ABSTRAK

Dahlan Veronika Hasugian, NIM 4192431002 (2023), Pengaruh Model Pembelajaran Problem Based Learning terhadap Motivasi dan Hasil Belajar Siswa pada Materi Asam Basa.

Penelitian ini bertujuan untuk mengamati motivasi belajar, hasil belajar, serta korelasi antara motivasi terhadap hasil belajar siswa yang dilakukan di SMAN 13 Medan. Sampel pada penelitian ini diambil 2 kelas yaitu kelas pertama sebagai kelas eksperimen yang diajarkan dengan model *problem based learning* dan kelas kedua sebagai kelas kontrol yang diajarkan dengan model konvensional. Pengambilan sampel dilakukan dengan teknik *random sampling*. Instrumen penelitian pada penelitian ini adalah intrumen tes berupa soal pilihan ganda sebanyak 20 soal setelah diuji validasi, tingkat kesukaran, daya beda dan reliabilitas dan instrumen non-tes berupa angket motivasi sebanyak 20 butir pernyataan. Dari hasil penelitian diperoleh bahwa rata-rata *post-test* di kelas eksperimen sebesar 78,57 dengan gain sebesar 0,71 pada kategori tinggi, sedangkan di kelas kontrol sebesar 73,97 dengan gain sebesar 0,65 pada kategori sedang. Motivasi belajar siswa di kelas eksperimen sebesar 77,89 dengan kategori tinggi dan di kelas kontrol sebesar 72,75 dengan kategori tinggi serta diperoleh bahwa terdapat korelasi antara motivasi belajar dengan hasil belajar siswa dimana r_{hitung} sebesar 0,804 dan r_{tabel} sebesar 0,334. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh model pembelajaran *problem based learning* terhadap motivasi dan hasil belajar siswa pada materi asam basa.

Kata kunci : Asam Basa, Problem Based Learning, Hasil Belajar, Motivasi Belajar

ABSTRACT

Dahlan Veronika Hasugian, NIM 4192431002 (2023), The Effect of Problem Based Learning Models on Students' Motivation and Learning Outcomes in Acid-Base Material.

This study aims to observe learning motivation, learning outcomes, and the correlation between motivation and student learning outcomes conducted at SMAN 13 Medan. The sample in this study was taken in 2 classes, namely the first class as an experimental class which was taught using a problem based learning model and the second class as a control class which was taught with a conventional model. Sampling was done by random sampling technique. The research instrument in this study was a test instrument in the form of multiple choice questions of 20 questions after being tested for validation, level of difficulty, discriminatory power and reliability and non-test instruments in the form of a motivational questionnaire consisting of 20 statement items. From the results of the study it was found that the average post-test in the experimental class was 78.57 with a gain of 0.71 in the high category, while in the control class it was 73.97 with a gain of 0.65 in the medium category. Student motivation in the experimental class was 77.89 in the high category and in the control class was 72.75 in the high category and it was found that there was a correlation between learning motivation and student learning outcomes where the rcount was 0.804 and the rtable was 0.334. The results of this study indicate that there is an influence of the problem-based learning model on motivation and student learning outcomes in acid-base material. 804 and rtable of 0.334. The results of this study indicate that there is an influence of the problem-based learning model on motivation and student learning outcomes in acid-base material. 804 and rtable of 0.334. The results of this study indicate that there is an influence of the problem-based learning model on motivation and student learning outcomes in acid-base material.

Keywords : Acids and Bases, Problem Based Learning, Learning Outcomes, Learning Motivation