

ABSTRAK

Nur Rohmah Fadilah, 1212020190, 2025. Penerapan model *problem based learning* berbantu lembar kerja peserta didik (LKPD) untuk meningkatkan motivasi belajar siswa pada mata pelajaran Pendidikan Agama Islam dan Budi Pekerti (Penelitian *Quasy-Eksperimen* siswa kelas X di SMAN 24 Bandung).

Penelitian ini dilatarbelakangi oleh rendahnya antusiasme dan ketertarikan siswa pada mata pelajaran Pendidikan Agama Islam dan Budi Pekerti, yang sebagian besar masih menggunakan metode pembelajaran konvensional. Salah satu alternatif solusi yang ditawarkan adalah penerapan model *problem based learning* berbantu lembar kerja peserta didik (LKPD).

Tujuan penelitian ini adalah untuk mengetahui : (1) Motivasi belajar siswa sebelum diterapkan pada mata pelajaran Pendidikan Agama Islam dan Budi Pekerti di kelas X SMAN 24 Bandung, (2) Motivasi belajar siswa sesudah diterapkan model *problem based learning* berbantu lembar kerja peserta didik pada mata pelajaran Pendidikan Agama Islam dan Budi Pekerti di kelas X SMAN 24 Bandung, (3) Perbandingan hasil motivasi belajar siswa pada mata pelajaran Pendidikan Agama Islam dan Budi Pekerti di kelas X SMAN 24 Bandung.

Penelitian ini berangkat dari kerangka berpikir bahwa model *problem based learning* dapat menciptakan pembelajaran yang memotivasi, karena memberi ruang bagi siswa untuk belajar secara aktif, relevan, dan mandiri.

Metode yang digunakan adalah *quasy-experimen* dengan desain penelitian *non equivalent control group plan design*. Sampel dalam penelitian ini sebanyak 72 siswa yang terdiri dari dua kelas. Kelas eksperimen diberikan perlakuan menggunakan model *problem based learning* berbantuan LKPD, sedangkan kelas kontrol menggunakan pembelajaran konvensional. Dalam proses pengumpulan data menggunakan observasi, wawancara, angket dan dokumentasi. Instrumen yang digunakan berupa angket motivasi belajar, dan data dianalisis menggunakan analisis statistik berupa normalitas, homogenitas, uji *mann-whitney u* dan uji analisis deksriptif dengan bantuan *software SPSS* versi 25.

Hasil penelitian menunjukkan bahwa angket kelas eksperimen yang menggunakan model *problem based learning* berbantuan lembar kerja peserta didik (LKPD) mengalami peningkatan motivasi belajar dengan skor rata-rata sebesar 84,03, sedangkan kelas kontrol menggunakan pembelajaran konvensional memperoleh rata-rata skor sebesar 72,69. Berdasarkan hasil uji *Mann-Whitney U*, pada pre-angket diperoleh nilai signifikansi 0,71 yang lebih besar dari 0,05 ($p > 0,05$), yang menunjukkan bahwa tidak ada perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol sebelum perlakuan. Dengan demikian, hipotesis nol (H_0) pada pre-angket ditolak, karena nilai p lebih besar dari 0,05. Sebaliknya, pada post-angket diperoleh nilai signifikansi 0,007 yang lebih kecil dari 0,05 ($p < 0,05$), yang mengindikasikan adanya perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol setelah perlakuan. Oleh karena itu, hipotesis alternatif (H_a) yang menyatakan bahwa terdapat perbedaan signifikan antara kedua kelompok setelah perlakuan diterima.

Kata kunci: *Problem Based Learning*, LKPD, motivasi belajar, *quasi eksperimen*.

ABSTRACT

Nur Rohmah Fadilah, 1212020190, 2025. *The implementation of the problem based learning (PBL) model assisted by student worksheets (LKPD) aims to increase students' learning motivation in Islamic Religious Education and Character Education (Quasy-Eksperimen research at SMAN 24 Bandung).*

This study is motivated by the low enthusiasm and interest of students in the subject, which is still largely taught using conventional methods. One proposed solution is applying the PBL model with the help of LKPD to create a more active, meaningful, and contextual learning experience that can enhance students' motivation.

The objectives of this study are to: (1) examine the implementation of the Problem Based Learning model assisted by Student Worksheets in the Islamic Religious Education and Character Education subject for Grade X students at SMAN 24 Bandung, (2) identify the students' learning motivation in the subject, and (3) determine the effect of implementing the Problem Based Learning model assisted by Student Worksheets on students' learning motivation in the Islamic Religious Education and Character Education subject at SMAN 24 Bandung.

This research is based on the framework that the Problem Based Learning model can create motivating learning experiences, as it provides space for students to learn actively, meaningfully, and independently.

The method used in this research is a quasi-experimental approach with a non-equivalent control group design. The sample consisted of 72 students from two classes. The experimental class received treatment using the Problem Based Learning model assisted by Student Worksheets (LKPD), while the control class was taught using conventional methods. Data collection techniques included observation, interviews, questionnaires, and documentation. The instrument used was a learning motivation questionnaire, and the data were analyzed using statistical tests, including normality, homogeneity, the Mann-Whitney U test, and descriptive analysis, with the help of SPSS version 25.

The research results indicate that the experimental class using the Problem-Based Learning model assisted by student worksheets (LKPD) experienced an increase in learning motivation with an average score of 84.03, while the control class using conventional learning obtained an average score of 72.69. Based on the Mann-Whitney U test results, the pre-questionnaire showed a significance value of 0.71, which is greater than 0.05 ($p > 0.05$), indicating that there was no significant difference between the experimental and control groups before the treatment. Therefore, the null hypothesis (H_0), which states that there is no significant difference between the two groups on the pre-questionnaire, is rejected because the p-value is greater than 0.05. Conversely, the post-questionnaire showed a significance value of 0.007, which is less than 0.05 ($p < 0.05$), indicating a significant difference between the experimental and control groups after the treatment. Hence, the alternative hypothesis (H_1), which states that there is a significant difference between the two groups after the treatment, is accepted.

Keywords: Problem Based Learning, Student Worksheet, learning motivation, Quasy-eksperimen.