

ABSTRAK

Sriamanda, A. 2025. *Pengaruh Pembelajaran Terdiferensiasi menggunakan Model Problem Based Learning terhadap Hasil Belajar Siswa pada Materi Statistika Kelas VIII SMP*. Skripsi. Tanjungpinang: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Nur Asma Riani Siregar, S.Pd., M.Pd. Pembimbing II: Mariyanti Elvi, S.Pd., M.Pd.

Kata Kunci : Pembelajaran Terdiferensiasi, Model PBL, Hasil belajar, Statistika

Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran terdiferensiasi dengan model *problem based learning* terhadap hasil belajar siswa di SMP Negeri 16 Tanjungpinang. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis *quasy experiment* dan desain *pretest-posttest control group design*. Populasi penelitian ini adalah seluruh siswa SMP kelas VIII Negeri 16 Tanjungpinang yang berjumlah 308 orang. Sampel dari penelitian ini terdiri dari dua kelas yaitu kelas VIII.1 sebagai kelas eksperimen dan VIII.2 sebagai kelas kontrol yang dipilih melalui teknik *cluster sampling*. Teknik pengumpulan data yang digunakan yaitu tes dan observasi. Instrumen yang digunakan terdiri atas instrumen penelitian yaitu lembar tes yang terdiri dari tes kesiapan belajar, tes hasil belajar dan lembar penilaian observasi pembelajaran, serta instrumen pembelajaran yaitu modul ajar dan lembar kerja peserta didik. Data yang dianalisis berupa data kuantitatif yang menjelaskan keterlaksanaan kegiatan pembelajaran berdasarkan lembar observasi serta data *pretest* dan juga *posttest* pada kelas eksperimen dan kelas kontrol. Hasil penelitian diperoleh bahwa rata-rata *posttest* siswa sebesar 70.8 lebih tinggi daripada rata-rata *pretest* siswa sebesar 17.45. Pada *independent sampel t-test*, nilai *sig. (2-tailed)* sebesar 0.01. Karena uji yang dilakukan adalah uji satu pihak (uji pihak kanan) diketahui bahwa $0.01 < 0.05$, sehingga H_0 ditolak dan H_a diterima. Oleh karena itu, dapat disimpulkan bahwa rata-rata *posttest* siswa pada kelas eksperimen lebih tinggi daripada kelas kontrol. Berdasarkan hal tersebut, dapat disimpulkan bahwa pembelajaran terdiferensiasi dengan model *problem based learning* berpengaruh terhadap hasil belajar siswa.

ABSTRACT

Sriamanda, A. 2025. *The Effect of Differentiated Learning using Problem Based Learning Model on Student Learning Outcomes in Statistics for Eight-Grade Junior High School Students. Undergraduate Thesis.* Tanjungpinang: *Mathematics Education Study Program, Faculty of Teacher Training and Education, Raja Ali Haji Maritime University.* Advisor I: Nur Asma Riani Siregar, S.Pd., M.Pd. Advisor II: Mariyanti Elvi, S.Pd., M.Pd.

Keywords : *Differentiated Learning, PBL Model, Outcomes Learning, Statistics*

This research aims to determine the effect of differentiated learning using the problem-based learning model on student learning outcomes at SMP Negeri 16 Tanjungpinang Timur. This study uses a quantitative approach with a quasi-experimental design and a pretest-posttest control group design. The population of this study consists of all 308 eighth-grade students at SMP Negeri 16 Tanjungpinang. The sample consisted of two classes, namely class VIII.1 and VIII.2, which were selected using cluster sampling. The data collection techniques used were tests and observations. The instruments used consisted of research instruments, namely test sheets consisting of learning readiness tests, learning outcome tests, and learning observation assessment sheets, as well as learning instruments, namely teaching modules and student worksheets. The data analyzed were quantitative data explaining the implementation of learning activities based on observation sheets, as well as pretest and posttest data for the experimental and control classes. The results showed that the average posttest score of students was 70.8, higher than the average pretest score of 17.45. In the independent sample t-test, the sig. (2-tailed) was 0.01. Since the test conducted was a one-tailed test (right-tailed test), it was known that $0.01 < 0.05$, so H_0 was rejected and H_a was accepted. Therefore, it can be concluded that the average posttest score of students in the experimental class is higher than that of the control class. Based on this, it can be concluded that differentiated learning with the problem-based learning model has an effect on student learning outcomes.