

Dimas Rizky Saputra, 2019. Penerapan Model Pembelajaran Brain Based Learning Terhadap Kemampuan Pemecahan Masalah Ditinjau Berdasarkan Gender. Skripsi. Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1: Laila Khamsatul Muharrami dan Pembimbing 2: Irsad Rosidi.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan pemecahan masalah yang ditinjau berdasarkan *gender* sebelum dan sesudah pembelajaran dengan menggunakan model pembelajaran *Brain Based Learning*. Metode penelitian dalam penelitian ini menggunakan *eksperimen research* dengan desain penelitian berbentuk *non equivalent control group desain*. Teknik analisis data menggunakan uji t sampel bebas. (1) Berdasarkan hasil penelitian menunjukkan signifikansi pada siswa laki-laki $-t_{hitung} < t_{tabel} < t_{hitung}$ yaitu $2,073 < 5,643$. Pada siswa perempuan diperoleh signifikansi $-t_{hitung} < t_{tabel} < t_{hitung}$ yaitu $2,063 < 4,707$ maka H_0 ditolak, yang artinya terdapat pengaruh model pembelajaran *Brain Based Learning* terhadap kemampuan pemecahan masalah ditinjau berdasarkan *gender* sebelum dan sesudah pembelajaran. (2) Perbedaan kemampuan pemecahan masalah siswa laki-laki sebelum dan sesudah pembelajaran yaitu sebelum pembelajaran 33,42% dan sesudah pembelajaran 75,75%. Pada siswa perempuan sebelum dan sesudah pembelajaran yaitu sebelum pembelajaran 40,75% dan sesudah pembelajaran 77,92%. (3) Keterlaksanaan pembelajaran dengan model pembelajaran *Brain Based Learning* terlaksana dengan kriteria sangat baik dan rata-rata 98%. (4) Respon siswa pada pembelajaran *Brain Based Learning* terhadap kemampuan pemecahan masalah berada pada kategori sangat baik dengan rata-rata sebesar 70,4%.

Kata kunci : *brain based learning*, *gender*, kemampuan pemecahan masalah, pembelajaran IPA

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ABSTRACT

This study aims to determine the differences in problem solving abilities that are reviewed by gender before and after learning using the Brain Based Learning learning model. The research method in this study uses research experiments with research designs in the form of nonquivalent control group designs. The data analysis technique uses the free sample t test. (1) Based on the results of the study show the significance of male students $-t_{hitung} < t_{tabel} < t_{hitung}$ is $2,073 < 5,643$. female students, the significance of $-t_{hitung} < t_{tabel} < t_{hitung}$ is $2,063 < 4,707$, H_0 is rejected, which means that there is the influence of the Brain Based Learning learning model on the ability to solve problems based on gender before and after learning. (2) The difference in problem solving abilities of male students before and after learning is before learning 33.42% and after learning 75.75%. female students before and after learning that is before learning 40.75% and after learning 77.92%. (3) The implementation of learning with the Brain Based Learning learning model was carried out with very good criteria and an average of 98%. (4) Students' responses to Brain Based Learning learning on problem solving skills are in a very good category with an average of 70.4%.

Keywords: *brain based learning, gender, problem solving ability, science learning.*