

ABSTRACT

Mely Hikmalia (2022), “**The Effect of Blended Learning Model by Google Classroom Assisted on the Ability to Understand Mathematical Concepts and Self-Confidence Students Vocational High School**”

Mathematics is a basic science that have important role in life. Efforts to gain success in mathematics, students are required to have the ability to understand mathematical concepts and good self-confidence. However, in reality, students' ability to understand concepts and self-confidence are still low. One of the reasons is that students become loyal listeners. One alternative learning that can improve students' ability to understand mathematical concepts and self-confidence is the Google Classroom-assisted Blended Learning Model. The aims of this research are: 1) Knowing the increase in the ability to understand mathematical concepts between students who study using the Google Classroom-assisted Blended Learning model is higher than students who learn to use the Conventional Model; 2) Knowing the Self-Confidence of students who received the Google Classroom-assisted Blended Learning model better than students who received the Conventional Model; 3) Knowing the correlation between the Google Classroom-assisted Blended Learning Model on the ability to understand mathematical concepts and the Self-confidence of SMK students. Using a quasi-experimental method, the research design is Nonequivalent Control Group Design with research subjects in class X SMK Pelita Bandung. Sampling was done by means of Purpose Sampling, research samples in the experimental class and control class. The research instrument consisted of a test instrument for the ability to understand mathematical concepts in the form of a description and a non-test instrument in the form of a Self-confidence questionnaire. From the results of data analysis of research results, the following conclusions are obtained: 1) The increase in the ability to understand mathematical concepts among students who study using the Google Classroom-assisted Blended Learning model is higher than that of students who learn using the Conventional Model; 2) Self-Confidence of students who get the Google Classroom-assisted Blended Learning model is better than the students who get the Conventional Model; 3) There is a correlation between the Google Classroom-assisted Blended Learning Model on the ability to understand mathematical concepts and the Self-Confidence of SMK students 2) Self-Confidence of students who get the Google Classroom-assisted Blended Learning model is better than the students who get the Conventional Model; 3) There is a correlation between the Google Classroom-assisted Blended Learning Model on the ability to understand mathematical concepts and the Self-Confidence of SMK students 2) Self-Confidence of students who get the Google Classroom-assisted Blended Learning model is better than the students who get the Conventional Model; 3) There is a correlation between the Google Classroom-assisted Blended Learning Model on the ability to understand mathematical concepts and the Self-Confidence of SMK students

Keywords: Concept Understanding Ability, Self-confidence, Blended Learning Model