

ABSTRAK

Ester E.L Hutasoit, NIM 4203331021 (2024). Perbedaan Minat Dan Hasil Belajar Siswa Melalui Penerapan Model Problem Based Learning Berbantuan Video Animasi Dan Powerpoint Pada Materi Larutan Penyangga.

Penelitian ini memiliki tujuan untuk mengetahui apakah terdapat perbedaan minat dan hasil belajar siswa dan menentukan hubungan minat belajar terhadap hasil belajar siswa. Populasi dan sampel dalam penelitian ini adalah siswa kelas XI MIA di SMAN 8 Medan sebanyak dua kelas yaitu kelas XI MIA 1 sebagai kelas eksperimen I dan XI MIA 3 sebagai kelas eksperimen II. Penelitian ini menggunakan metode penelitian kuantitatif. Data yang diambil dalam penelitian ini adalah hasil belajar siswa yang dikumpulkan melalui nilai posttest siswa untuk mengukur hasil belajar siswa dan lembar angket minat belajar siswa untuk mengukur minat siswa selama proses pembelajaran. Soal- soal yang digunakan pada penelitian ini sudah dianalisis menggunakan Microsoft excel. Sedangkan, data hasil belajar dan minat siswa diolah menggunakan spss yaitu dengan uji t dua pihak. Namun, sebelum melakukan uji hipotesis tersebut, dilakukan uji prasyarat yaitu uji homogenitas dan normalitas. Hasil penelitian menunjukkan bahwa adanya perbedaan minat dan hasil belajar siswa antara kelas eksperimen I yang dibelajarkan dengan menggunakan model PBL berbantuan media video animasi dibandingkan dengan kelas eksperimen II yang diajarkan dengan menggunakan model PBL berbantuan media powerpoint. Hal ini bisa diberikan bukti mengacu pada nilai rerata hasil belajar siswa kelas eksperimen I lebih tinggi daripada kelas eksperimen II. Begitupun dengan minat belajar siswa kelas eksperimen I lebih tinggi dibandingkan kelas eksperimen II. Dari hasil uji hipotesis, dengan menggunakan uji t dua pihak (independent sampel t test) diperoleh harga $\text{Sig.} = 0,003$ dimana nilai $\text{Sig.} < \alpha (0,05)$, maka dapat diperoleh kesimpulan bahwa H_a diterima. Hasil minat belajar ssiwa dengan menggunakan uji t dua pihak (independent sampel t test) diperoleh harga $\text{Sig.} = 0,000$ dimana nilai $\text{Sig.} < \alpha (0,05)$, maka dapat diperoleh kesimpulan bahwa H_a diterima. Hubungan antara minat belajar siswa dengan hasil belajar siswa menunjukkan bahwa untuk kelas eksperimen I diperoleh korelasinya sebesar 0,757 (korelasi tinggi). Sedangkan, untuk kelas eksperimen II diperoleh korelasinya sebesar 0,869 (korelasi tinggi).

Kata Kunci : Minat, Hasil Belajar, PBL, Video Animasi, *Powerpoint*.

ABSTRACT

Ester E.L Hutasoit, NIM 4203331021 (2024). Differences in Student Interests and Learning Outcomes through the Application of the Problem Based Learning Model Assisted by Animation Videos and Powerpoint on Buffer Solution Material.

This research aims to find out whether there are differences in student interests and learning outcomes and determine the relationship between learning interests and student learning outcomes. The population and sample in this research were two classes of class XI MIA students at SMAN 8 Medan, namely class XI MIA 1 as experimental class I and XI MIA 3 as experimental class II. This research uses quantitative research methods. The data taken in this research are student learning outcomes which were collected through student posttest scores to measure student learning outcomes and student interest questionnaire sheets to measure student interest during the learning process. The questions used in this research have been analyzed using Microsoft Excel. Meanwhile, data on learning outcomes and student interests were processed using SPSS, namely with a two-party t test. However, before testing the hypothesis, prerequisite tests are carried out, namely homogeneity and normality tests. The research results showed that there were differences in student interests and learning outcomes between experimental class I which was taught using the PBL model assisted by animated video media compared to experimental class II which was taught using the PBL model assisted by PowerPoint media. Evidence of this can be given by referring to the mean value of learning outcomes for experimental class I students which is higher than experimental class II. Likewise, the learning interest of experimental class I students was higher than that of experimental class II. From the results of the hypothesis test, using a two-party t test (independent sample t test) the price $\text{Sig.} = 0.003$ where the $\text{Sig. value.} < \alpha (0.05)$, then it can be concluded that H_a is accepted. The results of students' interest in learning using the two-party t test (independent sample t test) obtained a value of $\text{Sig.} = 0.000$ where the $\text{Sig. value.} < \alpha (0.05)$, then it can be concluded that H_a is accepted. The relationship between student interest in learning and student learning outcomes shows that for experimental class I the correlation was 0.757 (high correlation). Meanwhile, for experimental class II, the correlation was 0.869 (high correlation).

Keywords: Interest, Learning Outcomes, PBL, Animation Video, Powerpoint.