

ABSTRAK

Meli Sri Yulvita (2022). Pengaruh Pembelajaran Tatap Muka Terbatas Terhadap Minat Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Pancasila Dan Kewarganegaraan.

Penelitian ini bertujuan mengidentifikasi pengaruh pembelajaran tatap muka terbatas terhadap minat belajar peserta didik di SMPN 4 Kuningan pada masa pandemi *covid-19*. Metode penelitian yang digunakan yaitu survei dengan pendekatan kuantitatif. Hasil penelitian mengungkap bahwa: 1) Minat belajar peserta didik saat pembelajaran tatap muka terbatas berada dalam rata-rata 71.0; dengan kategori baik. 2) Pengaruh pembelajaran tatap muka terbatas terhadap minat belajar peserta didik sebesar 0.549 atau 30.1%, artinya pembelajaran tatap muka terbatas memiliki kontribusi pengaruh terhadap minat belajar sebesar 30.1% dan inflasinya sebesar 47.8% dipengaruhi oleh faktor yang tidak diteliti. 3) Kendala pada masa pembelajaran tatap muka terbatas terhadap minat belajar yaitu: (a)peserta didik mengalami keterbatasan waktu belajar saat pembelajaran tatap muka terbatas, (b)peserta didik merasa jenuh ketika mengikuti pembelajaran PPKn, (c)peserta didik jarang mencatat poin penting dalam materi yang disampaikan oleh guru. 4) Upaya mengatasi kendala pembelajaran tatap muka terbatas terhadap minat belajar peserta didik yaitu : (a)peserta didik selalu mengefektifkan waktu belajar selamat PTMT, (b)adanya kreatifitas guru dalam mengelola pembelajaran untuk membangkitkan minat belajar PPKn, (c)guru mengarahkan peserta didik untuk selalu mencatat poin penting dalam materi yang disampaikan.

Kata Kunci: Pembelajaran Tatap Muka Terbatas, Minat Belajar, PPKn, Pandemi Covid 19.

ABSTRACT

Meli Sri Yulvita (2022). *The Influence of Limited Face-to-Face Learning on Students' Learning Interest in Pancasila and Citizenship Education.*

This study aims to identify the effect of limited face-to-face learning on the learning interest of students at SMPN 4 Kuningan during the covid-19 period. The research method used is a survey with a quantitative approach. The results of the study revealed that: 1) Students' learning interest during face-to-face learning was limited to an average of 71.0; with good category. 2) The effect of limited face-to-face learning on students' interest in learning is 0.549 or 30.1%, meaning that limited face-to-face learning has an influence contribution to learning interest of 30.1% and its inflation of 47.8% is influenced by factors not examined. 3) Obstacles during the face-to-face learning period are limited to interest in learning, namely: (a)students experience limited learning time when face-to-face learning is limited, (b)students feel bored when participating in Civics learning, (c)students rarely record important points in the material presented by the teacher 4) Efforts to overcome face-to-face learning obstacles are limited to students' learning interests, namely: (a)students always make PTMT safe learning time effective, (b)the teacher's creativity in managing learning to generate interest in learning Civics, (c)The teacher directs students to always record important points in the material presented.

Keywords: *Limited Face-to-face Learning, Interest in Learning, PPKn, Covid 19 Pandemic.*