

ABSTRAK

Pembelajaran berbasis STEM (*Science, Technology, Engineering, and Mathematics*) bertujuan untuk meningkatkan kemampuan siswa di bidang STEM (sains, teknologi, rekayasa, dan matematika). Tujuan penelitian ini adalah untuk mengetahui motivasi intrinsik siswa dalam pembelajaran berbasis STEM secara keseluruhan dan pada aspek *interest/ enjoyment, perceived competence, effort/ importance, pressure/ tension, perceived choice*, dan *value/ usefulness*. Penelitian yang dilakukan menggunakan pendekatan kualitatif dan strategi penelitian deskriptif atau penelitian observasi dan penelitian survei. Penelitian dilakukan terhadap siswa kelas STEM (ekstrakurikuler) di salah satu SMP Negeri di Kota Bandung, dengan jumlah siswa 31 orang. Instrumen penelitian yang digunakan berupa tes, diadaptasi dari *Intrinsic Motivation Inventory* (IMI). Hasil penelitian menunjukkan bahwa 49% siswa memiliki motivasi intrinsik yang sangat tinggi, 48% siswa memiliki motivasi intrinsik yang tinggi, dan 3% siswa memiliki motivasi intrinsik yang sedang, dan tidak ada siswa yang memiliki motivasi intrinsik yang rendah.

Kata kunci: Motivasi Intrinsik dan Pembelajaran STEM (*Science, Technology, Engineering, and Mathematics*)

ABSTRACT

STEM (Science, Technology, Engineering, and Mathematics) based learning aims to enhance students' skills in the STEM fields. The purpose of this study was to determine the intrinsic motivation of students in STEM-based learning as a whole and on the aspects of interest/ enjoyment, perceived competence, effort/ importance, pressure/ tension, perceived choice and value/ usefulness. Research conducted using quantitative approaches and strategies descriptive studies or observational studies and survey research. Research conducted on students' STEM class (extracurricular) in one Junior High School at Bandung with the number of students 31 people. The research instrument used in the form of the test, adapted from the Intrinsic Motivation Inventory (IMI), a test of the intrinsic motivation of statements towards an activity. Results showed that 49% of students have a very high intrinsic motivation, 49% of students have a high intrinsic motivation, and 3% of students have medium intrinsic motivation, and no student who has low intrinsic motivation.

Keywords: Intrinsic Motivation and Learning STEM (Science, Technology, Engineering, and Mathematics)