

ABSTRAK

Delia Wulansari, Ni Putu (2026), *Pengaruh Pembelajaran Berdiferensiasi terhadap Hasil Belajar Perawatan Kulit Wajah ditinjau dari Motivasi Belajar Siswa Kelas XI Tata Kecantikan di SMK Negeri Kabupaten Gianyar*. Tesis, Penelitian dan Evaluasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata Kunci : Pembelajaran Berdiferensiasi, Pembelajaran tidak berdiferensiasi, Motivasi Belajar, Hasil Belajar, Perawatan Kulit Wajah

Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran berdiferensiasi terhadap hasil belajar perawatan kulit wajah ditinjau dari motivasi belajar siswa kelas XI jurusan Tata Kecantikan di SMK Negeri se-Kabupaten Gianyar. Jenis penelitian ini adalah penelitian kuasi eksperimen (*quasi-experiment*) dengan rancangan faktorial 2x2 yang menggunakan *Posttest-Only Control Group Design*. Populasi penelitian mencakup seluruh siswa kelas XI Tata Kecantikan di SMKN 1 Mas Ubud, SMKN 1 Tampak Siring, dan SMKN 1 Sukawati. Teknik pengambilan sampel menggunakan random sampling pada kelas yang setara. Sampel yang digunakan untuk analisis faktorial berjumlah 42 siswa yang mewakili kelompok motivasi belajar tinggi (27% atas) dan motivasi belajar rendah (27% bawah) pada kelas eksperimen (pembelajaran berdiferensiasi) maupun kelas kontrol (pembelajaran tidak berdiferensiasi). Data hasil belajar dikumpulkan melalui instrumen tes unjuk kerja (praktik), sedangkan motivasi belajar dikumpulkan melalui kuesioner berskala Likert. Data dianalisis menggunakan *Analysis of Variance* (ANOVA) Dua Jalur yang dilanjutkan dengan uji Tukey.

Hasil penelitian menunjukkan temuan sebagai berikut: (1) Terdapat perbedaan hasil belajar perawatan kulit wajah yang signifikan antara siswa yang mengikuti pembelajaran berdiferensiasi dan pembelajaran tidak berdiferensiasi ($F_{hitung} = 10,797 > F_{tabel} = 4,08$), di mana pembelajaran berdiferensiasi memberikan hasil yang lebih baik; (2) Terdapat pengaruh interaksi yang signifikan antara pembelajaran dan motivasi belajar terhadap hasil belajar ($FAB_{hitung} = 65,253 > F_{tabel} = 2,85$); (3) Pada kelompok siswa dengan motivasi belajar tinggi, hasil belajar perawat kulit wajah siswa yang diajar dengan pembelajaran berdiferensiasi (rata-rata 94,36) secara signifikan lebih baik daripada pembelajaran tidak berdiferensiasi (rata-rata 80,2); dan (4) Pada kelompok siswa dengan motivasi belajar rendah, hasil belajar perawat kulit wajah siswa yang diajar dengan pembelajaran tidak berdiferensiasi (rata-rata 87,7) lebih baik dibandingkan dengan pembelajaran berdiferensiasi (rata-rata 81,73). Dapat disimpulkan bahwa pembelajaran berdiferensiasi sangat efektif diterapkan pada mata pelajaran perawatan kulit wajah, khususnya untuk memaksimalkan potensi siswa yang memiliki motivasi belajar tinggi.

ABSTRACT

Delia Wulansari, Ni Putu (2026), The Effect of Differentiated Learning on Facial Skin Care Learning Outcomes, Reviewed by Motivation of Grade XI Beauty Care Students at State Vocational High Schools in Gianyar Regency. Thesis, Educational Research and Evaluation, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and reviewed by Supervisor I: Prof. Dr. Desak Putu Parmiti, M.S. and Supervisor II: Dr. Nyoman Trisna Herawati, S.E., Ak., M.Pd.

Keywords: Differentiated Learning, Undifferentiated Learning, Learning Motivation, Learning Outcomes, Facial Skin Care

This study aims to determine the effect of differentiated learning on facial skin care learning outcomes, reviewed by motivation of grade XI Beauty Care students at State Vocational High Schools in Gianyar Regency. This study was a quasi-experimental study with a 2x2 factorial design using a Posttest-Only Control Group Design. The study population included all eleventh-grade students of Beauty School at SMKN 1 Mas Ubud, SMKN 1 Tampak Siring, and SMKN 1 Sukawati. The sampling technique used was random sampling within equivalent classes. The sample used for factorial analysis was 42 students representing the high learning motivation (upper 27%) and low learning motivation (lower 27%) groups in the experimental class (differentiated learning) and the control class (undifferentiated learning). Learning outcome data were collected through a performance test (practice), while learning motivation data were collected through a Likert-scale questionnaire. Data were analyzed using a Two-Way Analysis of Variance (ANOVA) followed by a Tukey test. The results of the study showed the following findings: (1) There was a significant difference in learning outcomes for facial skin care between students who participated in differentiated learning and undifferentiated learning ($F_{count} = 10.797 > F_{table} = 4.08$), where differentiated learning provided better results; (2) There was a significant interaction effect between learning and learning motivation on learning outcomes ($FAB_{count} = 65.253 > F_{table} = 2.85$); (3) In the group of students with high learning motivation, the learning outcomes for facial skin care students taught with differentiated learning (average 94.36) were significantly better than those taught with undifferentiated learning (average 80.2); and (4) In the group of students with low learning motivation, the learning outcomes for facial skin care students taught with undifferentiated learning (average 87.7) were better than those taught with differentiated learning (average 81.73). It can be concluded that differentiated learning is very effective when applied to facial skin care subjects, especially to maximize the potential of students who have high learning motivation.