

**PENGARUH MODEL *PROBLEM BASED LEARNING*
BERBANTUAN *YOUTUBE* TERHADAP MOTIVASI DAN
HASIL BELAJAR SISWA PADA MATA PELAJARAN
GEOGRAFI DI SMA NEGERI 1 PENEHEL**

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis: (1) penerapan model *Problem Based Learning* (PBL) berbantuan *YouTube* dalam pembelajaran geografi, (2) pengaruh penerapan model tersebut terhadap motivasi belajar siswa, dan (3) pengaruhnya terhadap hasil belajar siswa. Penelitian ini dilaksanakan di SMA Negeri 1 Penebel dengan menggunakan pendekatan eksperimen semu (*Quasi Experimental Design*), jenis *NonEquivalent Control Group Design*. Pemilihan sampel kelas dilakukan secara acak sederhana dari pasangan kelas yang setara, dan terpilih kelas X2 sebagai kelas eksperimen (E) dan kelas X4 sebagai kelas kontrol (K). Teknik pengumpulan data dilakukan melalui observasi, survei, tes, dokumentasi, dan pencatatan dokumen. Data hasil penelitian dianalisis menggunakan teknik deskriptif kualitatif dan analisis inferensial dengan uji-t. Hasil analisis menunjukkan bahwa: (1) model PBL berbantuan *YouTube* dapat diterapkan dengan sangat baik dalam pembelajaran geografi, (2) penerapan model tersebut berpengaruh positif dan signifikan terhadap peningkatan motivasi belajar siswa, dan (3) penerapan model juga berdampak positif terhadap peningkatan hasil belajar siswa. Temuan ini mendukung teori konstruktivisme dalam pembelajaran yang menekankan peran aktif siswa dalam membangun pengetahuan melalui pengalaman belajar yang autentik dan interaktif. Berdasarkan hasil tersebut, model PBL berbantuan *YouTube* layak dijadikan alternatif model pembelajaran interaktif untuk meningkatkan motivasi dan hasil belajar siswa di tingkat SMA.

Kata Kunci: motivasi dan hasil belajar, PBL *YouTube*, pembelajaran geografi

THE EFFECT OF THE PROBLEM BASED LEARNING MODEL ASSISTED BY YOUTUBE ON STUDENTS' MOTIVATION AND LEARNING OUTCOMES IN GEOGRAPHY SUBJECT AT SMA NEGERI 1 PENEDEL

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ABSTRACT

This study aims to analyze: (1) the implementation of the Problem Based Learning (PBL) model assisted by YouTube in geography learning, (2) the effect of the model on students' learning motivation, and (3) its effect on students' learning outcomes. The research was conducted at SMA Negeri 1 Penebel using a quasi-experimental approach with a Non-Equivalent Control Group Design. The sample classes were selected through simple random sampling from equivalent class pairs, resulting in class X2 as the experimental group (E) and class X4 as the control group (C). Data collection techniques included observation, surveys, tests, documentation, and document recording. The research data were analyzed using descriptive qualitative techniques and inferential analysis with the t-test. The results of the analysis indicate that: (1) the PBL model assisted by YouTube can be implemented very effectively in geography learning, (2) the implementation of the model has a positive and significant effect on improving students' learning motivation, and (3) the model also positively impacts students' learning outcomes. These findings support constructivist learning theory, which emphasizes the active role of students in constructing knowledge through authentic and interactive learning experiences. Based on these results, the PBL model assisted by YouTube is considered a viable alternative for interactive learning models to enhance students' motivation and learning outcomes at the high school level.

Keywords: motivation and learning outcomes, YouTube-assisted PBL, geography learning