

ABSTRAK

Jesica Miranda Gea, NIM : 2213141003, Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) Terhadap Hasil Belajar Seni Tari Peserta didik Di Kelas VIII SMP Swasta Gajah Mada, Program Studi Pendidikan Seni Tari, Jurusan Sendratasik, Fakultas Bahasa Dan Seni, Universitas Negeri Medan, 2026.

Penelitian ini bertujuan untuk mendeskripsikan pengaruh model *Problem Based Learning* (PBL) terhadap hasil belajar seni tari peserta didik kelas VIII SMP Swasta Gajah Mada Medan. Teori yang digunakan menurut Miftahul Huda (2017:271), model PBL adalah model pembelajaran yang menekankan dalam menyelesaikan masalah untuk melatih kemampuan berpikir kritis, serta memperoleh pengetahuan dan keterampilan, dan teori hasil belajar menurut Asrul, Rusydi Ananda, dan Rosnita (2015:99) yang menyatakan bahwa hasil belajar mencakup ranah kognitif, afektif, dan psikomotorik. Penelitian ini menggunakan metode kuantitatif dengan populasi dalam penelitian ini adalah peserta didik SMP Swasta Gajah Mada Medan, sedangkan sampel penelitian adalah peserta didik kelas VIII yang berjumlah 37 orang. Teknik pengumpulan data yang dilakukan melalui tes tertulis berupa *pretest* dan *posttest*, lembar observasi untuk menilai aspek afektif dan psikomotorik, serta dokumentasi. Teknik analisis data dilakukan menggunakan analisis statistik melalui uji normalitas dan uji hipotesis menggunakan uji nonparametrik (*Wilcoxon Signed Rank Test*). Penerapan model PBL tersebut juga dilaksanakan dalam beberapa tahapan selama lima pertemuan, yang dimulai dari pemberian *pretest*, orientasi masalah dan pengorganisasian peserta didik, membimbing penyelidikan, penyajian hasil karya, refleksi dan evaluasi, serta pemberian *posttest* pada akhir pembelajaran. Hasil penelitian menunjukkan peningkatan hasil belajar pada aspek kognitif, ditunjukkan oleh rata-rata *pretest* 50,4 dan nilai rata-rata *posttest* 81,6. Pada aspek afektif diperoleh nilai rata-rata 78,645 yang menunjukkan sikap tanggung jawab, partisipasi dan kerja sama peserta didik dalam pembelajaran tergolong baik, sedangkan aspek psikomotorik memperoleh nilai rata-rata 71,485 yang menunjukkan peserta didik mampu menampilkan gerak tari sesuai pemahaman dasar namun masih memerlukan bimbingan guru untuk penyempurnaan gerak. Dengan demikian, model pembelajaran *Problem Based Learning* (PBL) berpengaruh terhadap peningkatan hasil belajar peserta didik kelas VIII SMP Swasta Gajah Mada Medan.

Kata Kunci: *Model Problem Based Learning, Hasil Belajar, Seni Tari.*

ABSTRACT

Jesica Miranda Gea, Student ID Number: 2213141003, The Effect of the Problem-Based Learning (PBL) Model on Dance Learning Outcomes of Eighth-Grade Students at Gajah Mada Private Junior High School, Dance Education Study Program, Department of Dance and Performing Arts, Faculty of Languages and Arts, Medan State University, 2026.

This study aims to describe the effect of the Problem-Based Learning (PBL) model on dance learning outcomes of eighth-grade students at Gajah Mada Private Junior High School, Medan. The theory used, according to Miftahul Huda (2017:271), states that the PBL model is a learning model that emphasizes problem-solving to train critical thinking skills and acquire knowledge and skills. The learning outcome theory, according to Asrul, Rusydi Ananda, and Rosnita (2015:99), states that learning outcomes encompass the cognitive, affective, and psychomotor domains. This study uses a quantitative method with the population in this study being students of Gajah Mada Private Middle School Medan, while the research sample is 37 students of class VIII. Data collection techniques were carried out through written tests in the form of pretests and posttests, observation sheets to assess affective and psychomotor aspects, and documentation. Data analysis techniques were carried out using statistical analysis through normality tests and hypothesis testing using nonparametric tests (Wilcoxon Signed Rank Test). The application of the PBL model was also carried out in several stages over five meetings, starting from giving a pretest, problem orientation and organizing students, guiding investigations, presenting work results, reflection and evaluation, and giving a posttest at the end of learning. The results of the study showed an increase in learning outcomes in the cognitive aspect, indicated by an average pretest of 50.4 and an average posttest value of 81.6. The affective aspect obtained an average score of 78.645, indicating a good attitude of responsibility, participation, and cooperation among students in learning. Meanwhile, the psychomotor aspect obtained an average score of 71.485, indicating that students were able to perform dance movements according to basic understanding but still needed teacher guidance to perfect the movements. Thus, the Problem-Based Learning (PBL) model has an impact on improving the learning outcomes of eighth-grade students at Gajah Mada Private Middle School, Medan.

Keywords: Problem-Based Learning Model, Learning Outcomes, Dance.