

ABSTRAK

**PENERAPAN MODEL PEMBELAJARAN *PROBLEM BASED LEARNING*
BERDIFERENSIASI DALAM MENINGKATKAN HASIL BELAJAR DAN
KEPEDULIAN LINGKUNGAN PADA MATERI PERUBAHAN LINGKUNGAN
KELAS X**

Katarina Mutiara Paraswati

Universitas Sanata Dharma

Latar belakang penelitian ini adalah adanya keberagaman kebutuhan peserta didik terutama pada gaya belajar, namun pembelajaran yang memfasilitasi keberagaman gaya belajar peserta didik belum dilaksanakan. Salah satu aspek dalam kurikulum merdeka ialah pembelajaran berdiferensiasi, pembelajaran yang tidak memperhitungkan keberagaman gaya belajar peserta didik dapat menyebabkan peserta didik tidak maksimal dalam memahami materi. Sebagai generasi penerus peserta didik juga harus memiliki pemahaman akan kepedulian lingkungan untuk membentuk kesadaran terhadap perubahan lingkungan. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran *Problem Based Learning* berdiferensiasi dalam meningkatkan hasil belajar dan karakter peduli lingkungan pada materi perubahan lingkungan di kelas X SMA K Sang Timur Yogyakarta.

Penelitian ini menggunakan metode kuantitatif eksperimen, dengan bentuk desain eksperimen *Pre-eksperimen Design*. Penelitian ini dilakukan terhadap satu kelompok eksperimen, dengan desain penelitian *one group pretest-posttest design*. Sebelum eksperimen kelompok mengerjakan *pretest* serta mengisi kuesioner awal dan setelah diberi perlakuan kelompok eksperimen mengerjakan *posttest* serta kuesioner akhir.

Berdasarkan hasil analisis deskriptif data diketahui bahwa terjadi peningkatan rata-rata pada hasil *pretest-posttest* dan hasil kuesioner. Berdasarkan hasil uji *N-Gain* hasil test terdapat 17 siswa (68%) mengalami peningkatan dengan kategori sedang, 6 siswa (24%) kategori rendah, tidak efektif sebanyak 2 siswa (8%). Hasil uji *N-Gain* hasil kuesioner terdapat 4 siswa (16%) mengalami peningkatan dengan kategori tinggi, pada kategori sedang terdapat 6 siswa (24%), kategori rendah sebanyak 12 siswa (48%) dan tidak efektif sebanyak 3 siswa (12%). Kesimpulan penelitian ini adalah terdapat peningkatan hasil belajar serta karakter peduli lingkungan peserta didik setelah dilaksanakan pembelajaran dengan model pembelajaran *problem based learning* berdiferensiasi pada materi perubahan lingkungan.

Kata kunci: Problem Based Learning Berdiferensiasi, Perubahan Lingkungan, *Pre-eksperimen Design*, *one group pretest-posttest desi*

ABSTRACT

APPLICATION OF A DIFFERENTIATED PROBLEM BASED LEARNING MODEL IN IMPROVING LEARNING OUTCOMES AND ENVIRONMENTAL CONCERN IN CLASS X ENVIRONMENTAL CHANGE MATERIAL

Katarina Mutiara Paraswati

Sanata Dharma University

The background of this research is that there is a diversity of students' needs, especially in learning styles, but learning that facilitates the diversity of students' learning styles has not been implemented. One aspect of the independent curriculum is differentiated learning, learning that does not take into account the diversity of students' learning styles can cause students to not understand the material optimally. As the next generation, students must also have an understanding of environmental awareness to form awareness of environmental changes. This research aims to determine the effect of applying the differentiated Problem Based Learning model in improving learning outcomes and environmentally caring character in environmental change material in class X SMA K Sang Timur Yogyakarta.

This research uses a quantitative experimental method, with the form of a Pre-experimental Design experiment. This research was conducted on one experimental group, with a one group pretest-posttest research design. Before the experiment, the group did the pretest and filled out the initial questionnaire and after being treated, the experimental group did the posttest and final questionnaire.

Based on the results of descriptive analysis of the data, it is known that there was an average increase in the pretest-posttest results and questionnaire results. Based on the results of the N-Gain test, the test results showed that 17 students (68%) experienced improvement in the medium category, 6 students (24%) in the low category, 2 students (8%) were ineffective. The results of the N-Gain test from the questionnaire showed that 4 students (16%) experienced an increase in the high category, in the medium category there were 6 students (24%), in the low category there were 12 students (48%) and in the ineffective category there were 3 students (12%). The conclusion of this research is that there is an increase in learning outcomes and students' environmentally caring character after implementing learning using a differentiated problem based learning model on environmental change material.

Keywords: Differentiated Problem Based Learning, Environmental Change, Pre-experiment Design, one group pretest-posttest design