

ABSTRAK

Pika Magdalena Naibaho, NIM 4222141002 (2026), Implementasi Model Pembelajaran *Problem Based Learning* Berbantuan LKPD Untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa Pada Materi Asam Basa

Penelitian ini bertujuan untuk mengetahui apakah hasil belajar siswa yang dibelajarkan dengan menerapkan model pembelajaran PBL berbantuan LKPD lebih tinggi dibandingkan dengan yang dibelajarkan menerapkan model pembelajaran langsung pada materi asam basa, dan mengetahui korelasi antara aktivitas belajar siswa dengan peningkatan hasil belajar siswa menerapkan model PBL berbantuan LKPD pada materi asam basa Pendekatan penelitian ini adalah kuantitatif dengan jenis penelitian *Quasi Experiment*. Sampel penelitian terdiri dari dua kelas, yaitu kelas XI-Matlanfour sebagai kelas eksperimen dan kelas XI-Matlansos sebagai kelas kontrol yang dipilih secara *purposive sampling*. Hasil penelitian menunjukkan bahwa hasil belajar siswa yang menerapkan model pembelajaran PBL berbantuan LKPD lebih tinggi dibandingkan dengan Model *Direct Instruction* dengan nilai $t_{hitung} > t_{tabel}$ ($2,825 > 1,671$) pada taraf signifikansi 5% yang berarti H_0 diterima. Terdapat korelasi positif yang signifikan antara aktivitas dengan peningkatan hasil belajar siswa menggunakan model pembelajaran PBL berbantuan LKPD dengan nilai $r_{hitung} > r_{tabel}$ ($0,7804 > 0,349$) pada taraf signifikansi 5% yang berarti hipotesis alternatif diterima. Dengan diperolehnya nilai korelasi yaitu sebesar 0,7804 maka diketahui kontribusi aktivitas belajar terhadap hasil belajar siswa sebesar 60,90 % dan sisanya 39,1 % disebabkan oleh faktor-faktor lain.

Kata Kunci: Model *Problem Based Learning*, LKPD; Aktivitas Belajar; Hasil Belajar; Asam dan Basa

ABSTRACT

Pika Magdalena Naibaho, NIM 4222141002 (2026), Implementation of the Problem-Based Learning Model Assisted by Student Activity Sheets (LKPD) to Improve Student Activity and Learning Outcomes in Acid-Base Material

This study aims to determine whether the learning outcomes of students who are taught by applying the PBL learning model assisted by LKPD are higher than those who are taught by applying the direct learning model on acid-base material, and to determine the correlation between student learning activities and the increase in student learning outcomes applying the PBL model assisted by LKPD on acid-base material. The approach of this study is quantitative with the type of Quasi Experiment research. The research sample consists of two classes, namely class XI-Matlanfour as the experimental class and class XI-Matlansos as the control class selected by purposive sampling. The results of the study show that the learning outcomes of students who apply the PBL learning model assisted by LKPD are higher than those who apply the Direct Instruction Model with a calculated t value $> t$ table ($2.825 > 1.671$) at a significance level of 5% which means H_a is accepted. There is a significant positive correlation between activities and increased student learning outcomes using the PBL learning model assisted by LKPD with a calculated r value $> r$ table ($0.7804 > 0.349$) at a significance level of 5%, which means the alternative hypothesis is accepted. By obtaining a correlation value of 0.7804, it is known that the contribution of learning activities to student learning outcomes is 60.90% and the remaining 39.1% is caused by other factors.

Keywords: Problem-Based Learning Model, LKPD; Learning Activities; Learning Outcomes; Acids and Bases

THE
Character Building
UNIVERSITY