

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran ARCS (*attention, relevance, confidence, satisfaction*) terhadap hasil belajar dan motivasi belajar siswa serta keterlaksanaan pembelajaran model pembelajaran ARCS pada materi pra produksi video di kelas X TKJ SMK Al. Penelitian ini merupakan penelitian kuantitatif yang menggunakan *Quasi Eksperimental Design* dengan desain penelitian *Nonequivalent Control Group Design*. Sampel yang digunakan adalah sampel jenuh yaitu kelas X TKJ SMK Al Hikam sebanyak 81 siswa. Berdasarkan uji statistik hasil belajar siswa pada penelitian ini, diperoleh $t_{hitung} = 3,1108 > t_{tabel} = 2,0244$, maka H_0 ditolak dan H_a diterima artinya ada pengaruh yang signifikan pada penggunaan model pembelajaran ARCS terhadap hasil belajar siswa pada materi pra produksi video. Sedangkan berdasarkan uji statistik angket motivasi belajar siswa diperoleh $t_{hitung} = 3,1184 > t_{tabel} = 2,0244$, maka H_0 ditolak dan H_a diterima yang artinya ada pengaruh yang signifikan pada penggunaan model pembelajaran ARCS terhadap motivasi belajar siswa pada materi pra produksi video. Pada penelitian ini juga terdapat hasil observasi aktivitas guru yang mendapatkan rata-rata 83,45% pada kedua pertemuan dengan kategori sangat baik dan hasil observasi aktivitas siswa yang mendapatkan rata-rata 72,36% pada kedua pertemuan dengan kategori baik.

Kata Kunci: *Model Pembelajaran ARCS, Hasil Belajar, Motivasi Belajar, Pra Produksi Video.*

Abstract

This study aims to determine the effect of ARCS learning models (Attention, Relevance, Confidence, Satisfaction) on learning outcomes and student learning motivation and the implementation of learning ARCS learning models on video pre-production in class X TKJ Vocational School Al-Hikam. This research is a quantitative study using Quasi Experimental Design with the research design of Nonequivalent Control Group Design. The sample used was a saturated sample, which was 81 students in class X TKJ Al Hikam Vocational High School. Based on the statistical test of student learning outcomes in this study, obtained $t_{hitung} = 3.1108 > t_{tabel} = 2.0244$, then H_0 is rejected and H_a is accepted, meaning there is a significant effect on the use of ARCS learning models on student learning outcomes in video pre-production. Whereas based on the statistical test of student learning motivation questionnaire obtained $t_{hitung} = 3.1184 > t_{tabel} = 2.0244$, then H_0 is rejected and H_a is accepted, which means there is a significant influence on the use of ARCS learning models on student motivation in video pre-production. In this study there were also observations of teacher activities that received an average of 83.45% in both meetings with very good categories and observations of activities of students who got an average of 72.36% in both meetings with good categories.

Keywords: ARCS Learning Model, Learning Outcomes, Learning Motivation, Video Pre-Production.