

ABSTRAK

Sari, N. L. G. E. P. (2022), *Pengaruh model pembelajaran berbasis masalah dan efikasi diri terhadap hasil belajar siswa*. Tesis, Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: efikasi diri, hasil belajar, model pembelajaran berbasis masalah, model pembelajaran langsung

Penelitian ini bertujuan mendeskripsikan dan menjelaskan: (1) perbedaan hasil belajar antara siswa yang belajar dengan model pembelajaran berbasis masalah dan model pembelajaran langsung, (2) perbedaan hasil belajar antara siswa yang memiliki efikasi diri tinggi dan efikasi diri rendah, dan (3) pengaruh interaksi model pembelajaran dan efikasi diri terhadap hasil belajar siswa. Jenis penelitian ini adalah kuasi eksperimen dengan desain *one way pretest-posttest non-equivalent control group*. Populasi penelitian adalah siswa kelas VIII di SMP Negeri 3 Mengwi tahun ajaran 2021/2022 sejumlah 11 kelas dengan sampel penelitian yang digunakan 6 kelas. Instrumen penelitian berupa angket efikasi diri dan tes hasil belajar. Data yang diperoleh nilai efikasi diri dan tes hasil belajar siswa pada materi getaran, gelombang, dan bunyi. Data dianalisis berdasarkan analisis deskriptif dan ANAKOVA dua jalur. Tindak lanjut ANAKOVA dua jalur, digunakan *Least Significant Difference* (LSD) untuk menguji komparasi nilai rata-rata kelompok perlakuan. Pengujian hipotesis dilakukan dengan taraf signifikansi 5%, sebelum uji hipotesis dilakukan uji asumsi (normalitas, homogenitas, dan linearitas). Hasil penelitian menunjukkan bahwa: (1) terdapat perbedaan hasil belajar antara siswa yang belajar dengan model pembelajaran berbasis masalah dan model pembelajaran langsung, (2) terdapat perbedaan hasil belajar antara siswa yang memiliki efikasi diri tinggi dan efikasi diri rendah, dan (3) terdapat pengaruh interaksi model pembelajaran dan efikasi diri terhadap hasil belajar siswa.

ABSTRACT

Sari, N. L. G. E. P. (2022). *Effect of problem-based learning model and self-efficacy on students' learning outcomes*. Thesis, Science Education, Postgraduate Program, Ganesha University of Education.

This thesis has been supervised and approved by Supervisor I: Prof. Dr. Ketut Suma, M.S. and Supervisor II: Prof. Drs. I Wayan Subagia, M.App.Sc., Ph.D.

Keywords: direct instruction model, learning outcomes, problem-based learning model, self-efficacy.

This study aimed at describing and explaining: (1) the differences of learning outcomes between students whom studied with problem-based learning models and direct instruction models, (2) the difference in learning outcomes between students who had high self-efficacy and low self-efficacy, and (3) the interaction effect of learning models and self-efficacy toward students learning outcomes. This research was a quasi-experimental study with a one-way pretest-posttest non-equivalent control group design. The population of this study was the whole students in class VIII at SMP Negeri 3 Mengwi for the academic year 2021/2022 in which the total were 11 classes. The sample consists of 6 classes, 3 classes were experiment classes and 3 classes were control classes. The research instruments were self-efficacy questionnaires and learning outcomes tests. The data obtained were students' self-efficacy scores and the test scores of learning outcomes on vibration, wave, and sound materials. The data were analysed based on descriptive analysis and two-way ANCOVA. As the follow-up of two-way ANCOVA, Least Significant Difference (LSD) was applied to test the comparison of the mean values of the treatment groups. All hypothesis testing was carried out with a significance level of 5%. Before the hypothesis test, assumptions were tested (test for normality, homogeneity, and linearity). The results showed that: (1) there is differences in learning outcomes between students who study with problem-based learning models and direct instruction models, (2) there is differences in learning outcomes between students who have high self-efficacy and low self-efficacy, and (3) there is an interaction effect of learning models and self-efficacy toward student learning outcomes.