

ABSTRAK

ANALISIS PENERAPAN *PROJECT BASED* BERDIFERENSIASI TERHADAP MINAT DAN HASIL BELAJAR PESERTA DIDIK PADA MATERI EKOLOGI KELAS X SMA STELLA DUCE 2 YOGYAKARTA

Anna Putri Estunugrahani

Universitas Sanata Dharma

Pembelajaran biologi merupakan salah satu pembelajaran yang sering melibatkan peserta didik untuk aktif dalam belajar. Kegiatan pembelajaran yang berlangsung di sekolah secara umum telah berlangsung dengan baik. Meskipun begitu, perlu adanya upaya untuk dapat lebih meningkatkan dan mengoptimalkan kualitas pembelajaran. Salah satunya melalui penerapan model yang memfasilitasi keragaman peserta didik. Penelitian ini bertujuan untuk menganalisis pengaruh penerapan *project based* berdiferensiasi terhadap minat dan hasil belajar peserta didik SMA Stella Duce 2 Yogyakarta pada materi ekologi.

Jenis penelitian yang digunakan yakni kuasi eksperimen dengan rancangan desain *pretest-posttest control group desain*. Pengambilan sampel dilakukan dengan teknik *random sampling* yang terdiri dua kelompok, yakni kelompok eksperimen yang diberi perlakuan dan kelompok kontrol yang tidak diberi perlakuan. Kedua kelompok diberikan *pretest* dan kuesioner minat di awal sebelum perlakuan, serta *posttest* dan kuesioner minat di akhir setelah perlakuan.

Berdasarkan uji hipotesis dengan uji t-test minat belajar diperoleh hasil Sig. (2-tailed) sebesar 0,000. Nilai tersebut $<0,05$ yang berarti terdapat perbedaan minat belajar antara kelompok eksperimen dan kontrol. Sedangkan uji Mann-Whitney hasil belajar kognitif diperoleh hasil *Asymp. Sig. (2-tailed)* sebesar 0,031. Nilai tersebut $<0,05$ yang berarti terdapat perbedaan hasil belajar kognitif antara kelompok eksperimen dan kontrol. Dan hasil uji Mann-Whitney hasil belajar psikomotorik diperoleh hasil *Asymp. Sig. (2-tailed)* sebesar 0,073. Nilai tersebut $>0,05$ yang berarti tidak terdapat perbedaan hasil belajar psikomotorik antara kelas eksperimen dan kontrol. Kesimpulannya yakni terdapat pengaruh penerapan *project based* berdiferensiasi terhadap minat belajar dan hasil belajar kognitif pada materi ekologi.

Kata kunci: *project based* berdiferensiasi, minat belajar, hasil belajar, ekologi, kuasi eksperimen

ABSTRACT

ANALYSIS THE APPLICATION OF PROJECT BASED DIFFERENTIATES TOWARD THE INTERESTS AND LEARNING OUTCOMES OF STUDENTS ON ECOLOGY MATERIAL OF CLASS X SMA STELLA DUCE 2 YOGYAKARTA

Anna Putri Estunugrahani

Sanata Dharma University

Biology learning is one of the lessons that often involves students to be active in learning. Learning activities that take place in school in general have been going well. Even so, efforts are needed to be able to further improve and optimize the quality of learning. One of them is through the application of models that facilitate the diversity students. This study aims to analyze the effect of the application of differentiated project-based on the interests and learning outcomes of students of SMA Stella Duce 2 Yogyakarta on ecology material.

The type of research used is quasi-experiment with the design of the pretest-posttest control group design. Sampling was carried out by random sampling technique consisting of two groups, namely the experimental group that was given treatment and the control group that was not given treatment. Both groups were given a pretest and interest questionnaire at the beginning before treatment, as well as a posttest and interest questionnaire at the end after treatment.

Based on the hypothesis test with the t-test of learning interest obtained a Sig.(2-tailed) result of 0.000. The value <0.05 which means that there is a difference in learning interest between the experimental and control groups. While the Mann-Whitney test of cognitive learning outcomes obtained Asymp.Sig.(2-tailed) result of 0.031. The value <0.05 which means there is a difference in cognitive learning outcomes between the experimental and control groups. And the Mann-Whitney test of psychomotor learning results obtained Asymp.Sig.(2-tailed) result of 0,073. The value >0.05 which means there was no difference in psychomotor learning outcomes between the experimental and control groups. The conclusion is that there is an influence of the application of differentiated project-based on learning interests and cognitive learning outcomes on ecological materials.

Keywords: project based differentiated, interest in learning, learning outcomes, ecology, quasi-experiment