soal Nomor 4 .....                                                                                                                                                                       | 196 |
| <b>Gambar 4.40.</b> Jawaban Mahasiswa KML pada Soal Nomor 5 .....                                                                                                                                                                       | 201 |
| <b>Gambar 4.41.</b> Jawaban Mahasiswa ZIR pada Soal Nomor 5 .....                                                                                                                                                                       | 201 |
| <b>Gambar 4.42.</b> Jawaban Mahasiswa KML pada Soal Nomor 6 .....                                                                                                                                                                       | 204 |
| <b>Gambar 4.43.</b> Jawaban Mahasiswa ZIR pada Soal Nomor 6 .....                                                                                                                                                                       | 205 |
| <b>Gambar 4.44.</b> Output Project Map Nvivo Mahasiswa yang Memperoleh Blended Learning berbantuan Gamifikasi dengan Tingkat Self-Regulated Learning Tinggi dan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar ..... | 210 |

|                                                                                                                                                                                                                                      |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Gambar 4.45.</b> Diagram Paradigma Axial Coding Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar yang Memperoleh Blended Learning berbantuan Gamifikasi berdasarkan Tingkat Self-Regulated Learning Tinggi ..... | 210 |
| <b>Gambar 4.46.</b> Output Project Map Nvivo Mahasiswa yang Memperoleh Blended Learning berbantuan Gamifikasi dengan Self-Regulated Learning Sedang dan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar...         | 212 |
| <b>Gambar 4.47.</b> Diagram Paradigma Axial Coding Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar yang Memperoleh Blended Learning berbantuan Gamifikasi berdasarkan Tingkat Self-Regulated Learning Sedang ..... | 212 |
| <b>Gambar 4.48.</b> Output Project Map Nvivo Mahasiswa yang Memperoleh Blended Learning berbantuan Gamifikasi dengan Self-Regulated Learning Rendah dan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar...         | 214 |
| <b>Gambar 4.49.</b> Diagram Paradigma Axial Coding Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar yang Memperoleh Blended Learning berbantuan Gamifikasi berdasarkan Tingkat Self-Regulated Learning Rendah.....  | 214 |
| <b>Gambar 4.50.</b> Output Project Map Nvivo Mahasiswa yang Memperoleh Direct Instruction dengan Self-Regulated Learning Tinggi dan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar .....                          | 216 |
| <b>Gambar 4.51.</b> Diagram Paradigma Axial Coding Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar yang Memperoleh Direct Instruction berdasarkan Tingkat Self-Regulated Learning Tinggi.....                      | 216 |
| <b>Gambar 4.52.</b> Output Project Map Nvivo Mahasiswa yang Memperoleh Direct Instruction dengan Self-Regulated Learning Sedang dan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar .....                          | 218 |
| <b>Gambar 4.53.</b> Diagram Paradigma Axial Coding Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar yang Memperoleh Direct Instruction berdasarkan Tingkat Self-Regulated Learning Sedang .....                     | 218 |
| <b>Gambar 4.54.</b> Output Project Map Nvivo Mahasiswa yang Memperoleh Direct Instruction dengan Self-Regulated Learning Rendah dan Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar .....                          | 220 |
| <b>Gambar 4.55.</b> Diagram Paradigma Axial Coding Kemampuan Komunikasi Matematis Mahasiswa Calon Guru Sekolah Dasar yang Memperoleh Direct Instruction berdasarkan Tingkat Self-Regulated Learning Rendah .....                     | 220 |

## DAFTAR LAMPIRAN

|                                                                                                                                           |     |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Lampiran 1.</b> Kisi-Kisi Tes Kemampuan Komunikasi Matematis .....                                                                     | 269 |
| <b>Lampiran 2.</b> Soal Tes Kemampuan Komunikasi Matematis.....                                                                           | 276 |
| <b>Lampiran 3.</b> Kunci Jawaban Tes Kemampuan Komunikasi Matematis .....                                                                 | 278 |
| <b>Lampiran 4.</b> Rencana Pembelajaran Semester (RPS) Selama 6 (Enam) Pertemuan Menggunakan Blended Learning Berbantuan Gamifikasi ..... | 281 |
| <b>Lampiran 5.</b> Rencana Pembelajaran Semester Selama 6 (Enam) Pertemuan Menggunakan Direct Instruction.....                            | 285 |
| <b>Lampiran 6.</b> Lembar Kerja Peserta Didik dalam Aplikasi GeoGebra.....                                                                | 289 |
| <b>Lampiran 7.</b> Kunci Jawaban Lembar Kerja Peserta Didik dalam GeoGebra....                                                            | 305 |
| <b>Lampiran 8.</b> Kisi-Kisi Angket Self-Regulated Learning.....                                                                          | 313 |
| <b>Lampiran 9.</b> Angket Self-Regulated Learning .....                                                                                   | 315 |
| <b>Lampiran 10.</b> Dokumentasi Kegiatan.....                                                                                             | 317 |
| <b>Lampiran 11.</b> Surat Keterangan Pelaksanaan Penelitian.....                                                                          | 320 |



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**PENGARUH BLENDED LEARNING BERBANTUAN GAMIFIKASI TERHADAP PEROLEHAN DAN PENINGKATAN KEMAMPUAN KOMUNIKASI MATEMATIS MAHASISWA CALON GURU SEKOLAH DASAR DENGAN MEMPERHATIKAN SELF-REGULATED LEARNING**

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