

PENGARUH PENERAPAN MODEL PROBLEM BASED LEARNING TERHADAP HASIL BELAJAR EKONOMI DILIHAT DARI AKTIVITAS BELAJAR SISWA (Studi Eksperimen Siswa Kelas X MIPA 5 di SMA Negeri 1 Purwokerto)

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Author Order	2 of 2
Accreditation	
Abstract	Abstrak Penelitian ini bertujuan untuk menganalisis: (1) perbedaan aktivitas belajar siswa menggunakan model pembelajaran Problem Based Learning (PBL) dan Teams Games Tournament (TGT); (2) perbedaan aktivitas belajar siswa menggunakan model pembelajaran Problem Based Learning (PBL) dan Teams Games Tournament (TGT); (3) pengaruh model pembelajaran Problem Based Learning (PBL) terhadap aktivitas belajar siswa; (4) pengaruh model pembelajaran Problem Based Learning (PBL) terhadap hasil belajar siswa; (5) pengaruh aktivitas belajar siswa terhadap hasil belajar siswa. Penelitian ini merupakan penelitian eksperimen semu (Quasi Experiment) dengan desain penelitian Non Equivalent Control Group Design. Subyek dalam penelitian ini melibatkan dua kelas yang dipilih menggunakan teknik purposive sampling yakni kelas X MIPA 1 (kelas kontrol) dan kelas X MIPA 5 (kelas eksperimen) di SMA Negeri 1 Purwokerto. Teknik pengumpulan data menggunakan tes dan angket. Analisis data menggunakan uji independent sample t test, n-gain, dan uji regresi linear sederhana. Hasil penelitian menunjukkan bahwa: (1) tidak terdapat perbedaan yang signifikan aktivitas belajar siswa menggunakan model Problem Based Learning (PBL) dengan model Teams Games Tournament (TGT); (2) terdapat perbedaan yang signifikan hasil belajar siswa menggunakan model Problem Based Learning (PBL) dengan model Teams Games Tournament (TGT). Model Problem Based Learning (PBL) lebih efektif untuk meningkatkan hasil belajar siswa; (3) model Problem Based Learning (PBL) tidak berpengaruh positif terhadap aktivitas belajar siswa; (4) model Problem Based Learning (PBL) berpengaruh positif terhadap hasil belajar siswa; (5) aktivitas belajar siswa berpengaruh positif terhadap hasil belajar siswa. Kata Kunci : Aktivitas Belajar, Hasil Belajar, Model Pembelajaran Problem Based Learning (PBL). Abstract This study aims to analyze: (1) differences in student learning activities using Problem Based Learning (PBL) and Teams Games Tournament (TGT) learning models; (2) differences in student learning activities using Problem Based Learning (PBL) and Teams Games Tournament (TGT) learning models; (3) the effect of the Problem Based Learning (PBL) learning model on student learning activities; (4) the influence of the Problem Based Learning (PBL) learning model on student learning outcomes; (5) the influence of student learning activities on student learning outcomes. This research is a quasi-experimental research (Quasi Experiment) with a Non Equivalent Control Group Design research design. The subjects in this study involved two classes selected using a purposive sampling technique namely class X MIPA 1 (control class) and class X MIPA 5 (experimental class) in SMA 1 Purwokerto. The technique of collecting data uses tests and questionnaires. Data analysis using the independent sample t test, n-gain test, and simple linear regression test. The results showed that: (1) there was no significant difference in student learning activities using the Problem Based Learning (PBL) model with the Teams Games Tournament (TGT) model; (2) there are significant differences in student learning outcomes using the Problem Based Learning (PBL) model with the Teams Games Tournament (TGT) model. The Problem Based Learning (PBL) model is more effective in improving student learning outcomes; (3) the Problem Based Learning (PBL) model does not have a positive effect on student learning activities; (4) the Problem Based Learning (PBL) model has a positive effect on student learning outcomes; (5) student learning activities have a positive effect on student learning outcomes. Keywords : Learning Activities, Learning Outcomes, Problem Based Learning (PBL) Models.
Publisher Name	Fakultas Ekonomi dan Bisnis, Universitas Jenderal Soedirman
Publish Date	2019-10-18
Publish Year	2019
Doi	DOI: 10.32424/seej.v1i1.1898
Citation	
Source	Soedirman Economics Education Journal

Source Issue	Vol 1 No 1 (2019)
Source Page	28-42
Url	http://jos.unsoed.ac.id/index.php/seej/article/view/1898/1188
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