

ABSTRAK

Nurjana, 4191121002 (2024). Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) Terhadap Hasil Belajar Siswa Pada Materi Fluida Statis Kelas XI Di SMA Negeri 2 Percut Sei Tuan T.P 2023/2024.

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan model pembelajaran Problem-Based Learning (PBL) terhadap hasil belajar siswa. PBL merupakan pendekatan pembelajaran yang berpusat pada siswa, di mana mereka diberikan suatu permasalahan nyata yang harus diselesaikan melalui kerja sama dan pemecahan masalah secara mandiri. Model ini diharapkan dapat meningkatkan pemahaman konsep dan keterampilan berpikir kritis siswa dibandingkan metode pembelajaran konvensional. Penelitian ini menggunakan metode kuasi eksperimen dengan desain pretest-posttest control group. Populasi dalam penelitian ini adalah siswa kelas X Mia di SMA Negeri Percut Sei Tuan, dengan jumlah sampel sebanyak 32 siswa yang dibagi menjadi dua kelompok: kelas eksperimen yang menerapkan model PBL dan kelas kontrol yang menggunakan metode konvensional. Instrumen yang digunakan dalam penelitian ini berupa tes hasil belajar yang diberikan sebelum dan sesudah perlakuan, instrumen yang digunakan dalam penelitian berupa essay sebanyak 5 soal yang telah valid mengukur hasil belajar siswa dalam proses pembelajaran. Hasil penelitian menunjukkan nilai rata-rata pretes kelas eksperimen 20,54688 dan kelas kontrol 23,75. Setelah pembelajaran selesai diberikan posttest dengan hasil nilai rata-rata kelas eksperimen 59,128 dan kelas kontrol 52,421. Berdasarkan hasil analisis data uji t diperoleh hasil terdapat pengaruh yang signifikan model *Problem Based Learning* (PBL) terhadap hasil belajar siswa pada materi fluida statik. Siswa yang belajar dengan model PBL mengalami peningkatan hasil belajar yang lebih tinggi dibandingkan siswa yang belajar dengan metode konvensional. Selain itu, berdasarkan hasil observasi, siswa dalam kelas PBL lebih aktif dalam diskusi, mampu berpikir kritis.

Kata Kunci: Problem Based Learning, Hasil belajar siswa, Fluida statik

ABSTRACT

Nurjana, 4191121002 (2024). The Influence of the Problem Based Learning (PBL) Learning Model on Student Learning Outcomes in Class XI Static Fluid Material at SMA Negeri 2 Percut Sei Tuan T.P 2023/2024.

This study aims to analyze the effect of implementing the Problem-Based Learning (PBL) model on students' learning outcomes. PBL is a student-centered learning approach in which they are presented with real-world problems that must be solved through collaboration and independent problem-solving. This model is expected to enhance students' conceptual understanding and critical thinking skills compared to conventional teaching methods. This study employs a quasi-experimental method with a pretest-posttest control group design. The population of this study consists of Grade X Mia students at SMA Negeri Percut Sei Tuan, with a total sample of 32 students divided into two groups: an experimental class implementing the PBL model and a control class using conventional methods. The instrument used in this study is a learning outcome test administered before and after the treatment. The test consists of five essay questions that have been validated to measure students' learning outcomes during the learning process. The research findings show that the average pretest score for the experimental class was 20.54688, while for the control class, it was 23.75. After the learning process, a posttest was administered, resulting in an average score of 59.128 for the experimental class and 52.421 for the control class. Based on the t-test data analysis, the results indicate a significant effect of the Problem-Based Learning (PBL) model on students' learning outcomes in the static fluid topic. Students who learned through the PBL model showed a greater improvement in their learning outcomes compared to those who learned using conventional methods. Additionally, based on observation results, students in the PBL class were more actively engaged in discussions and demonstrated better critical thinking skills.

Keywords: Problem Based Learning, Student Learning Outcomes, Static Fluids

