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ABSTRAK

Pendidikan di Indonesia masih menggunakan metode ceramah. Pada model pembelajaran ceramah guru menjadi pusat informasi saat berlangsungnya kegiatan pembelajaran yang dimana siswa lebih pasif dan menimbulkan rasa jenuh pada kegiatan pembelajaran. Dalam keadaan tersebut peserta didik kesulitan menangkap penjelasan yang disampaikan oleh guru saat proses pembelajaran berlangsung. Penelitian ini bertujuan untuk menguji pengaruh PjBL (*Project-based Learning*) terhadap hasil belajar siswa SMP kelas VII pada materi hakikat ilmu sains dan metode ilmiah. Dalam penelitian ini, peneliti menggunakan pendekatan penelitian kuantitatif dengan Desain penelitian quasi eksperimen kuantitatif. Subyek yang dilakukan dalam penelitian ini yaitu siswa di SMP Negeri 2 Lamongan Tahun ajaran 2022/2023, sampel terdiri dari sejumlah 30 siswa kelas VII A yang dipilih untuk dijadikan subjek penelitian. Hasil belajar siswa diukur dengan pemberian *pretest* dan *posttest*. Pada *pretest* jumlah siswa tuntas sebesar 27% dan jumlah siswa tidak tuntas sebesar 73%. sedangkan pada *posttest* kelas eksperimen yaitu jumlah siswa tuntas sebesar 100% dan jumlah siswa tidak tuntas sebesar 0%. Hasil *posttest* menunjukkan bahwa jumlah siswa tuntas lebih banyak di kelas eksperimen. Dari hasil tersebut, banyaknya siswa tuntas pada kelas eksperimen menunjukkan model pembelajaran berbasis proyek berpengaruh terhadap hasil belajar siswa. Dari hasil penelitian yang dilakukan setelah menerapkan PjBL pada materi Hakikat Ilmu Sains dan Metode Ilmiah terdapat peningkatan pada hasil belajar peserta didik, hal ini dibuktikan dengan hasil *posttest* yang telah dikerjakan oleh peserta didik yang mengalami kenaikan menunjukkan bahwa jumlah siswa tuntas lebih banyak di kelas eksperimen dengan jumlah 100% siswa tuntas, sedangkan pada *pretest* siswa hanya tuntas sebesar 27%. Dari hasil tersebut, menunjukkan model pembelajaran berbasis proyek berpengaruh terhadap hasil belajar siswa.

Kata Kunci : *Project Based Learning*, *Pretest*, *Posttest*, Hakikat Ilmu Sains dan Metode Ilmiah

Muhammad Ubaid Naufal F. 2024. *Application of Pjbl to the Learning Outcomes of Class VII Middle School Students on the Nature of Science and Scientific Methods*. Thesis, Science Education Study Program, Faculty of Education, University of Trunojoyo Madura. Supervisor: Nur Qomaria, S.Pd., M.Pd.

ABSTRACT

Education in Indonesia still uses the lecture method. In the lecture learning model, the teacher becomes the center of information during learning activities, where students are more passive and create a feeling of boredom in learning activities. In this situation, students have difficulty understanding the explanations given by the teacher during the learning process. This research aims to examine the effect of PjBL (Project-based Learning) on the learning outcomes of class VII middle school students on the nature of science and scientific methods. In this research, researchers used a quantitative research approach with a quantitative quasi-experimental research design. The subjects used in this research were students at SMP Negeri 2 Lamongan for the 2022/2023 academic year, the sample consisted of 30 class VII A students who were selected to be research subjects. Student learning outcomes are measured by administering a pretest and posttest. In the pretest the number of students who completed was 27% and the number of students who did not complete was 73%. while in the experimental class posttest, the number of students who completed was 100% and the number of students who did not complete was 0%. The posttest results showed that the number of students who completed was more in the experimental class. From these results, the number of students who completed the experimental class shows that the project-based learning model has an influence on student learning outcomes. From the results of research conducted after implementing PjBL on the Nature of Science and Scientific Methods material, there was an increase in student learning outcomes, this was proven by the results of the posttest that had been completed by students who had experienced an increase showing that the number of students who completed more was in the experimental class with 100% of students completed, whereas in the pretest only 27% of students completed. From these results, it shows that the project-based learning model has an influence on student learning outcomes.

Keywords: *Project Based Learning, Pretest, Posttest, Nature of Science and Scientific Method*