

ABSTRAK

Shalomita K. Siregar, NIM 4203351030 (2024). Pengaruh *Problem Based Learning* (PBL) Berbantuan Permainan Monopoli Berbantuan Terhadap Kemampuan Hots Literasi Pada Materi Sistem Tata Surya Di Kelas VII SMP Negeri 24 Medan T.P 2023/2024

Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Problem based learning* (PBL) berbantuan permainan monopoli dan ranah kognitif yang paling berkembang. Populasi penelitian adalah seluruh siswa kelas VII SMP Negeri 24 Medan. Pengambilan sampel dilakukan dengan tehnik pengambilan sampel (*random sampling*). Sampel dalam penelitian ini terdiri dari dua, kelas eksperimen dibelajarkan dengan menerapkan model pembelajaran *Problem based learning* dan kelas kontrol dengan model konvensional. Data *Pretest* dan *posttest* serta peningkatan Kemampuan HOTS Literasi yang diperoleh kedua kelompok sampel homogen dan terdistribusi normal. Dari hasil penelitian, untuk kelas eksperimen diperoleh nilai rata-rata *pretest* sebesar 50,31 dan *posttest* sebesar 78,28 sedangkan nilai rata-rata *pretest* untuk kelas kontrol sebesar 47,34 dan *posttest* sebesar 62,97. Adapun hasil perolehan rata-rata nilai peningkatan Kemampuan HOTS Literasi siswa (*gain*) pada kelas eksperimen adalah sebesar 0,58 (58%) sedangkan peningkatan kemampuan HOTS Literasi siswa (*gain*) pada kelas kontrol adalah sebesar 0,31 (31%). Untuk menarik kesimpulan maka dilakukan Uji hipotesis menggunakan uji t-satu pihak yaitu t pihak kanan pada taraf signifikansi 5% ($\alpha = 0,05$), diperoleh bahwa $t_{hitung} > t_{tabel}$ ($9,64 > 1,99$) sehingga H_a diterima dan H_o ditolak. Dengan demikian peningkatan Kemampuan HOTS Literasi siswa yang diberikan model pembelajaran model *Problem Based Learning* (PBL) lebih tinggi dibandingkan dengan pembelajaran konvensional. Pada kelas eksperimen dari C4 (Analisis) pencapaian nya sebesar 54% pada C5 (Sintesis) Diperoleh 50% dan pada C6 (Evaluasi) diperoleh pencapaian nya sebesar 36%. Dari data tersebut, dapat disimpulkan bahwa ranah kognitif yang paling berkembang pada kelas eksperimen yang di belajarkan dengan model *problem based learning* (PBL) pada materi sistem tata surya adalah ranah kognitif C4 (analisis) sebesar 54%

Kata kunci: Model pembelajaran *Problem Based Learning*, kemampuan HOTS Literasi, Sistem Tata Surya

ABSTRACT

Shalomita K. Siregar, NIM 4203351030 (2024). *The Effect of Problem Based Learning (PBL) Assisted by Monopoly Games on Hots Literacy Ability in Solar System Material in Class VII SMP Negeri 24 Medan T.P 2023/2024*

This research aims to analyze the influence of the Problem Based Learning (PBL) learning model assisted by monopoly games and the most developed cognitive domain. The research population was all class VII students at SMP Negeri 24 Medan. Samples were taken using a random sampling technique. The sample in this study consisted of two, the experimental class was taught by applying the problem based learning learning model and the control class used the conventional model. Pretest and posttest data as well as the increase in HOTS Literacy Capabilities obtained by the two sample groups were homogeneous and normally distributed. From the research results, for the class In the experiment, the average pretest score was 50.31 and the posttest was 78.28, while the pretest average score for the control class was 47.34 and the posttest was 62.97. The results obtained were the average score for increasing students' HOTS Literacy Capabilities (gain) in the experimental class was 0.58 (58%) while the increase in students' HOTS Literacy abilities (gain) in the control class was 0.31 (31%). To draw conclusions, a hypothesis test was carried out using a one-sided t-test, namely t on the right side at the 5% significance level ($\alpha = 0.05$), it was found that $t_{hitung} > t_{tabel}$ ($9.64 > 1.99$) so that H_a was accepted and H_o was rejected. Thus, the HOTS literacy ability of students who were given the Problem Based learning model increased. Learning (PBL) is higher than conventional learning. In the experimental class from C4 (Analysis) the achievement was 54%, in C5 (Synthesis) the achievement was 50% and in C6 (Evaluation) the achievement was 36%. From these data, it can be concluded that the most developed cognitive domain in the experimental class which was taught using the problem based learning (PBL) model on the solar system material was cognitive domain C4 (analysis) at 54%

Keywords: *Problem Based Learning learning model, HOTS Literacy skills, Solar System*