

Ita Rani. 2025. *Pengaruh Model Project Based Learning Berdiferensiasi Terhadap Hasil Belajar Mata Pelajaran Dasar-Dasar DKV*. Skripsi, Program Studi Pendidikan Informatika, Fakultas Keguruan Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Ibu Puji Rahayu Ningsih, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *Project Based Learning* berdiferensiasi terhadap hasil belajar mata pelajaran Dasar-Dasar DKV. Jenis penelitian ini adalah penelitian kuantitatif menggunakan metode *Quasi Eksperimental design* dengan desain penelitian *Nonequivalent Control Group Desain*. Penelitian ini melibatkan 56 siswa dimana kelas X DKV 1 sebagai kelas kontrol dengan jumlah 29 siswa dan kelas X DKV 2 sebagai kelas eksperimen dengan 27 siswa. Pengumpulan data berupa instrumen tes hasil belajar, observasi aktivitas guru, observasi aktivitas siswa dan angket respon siswa. Berdasarkan analisis data diperoleh hasil penelitian sebagai berikut: 1) Hasil uji signifikan diperoleh $t_{hitung} > t_{tabel}$ atau $13,153 > 2,052$, sehingga H_a diterima. 2) keterlaksanaan pembelajaran ditinjau dari aktivitas guru diperoleh persentase sebesar 94% dengan kategori “Sangat Baik”. Sedangkan, pada observasi aktivitas siswa diperoleh persentase 88,42% berkategori “Sangat Baik”. 3) Respon siswa terhadap model pembelajaran *Project Based Learning* Berdiferensiasi memperoleh persentase 81,20% dengan kategori “Positif”. Sehingga, dapat disimpulkan bahwa model pembelajaran *Project Based Learning* memiliki pengaruh yang signifikan terhadap hasil belajar pada mata pelajaran Dasar-Dasar DKV.

Kata Kunci: Hasil Belajar, *Project Based Learning*, Berdiferensiasi

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ABSTRACT

This study aims to determine the effect of the Differentiated Project Based Learning model on the learning outcomes of DKV Basics subjects. This type of research is quantitative research using the Quasi Experimental design method with the research design of Nonequivalent Control Group Design. This research involved 56 students where class X DKV 1 as a control class with 29 students and class X DKV 2 as an experimental class with 27 students. Data collection in the form of learning outcome test instruments, teacher activity observations, student activity observations and student response questionnaires. Based on data analysis obtained the following research results: 1) The significant test results obtained $t_{count} > t_{table}$ or $13.153 > 2.052$, so H_a is accepted. 2) The implementation of learning in terms of teacher activity obtained a percentage of 94% with the category "Very Good". Meanwhile, in the observation of student activity obtained a percentage of 88,42% categorized as "Very Good". 3) Students' response to the Project Based Learning Differentiated learning model obtained a percentage of 81,20% in the "Positive" category. So, it can be concluded that the Project Based Learning model can be used as a learning model.

Keywords: Learning Outcomes, Project Based Learning, Differentiated