

ABSTRAK

Heppy Yesiana Devi, Ni Luh (2023), *Pengaruh Project Based Learning (PjBL) Terhadap Motivasi dan Hasil Belajar Bahasa Indonesia pada Siswa Kelas IV Sekolah Dasar*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: Project Based Learning, PjBL, motivasi belajar, hasil belajar

Penelitian ini bertujuan menganalisis perbedaan motivasi dan hasil belajar Bahasa Indonesia antara siswa yang mengikuti pembelajaran *Project Based Learning* dengan siswa yang mengikuti Pembelajaran Konvensional. Populasi dalam penelitian ini adalah siswa kelas IV SD di Desa Berangbang yang berjumlah 102 siswa. Penentuan sampel pada penelitian ini menggunakan teknik *random sampling*. Sampel yang diambil adalah 4 kelas yaitu, 2 kelas sebagai kelas eksperimen dan 2 kelas sebagai kelas kontrol dengan jumlah 80 siswa. Penelitian ini dirancang dalam bentuk penelitian eksperimen *posttest only, non equivalent control group design*. Data yang dikumpulkan dalam penelitian ini adalah data motivasi dan hasil belajar Bahasa Indonesia siswa kelas IV sekolah dasar. Data motivasi belajar diperoleh dari kuesioner motivasi belajar yang telah melalui uji validitas isi, uji konsistensi internal, serta uji reliabilitas butir berjumlah 30 pernyataan. Data hasil belajar diperoleh dari tes pilihan ganda yang telah melalui uji validitas isi, uji validitas butir, uji reliabilitas, uji daya beda dan tingkat kesukaran tes berjumlah 30 butir. Untuk menguji perbedaan motivasi dan hasil belajar secara bersama-sama data dianalisis dengan menggunakan Uji Manova, dengan sebelumnya data telah memenuhi uji prasyarat, meliputi uji normalitas dan uji homogenitas. Untuk menguji perbedaan motivasi dan hasil belajar secara terpisah data dianalisis dengan Uji Anava Satu Jalur. Hasil penelitian menunjukkan bahwa: (1) terdapat perbedaan motivasi dan hasil belajar Bahasa Indonesia antara siswa yang mengikuti *Project Based Learning* dengan siswa yang mengikuti pembelajaran konvensional dengan koefisien $F = 3725,470$ ($p < 0,05$). (2) terdapat perbedaan motivasi belajar antara siswa yang mengikuti pembelajaran *Project Based Learning* dengan siswa yang mengikuti pembelajaran konvensional dengan koefisien $F = 32,908$ ($p < 0,05$). (3) terdapat perbedaan hasil belajar Bahasa Indonesia antara siswa yang mengikuti pembelajaran *Project Based Learning* dengan siswa yang mengikuti pembelajaran konvensional dengan koefisien $F = 23,649$ ($p < 0,05$). Berdasarkan temuan tersebut dapat disimpulkan, bahwa terdapat perbedaan yang signifikan motivasi dan hasil belajar Bahasa Indonesia antara siswa yang mengikuti pembelajaran *Project Based Learning* dengan siswa yang mengikuti pembelajaran konvensional pada siswa kelas IV sekolah dasar di Desa Berangbang baik secara simultan maupun secara terpisah.

ABSTRACT

Heppy Yesiana Devi, Ni Luh (2023), *The Influence of Project Based Learning (PjBL) on Motivation and Indonesian Language Learning Outcomes in Class IV Elementary School Students*. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education.

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Key words: Project Based Learning, PjBL, learning motivation, learning outcomes

This research aims to analyze differences in motivation and learning outcomes in Indonesian between students who take part in Project Based Learning and students who take part in Conventional Learning. The population in this study were 102 grade IV elementary school students in Berangbang Village. Determination of the sample in this study used random sampling techniques. The samples taken were 4 classes, namely, 2 classes as experimental classes and 2 classes as control classes with a total of 80 students. This research was designed in the form of posttest only experimental research, non equivalent control group design. The data collected in this research are motivation data and Indonesian language learning outcomes for fourth grade elementary school students. Learning motivation data was obtained from a learning motivation questionnaire which had gone through a content validity test, internal consistency test, and item reliability test totaling 30 statements. Learning outcome data was obtained from a multiple choice test which had gone through a content validity test, item validity test, reliability test, differential power test and test difficulty level totaling 30 items. To test differences in motivation and learning outcomes together, the data was analyzed using the Manova Test, with the data having previously met the prerequisite tests, including the normality test and homogeneity test. To test differences in motivation and learning outcomes separately, the data were analyzed using the One Way ANOVA Test. The research results show that: (1) there are differences in motivation and learning outcomes in Indonesian between students who take part in Project Based Learning and students who take part in conventional learning with a coefficient of $F = 3725.470$ ($p < 0.05$). (2) there is a difference in learning motivation between students who take part in Project Based Learning and students who take part in conventional learning with a coefficient of $F = 32.908$ ($p < 0.05$). (3) there is a difference in Indonesian language learning outcomes between students who take part in Project Based Learning and students who take part in conventional learning with a coefficient of $F = 23.649$ ($p < 0.05$). Based on these findings, it can be concluded that there is a significant difference in the motivation and results of learning Indonesian between students who take part in Project Based Learning and students who take part in conventional learning in class IV elementary school students in Berangbang Village, both simultaneously and separately.