

Lampiran 1. Lembar Pencatatan Dokumentasi

KODE	DATA JURNAL	KARAKTERISTIK SAMPEL	VARIABEL, DESAIN, INSTRUMEN	INTERVENSI PEMBELAJARAN		EFFECT SIZE	RERATA EFFECT SIZE
				KELAS EKSPERIMEN	KELAS KONTROL		
A1	<p>Nama Peneliti: N Harefa, LSL Purba</p> <p>Judul Penelitian: Problem solving skills improvement and the impact on students' learning outcomes: learning based e-project</p> <p>Nama Jurnal: Journal of Physics: Conference Series</p>	<p>Sampel Penelitian: Kelas Kontrol = 30 Kelas Eksperimen = 30</p> <p>Subyek Penelitian: Siswa SMA Yadika 9 Bintara</p> <p>Kelompok keilmuan: IPA (KIMIA)</p>	<p>Variabel Bebas : Learning Based E-Project</p> <p>Variabel Terikat: Problem Solving Skills</p> <p>Desain: Non equivalent control group</p>	E-Project based learning	Learning with paper	<p>t0= 10,158</p> <p>n = 60</p> <p>db = 58</p>	Effect Size = 0,632

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Tahun Terbit: 2020</p> <p>Database terindeks: SCIMAGOJR</p> <p>Link : https://iopscience.iop.org/article/10.1088/1742-6596/1567/2/022038/pdf</p>	<p>Jenjang Pendidikan: SMA</p>	<p>Pengujian Hipotesis: Independent sample t-Test</p>				
A2	<p>Nama Peneliti: JW Kusuma, I Mahuda, RS Sukandar, Santoso E, Jatisunda M G</p>	<p>Sampel Penelitian: Kelas Kontrol = 30 Kelas Eksperimen = 30</p>	<p>Variabel Bebas : Project based Learning With LMS Moodle</p>	<p>Project based Learning With LMS Moodle</p>	<p>Conventional Learning (routine based learning)</p>	<p>t0 = 2,24 n = 60</p>	<p>Effect Size = 0,081</p>

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Judul Penelitian: Project-based learning with LMS moodle to promote mathematical problem solving and self-regulated learning</p> <p>Nama Jurnal: Journal of Physics: Conference Series</p> <p>Tahun Terbit: 2021</p> <p>Database terindeks: SCIMAGOJR</p>	<p>Subyek Penelitian: Siswa Kelas XI SMKN Majalengka</p> <p>Kelompok keilmuan: Matematika</p> <p>Jenjang Pendidikan: SMK</p>	<p>Variabel Terikat: mathematical problem solving ability, Self Regulated Learning</p> <p>Desain: pretest-postest control group design</p> <p>Pengujian Hipotesis: Independent sample t-Test</p>			db = 57	

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Link : https://iopscience.iop.org/article/10.1088/1742-6596/1764/1/012135/pdf</p>						
A3	<p>Nama Peneliti: M. Yunus, P. Setyosari, S. Utaya, Dedi Kuswandi</p> <p>Judul Penelitian: The influence of online project collaborative learning and achievement motivation on problem-solving ability</p>	<p>Sampel Penelitian: Kelas Kontrol = 35 Kelas Eksperimen = 36</p> <p>Subyek Penelitian: Student of the state university of malang</p>	<p>Variabel Bebas : Online project collaborative learning strategy, achievement motivation</p> <p>Variabel Terikat: Problem Solving Ability</p>	Online project collaborative	Conventional Learning Strategy	Efek size = 0,468	Efek size = 0,468

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Nama Jurnal: European Journal of Educational Research</p> <p>Tahun Terbit: 2021</p> <p>Database terindeks: SCIMAGOJR</p> <p>Link : https://pdf.eu-jer.com/EU-JER_10_2_813.pdf</p>	<p>Kelompok keilmuan: Pendidikan Kewarganegaraan</p> <p>Jenjang Pendidikan: Perguruan Tinggi</p>	<p>Desain: Faktorial 2 x 2 design</p> <p>Pengujian Hipotesis: ANOVA</p>				
A4	<p>Nama Peneliti: Nurhayati, N Priatna, D. Juandi</p>	<p>Sampel Penelitian: Kelas Kontrol = 33 Kelas Eksperimen = 36</p>	<p>Variabel Bebas : Online project-based learning models with the STEM approach</p>	Online PjBL-STEM	Conventional Online Learning	$Z = -3,970$ $ Z = 3,970$ $n = 69$	Efek Size = 0,478

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Judul Penelitian: Improving students' mathematical problem solving abilities through online project-based learning models with the STEM approach</p> <p>Nama Jurnal: Journal of Physics: Conference Series</p> <p>Tahun Terbit: 2021</p> <p>Database terindeks: SCIMAGOJR</p>	<p>Subyek Penelitian: Siswa SMA Karawang</p> <p>Kelompok keilmuan: Matematika</p> <p>Jenjang Pendidikan: SMA</p>	<p>Variabel Terikat: mathematical problem solving abilities</p> <p>Desain: pre-test post-test control group design</p> <p>Pengujian Hipotesis: N-Gain, Mann-Whitney test</p>			<p>df = 67</p> $r = \frac{ z }{\sqrt{n}}$	

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	Link : https://iopscience.iop.org/article/10.1088/1742-6596/1806/1/012213/pdf						
A5	Nama Peneliti: R Safithri, S Syaiful, N Huda	Sampel Penelitian: Kelas Kontrol = 31 Kelas Eksperimen 1 = 31 Kelas Eksperimen 2 = 31	Variabel Bebas : Pembelajaran Online, Problem Based Learning (PBL) dan Project Based Learning PjBL	Eksperimen 1 : Pembelajaran metode PBL Eksperimen 2: Pembelajaran metode PjBL	Pembelajaran konvensional	JK (D) = 6119,945 JK (A) = 495,222	Efek Size = 0,075

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Judul Penelitian: Pengaruh Penerapan Problem Based Learning (PBL) dan Project Based Learning (PjBL) Terhadap Kemampuan Pemecahan Masalah Berdasarkan Self Efficacy Siswa</p> <p>Nama Jurnal: Jurnal Cendekia: Jurnal Pendidikan Matematika</p>	<p>Subyek Penelitian: Siswa Kelas XI SMA N 5 Jambi</p> <p>Kelompok keilmuan: MATEMATIKA</p>	<p>Variabel Terikat: Kemampuan Pemecahan Masalah, Self Efficacy</p> <p>Desain: Non equivalent control group</p>				

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Tahun Terbit: 2021</p> <p>Database terindeks: SINTA S3</p> <p>Link : https://j-cup.org/index.php/cendekia/article/view/539/262</p>	<p>Jenjang Pendidikan: SMA</p>	<p>Pengujian Hipotesis: ANOVA dua jalur dan uji lanjut tukey</p>				



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A6	<p>Nama Peneliti: Evridya Rizki M, Ani, Minarni, Waminton Rajagukguk</p>	<p>Sampel Penelitian: 53 Student</p>	<p>Variabel Bebas : project-based learning models, virtual manipulative and physical manipulative media</p>	<p>1. Project based learning with manipulative virtual learning media 2. Project based learning using physical manipulative learning media</p>	-	<p>Efek size (1) = 0,036 Efek size (2) = 0,331 JK (D)1&2 = 533,154 JK (A)1= 7,820 JK (A)2 = 14,485 JK (D) 3&4 = 464,060 JK (A)3= 27,750 JK (A)4= 210,437</p>	<p>Efek Size = 0,1835</p>

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Judul Penelitian: Differences in Increasing Students' Communication Skills and Mathematical Problem Solving through Project-Based Learning with Virtual Manipulative and Physical Manipulative Media at SMP Plus Jabal Rahmah Mulia Medan</p> <p>Nama Jurnal: Budapest International Research and Critics in Linguistics and Education (BirLE) Journal</p>	<p>Subyek Penelitian: Siswa SMP Plus Jabal Rahmah Mulia Medan</p> <p>Kelompok keilmuan: Matematika</p>	<p>Variabel Terikat: mathematical communication skills, mathematical problem solving ability</p> <p>Desain: pretest posttest control group design</p>				

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Tahun Terbit: 2021</p> <p>Database terindeks: SINTA S3</p> <p>Link : https://bircu-journal.com/index.php/birle/article/view/1608/pdf</p>	<p>Jenjang Pendidikan: SMP</p>	<p>Pengujian Hipotesis: ANACOVA</p>				
A7	<p>Nama Peneliti: N Jalinus, S Syahril, RA Nabawi</p>	<p>Sampel Penelitian: - Model PjBL = 20 Mahasiswa - Model CPjBL = 20 Mahasiswa</p>	<p>Variabel Bebas : Model PjBL, model CPjBL</p>	<p>Komparasi Kemampuan pemecahan masalah dengan Model Cooperative PjBL</p>	Model PjBL	<p>$t_0 = -5,313$</p> <p>$n (E) = 20$ $n (C) = 20$</p>	<p>$SGab = 0,833$</p> <p>EFEK SIZE = 0,62</p>

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	<p>Judul Penelitian: A comparison of the problem-solving skills of students in PjBL versus CPjBL model: An experimental study</p> <p>Nama Jurnal: Journal of Technical Education and Training</p> <p>Tahun Terbit: 2019</p> <p>Database terindeks: Scimagojr</p>	<p>Subyek Penelitian: Mahasiswa D3 Teknik Mesin, Fakultas Teknik Universitas Negeri Padang</p> <p>Kelompok keilmuan: Desain pembelajaran / Pendidikan</p> <p>Jenjang Pendidikan: Perguruan Tinggi</p>	<p>Variabel Terikat: Problem solving skill</p> <p>Desain: Two group research design</p> <p>Pengujian Hipotesis: Uji T</p>			<p>M (E) =4,19 M (K) = 3,67 SD (E) =0,69 SD (C) = 0,770</p>	

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	Link : https://publisher.uthm.edu.my/ojs/index.php/JTET/article/view/3154/2133						
A8	Nama Peneliti: E. Purwaningsih, SP Sari, AM Sari, A. Suryadi Judul Penelitian: The Effect of STEM-PjBL and Discovery Learning on Improving Students' Problem-Solving Skills of Impulse and Momentum Topic	Sampel Penelitian: Kelas Eksperimen = 28 Kelas komparasi = 25 Subyek Penelitian: Siswa SMA Malang	Variabel Bebas : Model STEM-PjBL and Discovery Learning Variabel Terikat: Problem solving skill	Pembelajaran STEM-PjBL	Komparasi : Discovery Learning	Efek size = 0,057	Efek size = 0,057

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	<p>Nama Jurnal: Jurnal Pendidikan IPA Indonesia</p> <p>Tahun Terbit: 2020</p> <p>Database terindeks: SINTA S1</p> <p>Link : https://journal.unnes.ac.id/nju/index.php/jpii/article/view/26432/11135</p>	<p>Kelompok keilmuan: Fisika</p> <p>Jenjang Pendidikan: SMA</p>	<p>Desain: pretest-posttest non-equivalent comparison group design</p> <p>Pengujian Hipotesis: Non parametric difference test (U Mann-Whitney test)</p>				

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A9	<p>Nama Peneliti: Dahlia Fisher, Yaya Sukjaya Kusumah, Jarnawi Afghani Dahlan</p> <p>Judul Penelitian: The Achievement of Middle School Students' Mathematical Problem Solving Abilities through Project-Based Learning Models</p>	<p>Sampel Penelitian: - Model PJBL = 32 Siswa - Model konvensional = 33 Siswa</p> <p>Subyek Penelitian: Siswa SMP Kota Bandung</p>	<p>Variabel Bebas : project based learning</p> <p>Variabel Terikat: Mathematical Problem Solving Abilities</p>	Project based Learning	Direct Instruction	$Z = -3,375$ $ Z = 3,375$ $n = 32$ $r = \frac{ z }{\sqrt{n}}$	Efek Size = 0,597

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Nama Jurnal: Al-Jabar: Jurnal Pendidikan Matematika</p> <p>Tahun Terbit: 2021</p> <p>Database terindeks: SINTA S2</p> <p>Link : http://ejournal.radenintan.ac.id/index.php/al-jabar/article/view/8858/4451</p>	<p>Kelompok keilmuan: Matematika</p> <p>Jenjang Pendidikan: SMP</p>	<p>Desain: pretest-posttest control group design</p> <p>Pengujian Hipotesis: Mann Whitney U Test</p>				

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A10	<p>Nama Peneliti: N H D Retno, W Sunarno, A Marzuki</p> <p>Judul Penelitian: Influence of physics problem-solving ability through the project based learning towards vocational high school students' learning outcomes</p>	<p>Sampel Penelitian: kelompok eksperimen = 35 siswa kelompok kontrol = 35 siswa</p> <p>Subyek Penelitian: Siswa Kelas X SMK Negeri 5 Surakarta</p>	<p>Variabel Bebas : problem-solving ability through the project based learning</p> <p>Variabel Terikat: learning outcome</p>	<p>Metode Project Based Learning dan Problem solving abilities terhadap hasil belajar (outcome learning)</p>	<p>Metode Project Based Learning</p>	<p>SD (C) = 3,53</p> <p>SD (E) = 3,86</p> <p>M (C) = 75,31</p> <p>M (E) = (81,51)</p> <p>n(E) = 35 n (C) = 35</p>	<p>SGab = 1,922</p> <p>EFEK SIZE = 3,11</p>

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	<p>Nama Jurnal: Journal of Physics: Conference Series</p> <p>Tahun Terbit: 2019</p> <p>Database terindeks: SCIMAGOJR</p> <p>Link : https://iopscience.iop.org/article/10.1088/1742-6596/1307/1/012009/pdf</p>	<p>Kelompok keilmuwan: FISIKA</p> <p>Jenjang Pendidikan: SMK</p>	<p>Desain: quasi experimental post only control design</p> <p>Pengujian Hipotesis: ANOVA</p>				

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A11	<p>Nama Peneliti: S Sarwi , M A Baihaqi , and E Ellianawati</p> <p>Judul Penelitian: Implementation of Project Based Learning Based on STEM Approach to Improve Students' Problems Solving Abilities</p> <p>Nama Jurnal: Journal of Physics: Conference Series</p>	<p>Sampel Penelitian: 78 Siswa</p> <p>Subyek Penelitian: Siswa Kelas 5 SD Magelang City, Central Java</p> <p>Kelompok keilmuwan: Matematika</p>	<p>Variabel Bebas : Project Based Learning Based on STEM Approach using a distancing learning strategy</p> <p>Variabel Terikat: Problems Solving Abilities</p> <p>Desain: pre-experimental design with pretest posttest one group</p>	Model Project based learning dengan pendekatan STEM menggunakan strategi distancing learning	-	<p>t0 = 13,479</p> <p>n = 78</p> <p>db = 77</p>	Effect Size = 0,702

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	<p>Tahun Terbit: 2021</p> <p>Database terindeks: SCIMAGOJR</p> <p>Link : https://iopscience.iop.org/article/10.1088/1742-6596/1918/5/052049/pdf</p>	<p>Jenjang Pendidikan: SD</p>	<p>Pengujian Hipotesis: one sample T-Test</p>				
A12	<p>Nama Peneliti: Parno, L Yuliati, N Munfaridah, M Ali, F U N Rosyidah and N Indrasari</p>	<p>Sampel Penelitian: - Kelas Eksperimen = 36 siswa - Kelas Kontrol = 38 siswa</p>	<p>Variabel Bebas : project based learning-STEM</p>	Model PjBl-STEM	Model PjBL	Efek size = 1,65	Efek size = 1,65

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	<p>Judul Penelitian: The effect of project based learning-STEM on problem solving skills for students in the topic of electromagnetic induction</p> <p>Nama Jurnal: Journal of Physics: Conference Series</p> <p>Tahun Terbit: 2020</p>	<p>Subyek Penelitian: Siswa Kelas XII SMA 2 Pasuruan</p> <p>Kelompok keilmuan: Fisika</p> <p>Jenjang Pendidikan: SMA</p>	<p>Variabel Terikat: problem solving skills</p> <p>Desain: non equivalent group design (quasi experimental)</p> <p>Pengujian Hipotesis: t-test, effect size, n-gain</p>				

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				KELAS EKSPERIMEN	KELAS KONTROL		
	Database terindeks: SCIMAGOJR Link : https://iopscience.iop.org/article/10.1088/1742-6596/1521/2/022025/pdf						
A13	Nama Peneliti: E N Abidin dan E Hariyono	Sampel Penelitian: 49 Siswa	Variabel Bebas : Ecopreneurship-Oriented Project-Based Learning (PBL)	Menggunakan model project based learning berorientasi ecopreneurship dan worksheet	Model tradisional (Metode Pengajaran biasa dengan worksheet)	$Z = -0,50$ $ Z = 0,50$ n = 49	Efek Size = 0,071

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	<p>Judul Penelitian: Ecopreneurship-Oriented Project-Based Learning (PBL): Pendekatan untuk Meningkatkan Keterampilan Pemecahan Masalah Siswa</p> <p>Nama Jurnal: Journal of Physics: Conference Series</p>	<p>Subyek Penelitian: Siswa Kelas 2 IPA SMA Negeri 1 Mojosari, Mojokerto</p> <p>Kelompok keilmuan: Fisika</p>	<p>Variabel Terikat: Problem Solving Skill</p> <p>Desain: True Experimental methods and Control Group Pre-test and Post-test design</p>			$r = \frac{ z }{\sqrt{n}}$	

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	<p>Tahun Terbit: 2019</p> <p>Database terindeks: SCIMAGOJR</p> <p>Link : https://iopscience.iop.org/article/10.1088/1742-6596/1491/1/012025/pdf</p>	<p>Jenjang Pendidikan: SMA</p>	<p>Pengujian Hipotesis: N-Gain dan Mann Witney test</p>				
A14	<p>Nama Peneliti: Aufa Salsabila, Trisna Roy Pradipta</p>	<p>Sampel Penelitian: Kelas eksperimen : 32 Siswa Kelas kontrol : 31 siswa</p>	<p>Variabel Bebas : video pembelajaran dalam platform e-learning</p>	<p>video pembelajaran dalam platform e-learning</p>	<p>pembelajaran konvensional</p>	<p>$t_0 = 7,26$ $n = 63$</p>	<p>Effect Size = 0,464</p>

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	<p>Judul Penelitian: Mathematical Problem Solving Ability: The Impact of Mathematics Learning Videos on an E-Learning Platform</p> <p>Nama Jurnal: Al-Jabar: Jurnal Pendidikan Matematika</p>	<p>Subyek Penelitian: Siswa SMP Tinta Emas Indonesia</p> <p>Kelompok keilmuan: Matematika</p>	<p>Variabel Terikat: Mathematical problem solving abilities</p> <p>Desain: quasi-experimental design of the non-equivalent posttest-only control group design</p>			db = 61	

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				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Tahun Terbit: 2021</p> <p>Database terindeks: SINTA S2</p> <p>Link : http://103.88.229.8/index.php/al-jabar/article/view/8708/4340</p>	<p>Jenjang Pendidikan: SMP</p>	<p>Pengujian Hipotesis: Uji T (T-Test)</p>				



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				KELAS EKSPERIMEN	KELAS KONTROL		
A15	<p>Nama Peneliti: Sudarman, Sartika, Iip Sugiharta, Farida</p> <p>Judul Penelitian: Pengaruh E-Learning Berbantuan Google Classroom Terhadap Kemampuan Pemecahan Masalah Matematis</p> <p>Nama Jurnal: Jurnal Cendekia: Jurnal Pendidikan Matematika</p>	<p>Sampel Penelitian: 28 Siswa = Kelompok Eksperimen 28 Siswa = Kelompok Kontrol</p> <p>Subyek Penelitian: Siswa Kelas 7 SMP Al-Huda Jati Agung</p> <p>Kelompok keilmuan: Matematika</p>	<p>Variabel Bebas : Pembelajaran e-learning berbantuan google classroom</p> <p>Variabel Terikat: Kemampuan pemecahan masalah</p> <p>Desain: quasi eksperimen design</p>	Pembelajaran e-learning berbantuan google classroom	Pembelajaran Konvensional	<p>JK (D) = 9541,357</p> <p>JK (A) = 3844,571</p>	Efek size = 0,287

KODE	DATA JURNAL	KARAKTERISTIK SAMPEL	VARIABEL, DESAIN, INSTRUMEN	INTERVENSI PEMBELAJARAN		EFFECT SIZE	RERATA EFFECT SIZE
				KELAS EKSPERIMEN	KELAS KONTROL		
	<p>Tahun Terbit: 2021</p> <p>Database terindeks: SINTA S3</p> <p>Link : https://www.j-cup.org/index.php/cendekia/article/view/625/417</p>	<p>Jenjang Pendidikan: SMP</p>	<p>Pengujian Hipotesis: ANOVA</p>				



Data Statistik Pada Masing-masing Artikel

No Kode	Banyaknya Sampel (N)	Uji-f	Uji-t	db	N-Gain	ES
A1	60	-	10,158	58	0,8665	-
A2	60	-	2,24	57	-	-
A3	71	5,205	-	67	-	0,468
A4	69	-	-	67	-3,970	-
A5	93	26,608	-	91	-	-
A6	53	20,889	-	50	-	0,036
A7	40	-	-5,313	38	-	-
A8	53	-	-	51	56%	0,057
A9	65	-	-	62	-	-
A10	70	-	-	68	-	-
A11	78	-	13,497	77	-	-
A12	74	-	-	72	0,502	1,65
A13	49	-	-	47	0,83	-
A14	63	-	7,26	61	-	-
A15	56	-	-	54	-	0,287

Keterangan: Tanda minus (-) artinya data tidak lengkap



Lampiran 2. Hasil Pengelompokan Effect Size secara keseluruhan

No	Jenjang Pendidikan	Variabel Bebas	Variabel Terikat	Kelompok Keilmuwan	Desain Penelitian	Effect Size	Kategori
A1	SMA	<i>Learning Based E-Project</i>	Problem Solving Skills	Kimia	<i>Non equivalent control group</i>	0,632	Efek Besar
A2	SMK	<i>Project based Learning With LMS Moodle</i>	<i>mathematical problem solving ability, Self Regulated Learning</i>	Matematika	<i>pretest-posttest control group design</i>	0,081	Efek Kecil
A3	PT	<i>Online project collaborative learning strategy, achievement motivation</i>	<i>Problem Solving Ability</i>	Pendidikan Kewarganegaraan	<i>Faktorial 2 x 2 design</i>	0,468	Efek Besar
A4	SMA	<i>Online project-based learning models with the STEM approach</i>	<i>mathematical problem solving abilities</i>	Matematika	<i>pretest-posttest control group design</i>	0,478	Efek Besar
A5	SMA	<i>Pembelajaran Online, Problem Based Learning (PBL) dan Project Based Learning (PjBL)</i>	<i>Kemampuan Pemecahan Masalah, Self Efficacy</i>	Matematika	<i>Non equivalent control group</i>	0,075	Efek Kecil
A6	SMP	<i>project-based learning models, virtual manipulative</i>	<i>mathematical communication skills, mathematical</i>	Matematika	<i>experiment design</i>	0,184	Efek Sedang

No	Jenjang Pendidikan	Variabel Bebas	Variabel Terikat	Kelompok Keilmuwan	Desain Penelitian	Effect Size	Kategori
		<i>and physical manipulative media</i>	<i>problem solving ability</i>				
A7	PT	<i>Model PjBL, model CPjBL</i>	<i>Problem solving skill</i>	Desain pembelajaran	<i>two group research design</i>	0,624	Efek Besar
A8	SMA	<i>Model STEM-PjBL and Discovery Learning</i>	<i>Problem solving skill</i>	Fisika	<i>pretest-postest non-equivalent comparison group design</i>	0,057	Efek Kecil
A9	SMP	<i>project based learning</i>	<i>Mathematical Problem Solving Abilities</i>	Matematika	<i>pretest-postest control group design</i>	0,597	Efek Besar
A10	SMK	<i>problem-solving ability through the project based learning</i>	<i>learning outcome</i>	Fisika	<i>quasi experimental post only control design</i>	3,11	Efek Besar
A11	SD	<i>Project Based Learning Based on STEM Approach using a distancing learning strategy</i>	<i>Problem Solving Abilities</i>	Matematika	<i>pre-experimental design with pretest postest one group</i>	0,702	Efek Besar
A12	SMA	<i>project based learning-STEM</i>	<i>problem solving skills</i>	Fisika	<i>non equivalent group design</i>	1,65	Efek Besar

No	Jenjang Pendidikan	Variabel Bebas	Variabel Terikat	Kelompok Keilmuwan	Desain Penelitian	<i>Effect Size</i>	Kategori
A13	SMA	Ecopreneurship-Oriented Project-Based Learning (PBL)	problem solving skills	Fisika	Pretest-Posttest Control Group design	0,071	Efek Kecil
A14	SMP	video pembelajaran dalam platform e-learning	Mathematical problem solving abilities	Matematika	non-equivalent posttest-only control group design	0,464	Efek Besar
A15	SMP	Pembelajaran e-learning	kemampuan pemecahan masalah	Matematika	quasi eksperimen design	0,287	Efek Besar
Rerata Effect Size Keseluruhan						0,632	Efek Besar
Standar Deviasi						0,795	