

**PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL)
TERHADAP PENINGKATAN HASIL BELAJAR**
(Studi Quasi Eksperimen Pada Mata Pelajaran Ekonomi Siswa Kelas XI IPS 5
SMA PGRI 1 Bandung Semester Genap 2023/2024)

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pembelajaran dan hasil belajar peserta didik dengan menerapkan model pembelajaran *Problem Based Learning* (PBL) pada kelas eksperimen dan model pembelajaran langsung pada kelas kontrol, adakah perbedaan hasil belajar sebelum dan sesudah pembelajaran kelas eksperimen maupun kontrol, serta seberapa besar peningkatan hasil belajar kelas eksperimen dan kelas kontrol. Metode penelitian yang digunakan yaitu quasi eksperimen dengan desain *nonequivalent control group design*. Hasil penerapan model pada kelas eksperimen yaitu peserta didik memperhatikan, mengamati dan dapat memecahkan permasalahan sesuai dengan tema. Hasil belajar kelas eksperimen yaitu sebelum menerapkan model pembelajaran *Problem Based Learning* (PBL) 38,4848, sesudah menerapkan model pembelajaran *Problem Based Learning* (PBL) 88,0303, dan kelas kontrol yaitu sebelum menerapkan model pembelajaran langsung 46,7188, sedangkan sesudah menerapkan model pembelajaran langsung 59,3750. Adapun pengolahan data dengan perbantuan *cohen's d effect size paired t test calculator* sebesar 0,209372, yang artinya terdapat pengaruh, serta hasil uji *independent sample t-test* terdapat peningkatan yang signifikan dalam hasil belajar kelas eksperimen dan kelas kontrol. Sebagai akhir penelitian, penulis menyampaikan kesimpulan dan saran bahwa pada kelas eksperimen dengan menerapkan model pembelajaran *Problem Based Learning* (PBL) dapat meningkatkan hasil belajar, serta saran diharapkan dapat menjadi referensi bagi kepala sekolah, bagi guru diharapkan dapat mengaplikasikan model pembelajaran *Problem Based Learning* (PBL) dan bagi peserta didik diharapkan dapat meningkatkan hasil belajar dengan mengikuti setiap rangkaian pembelajaran.

Kata Kunci: Model Pembelajaran Problem Based Learning (PBL), Hasil Belajar

**THE INFLUENCE OF THE PROBLEM BASED LEARNING MODEL ON
IMPROVING LEARNING OUTCOMES**
*(Quasi Experimental Study on Economics Subjects for Class XI IPS 5 Students
at SMA PGRI 1 Bandung, Academic Year 2023/2024)*

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ABSTRACT

The aim of this research is to find out how the learning and learning outcomes of students are by applying the Problem Based Learning (PBL) learning model in the experimental group and the direct learning model in the control group, is there a difference in learning outcomes before and after learning in the experimental and control groups, and how much large increase in learning outcomes for the experimental group and control group. The research method used was an experiment with a nonequivalent control group design. The results of applying the model to the experimental group were that students paid attention, observed and were able to solve problems according to the theme. The learning outcomes of the experimental group, namely before applying the Problem Based Learning (PBL) learning model, were 38.4848, after applying the Problem Based Learning (PBL) learning model, 88.0303, and the control group, namely before applying the direct learning model, were 46.7188, while after applying the model direct learning 59.3750. Meanwhile, data processing with the help of Cohen's d effect size paired t test calculator was 0.209372, which means there was an effect, and the results of the independent sample t-test showed a significant increase in the learning outcomes of the experimental class and control class. As the end of the research, the author conveys conclusions and suggestions that the experimental group by applying the Problem Based Learning (PBL) learning model can improve learning outcomes, and the suggestions are expected to be a reference for school principals, teachers are expected to be able to apply the Problem Based Learning (PBL) learning model) and students are expected to be able to improve learning outcomes by following each series of learning.

Keywords: Problem Based Learning Model, Learning Outcomes

**PENGARUH MODEL PROBLEM BASED LEARNING (PBL) KANGGO
PENINGKATAN HASIL BELAJAR**
*(Studi Kuasi Ékspérimén Mata Pelajaran Ékonomi Pikeun Siswa Kelas XI IPS
5 di SMA PGRI 1 Bandung Semester Genap 2023/2024)*

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RINGKESAN

Tujuan tina ieu panalungtikan nya éta pikeun mikanyaho kumaha hasil diajar sareng diajar siswa ku cara ngalarapkeun modél pangajaran Problem Based Learning (PBL) dina kelas ékspérimén sareng modél pangajaran langsung dina kelas kontrol, naha aya bentenna hasil diajar. sateuacan sareng sabada diajar di kelas ékspérimén sareng kontrol, sareng sabaraha ageung ngaronjatna hasil diajar pikeun kelas ékspérimén sareng kelas kontrol. Métonde panalungtikan anu digunakeun nya éta ékspérimén kalawan desain nonequivalent control group. Hasil ngalarapkeun modél kana kelas ékspérimén nya éta siswa merhatoskeun, niténan sareng mampu ngatoskeun masalah luyu sareng téma. Hasil diajar kelas ékspérimén, nya éta sateuacan ngalarapkeun modél pangajaran Problem Based Learning (PBL) nya éta 38,4848, saatos ngalarapkeun modél pangajaran Problem Based Learning (PBL), 88,0303, sareng kelas kontrol, nya éta sateuacan nerapkeun modél pangajaran langsung. Nya éta 46,7188, sedengkeun saatos ngalarapkeun modél pangajaran langsung 59,3750. Samentara éta, ngolah data kalayan bantuan Cohen's d effect size paired t test kalkulator nya éta 0,209372, hartina aya pangaruhna, sarta hasil uji independent ample t-test bebas némbongkeun paningkatan anu signifikan dina hasil diajar kelas ékspérimén jeung kontrol. Sabagé ahir panalungtikan, panulis dugika kacindekan sareng saran yén kelas ékspérimén ku cara ngalarapkeun modél pangajaran Problem Based Learning (PBL) tiasa ngaronjatkeun hasil diajar, sareng saran dipiharep tiasa dijantenkeun référénsi pikeun kapala sakola, guru dipiharep tiasa ngalarapkeun modél pangajaran Problem Based Learning (PBL) sareng siswa dipiharep bisa ngaronjatkeun hasil diajar ku cara nuturkeun unggal runtuyan pangajaran.

Kata Kunci: Model Problem Based Learning (PBL), Hasil Diajar