

ABSTRAK

Yuniarti, Retno. 2024. *Implementasi Pembelajaran Terdiferensiasi dengan Model Problem Based Learning Berbantuan 'MeBel InterTika' Kelas VIII SMP*. Skripsi. Tanjungpinang: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Assist. Prof. Dr. Nur Izzati, S.Pd., M.Si. Pembimbing II: Assist. Prof. Roma Doni Azmi, S.Pd.I., M.Ed.

Kata Kunci: Pembelajaran Terdiferensiasi, *Problem Based Learning*, MeBel InterTika

Penelitian ini bertujuan untuk menganalisis peningkatan hasil belajar peserta didik yang signifikan melalui penerapan strategi pembelajaran terdiferensiasi dengan model *Problem Based Learning* berbantuan MeBel InterTika dan menganalisis hasil belajar peserta didik yang memperoleh penerapan strategi pembelajaran terdiferensiasi dengan model *Problem Based Learning* berbantuan MeBel InterTika lebih tinggi secara signifikan daripada peserta didik yang mendapatkan model *Problem Based Learning* di kelas VIII SMP pada materi statistika. Jenis penelitian yang digunakan adalah *Quasy Experiment* dengan desain penelitian *Nonequivalent Control Group Design*. Teknik pengumpulan data menggunakan teknik angket, tes, dan observasi. Instrumen penelitian yang digunakan yaitu instrumen utama yang terdiri dari angket gaya belajar, tes hasil belajar, dan lembar observasi. Sedangkan instrumen pendukung terdiri dari RPP dan MeBel InterTika. Jenis data berupa data kualitatif dan data kuantitatif. Penelitian ini terdiri dari dua hipotesis. Uji hipotesis pertama menggunakan uji tanda *Wilcoxon* karena data pretes di kelas eksperimen tidak berdistribusi Normal. Hasil uji *Wilcoxon* dengan taraf signifikansi 5% diperoleh nilai signifikansi sebesar 0,000. Karena $0,000 < 0,05$, maka terdapat peningkatan hasil belajar peserta didik yang signifikan melalui penerapan strategi pembelajaran terdiferensiasi dengan model *Problem Based Learning* berbantuan MeBel InterTika. Sedangkan uji hipotesis kedua menggunakan uji *Mann-Whitney* karena data *N-gain* di kelas kontrol tidak berdistribusi Normal. Hasil uji *Mann-Whitney* dengan taraf signifikansi 5% diperoleh nilai signifikansi sebesar 0,0175. Karena $0,0175 < 0,05$, maka peningkatan hasil belajar peserta didik melalui penerapan strategi pembelajaran terdiferensiasi dengan model *Problem Based Learning* berbantuan MeBel InterTika lebih tinggi secara signifikan daripada peserta didik yang mendapatkan model *Problem Based Learning*.

ABSTRACT

Yuniarti, Retno. 2024. *Implementation of Differentiated Learning with the Problem-Based Learning Model Assisted by 'MeBel InterTika' Class 8 Junior High School*. Thesis. Tanjungpinang: Mathematics Education Study Program, Faculty of Teacher Training and Education, Maritim Raja Ali Haji University. Advisor I: Assist. Prof. Dr. Nur Izzati, S.Pd., M.Si. Advisor II: Assist. Prof. Roma Doni Azmi, S.Pd.I., M.Ed.

Keywords: Differentiated Learning, Problem-Based Learning, MeBel InterTika

This research aims to analyze the significant increase in student learning outcomes through the application of differentiated learning strategies with the Problem-Based Learning model assisted by MeBel InterTika and to analyze the learning outcomes of students who obtained the application of differentiated learning strategies with the Problem-Based Learning model assisted by MeBel InterTika which was significantly higher than students who receive the Problem-Based Learning model in class VIII Junior High School on statistics material. The type of research used is Quasy Experiment with a Nonequivalent Control Group Design research design. Data collection techniques include questionnaires, tests, and observation techniques. The research instrument used is the main instrument consisting of a learning style questionnaire, learning results tests, and observation sheets. Meanwhile, the supporting instruments consist of a learning implementation plan and MeBel InterTika. The types of data are qualitative data and quantitative data. This research consists of two hypotheses. The first hypothesis test uses the Wilcoxon sign test because the pretest data in the experimental class is not normally distributed. The results of the Wilcoxon test with a significance level of 5% obtained a significance value of 0.000. Because $0.000 < 0.05$, there is a significant increase in student learning outcomes through the application of differentiated learning strategies with the Problem-Based Learning model assisted by MeBel InterTika. Meanwhile, the second hypothesis test uses the Mann-Whitney test because the N-gain data in the control class is not normally distributed. The results of the Mann-Whitney test with a significance level of 5% obtained a significance value of 0.0175. Because $0.0175 < 0.05$, the increase in student learning outcomes through the application of differentiated learning strategies with the Problem-Based Learning model assisted by MeBel InterTika is significantly higher than students who receive the Problem-Based Learning model.