

ABSTRAK

Halawa, Seprianus. 2025. Pengaruh Model *Problem Based Learning* Terhadap Hasil Belajar Peserta Didik SMP Swasta Kristen Tomosa I Gido, Skripsi. Pembimbing: Toroziduhu Waruwu, S.Pd., M.Pd

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model *Problem Based Learning* (PBL) terhadap hasil belajar peserta didik kelas VII di SMP Swasta Kristen Tomosa I Gido. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen jenis *Pre-Experimental Design*, tepatnya dengan desain *One-Group Pretest-Posttest*. Sampel penelitian adalah seluruh siswa kelas VII yang berjumlah 29 orang. Instrumen yang digunakan adalah tes hasil belajar berbentuk pilihan ganda sebanyak 20 butir soal, yang telah divalidasi dan diuji reliabilitasnya. Data diperoleh melalui pretest dan posttest, kemudian dianalisis menggunakan uji statistik paired sample t-test dengan bantuan aplikasi *SPSS versi 25*. Hasil analisis menunjukkan nilai signifikansi sebesar 0,000 (Sig. 2-tailed < 0,05), yang berarti terdapat pengaruh yang signifikan dari penerapan model PBL terhadap hasil belajar siswa. Dengan demikian, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Hasil ini menunjukkan bahwa model *Problem Based Learning* dapat meningkatkan hasil belajar peserta didik secara signifikan. Oleh karena itu, model pembelajaran ini direkomendasikan untuk digunakan sebagai alternatif pendekatan dalam proses pembelajaran, khususnya pada mata pelajaran IPA.

Kata Kunci: *Problem Based Learning*, Hasil Belajar, *Pre-Experimental*, SMP

ABSTRACT

Halawa, Seprianus. 2025. *The Effect of the Problem-Based Learning Model on Student Learning Outcomes at SMP Swasta Kristen Tomosa I Gido*, Undergraduate Thesis. Advisor: Toroziduhu Waruwu, S.Pd., M.Pd

This study aims to examine the effect of implementing the Problem-Based Learning (PBL) model on students' learning outcomes in Grade VII at SMP Swasta Kristen Tomosa I Gido. A quantitative approach was employed using an experimental method with a Pre-Experimental Design, specifically the One-Group Pretest-Posttest Design. The sample consisted of all 29 students in the class, selected using a saturated sampling technique. The research instrument was a multiple-choice achievement test comprising 20 items, which were validated and tested for reliability prior to use. Data were collected through pretest and posttest, and analyzed using a paired sample t-test via SPSS version 25. The results revealed a significance value of 0.000 (Sig. 2-tailed < 0.05), indicating a statistically significant effect of the PBL model on student learning outcomes. Consequently, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. These findings suggest that the Problem-Based Learning model contributes positively and significantly to improving student academic performance. Thus, this model is recommended as an effective pedagogical strategy, particularly in science education at the junior secondary school level.

Keywords: Problem-Based Learning, Learning Outcomes, Pre-Experimental Design, Science Education, Secondary School