

ABSTRAK

ZAHARA FITRIA TANJUNG, Pengaruh Model Pembelajaran *Problem Based Learning* Terhadap Hasil Belajar Materi Lompat Jauh Pada PJOK Kelas V SDN 060907 Medan T.A 2023/2024. Skripsi. Medan : Fakultas Ilmu Pendidikan Universitas Negeri Medan, 2024.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Problem Based Learning (PBL) terhadap hasil belajar materi lompat jauh pada PJOK kelas V SDN 060907 Medan T.A 2023/2024. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-eksperimen yang melibatkan 38 siswa yang dibagi menjadi kelas eksperimen dan kelas kontrol. Sampel penelitian diambil dengan teknik Total Sampling. Instrumen penelitian meliputi pretest dan posttest untuk mengukur hasil belajar siswa sebelum dan sesudah intervensi. Kelas eksperimen diajarkan menggunakan model PBL, sementara kelas kontrol menggunakan metode pengajaran konvensional. Uji normalitas dan homogenitas memastikan bahwa data berdistribusi normal dan homogen. Hasil penelitian menunjukkan bahwa model PBL memberikan pengaruh positif yang signifikan terhadap hasil belajar siswa, ditunjukkan oleh skor rata-rata posttest yang lebih tinggi pada kelas eksperimen dibandingkan dengan kelas kontrol. Penerapan model PBL meningkatkan partisipasi aktif siswa dalam proses pembelajaran, yang berdampak positif pada pencapaian belajar mereka.

Kata Kunci : Hasil Belajar, Model *Problem Based Learning* (PBL)

ABSTRACT

ZAHARA FITRIA TANJUNG, The Influence of Problem Based Learning Model on Learning Outcomes of Long Jump Material in Physical Education for Fifth Grade Students at SDN 060907 Medan Academic Year 2023/2024. Skripsi. Medan : Faculty of Education. Universitas Negeri Medan, 2024.

This study aims to investigate the effect of the Problem Based Learning (PBL) model on the learning outcomes of long jump material in physical education for fifth-grade students at SDN 060907 Medan for the 2023/2024 academic year. The research employs a quantitative method with a quasi-experimental design, involving 38 students divided into experimental and control classes. The sample was selected using Total Sampling technique. Research instruments included pretests and posttests to measure students' learning outcomes before and after the intervention. The experimental class was taught using the PBL model, while the control class used conventional teaching methods. Normality and homogeneity tests confirmed that the data were normally distributed and homogeneous. The results indicated a significant positive impact of the PBL model on students' learning outcomes, demonstrated by higher average posttest scores in the experimental class compared to the control class. The application of the PBL model enhanced active student participation in the learning process, which positively affected their learning achievements.

Keywords: Learning Outcomes, Problem-Based Learning (PBL) Model