

ABSTRAK

Rizky Fadilah Pane, NIM 4181131027 (2018). Pengaruh Penggunaan Bahan Ajar Berbasis Masalah terhadap Peningkatan Hasil Belajar dan Motivasi Siswa pada Materi Laju Reaksi

Penelitian ini bertujuan untuk mengetahui pengaruh bahan ajar berbasis masalah terhadap hasil belajar dan motivasi siswa, perbedaan peningkatan hasil belajar siswa yang dibelajarkan menggunakan bahan ajar berbasis masalah dan bahan ajar pegangan siswa serta bagaimana respon siswa terhadap bahan ajar berbasis masalah. Populasi dalam penelitian ini adalah seluruh siswa kelas XI MIPA SMA Negeri 1 Kejuruan Muda yang terdiri dari enam kelas. Sampel dalam penelitian ini diambil dengan teknik *Cluster Random Sampling* sebanyak 2 kelas yakni satu kelas sebagai kelas eksperimen yang dibelajarkan dengan bahan ajar berbasis masalah dan kelas kontrol yang dibelajarkan dengan buku pegangan siswa. Instrumen yang digunakan adalah instrumen tes hasil belajar laju reaksi berupa pilihan berganda, dan instrumen non tes berupa angket motivasi serta respon siswa. Data dianalisis dengan uji normalitas dan homogenitas untuk mengetahui data kedua sampel berdistribusi normal dan homogen. Selanjutnya dilakukan uji t (pihak kanan) untuk mengetahui pengaruh model dan bahan ajar terhadap hasil belajar siswa dengan taraf signifikansi 0,05 serta uji *n-gain* untuk mengetahui perbedaan peningkatan hasil belajar siswa. Hasil analisis data menunjukkan bahwa ada pengaruh bahan ajar berbasis masalah terhadap hasil belajar dan motivasi siswa, dimana hasil belajar siswa pada kelas eksperimen lebih besar dibandingkan kelas kontrol ($77,83 > 71,33$), ada perbedaan peningkatan hasil belajar siswa yang dibelajarkan menggunakan bahan ajar berbasis masalah dan bahan ajar pegangan siswa dan respon siswa terhadap bahan ajar berbasis masalah memiliki persentase 76,04% dan dikategorikan baik.

Kata Kunci: PBL, Bahan Ajar, Hasil Belajar, Motivasi Belajar



ABSTRACT

Rizky Fadilah Pane, NIM 4181131027 (2018). The Effect of Using Problem Based Teaching Materials on Increasing Student Learning Outcomes and Motivation on Reaction Rate Materials

This study aims to determine the effect of problem based teaching materials on student learning outcomes and motivation, differences in the improvement of student learning outcomes who are taught using problem-based teaching materials and student-handled teaching materials and how students respond to problem-based teaching materials. The population in this study were all students of class XI MIPA SMA Negeri 1 Kejuruan Muda which consisted of six classes. The sample in this study was taken using the Cluster Random Sampling technique as many as 2 classes, namely one class as an experimental class that was taught with problem-based teaching materials and a control class that was taught by student handbooks. The instrument used is a test instrument for reaction rate learning outcomes in the form of multiple choice, and non-test instruments in the form of motivational questionnaires and student responses. The data were analyzed by normality and homogeneity tests to find out the data of the two samples were normally distributed and homogeneous. Furthermore, the t-test (right side) was carried out to determine the effect of the model and teaching materials on student learning outcomes with a significance level of 0.05 and the n-gain test to determine differences in the improvement of student learning outcomes. The results of data analysis showed that there was an effect of problem-based teaching materials on student learning outcomes and motivation, where the experimental class student learning outcomes were greater than the control class ($77.83 > 71.33$), there was a difference in the increase in student learning outcomes who were taught using teaching materials. Problem-based and student-handled teaching materials and student responses to problem-based teaching materials have a percentage of 76.04% and are categorized as good.

Keywords: PBL, Teaching Materials, Learning Outcomes, Learning Motivation