

STUDENTS' SELF-REGULATION LEARNING ABILITY IN LEARNING ALGEBRAIC FORMS IN WETLAND CONTEXT WITH THE HELP OF INTERACTIVE MULTIMEDIA

R A Sukmawati, M Ridhani, M H Adini, M Pramita and D P Sari

Computer Education, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Indonesia

E-mail: atisukmawati@ulm.ac.id

Abstract. One branch of mathematics that is very useful in solving problems is algebra. In fact, junior high school students still face difficulties in learning algebra. This study aimed to develop interactive multimedia on algebraic-form material with a wetland context, to describe student self-regulation learning (SRL) abilities in learning algebraic forms using interactive multimedia with wetland contexts, and to analyse the relationship between SRL ability with student learning outcomes after learning on algebraic form material in wetland context with interactive multimedia assistance. This research was a development research using the ADDIE method. It was tested in small groups of seventh grade students of SMP Negeri 9 Banjarmasin. The data collection techniques used tests and questionnaires. The data analysis technique used descriptive statistics and simple linear regression. The results showed that interactive multimedia on wetland context-algebraic form material was valid and could be used in learning algebraic forms in seventh grade. The trial results showed that the average student learning outcomes were in the sufficient category and as many as 80.0 percent of students had reached the KKM determined by the school. Student's SRL ability was in the medium category, and there is no influence from SRL on student learning outcomes. The further research is needed in large groups to analyse how the influence of students' SRL skills on learning outcomes in interactive multimedia assisted learning.