

ABSTRACT

Sherly Christina Octavia, NIM 4193151013 (2019) The Effect of Problem Based Learning Model Assisted by Kahoot! on Student Interest and Cognitive Learning Outcome of Human Circulatory System Material Class VIII in SMP Negeri 35 Medan.

This study aims to determine the effect of the implementation of PBL assisted by Kahoot! on student learning interest and learning outcomes of 8-grade students on Human Circulatory System material. The quasi-experimental design of the non-equivalent pretest-posttest control group was used in this study. The samples of this study consist of class 8-7 (27 students) as the control class and class 8-8 (22 students) as the experimental class. The control class carried out conventional learning, while the experimental class with the PBL model assisted by Kahoot!. Data collection techniques used in this study were non-test and test techniques. The instrument used was a questionnaire to measure students learning interest and the multiple-choice questions consist of 20 questions to measure student learning outcomes according to the Bloom taxonomy of cognitive level from C1 to C6. The results showed that there was a significant effect of the implementation of the PBL model assisted by Kahoot! on student interest and learning outcomes. This is indicated by the results of the t-test obtained that the 2-tailed significance value <0.05 . This means that there is a difference in interest and learning outcomes between the experimental class and the control class. The average result of the student interest in the experimental class was 84% (very good category), while the average of student interest in the control class was 57% (good enough category). The average result of student cognitive learning outcomes in the experimental class was 76, while the average of student cognitive learning outcomes in the control class was 51. The percentage increase in N-gain of interest and cognitive learning outcomes in the experimental class is 77% (high category) and 70% (medium category) it is higher than the control class which is 49% and 39% both in the medium category. Based on the results of the Pearson correlation test, it is obtained the r-value was 0.887 in very high category of correlation. This means that student learning interest has a positive relationship with cognitive learning outcomes. The higher the student's learning interest, the better the learning outcomes.

Keywords: *Cognitive Learning Outcome, Human Circulatory System, Kahoot!, PBL, Student interest*