ABSTRAK

Juliyasa, Elen Merta (2022), Pengaruh Model *Problem Based Learning* dan Motivasi Berprestasi Terhadap Prestasi Belajar Fisika Siswa SMA. Tesis, Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata kunci: *Problem Based Learning, motivasi berprestasi, dan prestasi belajar fisika*

Penelitian ini bertujuan: (1) mendeskripsikan perbedaaan prestasi belajar fisika siswa yang belajar menggunakan model *problem based learning* dengan siswa yang belajar menggunakan model *direct instruction*, (2) mendeskripsikan ada tidaknya interaksi antara model pembelajaran dan motivasi berprestasi terhadap prestasi belajar fisika, (3) mendeskripsikan perbedaan prestasi belajar fisika antara penerapan model *problem based learning* dan model *direct instruction* pada siswa yang memiliki motivasi berprestasi tinggi, dan (4) mendeskripsikan perbedaan prestasi belajar fisika antara penerapan model *problem based learning* dan model *direct instruction* pada siswa yang memiliki motivasi berprestasi rendah. Penelitian ini adalah penelitian kuasi eksperimen dengan *pretest-posttest nonequivalent control group design*. Populasi dalam penelitian ini adalah siswa kelas X MIPA SMA Negeri 4 Singaraja yang berjumlah 216 siswa. Sampel penelitian diambil dengan Teknik *random assignment* untuk menentukan empat kelas sebagai sampel keseluruhan. Data prestasi belajar dan motivasi berprestasi siswa diperoleh dari nilai tes prestasi belajar dan angket motivasi berprestasi. Tes prestasi belajar terdiri dari 20 butir dengan reliabilitas tes 0,935. Angket motivasi berprestasi terdiri 27 butir dengan reliabilitas 0,877. Data dianalisis menggunakan analisis deskriptif dan analisis kovarian dua jalur. Hasil penelitian mengungkapkan bahwa (1) terdapat perbedaan prestasi belajar siswa akibat perbedaan model pembelajaran. Prestasi belajar yang lebih tinggi diraih oleh siswa yang menerima perlakuan model *problem based learning*, (2) terdapat pengaruh interaktif antara model pembelajaran dan motivasi berprestrasi terhadap prestasi belajar fisika, (3) terdapat perbedaan prestasi belajar fisika antara penerapan model *problem based learning* dan model *direct instruction* pada siswa yang memiliki motivasi berprestasi tinggi, dan (4) perbedaan prestasi belajar fisika antara penerapan model *problem based learning* dan model *direct instruction* pada siswa yang memiliki motivasi berprestasi tinggi. Prestasi belajar yang lebih tinggi diraih oleh siswa yang memiliki motivasi berprestasi tinggi yang belajar dengan model *problem based learning*.

ABSTRAK

Juliyasa, Elen Merta (2022), The Effect of Problem Based Learning Model and Achievement Motivation on High School Students' Physics Learning Achievement. Science Education Thesis, Pascasarjana Program, Universitas Pendidikan Ganesha.

This thesis has been reviewed and approved by Advisor I: Prof. Dr. I Wayan Suastra, M.Pd. and Advisor II: Dr. Ida Bagus Putu Mardana, M.Si.

Keywords: Problem Based Learning, achievement motivation, and physics learning achievement

This study aims to: (1) describe the differences in physics learning achievement of students who learn to use the problem based learning model with students who learn to use the direct instruction model, (2) to describe whether or not there is an interaction between the learning model and achievement motivation on physics learning achievement, (3) describe the difference in physics learning achievement between the application of the problem based learning model and the direct instruction model to students who have high achievement motivation, and (4) describe the difference in physics learning achievement between the application of the problem based learning model and the direct instruction model to students who have low achievement motivation. This research is a quasi-experimental study with pretest-posttest nonequivalent control group design. The population in this study were students of class X MIPA SMA Negeri 4 Singaraja, totaling 216 students. The research sample was taken using a random assignment technique to determine the four classes as the overall sample. Data on learning achievement and student achievement motivation were obtained from learning achievement test scores and achievement motivation questionnaires. The learning achievement test consists of 20 items with a test reliability of 0.935. The achievement motivation questionnaire consists of 27 items with a reliability of 0.877. Data were analyzed using descriptive analysis and two-way analysis of covariance. The results of the study reveal that (1) there are differences in student achievement due to differences in learning models. Higher learning achievement was achieved by students who received the problem based learning model treatment, (2) there was an interactive effect between the learning model and achievement motivation on physics learning achievement, (3) there was a difference in physics learning achievement between the application of the problem based learning model and the direct model. instruction on students who have high achievement motivation, and (4) differences in physics learning achievement between the application of the problem based learning model and the direct instruction model on students who have high achievement motivation.