

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui Perbedaan Motivasi Belajar, Dan Kreativitas Melalui Penerapan Model Pembelajaran *Project Based Learning* Pada Mata Pelajaran Pengolahan Dan Penyajian Makanan. Metode penelitian ini adalah kuantitatif dengan rancangan penelitian yaitu *one group pretest-posttest design*. Adapun metode pengambilan sampel dalam penelitian ini menggunakan *non probability sampling* dengan teknik *purposive sampling*. Responden dalam penelitian ini adalah siswa kelas XI Kuliner 3 di SMK PGRI 3 Badung yang berjumlah 38 orang. Metode pengumpulan data pada penelitian ini yaitu observasi, kuesioner dan dokumentasi. Teknik analisis dalam penelitian yaitu uji prasyarat analisis menggunakan uji normalitas dan uji statistik inferensial menggunakan *paired sampel t-test*. Hasil penelitian ini menunjukkan bahwa pada *pretest* motivasi belajar diperoleh rerata sebesar 17.34, sedangkan pada *posttest* diperoleh rerata sebesar 28.21. Dari hasil pengukuran tersebut secara deskriptif terdapat peningkatan skor sebesar 10.87. Pada *pretest* kreativitas diperoleh rerata sebesar 22.39, sedangkan pada *posttest* diperoleh rerata sebesar 40.76. Dari hasil pengukuran tersebut secara deskriptif terdapat peningkatan skor sebesar 18.37. Hasil uji *paired sample t-test* yang membandingkan antara *pretest-posttest* motivasi belajar menunjukkan signifikansi sebesar  $0.001 < 0.05$  sehingga dapat disimpulkan bahwa terdapat perbedaan motivasi belajar melalui penerapan model *project based learning*. Pada kreativitas menunjukkan signifikansi sebesar  $0.001 < 0.05$  sehingga dapat disimpulkan bahwa terdapat perbedaan kreativitas melalui penerapan model *project based learning*.

Kata kunci: motivasi belajar, kreativitas, *project based learning (PjBL)*.

## ABSTRACT

This study aims to determine the differences in learning motivation and creativity through the application of project-based learning models in food processing and serving subjects. This study employs a quantitative approach, utilizing a one-group pretest-posttest design. The sampling method in this study used non-probability sampling with a purposive sampling technique. The respondents in this study were students of class XI Culinary 3 at SMK PGRI 3 Badung, a total of 38 people. Data collection methods in this study are observation, questionnaires, and documentation. The study employed a prerequisite test analysis using the normality test, followed by an inferential statistical test using the paired sample t-test. The results of this study indicate that in the pretest, learning motivation obtained an average of 17.34, while in the posttest, it obtained an average of 28.21. These measurements show a 10.87. Point increase in learning motivation. In the creativity pretest, an average of 22.39 was achieved, while in the posttest, an average of 40.76 was obtained. The results of these measurements indicated an increase of 18.37 in the average score of 18.37. The paired sample t-test results that compared the learning motivation test before and after the project-based learning model showed a significance of  $0.001 < 0.05$ . This means that the project-based learning model does make a difference in learning motivation. Creativity shows a significance of  $0.001 < 0.05$ , so it can be concluded that there is a difference in creativity through the application of the project-based learning model.

Keywords: learning motivation, creativity, project-based learning (PjBL).