

ABSTRAK

Istanti, Dwi. 2021. Efektivitas Model *Problem Based Learning* Terhadap Prestasi Belajar Kognitif Siswa Pada Tema 7 Subtema 1 Kelas Iv Sd Muhammadiyah 3 Panjuran Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Sultan Agung Semarang. Pembimbing I: Muhammad Afandi, S.Pd., M.Pd., Pembimbing II: Yulina Ismiyanti, S.Pd., M.Pd.

Penelitian ini bertujuan untuk Mengetahui efektivitas model *Problem Based Learning* terhadap prestasi belajar kognitif siswa kelas IV SD Muhammadiyah 3 Panjuran. Hasil penelitian menunjukkan bahwa proses pembelajaran antra kelas eksperimen dan kelas kontrol didapatkan hasil uji *paired sample t-test* yang digunakan untuk mengetahui efektivitas model *problem based learning* (X1) terhadap prestasi belajar kognitif siswa (Y1) pada kelas eksperimen hasil Uji *Paired Sample T-Test* menunjukkan Sig. .214 artinya Sig > 0.05, maka H_0 diterima. Dapat disimpulkan bahwa perlakuan menggunakan model *problem based learning* memiliki efektivitas terhadap prestasi belajar kognitif siswa. Sedangkan dikelas kontrol hasil Uji *Paired Sample T-Test* menunjukkan Sig. .004 artinya Sig > 0.05, maka H_0 ditolak atau dapat disimpulkan bahwa pembelajaran konvensional tidak efektif terhadap prestasi belajar kognitif siswa. Model *problem based learning* efektif meningkatkan prestasi belajar kognitif siswa berdasarkan hasil uji *paired sample t-test*. Hal tersebut sejalan dengan hasil prestasi belajar yang diperoleh siswa kelas eksperimen, pada saat *pretest* dari 15 siswa hanya 2 siswa atau 13% siswa yang mencapai KKM dengan nilai rata-rat 52,33, nilai maksimal 70, dan nilai minimal 35. Setelah proses pembelajaran dengan model *problem based learning* hasil *posttest* menunjukkan dari 15 siswa semua siswa atau 100% siswa tuntas atau mencapai KKM yang ditentukan dengan nilai rata-rat 83,00, nilai maksimal 100, dan nilai minimal 70. Kenaikan hasil yang diperoleh kelas eksperimen adalah ketuntasan dari 13% menjadi 100% atau naik 87%. Nilai rata-rata dari 52,33 menjadi 83,00 atau naik 30,67. Nilai maksimal dari 70 menjadi 100 atau naik 30. Nilai minimal 35 menjadi 70 atau naik 35. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa model *Problem Based Learning* memberikan efektivitas yang signifikan dalam meningkatkan prestasi belajar siswa kelas IV SD Muhammadiyah 3 Panjuran.

Kata Kunci: Model *Problem Based Learning*, Prestasi Belajar Kognitif

ABSTRACT

Istanti, Dwi. 2021. Effectiveness of Problem Based Learning Model on Students' Cognitive Learning Achievement in Theme 7 Sub-theme 1 Class IV Elementary School Muhammadiyah 3 Panjunan Faculty of Teacher Training and Education, Sultan Agung Islamic University, Semarang. Supervisor I: Muhammad Afandi, S.Pd., M.Pd., Supervisor II: Yulina Ismiyanti, S.Pd., M.Pd.

This study aims to determine the effectiveness of the Problem Based Learning model on cognitive learning achievement of fourth grade students at SD Muhammadiyah 3 Panjunan. The results showed that the learning process between the experimental class and the control class obtained the results of the paired sample t-test which was used to determine the effectiveness of the problem based learning model (X1) on students' cognitive learning achievement (Y1) in the experimental class the results of the Paired Sample T Test. -Test shows Sig. .214 means Sig > 0.05, then HO is accepted. It can be concluded that the treatment using the problem based learning model has effectiveness on students' cognitive learning achievement. While in the control class the results of the Paired Sample T-Test showed Sig. .004 means Sig > 0.05, then HO is rejected or it can be concluded that conventional learning is not effective on students' cognitive learning achievement. The problem based learning model is effective in improving students' cognitive learning achievement based on the results of the paired sample t-test. This is in line with the learning achievement results obtained by the experimental class students, at the pretest of 15 students only 2 students or 13% of students reached the KKM with an average score of 52.33, a maximum score of 70, and a minimum score of 35. After the learning process with the problem based learning model, the posttest results showed that from 15 students all students or 100% of students completed or reached the specified KKM with an average value of 83.00, a maximum value of 100, and a minimum score of 70. The increase in the results obtained by the experimental class was the completeness of 13% to 100% or up 87%. The average value from 52.33 to 83.00 or up 30.67. The maximum value is from 70 to 100 or an increase of 30. The minimum score is 35 to 70 or an increase of 35. Based on the results of this study, it can be concluded that the Problem Based Learning model provides significant effectiveness in improving the learning achievement of fourth grade students at SD Muhammadiyah 3 Panjunan.

Keywords: Problem Based Learning Model, Cognitive Learning Achievement