ABSTRAK

Aisyah Sari Dewi Harahap, NIM 4203131059 (2024). Pengaruh Model *Problem Based Learning* dan *Discovery Learning* Berbantuan Media Video Pembelajaran Terhadap Hasil dan Aktivitas Belajar Siswa Pada Materi Reaksi Redoks.

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar, aktivitas belajar siswa antara pembelajaran menggunakan model *Problem Based Learning* (PBL) dan model *Discovery Leaning* (DL) berbantuan media Video Pembelajaran serta melihat hubungan antara hasil terhadap aktivitas belajar siswa pada materi reaksi redoks di MAS Muallimin Univa Medan. Populasi dalam penelitian ini adalah seluruh Kelas X MIA yang terdiri dari empat kelas. Sampel dalam penelitian ini diambil secara acak terpilih dua kelas yaitu Kelas X MIA 2 yang digunakan sebagai kelas eksperimen 1 dengan model pembelajaran *Problem Based Learning* sedangkan kelas X MIA 3 sebagai kelas eksperimen 2 dengan model *Discovery Leaning*. Instrumen yang digunakan dalam penelitian ini ada dua yakni instrument tes dan non tes. Instrumen tes untuk mengukur hasil belajar siswa dalam bentuk pilihan berganda sebanyak 20 soal yang valid dan reliabel. Instrumen non tes berupa lembar observasi aktivitas belajar siswa yang digunakan untuk mengukur aktivitas siswa. Data dianalisis dengan uji t sampel independen. Hasil penelitian menunjukan, untuk kelas eksperimen 1 : aktivitas 75,70 hasil belajar 87,67. Sedangkan kelas eksperimen 2 : aktivitas 82,26 hasil belajar 82,83. Dari pengujian statistik di peroleh sig (0,000) < α (0,05) untuk aktivitas, sedangkan untuk hasil belajar sig (0.001) < α (0,05) H0 ditolak dan Ha diterima, serta hubungan antara aktivitas terhadap aktivitas belajar sisa diperoleh nilai sig (0,000) < α (0,05) dan sig (0,001) < α (0,05) pada kelas eksperimen 1 dan 2 secara berurutan. Dengan demikian,dapat disimpulkan bahwa ada perbedaan hasil belajar dan aktivitas belajar serta terdapat korelasi antara hasil belajar terhadap aktivitas belajar siswa pada kelas eksperimen 1 dan kelas eksperimen 2 dengan kontribusi variabel aktivitas terhadap hasil belajar siswa sebesar 64,3% dan 24,9%.

Kata Kunci: Hasil Belajar, Aktivitas Belajar, *Problem Based Learning, Discovery Learning,* Video Pembelajaran, Reaksi Redoks.

ABSTRACT

Aisyah Sari Dewi Harahap, NIM 4203131059 (2024). The Effect of *Problem Based Learning* and *Discovery Learning* Models Assisted by Learning Video Media on Student Learning Outcomes and Activities on Redox Reaction Material.

This research aims to determine the differences in learning outcomes and student learning activities between learning using the Problem Based Learning (PBL) model and the Discovery Leaning (DL) model assisted by Learning Video media and to see the relationship between the results and student learning activities on redox reaction material at MAS Muallimin Univa Medan. The population in this study was all Class X MIA which consisted of four classes. The sample in this study was taken randomly and selected two classes, namely Class X MIA 2 which was used as experimental class 1 with the Problem Based Learning learning model while class X MIA 3 is an experimental class 2 with the Discovery Leaning model. There are two instruments used in this research, namely test and non-test instruments. The test instrument for measuring student learning outcomes is in the form of multiple choice questions consisting of 20 valid and reliable questions. The non-test instrument is an observation sheet of student learning activities which is used to measure student activity. Data were analyzed by independent sample t test. The research results show that for experimental class 1: activity 75.70, learning outcomes 87.67. Meanwhile, experimental class 2: activities 82.26, learning outcomes 82.83. From statistical testing it was obtained that sig $(0.000) < \alpha$ (0.05) for activities, while for learning outcomes sig $(0.001) < \alpha$ (0.05) H0 was rejected and Ha was accepted, and the relationship between activities and remaining learning activities obtained values sig $(0.000) < \alpha$ (0.05) and sig $(0.001) < \alpha$ (0.05) in experimental classes 1 and 2 respectively. Thus, it can be concluded that there are differences in learning outcomes and learning activities and there is a correlation between learning outcomes and student learning activities in experimental class 1 and experimental class 2 with the contribution of activity variables to student learning outcomes of 64.3% and 24.9%.

Keywords: Learning Outcomes, Learning Activities, Problem Based Learning, Discovery Learning, Learning Videos, Redox Reactions.