

**PENERAPAN MODEL PBL (PROBLEM BASED LEARNING) BERBANTUAN
GENIALLY UNTUK MENINGKATKAN HASIL BELAJAR MATERI KULKAS
PADA SISWA KELAS XI JURUSAN TEKNIK ELEKTRONIKA SMKN 3
SINGARAJA**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan hasil belajar dan respons siswa kelas XI Jurusan Teknik Elektronika SMKN 3 Singaraja pada materi kulkas melalui penerapan model *Problem Based Learning* (PBL) berbantuan media interaktif Genially. Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar siswa, di mana 75% siswa memperoleh nilai di bawah KKM (<80). Masalah ini disebabkan oleh kurangnya media pembelajaran yang menarik, kesulitan siswa memvisualisasikan konsep abstrak refrigerasi, serta keterbatasan akses alat praktikum.

Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dalam dua siklus terhadap 20 siswa. Data dikumpulkan melalui tes formatif dan kuesioner. Hasil penelitian menunjukkan peningkatan yang signifikan. Pada kondisi awal, ketuntasan klasikal hanya mencapai 25%. Namun, setelah penerapan PBL berbantuan Genially disempurnakan, ketuntasan meningkat tajam mencapai 100% pada Siklus 2. Respons siswa sangat positif, di mana mereka merasa lebih terlibat aktif dan memahami materi dengan lebih baik. Disimpulkan bahwa metode ini sangat efektif meningkatkan hasil belajar dan menciptakan lingkungan belajar yang aktif pada materi kompleks.

Kata Kunci: *Problem Based Learning, Genially, Penelitian Tindakan Kelas*

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ABSTRACT

This study aims to determine the improvement in learning outcomes and responses of Grade XI Electronic Engineering students at SMKN 3 Singaraja on refrigerator subject matter through the application of the Problem-Based Learning (PBL) model assisted by Genially interactive media. This research was motivated by low student learning outcomes, where 75% of students scored below the Minimum Completeness Criteria (<80). This issue stemmed from a lack of engaging learning media, difficulties in visualizing abstract concepts such as refrigeration, and limited access to practical tools.

The method used was Classroom Action Research (CAR) conducted in two cycles with 20 students. Data were collected via formative tests and questionnaires. The results indicated a significant improvement. Initially, classical mastery only reached 25%. However, after refining the Problem Based Learning implementation with Genially, mastery surged to 100% in Cycle 2. Student responses were highly positive, citing increased active engagement and better understanding. It is concluded that this method is highly effective in enhancing learning outcomes and creating an active learning environment for complex materials.

Kata Kunci: *Problem Based Learning, Genially, Classroom Action Research*