

ABSTRAK

Adi Indradewi, Ni Nyoman (2025). *Pengaruh Model Problem Based Learning Terhadap Motivasi Belajar dan Prestasi Belajar IPA Siswa Kelas IV SD Gugus II Kecamatan Kuta*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha, Singaraja.

Tesis ini sudah diperiksa dan disetujui oleh pembimbing I: Prof. Dr. I Nyoman Jampel, M.Pd. dan pembimbing II: Prof. Dr. I Wayan Suastra, M.Pd.

Kata Kunci: *Problem Based Learning*, Motivasi Belajar, Prestasi Belajar.

Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* terhadap motivasi belajar dan prestasi belajar IPA siswa kelas IV SD. Penelitian ini merupakan penelitian eksperimen. Adapun jenis eksperimen pada penelitian ini yaitu eksperimen semu (*quasi experiment*). Rancangan penelitian yang digunakan adalah *post-test only non-equivalent control group design*. Populasi dalam penelitian ini adalah seluruh siswa kelas IV SD Gugus II Kecamatan Kuta yaitu 192 orang. Sampel penelitian diambil dari populasi yang setara, yang ditentukan dengan teknik *random sampling*. Kelas IV SD No. 2 Seminyak sebagai kelas eksperimen dengan jumlah 27 siswa dan kelas IV SD No. 1 Seminyak sebagai kelas kontrol dengan jumlah 29 orang. Data prestasi belajar IPA dikumpulkan dengan tes prestasi belajar IPA dan data motivasi belajar dikumpulkan dengan kuesioner motivasi belajar. Uji hipotesis menggunakan *MANOVA*. Hasil penelitian menunjukkan bahwa (1) secara simultan, terdapat perbedaan yang signifikan dalam motivasi belajar IPA antara kelompok siswa yang dibelajarkan dengan model *Problem Based Learning* dan kelompok siswa yang dibelajarkan dengan metode ceramah ($F=21,404$; $p<0,05$), (2) terdapat perbedaan prestasi belajar IPA yang signifikan antara kelompok siswa yang dibelajarkan dengan model *Problem Based Learning* dan kelompok siswa yang dibelajarkan dengan metode ceramah ($F=44,254$; $p<0,05$), dan (3) terdapat perbedaan motivasi belajar dan prestasi belajar yang signifikan antara kelompok siswa yang dibelajarkan dengan model *Problem Based Learning* dan kelompok siswa yang dibelajarkan dengan metode ceramah ($F=53,000$; $p<0,05$).

ABSTRACT

Adi Inradewi, Ni Nyoman (2025) The Impact of Problem Based Learning Model on learning motivation and learning achievement of 4th Grade Students of Elementary School in Cluster II Kuta District, Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education, Singaraja.

This thesis had been examined and approved by supervisor I: Prof. Dr. I Nyoman Jampel, M.Pd. and supervisor II: Prof. Dr. I Wayan Suastra, M.Pd

Key words: Problem Based Learning, learning motivation, learning achievement

This research aimed at finding out the impact attitude of problem based learning model on learning motivation and learning achievement of 4th grade students of elementary school. This research was an experimental research. The experiment applied in this research was quasi experiment. The research design applied was post-test only non-equivalent control group design. The population involved in this research was all students of 4th grade of Elementary School in Cluster II Kuta District, that was 192 students. Sample in which they were gathered by using random sampling technique. The class 4 students of SD No. 2 Seminyak as experimental class with totals 27 students and the class 4 A of SD No. 1 Seminyak as control class with totals 29 students . The science concept understanding data was gathered through a test of science concept understanding and the scientific attitude data was gathered by using scientific attitude questionnaire. The hypothesis was tested by using MANOVA. The research result showed that (1) simultaneously, there was a different understanding learning motivation of between the group of students who was taught by using Problem Based Learning model and the group of students who was taught by using conventional method ($F=21,404$; $p<0,05$), (2) there was a different understanding of learning achievement and scientific attitude between the group of students who was taught by using Problem Based Learning model and the group of students who was taught by using conventional method ($F=44,254$; $p<0,05$), (2), and (3) there was a different understanding of learning motivation and learning achievement between the group of students who was taught by using Problem Based Learning model and the group of students who was taught by using conventional method ($F=53,000$; $p<0,05$).