ABSTRAK

Agnes Astria Simbolon, NIM 4203331009 (2024). Pengaruh Pembelajaran Dan Minat Terhadap Hasil Belajar Siswa Pada Materi Larutan Elektrolit Dan Nonelektroli Kelas X SMA Negeri 9 Medan

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan hasil belajar siswa yang dibelajarkan dengan Model *Project Based Learning* dan *Problem Based Learning* dengan minat belajar tinggi dan rendah berbantuan media *powerpoint* pada materi larutan elektrolit dan nonelektrolit, serta melihat interaksi antara model pembelajaran dan minat belajar siswa. Populasi dalam penelitian ini adalah seluruh siswa kelas X di SMAN 9 Medan. Sampel diambil secara *purposif sampling* sebanyak 2 kelas dengan total keseluruhan sampel sebanyak 40 siswa. Uji hipotesis dilakukan dengan ANNAVA dua jalur dengan *General Linear Model* (GLM) *univariate*. Untuk model *Project Based Learning* dan *Problem Based Learning* harga $F_{hitung} > F_{tabel}$ 4,60 < 4,11 yang artinya Ha diterima, maka dapat disimpulkan bahwa ada perbedaan yang signifikan rata-rata hasil belajar siswa yang diberi model *Project Based Learning* dengan *Problem Based Learning* pada materi larutan elektrolit dan nonelektrolit. Pada minat belajar yang tinggi dan rendah diperoleh F_{hitung} 4,80 < F_{tabel} 4,11 yang artinya Ha diterima maka dapat disimpulkan bahwa ada perbedaan yang signifikan rata-rata hasil belajar siswa pada minat belajar tinggi dan minat belajar rendah pada materi larutan elektrolit dan nonelektrolit. Selanjutnya untuk interaksi antara media dengan minat belajar diperoleh F_{hitung} 5,07 < F_{tabel} 4,11 yang artinya Ha diterima, maka dapat disumpulkan bahwa ada interaksi antara model pembelajaran dengan minat belajar terhadap hasil belajar siswa pada materi larutan elektrolit dan nonelektrolit.

Kata kunci: Model *Project Based Learning*, *Problem Based Learning,* Minat Belajar, Hasil Belajar, Larutan Elektrolit dan Nonelektrolit

ABSTRACT

Agnes Astria Simbolon, NIM 4203331009 (2024). The Influence of Learning and Interest on Student Learning Outcomes in Electrolyte and Nonelectrolyte Solution Material for Class X SMA Negeri 9 Medan

This research aims to find out whether there are differences in student learning outcomes taught with the Project Based Learning and Problem Based Learning models with high and low learning interest assisted by PowerPoint media on electrolyte and non-electrolyte solution material, as well as looking at the interaction between the learning model and students' learning interest. The population in this study were all class X students at SMAN 9 Medan. Samples were taken by purposive sampling from 2 classes with a total sample of 40 students. Hypothesis testing was carried out using a two-way ANOVA with a univariate General Linear Model (GLM). For the Project Based Learning and Problem Based Learning models, the price is 4.60 < 4.11, which means Ha is accepted, so it can be concluded that there is a significant difference in the average learning outcomes of students who were given the Project Based Learning model and Problem Based Learning on electrolyte solution material. and nonelectrolytes. For high and low learning interest, it was obtained 4.80 < 4.11, which means Ha was accepted, so it can be concl0uded that there is a significant difference in the average learning outcomes of students with high learning interest and low learning interest in electrolyte and non-electrolyte solution material. Furthermore, for the interaction between media and interest in learning, it was obtained 5.07 < 4.11, which means Ha was accepted, so it can be concluded that there is an interaction between the learning model and interest in learning on student learning outcomes in electrolyte and non-electrolyte solution material.

Keywords: *Project Based Learning Model, Problem Based Learning, Interest in Learning, Learning Outcomes, Electrolyte and Nonelectrolyte Solutions*