

**PENERAPAN MODEL *PROBLEM BASED LEARNING* (PBL) DALAM  
MENINGKATKAN EFEKTIVITAS PEMBELAJARAN  
(*Quasi* Eksperimen pada Mata Pelajaran Ekonomi Kelas XI IPS SMA  
Kemala Bhayangkari Tahun Ajaran 2023/2024)**

Oleh,

**DEA AMELIA**

**205020056**

**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas pembelajaran siswa sebelum dan sesudah menerapkan model *Problem Based Learning* (PBL) pada kelas eksperimen dan model *Discovery Learning* pada kelas kontrol, serta mengetahui seberapa besar peningkatan kelas eksperimen menggunakan model *Problem Based Learning* (PBL) dan kelas kontrol menggunakan model *Discovery Learning* terhadap efektivitas pembelajaran siswa di SMA Kemala Bhayangkari, tahun ajaran 2023/2024. Metode penelitian yang digunakan yaitu eksperimen dengan desain *nonequivalent control group design*. Teknik pengumpulan data dalam penelitian ini adalah observasi, *pretest* dan *posttest*, serta dokumentasi. Variabel penelitian ini terdiri dari variabel independen (bebas) yaitu penggunaan model *Problem Based Learning* (PBL) (X) dan variabel dependen (terikat) yaitu efektivitas pembelajaran (Y). Berdasarkan hasil penelitian pada kelas eksperimen menggunakan model *Problem Based Learning* (PBL) memperoleh nilai rata-rata *pretest* 56,11 dan *posttest* 84,54, dan pada kelas kontrol menggunakan model *Discovery Learning* memperoleh nilai rata-rata *pretest* 46,61 dan *posttest* 79,93. Adapun hasil dari efektivitas pembelajaran dari kelas eksperimen mendapatkan rata-rata 84,54 dan kelas kontrol mendapatkan rata-rata 79,93 serta N-Gain Score untuk kelas eksperimen (*Problem Based Learning*) sebesar 0,6490 termasuk kedalam kriteria sedang sementara untuk kelas kontrol (*Discovery Learning*) sebesar 0,6156 termasuk kedalam kriteria sedang, namun lebih besar apabila dibandingkan dengan hasil N-Gain Score kelas kontrol. Penulis menyampaikan kesimpulan bahwa kelas eksperimen dengan menerapkan model *Problem Based Learning* (PBL) dapat meningkatkan efektivitas pembelajaran, serta saran diharapkan bagi kepala sekolah dapat memfasilitasi, bagi guru diharapkan menggunakan model pembelajaran yang bervariasi, bagi siswa diharapkan lebih aktif dikelas pada saat proses pembelajaran, dan bagi peneliti selanjutnya diharapkan dapat mengadakan penelitian lebih lanjut mengenai efektivitas pembelajaran.

**Kata Kunci:** Model *Problem Based Learning* (PBL), Efektivitas Pembelajaran

**APPLICATION OF PROBLEM BASED LEARNING (PBL) MODEL IN  
INCREASING LEARNING EFFECTIVENESS**

***(Quasi Experiment on Economics Subject Class XI IPS SMA Kemala  
Bhayangkari Academic Year 2023/2024)***

By

**DEA AMELIA**

**205020056**

**ABSTRACT**

*The purpose of this study is to determine the effectiveness of student learning before and after applying the Problem Based Learning (PBL) model in the experimental class and the Discovery Learning model in the control class, as well as to find out how much the increase in the experimental class using the Problem Based Learning (PBL) model and the control class using the Discovery Learning model on the learning effectiveness of students at Kemala Bhayangkari High School, 2023/2024 school year. The research method used is an experiment with a nonequivalent control group design. The data collection techniques in this study are observation, pretest and posttest, as well as documentation. The variables of this study consist of an independent variable, namely the use of the Problem Based Learning (PBL) model (X) and a dependent (bound) variable, namely learning effectiveness (Y). Based on the results of the research in the experimental class using the Problem Based Learning (PBL) model, the average pretest score was 56.11 and the posttest was 84.54, and the control class using the Discovery Learning model obtained an average pretest score of 46.61 and posttest 79.93. The results of the learning effectiveness of the experimental class got an average of 84.54 and the control class got an average of 79.93 and the N-Gain Score for the experimental class (Problem Based Learning) of 0.6490 was included in the medium criterion while the control class (Discovery Learning) of 0.6156 was included in the medium criterion, but greater when compared to the results of the N-Gain Score of the control class. The author concluded that experimental classes by applying the Problem Based Learning (PBL) model can increase learning effectiveness, and suggestions are expected for school principals to facilitate, for teachers are expected to use a variety of learning models, for students are expected to be more active in the classroom during the learning process, and for researchers to be able to conduct further research on learning effectiveness.*

*Keywords: Problem Based Learning (PBL) Model, Learning Effectiveness*

**APLIKASI MODÉL PROBLEM BASED LEARNING (PBL) Dina  
Ngaronjatkeun Éféktivitas Diajar.  
(Ékspérimén Kuasi Mata Pelajaran Ékonomi Kelas XI IPS SMA Kemala  
Bhayangkari Taun Ajaran 2023/2024)**

Ku,

**DEA AMELIA**

**205020056**

**RINGKESAN**

*Tujuan tina ieu panalungtikan nya éta pikeun mikanyaho éféktivitas diajar siswa saméméh jeung sabada ngalarapkeun modél Problem Based Learning (PBL) di kelas ékspérimén jeung modél Discovery Learning di kelas kontrol, ogé pikeun mikanyaho sabaraha kamajuan kelas ékspérimén. ngagunakeun modél Problem Based Learning (PBL) jeung kelas kontrol ngagunakeun modél Discovery Learning kana éféktivitas diajar siswa di SMA Kemala Bhayangkari taun ajaran 2023/2024, anu diwangun ku 2 kelas, nya éta kelas XI IPS 2 salaku ékspérimén. kelas XI IPS 1 salaku kelas kontrol. Méthode panalungtikan anu digunakeun nya éta ékspérimén kalawan desain nonequivalent control group. Téhnik ngumpulkeun data dina ieu panalungtikan nya éta obsérvasi, pretés jeung postés, jeung dokuméntasi. Variabel ieu panalungtikan diwangun ku variabel bébas (bébas), nya éta ngagunakeun modél Problem Based Learning (PBL) (X) jeung variabel terikat (bound), nya éta éféktivitas diajar (Y). Dumasar kana hasil panalungtikan di kelas ékspérimén ngagunakeun modél Problem Based Learning (PBL), nya éta pretest 56,11 jeung posttest 84,54, sarta di kelas kontrol ngagunakeun modél Discovery Learning, nya éta pretest 46,61 jeung posttest 79,93. Hasil éféktivitas diajar kelas ékspérimén meunang rata-rata 84,54 jeung kelas kontrol meunang rata-rata 79,93 jeung peunteun N-Gain pikeun kelas kontrol (Discovery Learning) nya éta 0,6156, anu kaasup kana kritéria sedeng, sedengkeun rata-rata skor N-gain pikeun kelas ékspérimén (Problem Based Learning) 0,6490 kaasup kana kritéria sedeng tapi leuwih gedé lamun dibandingkeun jeung hasil N-Gain Score kelas kontrol. Panulis nepikeun kacindekan yén kelas ékspérimén ku ngalaksanakeun modél Problem Based Learning (PBL) bisa ngaronjatkeun éféktivitas diajar, sarta dipiharep saran pikeun kapala sakola sangkan ngagampangkeun, guru dipiharep ngagunakeun modél pangajaran anu variatif, siswa dipiharep bisa leuwih aktif di kelas salila prosés diajar, sarta dipiharep panalungtik ka hareup bisa ngayakeun panalungtikan satuluyna ngeunaan éféktivitas pangajaran.*

**Konci:** *Modél Pangajaran Berbasis Masalah (PBL), Éféktivitas Diajar*