

Ismail. 2025. *Pengaruh Model Project Based Learning Dengan Pendekatan Diferensiasi Materi Berpikir Komputasional Terhadap Hasil Belajar Siswa*. Skripsi, Program Studi Pendidikan Informatika, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing : Puji Rahayu Ningsih, S.Pd., M.Pd.

ABSTRAK

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh model Pengaruh Model *Project Based Learning* Dengan Pendekatan Diferensiasi Materi Berpikir Komputasional Terhadap Hasil Belajar Siswa. Metode penelitian yang digunakan adalah *Quasi Experiment* dengan desain penelitian *Control Group Design*. Sampel yang digunakan berjumlah 60 siswa yang terbagi menjadi 2 kelompok yaitu kelas XI F4 sebagai kelas control dan XI F6 sebagai kelas eksperimen. Pengumpulan data berupa tes, wawancara, observasi dan angket. Berdasarkan hasil penelitian diperoleh, (1) Terdapat pengaruh model *Project Based Learning* Dengan Pendekatan Diferensiasi Materi Berpikir Komputasional Terhadap Hasil Belajar Siswa (ranah kognitif) didasarkan pada uji signifikan yang diperoleh hasil $t_{hitung} < t_{tabel}$ atau $2,223 < 2,048$ sehingga H_a diterima dan pada uji gain ternormalisasi memperoleh nilai 0,560 yang berkategori “sedang”. (2) Aktivitas pelaksanaan pembelajaran menggunakan Model *Project Based Learning* Dengan Pendekatan Diferensiasi menunjukkan hasil baik. Aktivitas guru memperoleh presentase 91,3% dengan kategori “sangat baik” dan aktivitas siswa memperoleh presentase 84% dari pengamat satu dan 98% dari pengamat dua dengan kategori “sangat baik”. (3) Respon siswa pada pembelajaran dengan Model *Project Based Learning* Dengan Pendekatan Diferensiasi memperoleh presentase 74% berkategori sangat baik dari siswa. Sehingga dapat disimpulkan bahwa terdapat pengaruh Model *Project Based Learning* Dengan Pendekatan Diferensiasi Materi Berpikir Komputasional Terhadap Hasil Belajar Siswa.

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

Ismail. 2025. The Effect of Project Based Learning Model with Differentiated Approach of Computational Thinking Material on Student Learning Outcomes. Thesis, Informatics Education Study Program, Faculty of Education, Trunojoyo University, Madura. Advisor: Puji Rahayu Ningsih, S.Pd., M.Pd.

ABSTRAK

Abstract: This study aims to determine the effect of the Project Based Learning Model with a Differentiated Approach to Computational Thinking Material on Student Learning Outcomes. The research method used is True Experiment with a Nonequivalent Control Group Design. The sample used was 60 students divided into 2 groups. The groups were class XI F4 as the control class and XI F6 as the experimental class. Data collection was in the form of tests, interviews, observations and questionnaires. Based on the research results, (1) There is an influence of the Project Based Learning model with a Differentiated Approach to Computational Thinking Material on Student Learning Outcomes (cognitive domain) based on the significant test obtained with the results of $t_{hitung} < t_{tabel}$ or $2.223 < 2.048$ so that H_a is accepted and the normalized gain test obtained a value of 0.560 which is categorized as "moderate". (2) The implementation of learning activities using the Project Based Learning Model with a Differentiated Approach showed good results. Teacher activity obtained a percentage of 91.3% with the category "very good" and student activity obtained a percentage of 84% from observer one and 98% from observer two with the category "very good". (3) Student responses to learning using the Project Based Learning Model with a Differentiated Approach obtained a percentage of 74% in the very good category from students. So it can be concluded that there is an influence of the Project Based Learning Model with a Differentiated Approach to Computational Thinking Material on Student Learning Outcomes.

Keywords: Learning Outcomes, Project Based Learning, Differentiation