

Sulastri. 2025. *Penerapan Model Pembelajaran Problem Based Learning Berbantuan Poster untuk Meningkatkan Pemahaman Konsep*. Skripsi, Program Studi Pendidikan IPA, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura, Pembimbing: Mochammad Ahied.

ABSTRAK

Pemahaman konsep siswa masih kurang terhadap materi ekologi. Tujuan penelitian ini untuk mengetahui perbedaan pemahaman konsep, peningkatan pemahaman konsep, keterlaksanaan pembelajaran, serta respon siswa terhadap penerapan model PBL berbantuan poster. Metode yang digunakan adalah kuantitatif eksperimen dengan *non-equivalent control group design*. Sampel terdiri dari 59 siswa kelas VII SMPN 1 Blega tahun ajaran 2024/2025 yang dipilih melalui purposive sampling. Instrumen yang digunakan meliputi tes pemahaman konsep, lembar observasi, dan angket. Hasil uji validitas menunjukkan skor ATP 84,79%, modul ajar menghasilkan skor 94,75%, LKPD 96%, poster 95,83%, lembar keterlaksanaan pembelajaran 94,79%, angket respons siswa 90,63%, tes pemahaman konsep 92,81% (kategori sangat valid). Hasil uji reliabilitas menunjukkan skor ATP 91,58%, modul ajar 96,57%, LKPD 98,81%, poster 95,23%, lembar keterlaksanaan pembelajaran 96,42%, angket respons siswa 98,81%, soal pemahaman konsep 92,14% menunjukkan bahwa instrument tersebut reliabel. Hasil penelitian menunjukkan tidak ada perbedaan signifikan antara kelas eksperimen dan kontrol ($p = 0,692 > 0,05$). Peningkatan pemahaman konsep siswa pada kelas eksperimen berada pada kategori sedang dengan rata-rata 0,34%. Rata-rata persentase keterlaksanaan pembelajaran 99,40% dengan kategori sangat baik, dan respons siswa tergolong positif dengan persentase 59,61%. Penelitian ini menunjukkan bahwa penerapan model PBL berbantuan Poster berpengaruh positif terhadap kemampuan pemahaman konsep.

Kata Kunci: Model pembelajaran *problem based learning*, Poster, Pemahaman Konsep

Sulastri. 2025. *Implementation of Problem-Based Learning Model Assisted by Posters to Improve Conceptual Understanding*. Thesis, Science Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University Madura, Advisor: Mochammad Ahied.

ABSTRACT

Students' understanding of ecological concepts is still lacking. This study aims to determine the differences in conceptual understanding, improvement of conceptual understanding, learning implementation, and student responses to the application of the PBL model assisted by posters. The method used is quantitative experimental with a non-equivalent control group design. The sample consists of 59 students of class VII SMPN 1 Blega academic year 2024/2025 selected through purposive sampling. The instruments used include conceptual understanding tests, observation sheets, and questionnaires. The validity test results show scores of ATP 84.79%, teaching modules 94.75%, LKPD 96%, posters 95.83%, learning implementation sheets 94.79%, student response questionnaires 90.63%, and conceptual understanding tests 92.81% (very valid category). The reliability test results show scores of ATP 91.58%, teaching modules 96.57%, LKPD 98.81%, posters 95.23%, learning implementation sheets 96.42%, student response questionnaires 98.81%, and conceptual understanding tests 92.14% demonstrating that the instrument is reliable. The results show no significant difference between the experimental and control classes ($p = 0.692 > 0.05$). The improvement of students' conceptual understanding in the experimental class is in the medium category with an average of 0.34%. The average percentage of learning implementation is 99.40% with a very good category, and student responses are classified as positive with a percentage of 59.61%. This study shows that the application of the PBL model assisted by posters has a positive effect on students' conceptual understanding abilities.

Keywords: *Problem-based learning model, Posters, Conceptual understanding.*