

## ABSTRAK

**Wanti Dahlia Siregar, NIM 4163331030 (2016). Pengaruh Model Pembelajaran *Problem Based Learning* Terhadap Aktivitas Belajar Dan Hasil Belajar Siswa Pada Materi Asam Basa.**

Penelitian ini bertujuan untuk :1) Mengetahui apakah aktivitas belajar siswa yang dibelajarkan dengan model pembelajaran *Problem Based Learning* lebih tinggi daripada aktivitas belajar siswa yang dibelajarkan dengan model pembelajaran *Direct Instruction*, 2) Mengetahui apakah hasil belajar siswa yang dibelajarkan dengan model pembelajaran *Problem Based Learning* lebih tinggi daripada hasil belajar siswa yang dibelajarkan dengan model pembelajaran *Direct Instruction*, 3) Mengetahui apakah ada korelasi aktivitas belajar siswa dengan hasil belajar siswa. Instrumen penelitian ini terdiri atas instrumen test dan instrument non test. Teknik analisis yang digunakan adalah uji t pihakkanandan uji korelasi atau uji r (*product moment*). Dari hasil analisa data hasil belajar diperoleh: 1)aktivitas belajar siswa yang dibelajarkan dengan model pembelajaran *Problem Based Learning* (86,20)lebih tinggi dari pada aktivitas belajar siswa yang dibelajarkan dengan model pembelajaran *Direct Instruction* (79,86), 2)hasil belajar siswa yang dibelajarkan dengan model pembelajaran *Problem Based Learning* (83,75)lebih tinggi dari pada hasil belajar siswa yang dibelajarkan dengan model pembelajaran *Direct Instruction* (71,94),3)terdapat korelasi positif dan signifikan antara aktivitas belajar siswa dengan hasil belajar siswa yang dibelajarkan dengan model pembelajaran *Problem Based Learning*, kontribusi aktivitas belajar siswa terhadap hasil belajar adalah 21,92% sedangkan 78,08% disebabkan oleh faktor-faktor lainnya.

**Kata kunci :** *Problem Based Learning*, Hasil Belajar, Aktivitas Belajar



## ABSTRACT

**Wanti Dahlia Siregar. NIM 4163331030 (2016). The Effect Of The Problem Based Learning Model On Learning Activities And Student Learning Outcomes on Acid Base Material.**

The objectives of this study is (1) to determine whether the learning activities of students who were taught with the Problem Based Learning model were higher than those of students who were taught using the Direct Instruction learning model (2) to determine whether the learning outcomes of students who were taught with the Problem Based Learning model is higher than the learning outcomes of students who are taught with the Direct Instruction learning model (3) to determine whether there is a correlation between student learning activities and student learning outcomes. The research instrument consisted of test instruments and non-test instruments. The analysis technique used is the right side test and correlation test or test (product moment). From the results of data analysis of learning outcomes obtained (1) student learning activities that were taught with the Problem Based Learning learning model (86,20) were higher than the learning activities of students who were taught with the Direct Instruction learning model (79,86) (2) learning outcomes students who are taught with the Problem Based Learning model (83.75) are higher than the learning outcomes of students who are taught with the Direct Instruction learning model (71.94) (3) there is a positive and significant correlation between student learning activities and student learning outcomes. taught by the Problem Based Learning model, the contribution of student learning activities to learning outcomes was 21.92% while 78.08% was caused by other factors.

**Keywords:** Problem Based Learning, Learning Outcomes, Learning Activities

