

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* (PBL) TERHADAP HASIL BELAJAR SISWA SD KELAS V PADA TEMA 3 SUBTEMA 1 PEMBELAJARAN 2

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Latar belakang penelitian ini adalah untuk menguji keefektifan model *Problem Based Learning* (PBL) pada pembelajaran tematik khususnya mata pelajaran Ilmu Pengetahuan Alam. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap hasil belajar siswa kelas V pada pembelajaran tematik tema 3 subtema 1 pembelajaran 2.

Penelitian ini menggunakan penelitian *quasi experiment* tipe *non-equivalent control group design*. Populasi pada penelitian ini adalah seluruh siswa kelas V SD Negeri Tegalrejo 2. Sampel penelitian ini terdiri atas 31 siswa kelas VA sebagai kelompok eksperimen dan 28 siswa kelas VB sebagai kelompok kontrol. Treatment yang diberikan pada kelompok eksperimen adalah dengan menggunakan model *Problem Based Learning* (PBL). Ada 5 langkah dalam model pembelajaran *Problem Based Learning* (PBL) yaitu mengorientasi peserta didik terhadap masalah, mengorganisasi peserta didik untuk belajar, membimbing penyelidikan individual maupun kelompok, mengemabangkan dan menyajikan hasil karya, serta menganalisis dan mengevaluasi proses pemecahan masalah.

Hasil penelitian menunjukkan bahwa model pembelajaran *Problem Based Learning* (PBL) berpengaruh terhadap hasil belajar siswa kelas V pada pembelajaran tematik tema 3 subtema 1 pembelajaran 2. Besarnya pengaruh sebesar $r = 0,65$ atau setara dengan 42% yang termasuk dalam kategori efek besar. Hasil uji perbedaan selisih skor *pretest-posttest* menggunakan statistik parametrik dengan *Independent samples t-test* menunjukkan bahwa rerata selisih skor pada kelompok eksperimen ($M = 33,06$, $SE = 1,19$) lebih tinggi daripada rerata selisih skor pada kelompok kontrol ($M = 19,84$, $SE = 1,86$). Perbedaan tersebut signifikan dengan $t(46,67) = -5,96$ dan $p = 0,00$. Harga *Sig. (2-tailed)* $< 0,05$ maka H_{null} ditolak dan H_1 diterima artinya ada perbedaan yang signifikan antara selisih skor *posttest-pretest* pada kelompok kontrol dan kelompok eksperimen.

Kata kunci: Model *Problem Based Learning* (PBL), hasil belajar siswa, pembelajaran tema.

ABSTRACT**THE EFFECT OF PROBLEM BASED LEARNING MODEL ON THE STUDENTS LEARNING OUTCOME FOR FIFTH GRADE ELEMENTARY STUDENTS IN TEGALREJO 2 ELEMANTARY SCHOOL ON TEMATIC LEARNING FOR THEME 3 SUBTHEME 1 LESSON 2**

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The background of this study was to test effectiveness of Problem Based learning model on tematic learning process especially Science. The aim of this study is to determine the effect of Problem Based Learning (PBL) model on fifth grade student in their outcomes on tematic learning for theme 3 subtheme 1 lesson 2.

This study used quasi experiment research type non-equivalent control group design. The population in this study were all students on their fifth grade of Tegalrejo 2 Elementary School. The sample of this study consisted of 31 students from VA class as experimental group and 28 students of VB class as control group. The treatment for to the experimental group was Problem Based Learning (PBL) model. There are 5 steps in the Problem Based Learning (PBL) learning model including orientate student towards the problems, organize Student to learn, guide individual or group investigations, develop and present the results, and analyze and evaluate the problem solving process.

The result of the study showed that Problem Based Learning (PBL) model had an effects on the students learning outcomes of fifth grade students on the tematic learning for theme 3 subtheme 1 lesson 2. The effect size was $r = 0.65$ or same as 42% that include of large effect category. The diference test of pretest-posttest used parametric statistic with Independent samples t -test showed that the average difference in the experimental group ($M = 33,06$, $SE = 1,19$) was higher than the average difference in the control group ($M = 19,84$, $SE = 1,86$). The difference is significant with $t(46,67) = -5,96$ dan $p = 0,00$. The price of Sig. (2-tailed) $< 0,05$ then H_{null} is rejected and H_1 accepted means there is a significant difference between the posttest-pretest score difference in the control group and the experimental group.

Keywords: *Problem Based Learning (PBL) model, students learning outcome, tematic learning.*