

ABSTRAK

Anisyawati, Elisabeth Kadek (2026), Pengaruh Model Project Based Learning Terintegrasi STEAM Terhadap Hasil Belajar Kemagnetan Dimoderasi Motivasi Belajar. Tesis, Penelitian dan Evaluasi Pendidikan Program Pascasarjana, Universitas Pendidikan Ganesha.

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Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Project Based Learning* (PjBL) terintegrasi STEAM dan motivasi belajar terhadap hasil belajar kemagnetan siswa kelas IX SMP Tunas Daud. Penelitian ini merupakan penelitian eksperimen semu (*quasi experiment*) dengan rancangan faktorial 2x2. Populasi penelitian berjumlah 100 siswa, dengan sampel 52 siswa yang dipilih melalui teknik *random sampling* dan dibagi ke dalam empat kelompok berdasarkan model pembelajaran dan tingkat motivasi. Data dikumpulkan menggunakan instrumen tes hasil belajar berupa soal esai dan angket motivasi belajar, yang kemudian dianalisis menggunakan teknik analisis deskriptif serta analisis varian (ANOVA) dua jalur. Hasil penelitian menunjukkan terdapat perbedaan hasil belajar yang signifikan antara siswa yang mengikuti model PjBL terintegrasi STEAM dan siswa yang mengikuti model kooperatif tipe STAD. Meskipun demikian, tidak ditemukan pengaruh interaksi yang signifikan antara model pembelajaran dan tingkat motivasi belajar terhadap hasil belajar IPA. Pada kelompok siswa dengan motivasi tinggi, model PjBL terintegrasi STEAM menghasilkan capaian yang lebih unggul (rata-rata 84,15), sedangkan pada kelompok motivasi rendah, model STAD justru memberikan hasil yang lebih baik (rata-rata 76,31) dibandingkan PjBL. Simpulannya, model PjBL-STEAM sangat efektif diterapkan pada siswa bermotivasi tinggi, namun bagi siswa bermotivasi rendah, guru disarankan memberikan pendampingan ekstra atau menggunakan model kooperatif yang lebih terstruktur.

Kata – kata kunci: PjBL Terintegrasi STEAM, Hasil Belajar IPA, Motivasi Belajar.

ABSTRACT

Anisyawati, Elisabeth Kadek (2026), *The Effect of STEAM-Integrated Project Based Learning Model on Magnetism Learning Outcomes Moderated by Learning Motivation. Thesis, Educational Research and Evaluation Graduate Program, Universitas Pendidikan Ganesha.*

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This study aims to determine the effect of the STEAM-integrated Project Based Learning (PjBL) model and learning motivation on the magnetism learning outcomes of ninth-grade students at SMP Tunas Daud. This research is a quasi-experimental study using a 2x2 factorial design. The population consisted of 100 students, with a sample of 52 students selected through random sampling techniques and divided into four groups based on learning models and motivation levels. Data were collected using learning outcome test instruments in the form of essay questions and learning motivation questionnaires, which were then analyzed using descriptive analysis techniques and two-way analysis of variance (ANOVA). The results show a significant difference in learning outcomes between students taught using the STEAM-integrated PjBL model and those taught using the STAD cooperative learning model. However, no significant interaction effect was found between the learning model and learning motivation levels on science learning outcomes. In the high motivation group, the STEAM-integrated PjBL model produced superior achievements (mean 84.15), whereas in the low motivation group, the STAD model yielded better results (mean 76.31) compared to PjBL. In conclusion, the PjBL-STEAM model is highly effective when applied to highly motivated students; however, for students with low motivation, it is recommended that teachers provide extra guidance or utilize more structured cooperative learning models

Keywords: STEAM-Integrated PjBL, Science Learning Outcomes, Learning Motivation.