PENERAPAN MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* (PBL) PADA MATERI PROTISTA SEMESTER GASAL DI KELAS X MIPA 1 SMA NEGERI 2 NGAGLIK YOGYAKARTA TAHUN AJARAN 2018/2019

Bethista Sukma Cahyaningtyas

Universitas Sanata Dharma

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ABSTRAK

Berdasarkan hasil observasi dan wawancara yang dilakukan dengan guru Biologi SMA Negeri 2 Ngaglik , rendahnya motivasi dan hasil belajar siswa pada materi Protista disebabkan karena pembelajaran masih didominasi oleh guru dengan ceramah. Penelitian ini bertujuan untuk meningkatkan motivasi dan hasil belajar siswa dengan menerapkan model pembelajaran *Problem Based Learning* pada materi Protista di kelas X MIPA 1 SMA Negeri 2 Ngaglik Yogyakarta.

Jenis penelitian ini merupakan Penelitian Tindakan Kelas yang dilakukan dalam dua siklus. Penelitian dilaksanakan pada bulan November 2018 dengan subyek penelitian sebanyak 29 siswa kelas X MIPA 1 SMA Negeri 2 Ngaglik Yogyakarta. Instrumen pengumpulan data yang digunakan adalah soal tes, lembar observasi, dan kuesioner. Data dianalisis secara kualitatif dan kuantitatif.

Hasil penelitian menunjukkan bahwa penerapan model PBL belum meningkatkan hasil belajar kognitif siswa di mana rata-rata hasil belajar pada siklus I sebesar 40,2 dan siklus II sebesar 39,0 dengan skor *n-gain* = -1,8. Model ini belum meningkatkan hasil belajar afektif siswa juga di mana siklus I 75% termasuk kategori sedang dan 25% termasuk kategori rendah dan pada siklus II 25% termasuk kategori sedang, 63% termasuk kategori rendah, dan 13% termasuk kategori tinggi. Model ini juga belum meningkatkan motivasi belajar siswa yaitu pada siklus I sebesar 55% termasuk kategori tinggi dan 45% termasuk kategori sedang dan pada siklus II 31% termasuk kategori tinggi dan 69% termasuk kategori sedang. Kesimpulan dari penelitian ini adalah model pembelajaran *Problem Based Learning* pada pada materi Protista belum meningkatkan motivasi dan hasil belajar siswa kelas X MIPA 1 SMA Negeri 2 Ngaglik Yogyakarta.

Kata kunci: *problem based learning*, hasil belajar kognitif, hasil belajar kognitif, motivasi belajar, materi Protista.

APPLICATION OF PROBLEM BASED LEARNING (PBL) LEARNING MODEL IN THE ODD SEMESTER PROTISTA MATERIAL IN CLASS X MIPA 1 IN SENIOR HIGH SCHOOL 2 NGAGLIK YOGYAKARTA IN THE ACADEMIC YEAR 2018/2019

Bethista Sukma Cahyaningtyas

Sanata Dharma University

2019

ABSTRACT

Based on the observations and interviews conducted with Biology teachers at SMA Negeri 2 Ngaglik, the low motivation and student learning outcomes in Protista material were caused because learning was still dominated by teachers with lectures. This study aims to improve student motivation and learning outcomes by applying the Problem Based Learning learning model in Protista material in class X MIPA 1 Ngaglik 2 Public High School Yogyakarta.

This type of research is Classroom Action Research conducted in two cycles. The study was conducted in November 2018 with the subjects of the study were 29 students of class X MIPA 1 Ngaglik 2 Public High School Yogyakarta. The data collection instruments used were test questions, observation sheets, and questionnaires. Data are analyzed qualitatively and quantitatively.

The results showed that the application of the PBL model did not improve students' cognitive learning outcomes where the average learning outcomes in the first cycle were 40.2 and the second cycle was 39.0 with the score n-gain = -1.8. This model has not improved the affective learning outcomes of students also where the first cycle of 75% is in the medium category and 25% is in the low category and in the second cycle 25% is in the moderate category, 63% is in the low category and 13% is in the high category. This model also has not increased student learning motivation, namely in the first cycle of 55% including the high category and 45% including the medium category and in the second cycle 31% including the high category and 69% including the medium category. The conclusion of this study is the Problem Based Learning learning model in the Protista material has not increased the motivation and learning outcomes of students of class X MIPA 1 in Senior High School 2 Ngaglik Yogyakarta.

Keywords: problem based learning, cognitive learning outcomes, cognitive learning outcomes, learning motivation, Protista material.