

ABSTRAK

MAYLANI PATRICIA TAMBUN NIM: 7203341009 Pengaruh Model Pembelajaran Problem Based Instruction dan Motivasi Belajar Terhadap Hasil Belajar Siswa Kelas X SMA Yapim Medan.

Permasalahan dalam penelitian ini bertujuan untuk mengetahui rendahnya hasil belajar ekonomi siswa kelas X di SMA Yapim Medan. Penelitian ini bertujuan untuk mengetahui: (1) perbedaan hasil belajar kelompok yang diajar dengan menggunakan model pembelajaran Problem Based Instruction (PBI), (2) untuk melihat perbedaan hasil siswa yang mempunyai motivasi tinggi dan rendah, dan (3) untuk melihat interaksi antara model pembelajaran pembelajaran dan motivasi belajar siswa. Jenis penelitian ini yaitu penelitian eksperimen semu. Populasi dalam penelitian ini adalah seluruh siswa kelas X di SMA Yapim Medan yang berjumlah 107 siswa. Sampel dalam penelitian ini diambil dengan teknik random sampling yang berjumlah 67 siswa. Instrumen yang digunakan dalam pengumpulan data adalah angket dan tes hasil belajar ekonomi. Teknik analisis melalui uji ANAVA dua jalur, yang sebelumnya dilakukan uji analisis melalui uji normalitas dan homogenitas.

Berdasarkan hasil perhitungan menggunakan analisis varian dua jalan dengan taraf signifikansi 0,05 diperoleh nilai signifikansi pada hipotesis pertama sebesar (0,000), Dimana $0,000 < 0,05$. Dalam hal ini menunjukkan bahwa model PBI memberikan hasil belajar yang baik dan juga perolehan rata-rata hasil belajar kelas eksperimen 75,74 sedangkan kelas control 68,18 Kemudian diperoleh nilai signifikansi pada hipotesis kedua sebesar (0,002), Dimana $0,002 < 0,05$; sehingga dapat disimpulkan bahwa motivasi belajar lebih tinggi dan motivasi belajar rendah berpengaruh terhadap hasil belajar siswa. Serta di peroleh nilai signifikansi pada hipotesis ketiga sebesar (0,727) Dimana $0,727 > 0,05$; hal ini menunjukkan ekonomi terhadap hasil belajar siswa.

Hasil penelitian menunjukkan bahwa: (1) hasil belajar ekonomi siswa yang diberi model pembelajaran Problem Based Instruction (PBI) lebih tinggi dibandingkan dengan hasil belajar ekonomi siswa yang diberi model pembelajaran langsung, (2) hasil belajar ekonomi siswa yang motivasi lebih tinggi dibandingkan dengan hasil belajar ekonomi siswa yang motivasi rendah dan, (3) tidak dapat interaksi antara model pembelajaran dan motivasi belajar siswa terhadap hasil belajar ekonomi.

Kata Kunci: Problem Based Instruction (PBI), Motivasi Belajar, Hasil Belajar

ABSTRACT

MAYLANI PATRICIA TAMBUN NIM: 7203341009 The Influence of Problem Based Instruction Learning Model and Learning Motivation on Learning Outcomes of Class X Students of SMA Yapim Medan.

The problem in this study aims to determine the low learning outcomes of class X students in SMA Yapim Medan. This study aims to determine: (1) the difference in learning outcomes of groups taught using the Problem Based Instruction (PBI) learning model, (2) to see the difference in the results of students who have high and low motivation, and (3) to see the interaction between learning models and student learning motivation. This type of research is quasi-experimental research. The population in this study were all class X students at SMA Yapim Medan, totaling 107 students. The sample in this study was taken using a random sampling technique totaling 67 students. The instruments used in data collection were questionnaires and economic learning outcome tests. The analysis technique was through a two-way ANOVA test, which was previously carried out by analyzing through normality and homogeneity tests. Based on the calculation results using two-way variance analysis with a significance level of 0.05, the significance value in the first hypothesis is (0.000), where $0.000 < 0.05$. In this case, it shows that the PBI model provides good learning outcomes and also the average learning outcomes of the experimental class are 75.74 while the control class is 68.18. Then a significant value is obtained in the second hypothesis of (0.002), where 0.002

< 0.05 ; so it can be concluded that higher learning motivation and low learning motivation have an effect on student learning outcomes. And a significant value is obtained in the third hypothesis of (0.727) where $0.727 > 0.05$; this shows the economy of student learning outcomes. The results of the study showed that: (1) the results of economic learning of students who were given the Problem Based Instruction (PBI) learning model were higher compared to the results of economic learning of students who were given the direct learning model, (2) the results of economic learning of students who were highly motivated were higher compared to the results of economic learning of students who were low motivated and, (3) there was no interaction between the learning model and student learning motivation on economic learning results.

Keyword: Problem Based Instruction (PBI), Learning Motivation, Learning Outcomes