ABSTRACT

Sed Aina Muti, 2017. ***Application of Problem Based Model (PBL) to Increase Student Willingness To Always Learn On The Concept Of Environmental Pollution.*** *Supervised by Dr. Cartono, M.Pd., M.T. and Ida Yayu Nurul Hizqiyah, S.Pd., M.Si.*

This study aims to prove whether there is an increase in learning outcomes in the willingness of students to always learn in classroom learning on the concept of environmental pollution. The method used is the experimental method (Pre-Experimental Design). The research design is One-Group Pretest-Posttest Design. The subject of the research is the students of class X IPA in SMA Pasundan 3 Bandung with the number of 26 people. Parameter measured in this research is result of student learning that is cognitive. The instrument consists of 20 multiple choice questions for measuring cognitive and non-test instruments that measure the affective and psychomotor spheres. The results showed that the assessment on the cognitive domain received a N-Gain score of 0.71 with high criteria. After a pretest and posttest assessment the researcher proceeds with t test and from the t test it was seen that the significant value (sig. 2 tailed) with paired t test is 0,000 or less than 0.05. Then Ha is accepted or there is a significant difference between pretest and posttest data, so there are significant differences between students before doing the learning with Problem Based Learning (PBL) model with the value of students who have been given the learning treatment with the model of Problem Based Learning (PBL) . While in the affective and psychomotor obtained data on average students meet the criteria well. So it can be concluded that the application of Problem Based Learning model (PBL) can improve students' willingness to always learn on the concept of environmental pollution.

Keywords*: Problem Based Learning (PBL), Students' willingness to learn, Environmental pollution.*