

**PERBANDINGAN KETERAMPILAN PROSES SAINS SISWA DENGAN
MENGUNAKAN MODEL PEMBELAJARAN *PROBLEM BASED
LEARNING (PBL)* DAN *PROJECT BASED LEARNING (PJBL)*
PADA MATERI KEANEKARAGAMAN HAYATI DI
KELAS X SMA NEGERI 3 KISARAN T.P. 2018/2019**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui keterampilan proses sains siswa kelas X SMA Negeri 3 Kisaran T.P 2018/2019 yang diajarkan dengan model pembelajaran *Problem Based Learning (PBL)* dan *Project Based Learning (PjBL)* serta mengetahui perbedaan keterampilan proses sains siswa kelas X SMA Negeri 3 Kisaran T.P 2018/2019 yang diajarkan dengan *Problem Based Learning (PBL)* dan *Project Based Learning (PjBL)*. Penelitian ini merupakan penelitian eksperimen semu dengan rancangan *pretest-posttest group design*. Populasi dari penelitian ini adalah siswa kelas X IPA SMA Negeri 3 Kisaran Tahun Pembelajaran 2018/2019, sedangkan sampelnya adalah siswa kelas X IPA 1 dan X IPA 2 yang ditentukan dengan teknik *random sampling*. Sampel yang terpilih adalah siswa kelas X IPA 1 sebagai kelompok eksperimen yang dibelajarkan dengan model pembelajaran PBL dan siswa kelas X IPA 2 sebagai kelompok eksperimen yang dibelajarkan dengan model pembelajaran PjBL. Data dikumpulkan dengan menggunakan tes keterampilan proses sains dan lembar observasi. Data kemudian dianalisis dengan uji-t pada taraf signifikansi 0,05 dan menunjukkan terdapat perbedaan signifikan keterampilan proses sains siswa kelas X SMA Negeri 3 Kisaran Tahun Pembelajaran 2018/2019 yang diajarkan dengan *Problem Based Learning (PBL)* dan *Project Based Learning (PjBL)* ($t_{hitung} = 4,803748$; $t_{tabel} = 2,0002978$). Hasil penelitian menunjukkan bahwa keterampilan proses sains siswa kelas X SMA Negeri 3 Kisaran Tahun Pembelajaran 2018/2019 yang diajarkan dengan model pembelajaran *Problem Based Learning* meningkat dari kategori kurang terampil ($49,5 \pm 12,23$) menjadi kategori sangat terampil ($82,5 \pm 8,83$) dan keterampilan proses sains siswa kelas X SMA Negeri 3 Kisaran Tahun Pembelajaran 2018/2019 yang diajarkan dengan model pembelajaran *Project Based Learning* meningkat dari kategori kurang terampil ($46 \pm 9,63$) menjadi kategori terampil ($70,57 \pm 12,62$) berdasarkan hasil tes keterampilan proses serta terdapat perbedaan yang signifikan keterampilan proses sains siswa kelas X SMA Negeri 3 Kisaran Tahun Pembelajaran 2018/2019 yang diajarkan dengan *Problem Based Learning (PBL)* dan *Project Based Learning (PjBL)*.

Kata kunci: *Problem Based Learning, Project Based Learning, Keterampilan Proses Sains*

**COMPARISON OF SCIENCE PROCESS SKILLS USING PROBLEM
BASED LEARNING (PBL) AND PROJECT BASED LEARNING
(PJBL) ON DIVERSITY LESSON IN CLASS X SMA NEGERI 3
KISARAN IN ACADEMIC YEAR 2018/2019**

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ABSTRAK

This research was aimed to know the effect of Problem Based Learning (PBL) and Project Based Learning (PjBL) on science process skill to student of SMA Negeri 3 Kisaran in the academic year of 2018/2019 and to know the difference of science process skill between students which were taught by Problem Based Learning (PBL) and those taught by using Project Based Learning (PjBL). This study was quasi experimental research with pretest-posttest group design. The population of this study is tenth grade students in SMA Negeri 3 Kisaran in academic year 2018/2019, then X IPA 1 and X IPA 2 were selected as sample of this study through simple random sampling technique. X IPA 1 was an experimental group which treated by using PBL and X IPA 2 was an experimental group which treated by using PjBL. Data were collected by science process skill test and observation, which then analyzed by t-test on 0,05 signification degree. The result showed there are significant differences in science process skill of class X Students of SMA Negeri 3 Kisaran in academic year 2018/2019 which were taught by PBL dan PjBL ($t_{hitung} = 4,803748$; $t_{tabel} = 2,0002978$). The research discover that science process skills of class X students of SMA Negeri 3 Kisaran in academic year 2018/2019 which were taught by PBL increased from lack of science process skill ($49,5 \pm 12,23$) to pretty good of science process skill ($82,5 \pm 8,83$) and science process skills of class X students of SMA Negeri 3 Kisaran in academic year 2018/2019 which were taught by PjBL increased from lack of science process skill ($46 \pm 9,63$) to good of science process skill ($70,57 \pm 12,62$) by science process skill test and there are significant differences in science process skill of class X Students of SMA Negeri 3 Kisaran in academic year 2018/2019 which were taught by PBL dan PjBL.

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