

Perbedaan Hasil Belajar Siswa yang Diajarkan dengan Model Pembelajaran PBL (*Problem Based Learning*) dan Model Pembelajaran CTL (*Contextual Teaching and Learning*) dalam Penerapan Kurikulum 2013 pada Materi Pokok Ekosistem di Kelas X SMA Negeri 3 Medan Tahun Pembelajaran 2013/2014

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Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar siswa menggunakan model PBL (*Problem Based Learning*) dan CTL (*Contextual Teaching and Learning*) pada materi Ekosistem. Jenis penelitian ini merupakan jenis penelitian quasi eksperimen. Sampel yang digunakan dalam penelitian ini adalah 2 kelas yang terdiri dari 80 orang siswa, yaitu 40 orang siswa kelas X MIA-4 dengan menerapkan model pembelajaran PBL (*Problem Based Learning*) dan 40 orang siswa kelas X MIA-5 dengan menerapkan model pembelajaran CTL (*Contextual Teaching and Learning*). Instrumen penelitian yang digunakan adalah test hasil belajar siswa dalam bentuk pilihan ganda yang berjumlah 30 soal yang sudah divalidasi terlebih dahulu. Hasil analisis data post-test di kelas PBL adalah sebesar 72,83 sedangkan nilai pos-test kelas CTL sebesar 77,15. Setelah dilakukan uji t dengan taraf signifikansi 0,05, maka diperoleh $t_{hitung} = 2,15$ dan $t_{tabel} = 1,99$ maka berdasarkan hasil pengujian hipotesis diketahui bahwa $t_{hitung} > t_{tabel}$ ($2,15 > 1,99$) sehingga dalam penelitian ini H_0 ditolak sekaligus H_a diterima. Sehingga dapat disimpulkan bahwa ada perbedaan yang signifikan pada hasil belajar siswa yang diajarkan dengan model pembelajaran PBL dengan model pembelajaran CTL.

Kata kunci : Perbedaan , Hasil Belajar, PBL, CTL

The Difference of Studets' Achievement Between Students that was Taught by Using Learning Model PBL (*Problem Based Learning*) and Students that was Taught by using CTL (*Contextual Teaching and Learning*) in implementation of 2013 Curriculum on Ecosystem Material at X Grade Students of Science Programm of State Senior High School 3 Medan Academic Year 20132/2014

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ABSTRACT

This research is aimed to determine the differences of students' achievement between students who were taught using the learning model PBL (*Problem Based Learning*) and learning model CTL (*Contextual Teaching and Learning*). The design of this research is a quasi eksperimental research. the sampel of this research are 2 classes wich consist of 80 students, where the class of X Science-4 were taugth with PBL (*Problem Based Learning*) and class of X Science -5 were taugth with CTL (*Contextual Teaching and Learning*). The research instrument that was used is a multiple choice test wich consist of 30 question wich was validated in advance. The result of post-test analysis PBL is 72.83 while the score post-test in CTL class is 77.15. After the t test was done with significant level $\alpha = 0.05$, the obtained $t_{\text{count}} = 2.15$ while the $t_{\text{table}} = 1,99$. Based on the result of hypothesis testing that $t_{\text{count}} > t_{\text{table}}$ ($2.15 > 1.99$). H_0 in this study is rejected and H_a is received at once. So it can be seen that there are differences in student achivement who were taught using PBL (*Problem Based Learning*) and those who were taught using CTL (*Contextual Teaching and Learning*)

Keywords: Deferences, Stdents' Achievement, PBL, CTL