

ABSTRAK

Agnesia Iswara Nugrahaeni, 2019. Efektivitas Pembelajaran Berbasis Masalah ditinjau dari Hasil Belajar dan Sikap Kreatif Siswa Kelas VIII SMP N 2 Yogyakarta pada Materi Sistem Persamaan Linear Dua Variabel. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.

Penelitian ini bertujuan untuk (1) mendeskripsikan efektivitas penerapan model Pembelajaran Berbasis Masalah terhadap hasil belajar siswa, dan (2) mendeskripsikan efektivitas penerapan pembelajaran berbasis masalah terhadap sikap kreatif siswa kelas VIII SMP N 2 Yogyakarta.

Jenis penelitian ini merupakan penelitian deskriptif kuantitatif. Subjek penelitian ini adalah 28 siswa kelas VIII D SMP N 2 Yogyakarta. Data hasil belajar diperoleh melalui tes tertulis. Data sikap kreatif siswa diperoleh dari angket awal, angket akhir, dan wawancara. Instrumen penelitian yang digunakan adalah instrumen pembelajaran yang berupa Rencana Pelaksanaan Pembelajaran, serta instrumen pengumpulan data yang terdiri soal tes tertulis, angket sikap kreatif siswa, dan pedoman wawancara. Pengambilan kesimpulan dari nilai hasil tes dengan kategori minimal cukup sebesar 70% akan mewakili efektivitas pembelajaran berbasis masalah. Sedangkan pengambilan kesimpulan dari peningkatan skor rata-rata berdasarkan indikator dari angket sikap kreatif awal dan angket sikap kreatif akhir akan mewakili efektivitas pembelajaran berbasis masalah.

Hasil belajar siswa menunjukkan bahwa 64,3% siswa masuk kategori minimal cukup. Sedangkan 35,7% siswa masuk kategori kurang dan sangat kurang. Hasil analisis data angket sikap kreatif awal dan angket sikap kreatif akhir mengalami peningkatan di setiap indikator. Angket sikap kreatif siswa awal terdapat 78,6% siswa dengan kategori sedang dan 21,4% siswa dengan kategori rendah. Pada angket sikap kreatif siswa akhir terdapat 10,7% siswa dengan kategori tinggi, 85,7% siswa dengan kategori sedang, dan 3,6% siswa termasuk kategori rendah. Berdasarkan analisis yang telah dilakukan, dapat disimpulkan bahwa pembelajaran berbasis masalah kurang efektif jika ditinjau dari hasil belajar dan efektif jika ditinjau dari sikap kreatif.

Kata kunci: Pembelajaran berbasis masalah, hasil belajar, sikap kreatif.

ABSTRACT

Agnesia Iswara Nugrahaeni, 2019. The Effectiveness of Problem Based Learning Based on Student's Learning Achievement and Student's Creative Attitudes of Class VIII of SMP N 2 Yogyakarta of Linear Equation System Two Variables Material. Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teacher Training and Education, Sanata Dharma University Yogyakarta.

The aims of this research are to (1) describe the effectiveness of the implementation of the Problem Based Learning model based on student's learning achievement, and (2) describe the effectiveness of the implementation of Problem Based Learning model based on student's creative attitude of class VIII of SMP N 2 Yogyakarta.

This research is quantitative descriptive type research. The subjects of this research were 28 students of class VIII D SMP N 2 Yogyakarta. Data on student's learning achievement are obtained through written tests. Data on student's creative attitudes were obtained from the initial questionnaires, final questionnaires, and interviews. The research instruments used are form of lesson plans, as well as data retrieval instruments consisting of written tests, student creative attitude questionnaires, and interview guidelines. Taking conclusions from the value of test results with a minimum category of 70% will represent the effectiveness of learning Problem Based Learning. While the conclusions from increasing the average score based on the indicators of the initial creative attitude questionnaire and the final creative attitude questionnaire will represent the effectiveness of Problem Based Learning.

The student's learning achievement results show that 64.3% of students entered the minimum category. While 35.7% of students fall into the category of less and very less. The results of the initial creative attitude questionnaire data analysis and the final creative attitude questionnaire increased in each indicator. Questionnaire for the initial creative attitude of students is 78,6% of students with a moderate category and 21,4% of students with a low category. In the final student questionnaire creative attitude there are 10.7% of students with a high category, 85,7% of students with a moderate category, and 3,6% of students including the low category. Based on the analysis that has been done, it can be concluded that Problem Based Learning is less effective based on student's learning achievement and effective based on student's creative attitude.

Keywords: *Problem Based Learning, student's learning achievement, creative attitude.*