

**PENGARUH MODEL *PROBLEM BASED LEARNING* DENGAN
PENDEKATAN *TECHNOLOGICAL, PEDAGOGICAL, AND CONTENT
KNOWLEDGE* TERHADAP HASIL BELAJAR SISWA KELAS VIII
SMP/MTS**

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ABSTRAK

Penelitian ini memiliki tujuan mendeskripsikan dan menjelaskan perbedaan hasil belajar antara siswa yang dibelajarkan melalui penggunaan model *Problem Based Learning* (PBL) melalui pendekatan *Technological, Pedagogical, And Content Knowledge* (TPACK) dan siswa yang dibelajarkan menggunakan model *Direct Instruction* (DI). Model DI menekankan pengajaran yang terstruktur dan terarah. Sebaliknya, PBL dengan pendekatan TPACK menekankan integrasi teknologi, pengetahuan pedagogis, dan pengetahuan konten untuk memfasilitasi pembelajaran yang berbasis masalah dan interaktif. Metodologi penelitian ini menggunakan metodologi kuantitatif dengan desain penelitian kuasi eksperimen. Desain penelitian: pretest-posttest non-equivalent control group design. Sampel penelitian didapat melalui populasi dengan metode cluster random sampling. Jumlah sampel yang digunakan tercatat 45 siswa yang terdistribusi ke dalam dua kelas yakni kelas VIII A (23 siswa) dan VIII B (22 siswa) SMP Negeri 4 Susut. Data hasil belajar siswa didapat melalui hasil *pretest* dan *posttest* siswa yang dianalisis mempergunakan analisis statistik inferensial. Semua pengujian hipotesis dilakukan dengan taraf 5%. Hasil penelitian menunjukkan bahwa uji normalitas dan homogenitas untuk kedua kelompok $> 0,05$. Dengan demikian, data N-Gain score dinyatakan terdistribusikan normal dan mempunyai varians data yang homogen. Selanjutnya, uji-t hasil belajar siswa antara kelompok eksperimen dan kelompok kontrol dengan hasil perhitungan taraf signifikansi uji-t yaitu 0,000. Dengan demikian, data N-Gain score $< 0,05$, demikian ditolakanya H_0 dan H_a diterima demikian bisa diambil simpulan bahwasanya tersedia perbedaan hasil belajar antara siswa yang dibelajarkan melalui penggunaan model PBL melalui pendekatan TPACK dan siswa yang dibelajarkan dengan penggunaan model DI.

Kata Kunci: model PBL, model DI, TPACK, hasil belajar

**THE INFLUENCE OF THE PROBLEM BASED LEARNING MODEL
WITH THE TECHNOLOGICAL, PEDAGOGICAL, AND CONTENT
KNOWLEDGE APPROACH IN THE LEARNING OUTCOMES OF
GRADE VIII JUNIOR HIGH SCHOOL STUDENTS**

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ABSTRACT

This research aims to describe and explain the differences in learning outcomes between students taught using the Problem Based Learning (PBL) model with the Technological, Pedagogical, And Content Knowledge (TPACK) approach and students taught using the Direct Instruction (DI) model. This research method uses quantitative methods with the type of quasi-experimental research. The research design was pretest - posttest non equivalent control group design. The research sample was obtained from the population using cluster random sampling technique. The number of samples in this study were 45 students distributed into two classes, namely class VIII A which consists of 23 students and VIII B consists of 22 students in SMP Negeri 4 Susut. The data on student learning outcomes were obtained through student pretest and posttest results which were analyzed using inferential statistical analysis. All hypothesis testing was carried out at the 5% level. The results showed that normality and homogeneity tests for both groups > 0.05 . Thus, the N-Gain score data is declared normally distributed and has a homogeneous data variance. The t-test of student learning outcomes between the experimental group and the control group with the calculation results of the t-test significance level is 0.000. Therefore, the N-Gain score data < 0.05 , then H_0 is rejected and H_a is accepted so it can be concluded that there are differences in learning outcomes between students taught using the PBL model with a TPACK approach and students taught using the DI model.

Keywords: PBL model, DI model , TPACK, learning outcomes

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