

**PENGARUH MODEL PEMBELAJARAN *PROBLEM BASED LEARNING*  
(PBL) TERINTEGRASI *SOCIO-SCIENTIFIC ISSUES* (SSI)  
TERHADAP AKTIVITAS BELAJAR PESERTA DIDIK KELAS VIII SMP**

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**ABSTRAK**

Penelitian ini bertujuan mendeskripsikan dan menjelaskan perbedaan aktivitas belajar pada peserta didik antara kelompok yang dibelajarkan dengan model *Problem Based Learning* (PBL) dan model *Problem Based Learning* (PBL) terintegrasi *Socio-Scientific Issues* (SSI). Penelitian ini merupakan penelitian eksperimen semu dengan mengadaptasi desain pada *true experiment*, yaitu *post-test only design*. Bagian *post-test* (hasil) dimodifikasi menjadi aktivitas belajar (proses). Populasi penelitian sebanyak 300 peserta didik kelas VIII SMP Negeri 2 Abiansemal yang terbagi menjadi 10 kelas. Teknik pengambilan sampel menggunakan *cluster random sampling*. Kelas VIII C sebagai kelas kontrol (PBL) dan kelas VIII E sebagai kelas eksperimen (PBL terintegrasi SSI). Instrumen penelitian yang digunakan berupa lembar observasi dengan 5 indikator, yaitu: 1) Aktivitas Memperhatikan dan Mendengarkan; 2) Aktivitas Berbicara; 3) Aktivitas Menulis dan Diskusi; 4) Aktivitas Mental; serta 5) Kondusivitas Kelompok. Data yang diperoleh dianalisis menggunakan statistik deskriptif berupa nilai rata-rata dan statistik inferensial uji *Mann-Whitney* dengan taraf signifikansi 5%. Kelas kontrol memperoleh nilai rata-rata sebesar 52,9, sementara kelas eksperimen sebesar 75,48. Analisis inferensial menyatakan adanya perbedaan aktivitas belajar antara model PBL dan PBL-SSI. Hasil penelitian menunjukkan aktivitas belajar peserta didik kelas eksperimen dengan model PBL-SSI lebih baik dibandingkan peserta didik kelas kontrol dengan model PBL.

**Kata kunci:** *Problem Based Learning*, *Socio-Scientific Issues*, Aktivitas Belajar.

***THE EFFECT OF PROBLEM BASED LEARNING (PBL) LEARNING  
MODEL INTEGRATED WITH SOCIO-SCIENTIFIC ISSUES (SSI) ON THE  
LEARNING ACTIVITIES OF STUDENTS IN GRADE VIII OF SMP***

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***ABSTRACT***

*This study aimed to describe and explain a difference in learning activities among students between the group taught used the Problem-Based Learning (PBL) model and the Problem-Based Learning (PBL) model integrated with Socio-Scientific Issues (SSI). This research was a quasi-experimental study adapted a true experimental design, namely the post-test only design. The post-test component (results) was modified into learning activity (process). The study population consisted of 300 eighth-grade students of SMP Negeri 2 Abiansema, divided into 10 classes. The sampling technique used was cluster random sampling. Class VIII C was selected as the control group (PBL), and class VIII E as the experimental group (PBL integrated with SSI). The research instrument used was an observation sheet with five indicators: 1) Paying Attention and Listening; 2) Speaking Activity; 3) Writing and Discussion Activity; 4) Mental Activity; and 5) Group Conduciveness. The data obtained were analyzed using descriptive statistics in the form of mean scores and inferential statistics using the Mann-Whitney test with a significance level of 5%. The control group obtained a mean score of 52.9, while the experimental group obtained a score of 75.48. The inferential analysis indicates a difference in learning activities between the PBL and PBL-SSI models. The results show that the learning activities of students in the experimental class using the PBL-SSI model are better than those of students in the control class using the PBL model.*

***Keyword:*** Problem Based Learning, Socio-Scientific Issues, Learning Activities