

ABSTRAK

SARTIKA PERMATA SARI, NIM 3201131004. Analisis Pendekatan Berdiferensiasi Pada Hasil Belajar Geografi Kurikulum Merdeka Pada Materi Keanekaragaman Hayati Kelas XI SMA Negeri 4 Medan. Skripsi, Jurusan Pendidikan Geografi, Fakultas Ilmu Sosial, Universitas Negeri Medan, 2025.

Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan pembelajaran berdiferensiasi terhadap hasil belajar peserta didik pada mata pelajaran Geografi materi keanekaragaman hayati di kelas XI SMA Negeri 4 Medan. Penelitian ini dilaksanakan di SMA Negeri 4 Medan pada semester ganjil T.A. 2025/2026. subjek pada penelitian ini ialah sebanyak 2 kelas berjumlah 66 peserta didik, dengan 33 peserta didik di kelas eksperimen XI-7 dan 33 peserta didik di kelas kontrol XI-9.

Penelitian ini menggunakan metode kuantitatif dengan desain deskriptif kuantitatif, untuk pengumpulan data digunakan instrumen berupa tes pilihan ganda sebanyak 20 butir soal, kemudian di analisis secara statistik inferensial dengan uji t independent sample t test. Hasil penelitian menunjukkan bahwa nilai rata-rata hasil belajar peserta didik pada kelas eksperimen sebesar 76,52, sedangkan kelas kontrol memperoleh rata-rata sebesar 58,27. Hasil uji-t independent sample test diketahui bahwa pretest kelas kontrol dan pretest kelas eksperimen terdapat perbedaan dengan nilai signifikansi sebesar 0,001. Selanjutnya dapat diketahui bahwa posttest kelas kontrol dan kelas eksperimen memiliki nilai signifikansi sebesar 0,289, hasil uji t menunjukkan perbedaan hasil belajar siswa kelas eksperimen dan kontrol bahwa pendekatan berdiferensiasi memberikan pengaruh positif terhadap hasil belajar siswa.

Kata kunci : Pendekatan Berdiferensiasi, Hasil Belajar, Keanekaragaman Hayati



ABSTRACT

SARTIKA PERMATA SARI, Student ID 3201131004. Analysis of a Differentiated Learning Approach on Geography Learning Outcomes in the Independent Curriculum on Biodiversity in Grade XI Students of SMA Negeri 4 Medan. Thesis, Department of Geography Education, Faculty of Social Sciences, Medan State University, 2025.

This study aims to determine the effect of a differentiated learning approach on student learning outcomes in Geography on biodiversity in grade XI students of SMA Negeri 4 Medan.

This research was conducted at SMA Negeri 4 Medan in the odd semester of the 2025/2026 academic year. The subjects were two classes with 66 students: 33 students in the experimental class (XI-7) and 33 students in the control class (XI-9). This study employed a quantitative method with a descriptive quantitative design. The data collection instrument consisted of a 20-item multiple-choice test, which was then analyzed statistically using an independent sample t-test.

The results showed that the average learning outcome score for students in the experimental class was 76.52, while the control class achieved an average score of 58.27. The independent sample t-test revealed a difference between the pretest scores of the control and experimental classes, with a significance value of 0.001. Furthermore, the posttest scores for the control and experimental classes had a significance value of 0.289. The t-test results indicated a difference in learning outcomes between students in the experimental and control classes, indicating that the differentiated approach had a positive impact on student learning outcomes.

Keywords: Differentiated Approach, Learning Outcomes, Biodiversity