

Wahyu Dwi Astutik. 2019. *Pengaruh Model Pembelajaran Problem Posing Terhadap Pemahaman Konsep Siswa*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1: Mochammad Ahied dan Pembimbing 2: Wiwin Puspita Hadi.

ABSTRAK

Penelitian dilakukan untuk mengetahui pengaruh model pembelajaran *problem posing* terhadap pemahaman konsep siswa. Penelitian menggunakan metode *Quasi Eksperimental Design* dengan teknik *Nonequivalent Control Group Design*. Penelitian dilaksanakan di MTs Madarijul Huda Pati dengan populasi semua siswa kelas VII Tahun Ajaran 2018/2019. Teknik pengambilan sampel menggunakan *purposive sampling*. Pengumpulan data penelitian menggunakan tes, observasi, angket, dan dokumentasi. Teknik analisis data menggunakan uji t sampel bebas. Hasil penelitian menunjukkan bahwa: (1) Ada perbedaan pemahaman konsep siswa antara kelas eksperimen yang menggunakan model pembelajaran *problem posing* dengan kelas kontrol. Hasil tersebut menunjukkan nilai signifikansi sebesar $0,002 < 0,05$ sehingga H_0 ditolak dan H_1 diterima. (2) Pemahaman konsep siswa setelah diterapkan model pembelajaran *problem posing* diperoleh rata-rata presentase kelas eksperimen sebesar 56,75 dengan kriteria baik, dan rata-rata kelas kontrol sebesar 91,17 dengan kriteria baik. (3) Respon siswa setelah diterapkan model pembelajaran *problem posing* diperoleh presentase rata-rata sebesar 67,67 dengan kriteria baik. (4) Keterlaksanaan pembelajaran menggunakan model pembelajaran *problem posing* diperoleh rata-rata 94% dengan kriteria hampir seluruh kegiatan pembelajaran terlaksana dengan baik.

Kata kunci: pemahaman konsep, *problem posing*, sistem tata surya

Wahyu Dwi Astutik. 2019. *Effects of Problem Posing Learning Models on Students' Conceptual Understanding*. Thesis, Science Education Study Program, Faculty of Education, University of Trunojoyo Madura. 1st Advisor: Mochammad Ahied and 2nd Advisor: Wiwin Puspita Hadi.

ABSTRACT

The research was conducted to determine the effect of problem posing learning models on students' conceptual understanding. The research used the Quasi Experimental Design method with the Nonequivalent Control Group Design technique. The research was conducted at Madarijul Huda Pati MTs with a population of all VII grade students in Academic Year 2018/2019. The sampling technique used purposive sampling. Data collection research used tests, observations, questionnaires, and documentation. The data analysis technique used free sample test. The results of the study show that: (1) There is a difference in the understanding of students' concepts between the experimental classes using the problem posing learning model and the control class. These results indicate a significance value of $0.002 < 0.05$ so that H_0 is rejected and H_1 is accepted. (2) Understanding the concept of students after applied problem posing learning models obtained an average percentage of the experimental class of 56.75 with good criteria, and the average control class was 91.17 with good criteria. (3) Student responses after the problem posing learning model has been applied, the percentage is 67.67 with good criteria. (4) The implementation of learning using the problem posing learning model was obtained an average of 94% with the criteria that almost all learning activities were carried out well.

Keywords: understanding concepts, problem posing, solar system