

ABSTRAK

Nadia Windi Vebriani (NIM : 141414047). 2018. Efektivitas Belajar Mandiri dengan Menggunakan Model *Problem Based Learning* (PBL) pada Materi Proyeksi Vektor Kelas X MIPA 2 SMA Negeri 1 Depok ditinjau dari Aktivitas, Motivasi, dan Prestasi Belajar Siswa. Skripsi. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.

Kegiatan belajar mandiri dilakukan oleh siswa secara aktif. Siswa dituntut untuk lebih banyak melakukan kegiatan belajar mandiri ini di rumah karena waktu yang tersedia lebih banyak dibandingkan dengan sekolah. Akan tetapi, kebanyakan siswa kurang mampu melakukan kegiatan belajar mandiri tersebut. Untuk itu, peneliti melakukan penelitian tentang efektivitas belajar mandiri dengan model *Problem Based Learning* (PBL) untuk mengetahui langkah-langkah kegiatan pembelajaran, mendorong siswa aktif, memiliki motivasi yang tinggi dalam belajar, serta berprestasi.

Penelitian ini merupakan penelitian deskriptif dengan menggunakan pendekatan Campuran (*Mixed-Methods Research*), yaitu pendekatan penelitian kualitatif dan pendekatan penelitian kuantitatif. Subjek penelitian ini adalah siswa kelas X MIPA 2 di SMA Negeri 1 Depok yang berjumlah 28 orang. Teknik pengambilan data dengan instrumen tes, kuesioner, dan wawancara. Data yang diperoleh dari penelitian ini adalah data hasil belajar siswa yang diperoleh dari *Post Test*, hasil kuesioner, dan hasil wawancara beberapa siswa. Teknis analisis data menggunakan efektivitas hasil, penyajian data, dan kesimpulan.

Hasil penelitian mengenai efektivitas belajar mandiri dengan model *Problem Based Learning* (PBL) ditinjau dari aktivitas, motivasi dan prestasi belajar. Sebagian siswa sudah cukup aktif dalam proses pembelajaran. Hasil kuesioner terhadap motivasi belajar, yaitu: dari 28 siswa ada 5 siswa termasuk kategori positif yaitu memiliki motivasi yang tinggi dan 23 siswa dari 28 siswa termasuk kategori netral yaitu memiliki motivasi yang sedang. Hasil prestasi belajar, yaitu: dari 28 siswa ada 21 siswa termasuk kategori sangat tinggi, 1 siswa termasuk kategori tinggi, 2 siswa termasuk kategori cukup, 2 siswa termasuk kategori rendah, dan 2 siswa termasuk kategori sangat rendah.

Kata kunci: belajar mandiri, aktivitas, motivasi, prestasi.

ABSTRACT

Nadia Windi Vebriani (NIM : 141414047). 2018. The Effectivity of self-Learning method by Using Problem-Based Learning Model in Vector Projection of X-MIPA 2 of Depok 1 Senior High School Viewed from the Activitiy, Motivation, and Student's Learning Achievement. Undergraduate Thesis. Mathematics Education, Department of Mathematics and Natural Sciences. Faculty of Education. Sanata Dharma University Yogyakarta.

The self-learning activity is conducted by students actively. Students are expected to do more self-learning activities in their own houses due to the time availability, since students get more time at home than at school. However, most students are less able to do the self-learning activity. herefore, the researcher conducted research on the effectivity of self-learning method by using Problem-Based Learning (PBL) to find out the learning steps, encourage students to be active, having high motivation in learning, as well as receiving good achievement.

This research is a descriptive research which is use a Mixed-Methods Research approach, an approach consists of qualitative research and quantitative research. The subject of this study is 28 students from X MIPA 2 class of Depok 1 SHS. The data-taking is done by test instruments, questionnaires, and interviews. The data in this research obtained from student's written test, questionnaires, and student's interviews. The technical data analysis uses result effectiveness, data serving, and conclusions.

The research result on the application of self-learning method reviewed from student's activities, motivations, and learning achievement is most of the students are active enough through the learning process. The questionnaire's results towards the learning motivation were 5 out of 28, there were students who were included into the positive category which was having high motivation, and 23 out of 28 students were included into the neutral category which was having average motivation. While, the learning achievements's result is: 21 out of 28 students are categorized as very high, 1 student is categorized as high, 2 students are categorized as enough, 2 students categorized as low, and 2 students are categorized as very low.

Keywords: self-learning, activities, motivations, achievements.