ABSTRAK

Dita Anggraeni. 2026. **PENGARUH MODEL PEMBELAJARAN *ATTENTION, RELEVANCE, CONFIDENCE, SATISFACTION* (ARCS) TERHADAP KETERAMPILAN PEMECAHAN MASALAH PESERTA DIDIK PADA MATERI USAHA DAN ENERGI**

Keterampilan pemecahan masalah peserta didik pada materi usaha dan energi masih rendah, ditunjukkan dari kesulitan dalam memahami masalah, perhitungan matematis, dan penarikan kesimpulan. Penelitian ini bertujuan mengetahui pengaruh model pembelajaran *Attention, Relevance, Confidence, Satisfaction* (ARCS) terhadap keterampilan pemecahan masalah peserta didik. Metode yang digunakan adalah kuasi eksperimen dengan desain penelitian *Posttest-Only Control Group Design*. Populasi penelitian ini yaitu kelas X SMA Negeri 1 Singaparna dengan jumlah kelas 12 kelas dan jumlah peserta didik 554 orang. Sampel penelitian menggunakan teknik *cluster random sampling* pada dua kelas, yaitu kelas X-8 sebagai kelas eksperimen dan kelas X-6 sebagai kelas kontrol. Teknik pengumpulan data dilakukan menggunakan instrumen tes berupa *posttest* berbentuk soal uraian yang disusun berdasarkan indikator keterampilan pemecahan masalah. Instrumen penelitian berupa tes uraian berdasarkan indikator Docktor & Heller serta lembar observasi keterlaksanaan model pembelajaran. Berdasarkan uji hipotesis dengan uji t pada taraf signifikan ($\alpha = 0{,}05$), diperoleh hasil $t_{hitung} > t_{tabel}$ yang berarti H_0 ditolak dan H_a diterima. Pada taraf kepercayaan 95% model pembelajaran ARCS berpengaruh terhadap keterampilan pemecahan masalah peserta didik pada materi usaha dan energi di kelas X semester genap SMA Negeri 1 Singaparna tahun ajaran 2025/2026. Adanya pengaruh tersebut dikarenakan model pembelajaran ARCS mampu mendorong peserta didik untuk terlibat aktif dalam pembelajaran, memahami suatu permasalahan, serta membangun kepercayaan diri dalam menentukan dan menerapkan solusi suatu permasalahan.

Kata kunci: Keterampilan Pemecahan Masalah, Model Pembelajaran ARCS, Usaha dan Energi

ABSTRACT

Dita Anggraeni. 2026. ***THE EFFECT OF THE ATTENTION, RELEVANCE, CONFIDENCE, SATISFACTION (ARCS) LEARNING MODEL ON STUDENTS' PROBLEM-SOLVING SKILLS IN WORK AND ENERGY MATERIALS***

Students' problem-solving skills in the subject of work and energy are still low, as evidenced by their difficulty in understanding problems, performing mathematical calculations, and drawing conclusions. This study aims to determine the effect of the Attention, Relevance, Confidence, Satisfaction (ARCS) learning model on students' problem-solving abilities. The method used is a quasi-experiment with a Posttest-Only Control Group Design. The research population is class X of SMA Negeri 1 Singaparna with 12 classes and 554 students. The research sample used cluster random sampling in two classes, namely class X-8 as the experimental class and class X-6 as the control class. Data collection techniques were carried out using a test instrument in the form of a posttest consisting of essay questions compiled based on problem-solving skill indicators that refer to problem-solving skill indicators. The research instruments consisted of an essay test based on Docktor & Heller's indicators and an observation sheet assessing the implementation of the learning model. Based on hypothesis testing with a t-test at a significance level ($\alpha = 0{,}05$), the results obtained were $t_{statistic} > t_{table}$, which means that H_0 was rejected and H_a was accepted. Therefore, at a 95% confidence level, the ARCS learning model has an effect on students' problem-solving skills in the subject of work and energy in the 10th grade in the even semester at SMA Negeri 1 Singaparna in the 2025/2026 academic year. This effect is due to the ARCS learning model's ability to encourage students to actively engage in learning, understand a problem, and build self-confidence in determining and applying solutions to a problem.

Keywords: Problem Solving Skills, ARCS Learning Model, Work and Energy