

ABSTRAK

Widyarta, Komang Suta. 2022. “Pengaruh Model Pembelajaran *Problem Base Learning* (PBL) Terhadap Hasil Belajar IPS Ditinjau Dari Sikap Kemandirian Peserta Didik Kelas VIII SMP Widiatmika”. *Tesis*, Penelitian dan Evaluasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Kata Kunci: Sikap Kemandirian, Hasil Belajar, *Problem Base Learning*.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem Base Learning* dan sikap kemandirian terhadap hasil belajar pada peserta didik. Penelitian ini merupakan penelitian eksperimen dengan *treatment by level design* yaitu suatu struktur penelitian dimana dua variabel bebas atau lebih saling dihadapkan untuk mengkaji akibat-akibatnya yang mandiri dan yang interaktif terhadap satu atau lebih variabel terikat. Dalam penelitian ini data dikumpulkan melalui pencatatan dokumen, kuesioner dan observasi. Analisis data dilakukan dengan metode deskriptif kuantitatif menggunakan analisis varian (ANOVA) dua jalur. Hasil penelitian ini menunjukkan (1) Hasil pembelajaran IPS dengan metode PBL signifikan lebih tinggi dibandingkan metode konvensional, (2) Hasil pembelajaran siswa dengan tingkat kemandirian tinggi signifikan lebih tinggi jika dibandingkan siswa dengan tingkat kemandirian yang rendah, (3) Untuk siswa dengan sikap kemandirian tinggi, hasil belajar yang mengikuti pembelajaran dengan model pembelajaran problem based learning lebih baik daripada hasil belajar yang mengikuti pembelajaran konvensional., dan (4) Untuk siswa dengan sikap keamandirian rendah, hasil belajar peserta didik yang mengikuti pembelajaran dengan model pembelajaran konvensional lebih baik daripada hasil belajar peserta didik yang mengikuti pembelajaran problem based learning.

ABSTRACT

Widyarta, Komang Suta. 2022. *"The Influence of the Problem Base Learning (Pbl) Model on Social Studies Learning Outcomes in terms of the Independent Attitudes of Class VIII Students of Widiatmika Junior High School"*. Thesis, Educational Research and Evaluation, Graduate Program, Ganesha University of Education.

Keywords: Independence Attitude, Learning Outcomes, Problem Base Learning

This study aims to determine the effect of the interaction between the Problem Base Learning learning model and the attitude of independence on learning outcomes in students). This research is an experimental research with treatment by level design, which is a research structure in which two or more independent variables are confronted with each other to examine their independent and interactive consequences on one or more dependent variables. In this study, data were collected through document recording, questionnaires and observation. Data analysis was carried out by quantitative descriptive method using two-way analysis of variance (ANOVA). The results of this study show (1) Social studies learning outcomes with the PBL method are significantly higher than conventional methods, (2) The learning outcomes of students with high levels of independence are significantly higher than students with low levels of independence, (3) For students with independent attitudes high, the learning outcomes participating in learning with problem-based learning models are better than learning outcomes following conventional learning., and (4) For students with low independence attitudes, the learning outcomes of students participating in learning using conventional learning models are better than the results learning of students who take part in problem based learning.

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