

ABSTRAK

SAMI MAHARA: Pengaruh Model Pembelajaran *Case Based Learning* (CBL) Terhadap Motivasi dan Hasil Belajar Kognitif Siswa Pada Materi Sistem Periodik Unsur. **Program Studi Pendidikan Kimia FKIP Universitas Malikussaleh, 2026.**

Penelitian ini bertujuan untuk mengetahui pengaruh model *Case Based Learning* (CBL) terhadap motivasi dan hasil belajar kognitif siswa pada materi Sistem Periodik Unsur di MA Misbahul Ulum Tahun Ajaran 2025/2026. Penelitian ini menggunakan model *Pre Experimental* dengan desain *Intact Group Comparison*. Sampel penelitian dipilih menggunakan teknik *Purposive Sampling*, yaitu kelas X-E sebagai kelas eksperimen yang berjumlah 20 siswa dan kelas X-D sebagai kelas kontrol yang berjumlah 22 siswa. Instrumen penelitian berupa angket motivasi belajar sebanyak 16 butir pernyataan dan tes hasil belajar kognitif sebanyak 15 soal pilihan ganda. Analisis data dilakukan menggunakan uji normalitas *Shapiro Wilk*, uji homogenitas *Levene*, dan uji hipotesis *Independent Samples t test* dengan bantuan *IBM SPSS Statistics 25*.

Hasil penelitian menunjukkan bahwa rata-rata motivasi belajar siswa pada kelas eksperimen sebesar 87,11, lebih tinggi dibandingkan kelas kontrol sebesar 64,41. Rata-rata hasil belajar kognitif siswa pada kelas eksperimen sebesar 73,33, sedangkan kelas kontrol sebesar 60,90. Hasil uji hipotesis menunjukkan nilai Sig. (2-tailed) = 0,000 < 0,05 pada variabel motivasi maupun hasil belajar kognitif, sehingga H_0 ditolak dan H_a diterima. Dengan demikian, model *Case Based Learning* (CBL) berpengaruh signifikan terhadap motivasi dan hasil belajar kognitif siswa pada materi Sistem Periodik Unsur.

Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan model *Case Based Learning* (CBL) efektif meningkatkan motivasi dan hasil belajar kognitif siswa melalui pembelajaran yang mengaitkan konsep kimia dengan permasalahan nyata sehingga pembelajaran menjadi lebih bermakna.

Kata kunci: *Case Based Learning* (CBL), motivasi belajar, hasil belajar kognitif, Sistem Periodik Unsur.

ABSTRACT

SAMI MAHARA: The Effect of the *Case-Based Learning* (CBL) Model on Students' Learning Motivation and Cognitive Learning Outcomes in the Periodic Table Topic. **Chemistry Education Study Program, Faculty of Teacher Training and Education, Malikussaleh University, 2026.**

This study aimed to determine the effect of the *Case Based Learning* (CBL) model on students' learning motivation and cognitive learning outcomes in the Periodic Table of Elements topic at MA Misbahul Ulum during the 2025/2026 academic year. This study employed a *Pre-Experimental* method with an *Intact Group Comparison* design. The samples were selected using *Purposive Sampling*, consisting of 20 students in the experimental class and 22 students in the control class. The research instruments included a learning motivation questionnaire consisting of 16 statements and a cognitive learning outcomes test consisting of 15 multiple-choice questions. The data were analyzed using the *Shapiro Wilk* normality test, *Levene's* homogeneity test, and the *Independent Samples t test* with the assistance of *IBM SPSS Statistics 25*.

The results showed that the average learning motivation score of the experimental class was 87,11, which was higher than that of the control class 64,41. The average cognitive learning outcome score of the experimental class was 73,33, while the control class obtained an average score of 60,90. The hypothesis testing showed that the significance value (Sig. (2-tailed) = 0.000 < 0.05) for both learning motivation and cognitive learning outcomes indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Therefore, the *Case Based Learning* (CBL) model had a significant effect on students' learning motivation and cognitive learning outcomes in the Periodic Table of Elements topic. In conclusion, the implementation of the *Case Based Learning* (CBL) model effectively improved students' learning motivation and cognitive learning outcomes by connecting chemistry concepts with real-life problems, making the learning process more meaningful.

Keywords: *Case-Based Learning* (CBL), learning motivation, cognitive learning outcomes, Periodic Table of Elements.