

PENGARUH MOTIVASI DAN MEDIA PEMBELAJARAN TERHADAP HASIL BELAJAR SISWA SMA KELAS XI PADA MATERI KESETIMBANGAN KIMIA

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah ada interaksi antara motivasi dan media pembelajaran terhadap hasil belajar siswa SMA dan untuk mengetahui apakah ada pengaruh motivasi dan media pembelajaran terhadap hasil belajar siswa SMA pada materi kesetimbangan kimia. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMA Negeri 2 Medan yang mengambil jurusan IPA. Sampel yang digunakan dalam penelitian ini diambil secara random sampling sebanyak dua kelas, yaitu satu kelas sebagai kelas eksperimen I yang dibelajarkan dengan penerapan media Simulasi Interaktif dan satu kelas sebagai kelas eksperimen II yang dibelajarkan dengan media Video Animasi. Instrumen yang digunakan pada penelitian ini terdiri dari instrumen tes dan non tes. Instrumen non tes yang digunakan berupa angket motivasi belajar siswa. Instrumen tes yang digunakan pada penelitian ini berupa tes kognitif dengan reabilitas 0,902. Berdasarkan hasil uji persyaratan, diketahui bahwa data hasil pretest, posttest pada kelas eksperimen I dan Eksperimen II berdistribusi normal dan homogen. Untuk uji hipotesis I mengenai interaktif antara motivasi dan media pembelajaran terhadap hasil belajar dengan taraf signifikan 0,05 di peroleh data $f_{hitung} > f_{tabel}$ yaitu $12,47 > 4,11$, yang berarti H_a diterima dan tolak H_o yaitu ada interaksi antara motivasi dan media pembelajaran terhadap hasil belajar siswa SMA. Untuk uji hipotesis II mengenai pengaruh motivasi terhadap hasil belajar siswa di peroleh data $f_{hitung} > f_{tabel}$ yakni $5,94 > 4,11$ yang berarti H_a diterima dan tolak H_o yaitu ada perbedaan yang sangat signifikan rata-rata nilai hasil belajar siswa dengan motivasi tinggi yang diajarkan dengan media simulasi interaktif phET selanjutnya dilakukan uji lanjutan (BNT) dan di peroleh hasil 5,17. Selanjutnya untuk hipotesis III mengenai pengaruh media belajar terhadap hasil belajar siswa SMA di peroleh data $f_{hitung} > f_{tabel}$ yakni $(6,52 > 4,11)$, H_a diterima dan tolak H_o yaitu ada perbedaan yang sangat signifikan rata-rata nilai hasil belajar siswa dengan motivasi rendah yang diajarkan dengan media video animasi selanjutnya dilakukan uji lanjutan (BNT) dan di peroleh hasil 1,69. maka dapat disimpulkan (1) Ada interaksi antara motivasi belajar dan media pembelajaran terhadap hasil belajar kimia siswa SMA Negeri 2 Medan pada materi kesetimbangan kimia. (2) Ada pengaruh motivasi belajar terhadap hasil belajar kimia siswa pada materi kesetimbangan kimia. (3) Ada pengaruh media pembelajaran terhadap hasil belajar kimia siswa pada materi kesetimbangan kimia.

Kata Kunci : Motivasi belajar, Media Pembelajaran, Hasil Belajar.

**THE INFLUENCE OF MOTIVATION AND LEARNING MEDIA ON THE
LEARNING OUTCOMES OF CLASS XI HIGH SCHOOL STUDENTS ON
CHEMICAL EQUILIBRIUM MATERIAL**

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ABSTRACT

This study aims to determine whether there is an interaction between motivation and learning media on the learning outcomes of high school students and to find out whether there is an influence of motivation and learning media on the learning outcomes of high school students on chemical equilibrium material. The population in this study was all grade XI students of SMA Negeri 2 Medan who majored in science. The samples used in this study were taken by random sampling as many as two classes, namely one class as experimental class I which was taught with the application of Interactive Simulation media and one class as experimental class II which was taught with Animated Video media. The instruments used in this study consisted of test and non-test instruments. The non-test instrument used is in the form of a student learning motivation questionnaire. The test instrument used in this study was a cognitive test with a reliability of 0.902. Based on the results of the requirements test, it is known that the data of the pretest, posttest results in experimental class I and Experiment II are normally distributed and homogeneous. To test hypothesis I regarding interactive between motivation and learning media on learning outcomes with a significant level of 0.05, $f_{\text{calculate}}$ data was obtained $> f_{\text{table}}$, namely $12.47 > 4.11$, which means H_a is accepted and rejected H_o , namely there is an interaction between motivation and learning media on the learning outcomes of high school students. For hypothesis test II regarding the influence of motivation on student learning outcomes, $f_{\text{calculate}}$ data $> f_{\text{table}}$, namely $5.94 > 4.11$, which means H_a is accepted and rejected H_o , namely there is a very significant difference in the average value of learning outcomes of students with high motivation taught with interactive simulation media, $phET$, then a follow-up test (BNT) was carried out and obtained a result of 5.17. Furthermore, for hypothesis III regarding the influence of learning media on the learning outcomes of high school students, $f_{\text{calculate}}$ f_{table} data was obtained namely $(6.52 > 4.11)$, H_a was accepted and rejected H_o , namely there was a very significant difference in the average value of learning outcomes of students with low motivation taught with animated video media, then a follow-up test (BNT) was carried out and obtained results of 1.69. then it can be concluded (1) There is an interaction between learning motivation and learning media on learning outcomes chemistry students of SMA Negeri 2 Medan on chemical equilibrium material. (2) There is an influence of learning motivation on students' chemistry learning outcomes on chemical equilibrium material. (3) There is an influence of learning media on students' chemistry learning outcomes on chemical equilibrium material.

Keywords: *Learning motivation, learning media, learning outcomes.*