

Rizka Rahayu. 2025. *Pengaruh Model Pembelajaran Project Based Learning Berbasis Diferensiasi Terhadap Hasil Belajar Pada Materi Sketsa dan Ilustrasi*. Skripsi, Program Studi Pendidikan Informatika, Fakultas Keguruan Ilmu Pendidikan. Universitas Trunojyo Madura. Pembimbing: Muchamad Arif, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *project based learning* berbasis diferensiasi terhadap hasil belajar siswa pada materi sketsa dan ilustrasi, beserta aktivitas keterlaksanaan pembelajaran dan respon siswanya. Penelitian ini menggunakan metode kuantitatif dengan model penelitian eksperimen. Populasi yang digunakan sebanyak 60 siswa kelas X RPL di SMK Semen Gresik, dimana 30 siswa kelas X RPL 2 sebagai kelas eksperimen dan 30 siswa kelas X RPL 1 sebagai kelas kontrol. Peneliti menggunakan *pretest*, *posttest*, wawancara, observasi, dan angket untuk mengumpulkan data. Berdasarkan hasil penelitian diperoleh, (1) Terdapat pengaruh model pembelajaran *project based learning* berbasis diferensiasi dengan hasil belajar siswa (ranah kognitif) berdasarkan uji signifikan dengan hasil $t_{hitung} > t_{tabel}$ atau $16,009 > 2,048$, sehingga H_a diterima. (2) Aktivitas pelaksanaan pembelajaran menggunakan model *project based learning* berbasis diferensiasi menunjukkan hasil baik. Aktivitas guru memperoleh presentase 92% dengan kategori “Sangat baik” dan aktivitas siswa memperoleh presentase 86,67% dengan kategori “Baik”. (3) Respon siswa pada pembelajaran dengan model *project based learning* berbasis diferensiasi memperoleh presentase 83% berkategori “baik” dari siswa. Sehingga dapat disimpulkan bahwa terdapat pengaruh model pembelajaran *project based learning* berbasis diferensiasi terhadap hasil belajar siswa pada mata pelajaran sketsa dan ilustrasi kelas X RPL di SMK Semen Gresik.

Kata kunci: pembelajaran diferensiasi, *project based learning*, hasil belajar

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ABSTRACT

This study aims to determine the effect of the differentiated project-based learning model on students' learning outcomes in the subject of sketches and illustrations, as well as to examine the implementation activities and student responses. This research uses a quantitative method with an experimental research design. The population consisted of 60 tenth-grade RPL students at SMK Semen Gresik, with 30 students from class X RPL 2 as the experimental group and 30 students from class X RPL 1 as the control group. The researcher used pretests, posttests, interviews, observations, and questionnaires to collect data. Based on the research results, it was found that: (1) There is an effect of the differentiated project-based learning model on students' learning outcomes (cognitive domain), as indicated by the significance test result where the $t_{count} > t_{table}$ or $16.009 > 2.048$, thus H_a is accepted. (2) The implementation of the differentiated project-based learning model showed good results. Teacher activity scored a percentage of 92% in the "Very good" category, and student activity scored 86.67%, also in the "Good" category. (3) Student responses to the differentiated project-based learning model showed a positive result, with a percentage of 83% categorized as "good". It can be concluded that the differentiated project-based learning model has a significant effect on students' learning outcomes in the sketch and illustration subject for class X RPL at SMK Semen Gresik.

Keywords: *differentiated learning, project-based learning, learning outcomes*