

ABSTRAK

Malindayana: Pengaruh Media Animasi Terhadap Minat Dan Hasil Belajar Siswa Pada Konsep Struktur Atom Terintegrasi Nilai Sains. **Program Studi Pendidikan Kimia FKIP Universitas Malikussaleh, 2025.**

Pembelajaran yang berpusat pada guru dan kurangnya pemanfaatan media yang menyebabkan rendahnya hasil belajar serta minat siswa dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh media animasi terhadap minat dan hasil belajar siswa pada konsep struktur atom terintegrasi nilai sains. Jenis penelitian ini adalah *quasi eksperimen* dengan desain *nonequivalent (posttest only) control group design*. Populasi dalam penelitian ini seluruh kelas X SMA Negeri 1 Muara Batu. Pengambilan sampel menggunakan teknik *purposive sampling*, kelas X IPA 1 sebagai kelas eksperimen dan kelas X IPA 2 sebagai kelas kontrol. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah tes dan non tes. Tes yang digunakan berupa *posttest* untuk melihat hasil belajar siswa. Sedangkan Non tes yang digunakan berupa angket minat belajar siswa untuk melihat minat belajar siswa. Pada hasil tes didapatkan bahwa nilai rata-rata pada *posttest* kelas eksperimen 79,81. Sedangkan *posttest* kelas kontrol sebesar 73,83. Pengujian hipotesis menggunakan *uji Mann-Whitney* dan *uji independent sample t-test* dengan taraf signifikansi 0,05. Berdasarkan hasil pengujian hipotesis *uji Mann-Whitney* dari *posttest* didapatkan nilai *sig. (2 tailed)* sebesar 0,023. Berdasarkan kriteria uji hipotesis, maka dapat disimpulkan bahwa terdapat pengaruh media animasi terhadap hasil belajar siswa pada konsep struktur atom terintegrasi nilai sains. pengujian hipotesis *uji t* didapatkan nilai *sig. (2 tailed)* sebesar 0,56. Berdasarkan kriteria uji hipotesis, maka dapat disimpulkan bahwa tidak terdapat pengaruh media animasi terhadap minat belajar siswa pada konsep struktur atom terintegrasi nilai sains.

Kata kunci: Media Animasi, Minat dan hasil belajar

ABSTRACT

Malindayana: *The Effect of Animated Media on Student Interest and Learning Outcomes in the Concept of Integrated Atomic Structure in Science.* **Department of Chemistry Education FKIP Malikussaleh University, 2025.**

Teacher-centered learning and the lack of media utilization have resulted in low learning outcomes and student interest in learning. This study aims to determine the effect of animated media on student interest and learning outcomes in the concept of atomic structure integrated with science values. This study is a quasi-experimental study with a nonequivalent (posttest only) control group design. The population in this study was all 10th grade students at Muara Batu 1 Public High School. Sampling was conducted using purposive sampling, with class X IPA 1 as the experimental class and class X IPA 2 as the control class. The data collection techniques used in this study were tests and non-tests. The tests used were posttests to assess student learning outcomes. Meanwhile, the non-tests used were student learning interest questionnaires to assess student learning interest. The test results showed that the average score on the posttest for the experimental class was 79.81. Meanwhile, the post-test score for the control class was 73.83. Hypothesis testing used the Mann-Whitney test and the independent sample t-test with a significance level of 0.05. Based on the results of the Mann-Whitney test hypothesis testing of the post-test, a sig. (2 tailed) value of 0.023 was obtained. Based on the hypothesis testing criteria, it can be concluded that there is an effect of animated media on student learning outcomes in the concept of integrated atomic structure in science. The hypothesis testing t-test yielded a sig. (2 tailed) value of 0.56. Based on the hypothesis testing criteria, it can be concluded that there is no effect of animated media on student learning interest in the concept of integrated atomic structure in science.

Keywords: *Animated Media, Interest and Learning Outcomes*