

ABSTRAK

PENGARUH MODEL PEMBELAJARAN ARCS (*ATTENTION, RELEVANCE, CONFIDENCE, SATISFACTION*) BERBANTUAN MEDIA ASSEMBLR EDU TERHADAP MOTIVASI DAN HASIL BELAJAR SISWA

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Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran ARCS (*attention, relevance, confidence, satisfaction*) berbantuan media Assemblr Edu terhadap motivasi dan hasil belajar siswa. Desain penelitian *quasi-experiment design* bentuk *non equivalent control group* dengan melibatkan 34 siswa kelas VII MTS Al-Fatah Natar Lampung Selatan. Instrumen yang digunakan angket skala motivasi belajar, tes pilihan ganda untuk hasil belajar kognitif. Teknik pengumpulan data dengan pemberian *pretest* dan *posttest* yang sebelumnya telah diuji validitas dan reliabilitas instrument. Hasil uji *N-gain* motivasi belajar kelas eksperimen diperoleh 0,81 tergolong pada kategori tinggi dan hasil uji *N-gain* hasil belajar kognitif kelas eksperimen diperoleh 0,84 tergolong pada kategori tinggi. Hasil penelitian menggunakan uji *Independent Sample T-test*, bahwa motivasi belajar siswa di kelas eksperimen lebih tinggi dibandingkan kelas kontrol dan hasil belajar di kelas eksperimen lebih tinggi dibandingkan kelas kontrol.

Kata Kunci : model pembelajaran ARCS, assmblr edu, motivasi belajar, hasil belajar, *hardware* komputer

ABSTRACT

THE INFLUENCE OF THE ARCS LEARNING MODEL (ATTENTION, RELEVANCE, CONFIDENCE, SATISFACTION) ASSISTED WITH ASSEMBLR EDU MEDIA ON MOTIVATION AND STUDENT LEARNING OUTCOMES

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This research aims to determine the effect of the ARCS (attention, relevance, confidence, satisfaction) learning model assisted by Assemblr Edu media on student motivation and learning outcomes. The research design was a quasi-experimental design in the form of a non-equivalent control group involving 34 class VII students at MTS Al-Fatah Natar, South Lampung. The instruments used were learning motivation scale questionnaires, multiple choice tests for cognitive learning outcomes. The data collection technique is by administering a pretest and posttest which have previously been tested for the validity and reliability of the instrument. The N-gain test results for experimental class learning motivation were obtained at 0.81, belonging to the high category and the N-gain test results for cognitive learning results for the experimental class were obtained at 0.84, belonging to the high category. The result of the research using the Independent Sample T-test showed that students learning motivation in the experimental class was higher than in the control class and learning outcomes in the experimental class were higher than in the control class.

Keywords : *ARCS learning model, assemblr edu, learning motivation, learning outcomes, computer hardware*