

ABSTRAK

Rismauly Septiana Sitorus, NIM 3212131002, Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) Menggunakan *Articulate Storyline* Terhadap Minat Belajar Siswa Kelas XI Materi Letak Indonesia Secara Astronomis, Geografis dan Geologis di SMA Negeri 1 Pematangsiantar. Skripsi, Jurusan Pendidikan Geografi Fakultas Ilmu Sosial Universitas Negeri Medan. 2025.

Penelitian ini bertujuan untuk mengetahui : Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) Menggunakan *Articulate Storyline* Terhadap Minat Belajar Siswa Kelas XI Materi Letak Indonesia Secara Astronomis, Geografis dan Geologis di SMA Negeri 1 Pematangsiantar.

Penelitian ini dilaksanakan di SMA Negeri 1 Pematangsiantar pada bulan Juli 2025. Penelitian menggunakan pendekatan kuantitatif dengan desain penelitian *One-Group Pretest-Posttest Design*. Populasi pada penelitian ini adalah siswa XI IPS berjumlah 180 siswa dan sampel penelitian kelas XI-8 berjumlah 36. Penelitian ini menggunakan teknik *purposive sampling* berdasarkan pertimbangan: (1) Kesesuaian karakteristik populasi (kelas IPS dengan 36 siswa yang mewakili kondisi umum), (2) Adanya persetujuan dan dukungan dari guru geografi, (3) Kesetaraan kemampuan awal semua kelas calon sampel (XI-8 hingga XI-12), yang telah diverifikasi melalui analisis nilai sebelumnya. Teknik pengumpulan data yang digunakan yaitu instrumen validasi ahli materi, observasi, instrumen tes dan non-test, dan data dianalisis dengan teknik analisis deskriptif dan inferensial.

Hasil penelitian menunjukkan : (1) Terdapat peningkatan signifikan minat belajar siswa dengan rata-rata skor sebesar 85,08 yang berada pada kategori “Sangat Berminat”. (2) Hasil belajar siswa meningkat secara signifikan dari rata-rata pretest 53,89 menjadi 80,97 pada posttest, dengan nilai sig. (2-tailed) uji paired sample t-test sebesar $0,000 < 0,05$. (3) Observasi proses pembelajaran membuktikan sintaks *Problem Based Learning* (PBL) terlaksana dengan baik dan penggunaan *Articulate Storyline* berhasil meningkatkan keterlibatan visual serta partisipasi aktif siswa. Simpulan penelitian ini adalah kombinasi model pembelajaran *Problem Based Learning* dengan media *Articulate Storyline* efektif meningkatkan minat dan hasil belajar siswa, serta menciptakan pembelajaran yang interaktif dan berpusat pada siswa. Disarankan agar guru memanfaatkan media serupa untuk meningkatkan kualitas pembelajaran geografi.

ABSTRACT

Rismauly Septiana Sitorus, NIM 3212131002, The Effect of *Problem-Based Learning* (PBL) Using *Articulate Storyline* on the Learning Interest of Grade XI Students in the Subject of Indonesia's Astronomical, Geographical, and Geological Location at SMA Negeri 1 Pematangsiantar. Thesis, Department of Geography Education, Faculty of Social Sciences, State University of Medan.2025.

This study aims to determine: The Effect of *Problem-Based Learning* (PBL) Using *Articulate Storyline* on the Learning Interest of Grade XI Students in the Subject of Indonesia's Astronomical, Geographical, and Geological Location at SMA Negeri 1 Pematangsiantar.

This study was conducted at SMA Negeri 1 Pematangsiantar in July 2025. The study used a quantitative approach with a One-Group Pretest-Posttest Design. The population in this study consisted of 180 students in grade XI IPS, and the sample consisted of 36 students in class XI-8. This study used purposive sampling based on the following considerations: (1) Suitability of population characteristics (social studies classes with 36 students representing general conditions), (2) Approval and support from geography teachers, (3) Equality of initial abilities among all prospective sample classes (XI-8 to XI-12), which had been verified through analysis of previous scores. The data collection techniques used were expert validation instruments, observation, test and non-test instruments, and the data were analyzed using descriptive and inferential analysis techniques.

The results of the study show: (1) There was a significant increase in student interest in learning, with an average score of 85.08, which falls into the “Very Interested” category. (2) Student learning outcomes increased significantly from a pretest average of 53.89 to 80.97 on the posttest, with a paired sample t-test sig. (2-tailed) value of $0.000 < 0.05$. (3) Observation of the learning process proved that the Problem Based Learning (PBL) syntax was implemented well and the use of Articulate Storyline successfully increased visual engagement and active participation among students. The conclusion of this study is that combining the Problem-Based Learning model with Articulate Storyline media effectively increases student interest and learning outcomes, as well as creating interactive and student-centered learning. It is recommended that teachers utilize similar media to improve the quality of geography learning.