THE EFFECT OF THE PROBLEM BASED LEARNING (PBL) MODEL ON THE ACTIVITY AND LEARNING OUTCOMES OF GRADE V PRIVATE SCHOOLS

ABSTRACT

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This study aims to obtain answers related to the results of research on student activities and student learning outcomes in elementary schools. The implementation was carried out at SD Negeri Bakti Sari, Bandung Regency. This research was conducted to find out how much influence the Problem Based Learning learning strategy has on the learning outcomes of fifth grade students of SD Negeri Bakti Sari. This study uses a quasi-experimental method. The results of this study note that the average value obtained in the final observation of the control class is 70.15. Then, as many as 1 student (5%) got the high category, 2 students (10%) got the good category, 10 students (50%) got the enough category, and 7 students (35%) got the low category. While the average value obtained in the final observation of the control class was 81.7. Then, as many as 6 students (30%) got the high category, 2 students (10%) got the good category, 8 students (40%) got the enough category, and 4 students (20%) got the low category. These data indicate that the use of problem-based learning models is superior in increasing student activity. Where can be seen in the average value obtained in each class. Where the control class gets a value of 70.15 and the experimental class is 81.7. The problem based learning model turned out to be superior in increasing student activity. The initial understanding score of teachers using Non-ICT media was 8.82 with a low category, the value of the learning process using Non-ICT media was 25.33 with a high category and 87.15 with the high category, then the average achievement of non-ICT student learning outcomes is 75.68 with the percentage of student learning outcomes achievement tendency of 73 (89%) students achieving complete learning outcomes, while as many as 9 (11%) students have not complete. Based on the results of data processing that researchers have done, the sig value is 0.04. These results when compared with the significance level of 5% (0.05), the sig value is smaller than the 5% significance level (0.02 <0.05). If sig is less than the significance level, then Ho is rejected and Ha is accepted, so it can be concluded that learning with a model based learning model can increase student activity and learning outcomes.

Keywords: *Problem Based Learning (PBL) Model, Learning Activities and Outcomes*