

## ABSTRAK

Skripsi dengan judul “Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) Terhadap Minat Dan Hasil Belajar Fisika Siswa Kelas VIII MTsN 1 Blitar” ditulis oleh Taurisma Ayuning Tyas, NIM. 126211201010, pembimbing Nani Sunarmi, S.Si., M.Sc.

**Kata Kunci :** *Problem Based Learning*(PBL), *Minat Belajar*, *Hasil Belajar*

Penelitian ini dilatar belakangi rendahnya minat belajar siswa yang berpengaruh terhadap hasil belajar siswa. Pembelajaran masih berpusat pada guru dengan menggunakan model pembelajaran ekspositori, dimana guru masih cenderung memegang kontrol proses pembelajaran yang aktif sementara siswa relatif pasif menerima dan mengikuti apa yang disajikan guru. Selama proses pembelajaran siswa cenderung hanya mengamati apa yang disajikan guru. Tidak adanya keterlibatan dan keaktifan siswa selama proses pembelajaran akan berdampak pada hasil belajar siswa. Hal ini karena proses belajar selalu berkaitan dengan melakukan suatu aktivitas atau kegiatan. Dengan ini model pembelajaran *Problem Based Learning* (PBL) diharapkan mampu meningkatkan minat dan hasil belajar siswa.

Tujuan dari penelitian ini adalah (1) Mengetahui ada tidaknya pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap minat belajar fisika siswa kelas VIII MTsN 1 Blitar, (2) Mengetahui ada tidaknya pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap hasil belajar fisika siswa kelas VIII MTsN 1 Blitar, (3) Mengetahui ada tidaknya pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap minat dan hasil belajar.

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *quasi eksperimental design* dengan dsain *non equivalent control group design*. Populasi dalam penelitian ini adalah 380 siswa kelas VIII MTsN 1 Blitar dengan sampel yang digunakan adalah 35 siswa kelas VIII 4 sebagai kelas eksperimen dan 35 siswa kelas VIII 2 sebagai kelas kontrol. Teknik sampling pada penelitian ini yakni *Purposive Sampling*. Teknik pengumpulan data dalam penelitian ini menggunakan angket minat belajar dan tes hasil belajar. Teknik analisis uji instrumen dalam penelitian yaitu uji validitas dan uji reliabilitas, pada uji prasyarat menggunakan uji normalitas dan uji homogenitas, dan uji hipotesis menggunakan uji -T dan uji manova.

Hasil penelitian menunjukkan bahwa (1) Terdapat pengaruh penggunaan model pembelajaran *Problem Based Learning* (PBL) terhadap minat belajar siswa kelas VIII MTsN 1 Blitar. Hal ini dibuktikan pada hasil uji-T dengan nilai signifikansi (*2-tailed*) = 0,000 < 0,05 sehingga  $H_0$  ditolak dan  $H_1$  diterima. (2) Terdapat pengaruh penggunaan model pembelajaran *Problem Based Learning* (PBL) terhadap hasil belajar siswa kelas VIII MTsN 1 Blitar. Hal ini dibuktikan pada hasil uji-T dengan nilai signifikansi (*2-tailed*) = 0,000 < 0,05 sehingga  $H_0$  ditolak dan  $H_1$  diterima. (3) Terdapat pengaruh penggunaan model pembelajaran *Problem Based Learning* (PBL) terhadap minat dan hasil belajar siswa kelas VIII MTsN 1 Blitar. Hal ini dibuktikan pada hasil uji MANOVA nilai F untuk Wilks' Lambda dengan nilai signifikasinya 0,000 < 0,05 artinya  $H_0$  ditolak dan  $H_1$  diterima.

## ABSTRACT

Thesis entitled “The Effect of Problem Based Learning (PBL) Learning Model on Interest and Learning Outcomes of Physics Class VIII Students of MTsN 1 Blitar” written by Taurisma Ayuning Tyas, NIM. 126211201010, supervisor Nani Sunarmi, S.Si., M.Sc.

**Keywords:** Problem Based Learning (PBL), Learning Interest, Learning Outcomes

This research is motivated by the low interest in student learning which affects student learning outcomes. Learning is still teacher-centered using an expository learning model, where the teacher still tends to control the active learning process while students are relatively passive in receiving and following what the teacher presents. During the learning process students tend to only observe what the teacher presents. The absence of student involvement and activeness during the learning process will have an impact on student learning outcomes. This is because the learning process is always related to doing an activity or activity. With this, the Problem Based Learning (PBL) learning model is expected to be able to increase student interest and learning outcomes.

The objectives of this study are (1) To determine whether there is an effect of the Problem Based Learning (PBL) learning model on the interest in learning physics of students in class VIII MTsN 1 Blitar, (2) To determine whether there is an effect of the Problem Based Learning (PBL) learning model on the physics learning outcomes of students in class VIII MTsN 1 Blitar, (3) To determine whether there is an effect of the Problem Based Learning (PBL) learning model on interest and learning outcomes.

This study used a quantitative approach with a type of quasi-experimental research design with a non-equivalent control group design. The population in this study were 380 students of class VIII MTsN 1 Blitar with the samples used were 35 students of class VIII 4 as the experimental class and 35 students of class VIII 2 as the control class. The sampling technique in this study was purposive sampling. The data collection technique in this study used a learning interest questionnaire and a learning outcomes test. The instrument test analysis technique in this research is validity test and reliability test, the prerequisite test uses normality test and homogeneity test, and the hypothesis test uses T-test and manova test.

The results showed that (1) There is an effect of using the Problem Based Learning (PBL) learning model on the learning interest of students in class VIII MTsN 1 Blitar. This is evidenced in the T-test results with a significance value (2-tailed) = 0.000 < 0.05 so that  $H_0$  is rejected and  $H_1$  is accepted. (2) There is an effect of using the Problem Based Learning (PBL) learning model on the learning outcomes of VIII grade students of MTsN 1 Blitar. This is evidenced in the T-test results with a significance value (2-tailed) = 0.000 < 0.05 so that  $H_0$  is rejected and  $H_1$  is accepted. (3) There is an effect of using the Problem Based Learning (PBL) learning model on the interest and learning outcomes of VIII grade students of MTsN 1 Blitar. This is evidenced in the results of the MANOVA test F value for Wilks' Lambda with a significance value of 0.000 < 0.05, meaning  $H_0$  is rejected and  $H_1$  is accepted.

