

ABSTRAK

Mastiur Santi Sihombing, NIM 4182111042 (2023). Penerapan Model Pembelajaran *Problem Based Learning* (PBL) untuk Meningkatkan Keaktifan Belajar Siswa pada Pembelajaran Matematika.

Penelitian ini membahas tentang penerapan model pembelajaran *Problem Based Learning* (PBL) pada pembelajaran matematika dalam rangka meningkatkan keaktifan belajar siswa. Penelitian ini merupakan penelitian tindakan kelas (PTK). Subjek dalam penelitian ini adalah siswa kelas VIII-7 SMP Negeri 33 Medan yang berjumlah 30 siswa. Instrumen yang digunakan berupa angket keaktifan belajar siswa, tes hasil belajar siswa, dan lembar observasi aktivitas guru. Berdasarkan analisis dan pengamatan hasil dari penelitian tersebut diperoleh bahwa penerapan model pembelajaran *Problem Based Learning* (PBL) dapat meningkatkan keaktifan belajar siswa, dapat terlihat pada siklus I siswa yang aktif dalam belajar sebesar 53,34% dan siswa yang tuntas dalam belajar sebesar 60%. Sedangkan pada siklus II siswa yang aktif sebesar 83,33% dan siswa yang tuntas dalam belajar sebesar 90%. Dengan demikian dapat disimpulkan bahwa keaktifan siswa dan hasil belajar siswa mempunyai hubungan berbanding lurus yaitu semakin meningkat keaktifan siswa, maka semakin meningkat pula hasil belajar siswa.

Kata kunci: Keaktifan belajar siswa, Hasil belajar siswa, Model pembelajaran *problem based learning*.

ABSTRACT

Mastiur Santi Sihombing, NIM 4182111042 (2023). Application of the Problem Based Learning (PBL) Learning Model to Increase Student Active Learning in Mathematics Learning.

This study discusses the application of the Problem Based Learning (PBL) learning model in mathematics learning in order to increase student learning activity. This research is a class action research (CAR). The subjects in this study were 30 students in class VIII-7 of SMP Negeri 33 Medan. The instruments used were questionnaires on student learning activity, student learning achievement tests, and teacher activity observation sheets. Based on the analysis and observation of the results of the study, it was found that the application of the Problem Based Learning (PBL) learning model could increase student learning activity. It can be seen in the first cycle of students who were active in learning by 53.34% and students who were complete in learning by 60%. Whereas in cycle II students who were active were 83.33% and students who were complete in learning were 90%. Thus it can be concluded that student activity and student learning outcomes have a directly proportional relationship, namely the more active students increase, the more student learning outcomes also increase.

Keywords: *Problem based learning model, Student learning activeness, Student learning outcomes.*