STUDI KOMPARATIF PENERAPAN MODEL *PJBL* DENGAN *TBL* BERBANTUAN *GOOGLE MAPS* TERHADAP HASIL BELAJAR GEOGRAFI DI SMA

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ABSTRAK

Penelitian ini bertujuan menganalisis: (1) Mengukur hasil belajar siswa dengan *Project Based Learning* berbantuan *Google Maps*. (2) Mengukur hasil belajar siswa dengan *Task Based Learning* berbantuan *Google Maps*. (3) Membandingkan hasil belajar kedua model *Project Base Learning* dan *Task Base Learning*. Penelitian ini dirancang sebagai penelitian eksperimen semu (*Quasi Experimental Design)* dengan menggunakan dua kelas sebagai kelas eksperimen yang akan diterapkan kedua model. Penentuan dua Kelas Eksperimen (X2 dan X6) dilakukan secara random setelah dilakukan uji kesetaraan. Pengumpulan data menggunakan metode observasi, kuesioner, pencatatan dokumen, dan metode dokumentasi. Teknik analisis data menggunakan deskriptif kualitatif dan analisis inferensial dengan uji-t. Hasil penelitian menunjukkan bahwa: (1) Penerapan model *Project Base Learning* yang diintergrasikan dengan *Google Maps* mengalami peningkatan hasil belajar sebesar 13,65%, sementara untuk skor observasi implementasi model, kriteria sangat baik 81 (2) pengukuran hasil belajar peserta didik setelah penerapan model *Task Based Learning* naik 12,45%, skor observasi diperoleh 80,3 (3) perbandingan kedua hasil belajar dengan perhitungan dengan "t-test" yakni 0,041. Hal ini menunjukan kedua model memiliki perbedaan dampak yang cukup signifikan terhadap meningkatkan hasil belajar geografi yang mana penggunaan *Project Base Learning* lebih efektif.

Kata Kunci: Hasil belajar geografi pesrta didik, Model *Project Base Learning*, model *Task Base Learning*, *Google Maps* model pembelajaran, pembelajaran geografi, pengindraan jauh.

COMPARATIVE STUDY OF THE APPLICATION OF THE PJBL MODEL WITH TBL ASSISTED BY GOOGLE MAPS ON GEOGRAPHY LEARNING OUTCOMES IN HIGH SCHOOLS

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ABSTRACT

This research aims to analyze: (1) Measuring of student learning outcomes with Project Based Learning supported by Google Maps. (2) Measuring of student learning outcomes with Task Based Learning supported by Google Maps. (3) Comparison of learning outcomes from two models, Project Based Learning and Task Based Learning. This study was designed as a quasi-experimental study using two classes as experimental classes in which both models would be applied. Two experimental classes (X2 and X6) were randomly determined after an equivalence test was conducted. Data collection used observation, questionnaires, document recording, and documentation methods. Data analysis techniques used qualitative descriptive and inferential analysis with a t-test. The results show that: (1) The application of the Project-Based Learning model integrated with Google Maps resulted in a 13.65% increase in learning outcomes, while the observation score for the implementation of the model was 81, which is very good. (2) Measurement of student learning outcomes after the application of the Task-Based Learning model showed an increase of 12.45%, with an observation score of 80.3. (3) Comparison of the learning outcomes of the two models using a t-test resulted in a value of 0.041. This shows that the two models have a significant difference in their impact on improving geography learning outcomes, with the application of Project Based Learning being more effective.