Perbedaan Keterampilan Proses Sains Siswa Yang Diajar Dengan Menggunakan Model Pembelajaran *Problem Based Learning* Dengan *Project Based Learning* Pada Materi Keanekaragaman Hayati Di Kelas X SMA Parulian 1 Medan T.P. 2017/2018

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan keterampilan proses sains siswa menggunakan model Problem Based Learning (PBL) dengan Project Based Learning (PjBL) pada materi keanekaragaman hayati di kelas X SMA Parulian 1 Medan T.P 2017/2018. Penelitian ini menggunakan metode quasi eksperimen dengan desain penelitian *observation only group design*. Populasi pada penelitian ini terdiri dari 3 kelas yang berjumlah 99 siswa. Pengambilan sampel dengan teknik *purposive sampling* yang terdiri dari 2 kelas. Keterampilan proses sains yang diteliti meliputi keterampilan observasi, klasifikasi, berkomunikasi, mengajukan pertanyaan, dan interpretasi data. Teknik pengumpulan data diperoleh melalui observasi langsung. Hasil penelitian diperoleh rata-rata persentase keterampilan proses sains siswa kelas PBL $75,39 \pm 7,63$ dan pada kelas PjBL $67,50 \pm 7,18$. Hasil pengujian hipotesis diperoleh $t_{hitung} > t_{tabel}$ (4,233 > 1,534). Penelitian ini menunjukkan terdapat perbedaan tetapi tidak berbeda nyata antara keterampilan proses sains siswa di kelas PBL dengan kelas PjBL pada materi keanekaragaman hayati.

Kata Kunci : Problem Based Learning, Project Based Learning, Keterampilan Proses Sains

Differences in Science Process Skills Students Taught By Using *Problem Based Learning* With *Project Based Learning* On Biodiversity Material In Class X SMA Parulian 1 Medan Learning Year 2017/2018

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ABSTRACT

This study aims to determine the difference of students' science process skills using Problem Based Learning (PBL) model with Project Based Learning (PjBL) on biodiversity materials in grade X SMA Parulian 1 Medan T.P 2017/2018. This research uses quasi experimental method with observation only group design research design. The population in this study consists of 3 classes of 99 students. Sampling by purposive sampling technique consisting of 2 classes. Scientific process skills in study include observation, classification, communication, questioning, and data interpretation skills. Technique of collecting data obtained through direct observation. The results obtained by the average percentage of classroom science process skill students PBL $75,39 \pm 7,63$ and in class PjBL $67,50 \pm 7,18$. Hypothesis testing results obtained thitung> ttabel (4,233> 1,534). This study shows that there are differences but not significantly different between students' science process skill in PBL class with PjBL class on biodiversity material.

Keywords : Problem Based Learning, Project Based Learning, Science Process Skills