ABSTRAK

PENGARUH INTENSITAS PENGGUNAAN MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* TERHADAP HASIL BELAJAR DAN KEAKTIFAN SISWA KELAS X SMA NEGERI 1 KALASAN PADA MATERI PERUBAHAN LINGKUNGAN

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Proses pembelajaran yang efektif dapat terlaksana apabila model pembelajaran diterapkan dengan tepat dan mengakomodasi dinamika di dalam kelas. Permasalahan di SMA Negeri 1 Kalasan yaitu nilai hasil belajar masih banyak dibawah KKM, keaktifan peserta didik dinilai masih kurang optimal dan masih kurangnya inovasi model pembelajaran yang diterapkan oleh guru. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran *Problem Based Learning* terhadap hasil belajar dan keaktifan peserta didik. Jenis penelitian yang digunakan *quasi experiment*. Pengambilan sampel dengan teknik *purposive sampling* dengan hasil kelas X MIPA 2 sebagai kelas eksperimen. Hasil belajar siswa diukur menggunakan tes tertulis. Keaktifan siswa diukur menggunakan lembar observasi.

Hasil penelitian menunjukkan: 1) Penerapan model pembelajaran *Problem Based Learning* berpengaruh terhadap hasil belajar peserta didik pada materi Perubahan Lingkungan. Hal tersebut dapat dilihat dari nilai rata-rata tes pada pertemuan kedua lebih tinggi dibandingkan tes pada pertemuan pertama. Rata-rata nilai tes pada pertemuan pertama yaitu 48,05 sedangkan nilai rata-rata tes pada pertemuan kedua yaitu 69,86. 2) Penerapan model pembelajaran *Problem Based Learning* berpengaruh terhadap keaktifan peserta didik pada materi Perubahan Lingkungan. Hal tersebut dapat dilihat dari indikator keaktifan peserta didik. Indikator keaktifan peserta didik pada pertemuan pertama termasuk dalam kategori rendah dan indikator keaktifan peserta didik pada pertemuan kedua termasuk dalam kategori sangat tinggi.

Kata kunci: *Problem Based Learning,* hasil belajar, keaktifan peserta didik, materi perubahan lingkungan

ABSTRACT

THE EFFECT OF THE INTENSITY OF THE USE OF PROBLEM-BASED LEARNING MODELS ON LEARNING OUTCOMES AND ACTIVENESS OF STUDENTS IN CLASS X SMA NEGERI 1 KALASAN ON ENVIRONMENTAL CHANGE MATERIAL

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An effective learning process can be carried out if the learning model is applied appropriately and accommodates the dynamics in the classroom. The problem at SMA Negeri 1 Kalasan is that the value of learning outcomes is still below the KKM, the activeness of students is still considered less than optimal and there is still a lack of innovation in the learning model applied by the teacher. This study aims to determine the effect of applying the Problem Based Learning learning model on learning outcomes and student activeness. The type of research used is quasi experiment. Sampling using purposive sampling technique with the results of class X MIPA 2 as an experimental class. Student learning outcomes were measured using a written test. Student activeness was measured using an observation sheet.

The results showed: 1) The application of the Problem Based Learning learning model affects the learning outcomes of students on Environmental Change material. This can be seen from the average test score at the second meeting higher than the test at the first meeting. The average test score at the first meeting was 48.05 while the average test score at the second meeting was 69.86. 2) The application of the Problem Based Learning learning model affects the activeness of students on Environmental Change material. This can be seen from the indicators of student activeness. Indicators of learner activeness at the first meeting were included in the low category and indicators of learner activeness at the second meeting were included in the very high category.

Keywords: *problem based learning, conventional learning model, learning outcomes, activeness*