

## ABSTRAK

**Handayani, Gusti Ayu Dewi Yunita** (2023), *Pengaruh Model Pembelajaran Berbasis Proyek Terhadap Motivasi dan Hasil Belajar Peserta Didik pada Pembelajaran IPA SMP*. Tesis, Program Studi Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. Ni Made Pujani, M.Si. dan Pembimbing II: Dr. I Nyoman Tika, M.Si.

*Kata-kata kunci:* model pembelajaran berbasis proyek, motivasi belajar, hasil belajar

Penelitian eksperimen semu ini menyelidiki pengaruh model pembelajaran berbasis proyek terhadap motivasi dan hasil belajar IPA siswa SMP. Penelitian dengan rancangan *Non Equivalen Control Group* ini melibatkan 84 siswa kelas 9 SMPN 6 Denpasar sebagai sampel yang dipilih secara random. Data hasil belajar diperoleh melalui tes pilihan ganda dan data motivasi belajar diperoleh melalui kuesioner. Data dianalisis menggunakan ANAVA satu jalur dan MANOVA. Hasil penelitian menunjukkan: pertama, adanya perbedaan signifikan motivasi belajar IPA antara siswa yang mengikuti pembelajaran berbasis proyek dengan yang mengikuti pembelajaran konvensional ( $F = 31,252$ ;  $Sig < 0,05$ ); kedua, adanya perbedaan signifikan hasil belajar IPA antara siswa yang mengikuti pembelajaran berbasis proyek dengan yang mengikuti pembelajaran konvensional ( $F = 48,223$ ;  $Sig < 0,05$ ); ketiga, adanya perbedaan signifikan motivasi dan hasil belajar IPA secara simultan antara siswa yang mengikuti pembelajaran berbasis proyek dengan yang mengikuti pembelajaran konvensional ( $F = 48,48$ ;  $Sig < 0,05$ ). Dilihat dari rata-rata motivasi belajar IPA, siswa yang menerima pembelajaran berbasis proyek (rata-rata = 174,71) lebih tinggi dibandingkan dengan yang menerima pembelajaran konvensional (rata-rata = 158,61). Begitu pula dengan hasil belajar IPA, siswa yang menerima pembelajaran berbasis proyek (rata-rata = 76,40) lebih tinggi dibandingkan dengan yang menerima pembelajaran konvensional (rata-rata = 56,95).

## ABSTRACT

**Handayani, Gusti Ayu Dewi Yunita** (2023), *The Influence of Project-Based Learning Models on Students' Motivation and Learning Result in Middle School Science Learning*. Thesis, Science Education Study Program, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by Supervisor I: Prof. Dr. Ni Made Pujani, M.Sc. and Supervisor II: Dr. I Nyoman Tika, M.Sc.

*Key words:* project-based learning models, learning motivation, learning result

This quasi-experimental study investigated the effect of project-based learning models on motivation and science learning outcomes for junior high school students. This study with the Non Equivalent Control Group design involved 84 grade 9 students of SMPN 6 Denpasar as a random sample. Data on learning outcomes were obtained through multiple choice tests and data on learning motivation were obtained through questionnaires. Data were analyzed using one way ANOVA and MANOVA. The results showed: first, there was a significant difference in science learning motivation between students who took project-based learning and those who took conventional learning ( $F = 31.252$ ;  $\text{Sig} < 0.05$ ); second, there is a significant difference in science learning outcomes between students who take project-based learning and those who take conventional learning ( $F = 48.223$ ;  $\text{Sig} < 0.05$ ); third, there are significant differences in motivation and science learning outcomes simultaneously between students who take project-based learning and those who take conventional learning ( $F = 48.48$ ;  $\text{Sig} < 0.05$ ). Judging from the average motivation to learn science, students who received project-based learning (mean = 174.71) were superior to those who received conventional learning (mean = 158.61). Likewise with science learning outcomes, students who received project-based learning (mean = 76.40) were superior to those who received conventional learning (average = 56.95).