

***THE EFFECT OF PROBLEM BASED LEARNING (PBL) LEARNING
MODEL ON THE ABILITY TO SOLVE PROBLEMS IN BASIC SCHOOL
SOCIAL SCIENCE LEARNING***

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ABSTRACT

This study aims to determine the effect of the Problem Based Learning (PBL) Learning Model on the Social Science Problem Solving Ability of Elementary School Students. The method used in this research is the method of Pre-Experimental Design with a One-Group-Pretest-Posttest Design research design. The findings of this study indicate that the average posttest is higher than the pretest average of students' social studies problem solving abilities with the Problem Based Learning (PBL) learning model. The average pretest value is 58.10, while the posttest average value is 75.40. Calculation of the hypothesis using the t-test, namely the paired sample T test and obtained at a significant level of 0.05 indicates that the probability value (significance) is 0.000. Because the significance of $0.000 < \alpha = 0.05$, H_0 is rejected. This proves that there is an effect of the Problem Based Learning (PBL) learning model on the ability to solve social studies problems of elementary school students.

Keywords: Problem Based Learning (PBL) Model, Social Science Problem Solving Ability.

**PENGARUH MODEL PEMBELAJARAN *PROBLEM BASED LEARNING*
(PBL) TERHADAP KEMAMPUAN MEMECAHKAN MASALAH DALAM
PEMBELAJARAN ILMU PENGETAHUAN SOSIAL SEKOLAH DASAR**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) terhadap Kemampuan Memecahkan Masalah IPS Siswa Sekolah Dasar. Metode yang digunakan dalam penelitian ini adalah metode *Pre-Experimental Design* dengan rancangan penelitian *One-Group-Pretest-Posttest Design*. Temuan penelitian ini menunjukkan bahwa rata-rata *posttest* lebih tinggi dibandingkan rata-rata *pretest* kemampuan memecahkan masalah IPS siswa dengan model pembelajaran *Problem Based Learning* (PBL). Rata-rata nilai *pretest* yaitu sebesar 58,10 adapun nilai rata-rata *posttest* yaitu sebesar 75,40. Perhitungan hipotesis dengan menggunakan Uji-t yakni *uji paired sampel T Test* dan diperoleh pada taraf signifikan 0,05 menunjukkan bahwa nilai probabilitas (signifikansi) adalah 0,000. Karena signifikansi $0,000 < \alpha = 0,05$ maka H_0 ditolak. Hal ini membuktikan bahwa terdapat pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap kemampuan memecahkan masalah IPS siswa Sekolah Dasar.

Kata Kunci : *Model Problem Based Learning* (PBL), Kemampuan Memecahkan Masalah IPS.