

**PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN  
*NEARPOD* TERHADAP MINAT BELAJAR SISWA PADA MATA  
PELAJARAN GEOGRAFI DI SEKOLAH MENENGAH ATAS**

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**ABSTRAK**

Penelitian ini bertujuan menganalisis: (1) Penerapan *Problem Based Learning* berbantuan Nearpod dalam pembelajaran geografi untuk meningkatkan minat belajar siswa, (2) minat belajar siswa sebelum dan sesudah diterapkan model *Problem Based Learning* berbantuan Nearpod, dan (3) pengaruh model *Problem Based Learning* berbantuan Nearpod terhadap minat belajar siswa dalam pembelajaran geografi SMA. Penelitian ini menggunakan desain eksperimen semu (*Quasi Experimental Design*) dengan *Non Equivalent Control Group Design*, menerapkan studi populasi/ sensus pada dua kelas yang setara sehingga dilakukan randomisasi. Kelas XD dipilih sebagai kelompok eksperimen dan kelas XC sebagai kelompok kontrol dengan guru geografi yang sama. Data dikumpulkan melalui metode observasi, kuesioner, dan dokumentasi. Analisis data dilakukan dengan teknik deskriptif kualitatif dan analisis inferensial menggunakan uji-t serta regresi linier sederhana. Hasil penelitian menunjukkan: (1) Guru berhasil menerapkan model *Problem Based Learning* berbantuan Nearpod dalam pembelajaran geografi dengan sangat baik (91,00), (2) terdapat perbedaan signifikan dalam minat belajar siswa sebelum dan sesudah penerapan model tersebut di kelas X SMA Negeri 1 Sukasada ( $0,000 < 0,05$ ), dan (3) model *Problem Based Learning* berbantuan Nearpod berpengaruh positif dan signifikan terhadap minat belajar geografi siswa kelas X SMA Negeri 1 Sukasada ( $2,234 > 2,048$ ). Kesimpulannya, model *Problem Based Learning* berbantuan Nearpod memberikan pengaruh positif terhadap minat belajar siswa dan dapat menjadi referensi model pembelajaran bagi guru.

**Kata Kunci:** Model *Problem Based Learning*, Aplikasi *Nearpod*, Minat Belajar Geografi Siswa, pembelajaran geografi

**THE INFLUENCE OF THE NEARPOD-ASSISTED PROBLEM BASED  
LEARNING MODEL ON STUDENTS LEARNING INTEREST IN THE  
SUBJECT OF GEOGRAPHY IN HIGH SCHOOL**

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**ABSTRACT**

*This study aims to analyze: (1) the application of Nearpod-assisted problem-learning geography learning to increase students' interest in learning, (2) students' learning interest before and after the application of the Nearpod-assisted Problem-Based Learning model, and (3) the influence of the Problem-Based Learning model assisted by Nearpod on students' interest in learning high school geography. This study uses a quasi-experimental design with a Non-Equivalent Control Group Design, applying population studies/censuses to two equivalent classes so that randomization is carried out. The XD class was chosen as the experimental group and the XC class was selected as the control group with the same geography teacher. Data was collected through observation, questionnaire, and documentation methods. Data analysis was carried out by qualitative descriptive techniques and inferential analysis using t-tests and simple linear regression. The results of the study showed: (1) Teachers successfully applied the Nearpod-assisted Problem-Based Learning model in geography learning very well (91.00), (2) there was a significant difference in students' learning interest before and after the implementation of the model in class X of SMA Negeri 1 Sukasada ( $0.000 < 0.05$ ), and (3) the Problem-Based Learning model Nearpod assistance had a positive and significant effect on the interest in learning geography of grade X students of SMA Negeri 1 Sukasada ( $2,234 > 2,048$ ). In conclusion, the Problem-Based Learning model assisted by Nearpod has a positive influence on students' learning interests and can be a reference learning model for teachers.*

**Keywords:** *Problem Based Learning Model, Nearpod Application, Student Geography Learning Interest, geography learning*