

ABSTRAK

Robituddin, 2019. Pengaruh Model Pembelajaran Problem Solving Terhadap Hasil Belajar Dalam Materi Operasi Hitung Pada Bilangan Bulat Kelas VI SDN Ngawen. Program Studi Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Sultan Agung. Pembimbing I: Yunita Sari, S.Pd., M.Pd., Pembimbing II: Sari Yustiana, S.Pd.,M.Pd.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *problem solving* terhadap hasil belajar dalam materi operasi hitung pada bilangan bulat di kelas VI SDN Ngawen. Desain penelitian yang digunakan dalam penelitian ini yaitu *quasi experimental design*. Penelitian ini menggunakan teknik pengumpulan data yang meliputi tes, angket, dan penilaian praktik. Analisis data dalam penelitian ini menggunakan uji *paired t-test* dan *independent t-test*. Hasil uji *paired t test* ranah kognitif menunjukkan angka signifikansi $0,000 < 0,05$. Hasil uji *independent t-test* menunjukkan bahwa nilai signifikansi $0,000 < 0,05$. Sebagaimana dasar pengambilan keputusan dalam uji *independent sample t test* bahwa jika didapatkan nilai $\text{Sig} > 0,05$ maka H_0 diterima dan H_a ditolak, sedangkan jika didapatkan nilai $\text{Sig} < 0,05$ maka H_0 ditolak dan H_a diterima. Ini artinya pembelajaran *problem solving* berpengaruh terhadap hasil belajar siswa ranah kognitif karena nilai *sig (2.tailed)* $0,000 < 0,05$. Hasil uji *paired sample t-test* ranah afektif kelas eksperimen adalah $0,000 > 0,05$ sedangkan uji *paired sample t-test* kelas control menunjukkan angka $0,000 > 0,05$. Hasil uji *independent sample t-test* menunjukkan nilai $0,031 < 0,05$. Artinya model pembelajaran *problem solving* berpengaruh terhadap hasil belajar afektif siswa kelas VI SDN ngawen. Hasil uji *paired sample t-test* ranah psikomotor kelas eksperimen menunjukkan nilai signifikansi $0,000 > 0,05$ sedangkan kelas control menunjukkan angka $0,000 < 0,05$. Uji *independent sample t-test* menunjukkan angka $0,000 < 0,05$, artinya model pembelajaran *problem solving* berpengaruh terhadap hasil belajar psikomotorik siswa kelas VI SDN Ngawen. Hasil uji anova menunjukkan model pembelajaran *problem solving* berpengaruh terhadap hasil belajar siswa aspek kognitif, afektif dan psikomotor secara bersama-sama. Hal ini dibuktikan dengan hasil uji yang telah dilakukan menunjukkan bahwa nilai *sig* $0,00 > 0,05$. Sehingga dapat disimpulkan bahwa model pembelajaran *problem solving* berpengaruh terhadap hasil belajar siswa pada ranah kognitif, afektif dan psikomotorik secara bersama-sama.

Kata Kunci: model pembelajaran *problem solving*, hasil belajar, operasi bilangan bulat

ABSTRACT

Robituddin, 2019. The Effect of Problem Solving Learning Model on Learning Outcomes in the Calculation Operations Material in Class VI Round Ngawen Elementary School. Elementary School Teacher Study Program. Faculty of Teacher Training and Education, Sultan Agung Islamic University. Advisor I: Yunita Sari, S.Pd., M.Pd., Advisor II: Sari Yustiana, S.Pd., M.Pd.

This study aims to determine the effect of the problem solving learning model on learning outcomes in count operations material on integers in class VI SDN Ngawen. The research design used in this study is Quasi Experimental Design. This study uses data collection techniques that include tests, questionnaires, and practical assessment. Paired t test results in the cognitive domain showed a significance number of $0,000 < 0.05$. The results of the independent t-test show that the significance value is $0.000 < 0.05$. As the basis for decision making in the independent sample t test that if the Sig value > 0.05 is obtained then H_0 is accepted and H_a is rejected, while if the Sig value < 0.05 is obtained then H_0 is rejected and H_a is accepted. This means that problem solving learning has an effect on student learning outcomes in the cognitive domain because the value of sig (2.tailed) is $0,000 < 0.05$. The results of the paired sample t-test affective domain of the experimental class were $0,000 > 0.05$ while the paired sample t-test of the control class showed $0,000 > 0.05$. The results of the independent sample t-test showed a value of $0.031 < 0.05$. This means that the problem solving learning model affects the affective learning outcomes of students in grade VI Ngawen SDN. Paired sample t-test results of the experimental class psychomotor domain showed a significance value of $0,000 > 0.05$ while the control class showed $0,000 < 0.05$. Independent sample t-test test showed the number $0,000 < 0.05$, meaning that the problem solving learning model affected the psychomotor learning outcomes of Grade VI students of SDN Ngawen. ANOVA test results show that the problem solving learning model influences student learning outcomes cognitive, affective and psychomotor aspects together. This is evidenced by the results of tests that have been carried out showing that the value of sig $0.00 > 0.05$. So it can be concluded that the problem solving learning model influences student learning outcomes in the cognitive, affective and psychomotor domains together.

Keywords: problem solving learning model, learning outcomes, number operation.