

**STUDI PENERAPAN *APPLICATION BASED LEARNING* (ABL)  
TERHADAP PRESTASI DAN MOTIVASI BELAJAR  
PESERTA DIDIK PADA MATERI REAKSI  
REDOKS KELAS X SMAN 1 MLATI  
TAHUN PELAJARAN 2018/2019**

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**INTISARI**

Penelitian ini bertujuan untuk mengetahui: (1) Perbedaan penerapan pendekatan pembelajaran antara pendekatan *Application Based Learning* (ABL) dan pendekatan *Theory Based Learning* (TBL) terhadap prestasi belajar peserta didik, (2) Perbedaan penerapan pembelajaran antara pendekatan *Application Based Learning* (ABL) dan pendekatan *Theory Based Learning* (TBL) terhadap motivasi belajar peserta didik. Penelitian ini merupakan penelitian eksperimen dengan rancangan desain penelitian *Quasi Experimental Design* dengan bentuk *Posttest Only with Nonequivalent Group Design*. Populasi penelitian adalah seluruh peserta didik kelas X SMA Negeri 1 Mlati tahun pelajaran 2018/2019 yang berjumlah 3 kelas. Sampel diambil dengan teknik *non probability sampling* dengan *purposive sampling* sebanyak 2 kelas. Teknik pengumpulan data melalui metode tes yaitu tes obyektif untuk variabel prestasi belajar ranah pengetahuan dan metode non tes dengan instrument angket untuk variabel motivasi belajar. Teknik analisis data menggunakan *Non Parametric Uji Mann-Whitney*. Berdasarkan hasil penelitian dapat disimpulkan bahwa: (1) Tidak terdapat perbedaan yang signifikan pada prestasi belajar ranah pengetahuan antara peserta didik yang mengikuti pembelajaran dengan pendekatan *Application Based Learning* (ABL) dan peserta didik yang mengikuti pendekatan *Theory Based Learning* (TBL) pada materi reaksi reduksi dan oksidasi, (2) Tidak terdapat perbedaan yang signifikan pada motivasi belajar antara peserta didik yang mengikuti pembelajaran dengan pendekatan *Application Based Learning* (ABL) dan peserta didik yang mengikuti pendekatan *Theory Based Learning* (TBL).

***Kata kunci: Application Based Learning (ABL), Prestasi Belajar, Motivasi Belajar, Reaksi Redoks.***

**STUDY IMPLEMENTATION OF APPLICATION BASED  
LEARNING (ABL) ON ACHIVEMENT AND LEARNING  
MOTIVATION STUDENT AT COURSE REDOX  
REACTION CLASS X SMAN 1 MLATI  
ACADEMIC YEAR 2018/2019**

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**ABSTRACT**

The study has hypothesis determination of: (1) Difference in the application of learning approach between the Appication Based Learning (ABL) approach and Theory Based Leraning (TBL) approach to learner's achievement, (2) Difference in the application of learning between the Application Based Learning (ABL) approach and Theory Based Leraning (TBL) approach to the motivation for teaching learners. The study is experimental using Quaisi-Experimental Design with a Posstest Only with Nonequivalent Group Design. The population in the research is all students of class X at Senior High School 1 Mlati of 2018/2019, which is a total of 3 classes. The sampel was use non probability sampling with a purposive sampling technique by 2 class. The methods of data collecting through test methods are objectively written tests for the learning achievement variable of knowledge realm and non-test methods with a questionnaire for the learning motivation variable. The data analysis technique has using Non-Parametric Test Mann-Whitney. Based on the research results is can be inferred: (1) There is no significant difference in the learning achievement of knowledge realm between the students following learning with Application Based Learning (ABL) approach and students who followed Theory Based Leraning (TBL) to the reduction and oxidation matter, (2) There is no significant difference in the learning motivation between students following learning with Application Based Learning (ABL) and student who followed Theory Based Learning (TBL).

**Key word: Application Based Learning (ABL), Learning Achievement, Motivation, Redox Reaction.**