

Mahrus Afandi. 2017. *Penerapan Model Pembelajaran Problem Based Instruction terhadap Hasil Belajar IPA Siswa dan Konsep Diri*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Fatimatul Munawaroh dan Wiwin Puspita Hadi.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem Based Instruction* terhadap hasil belajar IPA siswa dan konsep diri. Penelitian menggunakan metode pre-eksperimen dengan desain *One-Group Pretest-Posttest Design* dan dilaksanakan di SMP Negeri 1 Galis dengan populasi semua siswa kelas VII pada pokok bahasan Perubahan Suhu Tubuh. Teknik pengambilan sampel menggunakan *purposive sampling*. Sampel penelitian sebanyak 1 kelas. Pengumpulan data menggunakan teknik tes untuk hasil belajar, teknik lembar keterlaksanaan untuk keterlaksanaan pembelajaran dan teknik angket untuk konsep diri dan respon siswa. Teknik analisis data menggunakan uji-t berpasangan. Berdasarkan hasil penelitian dapat disimpulkan bahwa: (1) ada pengaruh penggunaan model *Problem Based Instruction* terhadap hasil belajar dengan signifikansi $0,000 < 0,05$ dan $-t_{hitung} < t_{tabel} < t_{hitung}$ ($-25,086 < 2,060 < 25,086$) (2) ada pengaruh penggunaan model *Problem Based Instruction* terhadap konsep diri dengan signifikansi $0,000 < 0,05$ dan $-t_{hitung} < t_{tabel} < t_{hitung}$ ($-18,266 < 2,060 < 18,266$) (3) keterlaksanaan pembelajaran berkategori sangat baik dengan persentase 92% (4) respon siswa terhadap pembelajaran berkategori sangat baik dengan persentase 85%.

Kata Kunci: hasil belajar, konsep diri, *problem based instruction*.

Mahrus Afandi. 2017. *Application of Problem Based Instruction Learning Model to Student Science Learning Outcomes and Self Concept*. Thesis, Natural Science Education, Education Faculty, University of Trunojoyo Madura. Advisors: Fatimatul Munawaroh and Wiwin Puspita Hadi.

ABSTRACT

This study aims to determine the effect of Problem Based Instruction learning model on students' science learning outcomes and self-concept. The research used pre-experiment method with One-Group Pretest-Posttest Design design and implemented in SMP Negeri 1 Galis with population of all grade VII students on the subject of Body Temperature Changes. Sampling technique using purposive sampling. The sample of research is 1 class. Data collection uses test techniques for learning outcomes, instructional sheet techniques for instructional execution and questionnaire techniques for self-concept and student response. Data analysis techniques use paired t-test. Based on the result of the research, it can be concluded that: (1) there is influence of using Problem Based Instruction model to learning result with significance $0.000 < 0,05$ and $-t_{\text{count}} < t_{\text{table}} < t_{\text{count}}$ ($-25,086 < 2,060 < 25,086$) (2) there is influence of using Problem Based Instruction model to self concept with significance $0.000 < 0,05$ and $-t_{\text{count}} < t_{\text{table}} < t_{\text{count}}$ ($-18,266 < 2,060 < 18,266$) (3) very good categorized learning implementation with percentage of 92% (4) student response to excellent categorized learning with percentage 85%.

Keywords: learning outcomes, self concept, problem based instruction.