

Abstrak

Penelitian bertujuan untuk mengetahui perbedaan minat belajar dengan menggunakan model pembelajaran *creative problem solving* dan *problem based learning* pada materi operasi aritmatika. Penelitian ini menggunakan metode kuantitatif jenis penelitian *quasy experimental design* bentuk *the pretest-post-test two treatment design*. Penelitian ini dilakukan di SMK Nurul Amanah dengan sampel jenuh, semua anggota populasi dijadikan sampel yaitu kelas X TKJA sebagai kelas eksperimen 1 dan kelas X TKJB sebagai kelas eksperimen 2. Hasil penelitian menunjukkan : (1) Hasil dari Lembar Observasi Aktivitas Siswa Kelas Eksperimen 1 pertemuan pertama diperoleh rata-rata 77,5 berkategori “baik” dan pertemuan kedua diperoleh rata-rata 82,5 berkategori “sangat baik”, dan hasil dari Lembar Observasi Aktivitas Siswa Kelas Eksperimen 1 pertemuan pertama diperoleh rata-rata 79,16 berkategori “baik” dan pertemuan kedua diperoleh rata-rata 81,16 berkategori “sangat baik”. (2) Hasil dari lembar observasi aktivitas guru pada kelas eksperimen 2 pertemuan pertama diperoleh rata-rata 86,25 berkategori “sangat baik” dan pertemuan kedua diperoleh rata-rata 85 berkategori “sangat baik” dan hasil dari lembar aktivitas siswa pada kelas eksperimen 2 di pertemuan pertama diperoleh rata-rata 79,33 berkategori “baik” dan pertemuan kedua diperoleh rata-rata 81,66 berkategori “sangat baik”. (3) Hasil dari nilai rata-rata *pretest* pada kelas eksperimen 1 sebesar 111,43 setelah diberi perlakuan nilai rata-rata *posttest* sebesar 129,97 dan pada kelas eksperimen 2 *pretest* sebesar 104,80 dan *posttest* sebesar 120,93. Uji *t-test* menyatakan $t_{hitung} > t_{tabel}$ atau $t_{hitung} = 3,655$ lebih besar dari $t_{tabel} = 2,001$, maka H_0 ditolak dan H_A diterima. Maka, disimpulkan bahwa Terdapat perbedaan minat belajar siswa dengan menggunakan model pembelajaran *Creative Problem Solving* dan *Problem Based Learning* pada materi operasi aritmatika pada kelas X TKJ di SMK Nurul Amanah.

Kata-kata Kunci : Perbedaan, model pembelajaran *creative problem solving*, model *problem based learning*, Minat Belajar

Abstract

The study aims to determine the differences in learning interest by using creative problem solving learning models and problem based learning in arithmetic operations material. This study uses a quantitative method of the type of research quasy experimental design in the form of the pretest-post-test two treatment design. This research was conducted at Nurul Amanah Vocational School with a saturated sample. All members of the population were sampled, namely TKJA class X as experimental of 1st class and TKJB class X as experimental of 2nd class. The results showed: (1) Results of Observation Sheet Student Experiment in the first is obtained by the category of "good" and the second meeting is obtained by the category of "very good", and the results of Observation Sheet Activity of Experimental Class in the first meeting is obtained by the category "good" and the second meeting is obtained by the average category is "very good". (2) The results of the teacher activity observation sheet in the experimental class of the first two meetings obtained an average of 86.25 in the category of "very good" and the second meeting obtained an average of 85 "very good" categories and the results of student activity sheets in the experimental of 2nd class in the first meeting obtained an average of 79.33 in the category of "good" and the second meeting obtained an average of 81.66 categorized as "very good." (3) The results of the average pretest value in the experimental of 1st class amounted to 111.43 after being given the treatment the posttest average is equal to and in the experimental of 2nd class pretest is 104.80 and the posttest is 120.93. T-test test states or greater than, then rejected and accepted. Then, it was concluded that there were differences in student learning interest using the Creative Problem Solving learning model and Problem Based Learning in arithmetic operations in class X TKJ at SMK Nurul Amanah_.

Key Words: Difference, creative learning problem solving model, problem based learning model, Learning Interest