ABSTRAK

Skripsi dengan judul "Strategi Implementasi Model Pembelajaran *Problem Based Learning* untuk Meningkatkan Hasil Belajar Siswa Materi Sistem Pernafasan Kelas 8 di MTs Darul Huda Batu Ampar Kalimantan Selatan" yang ditulis oleh Muhammad Zakky Fauzan Devani, NIM. 12208183119, pembimbing Nanang Purwanto, M.Pd.

Kata Kunci : Strategi Pembelajaran, *Problem Based Learning*, Hasil Belajar.

Latar belakang penelitian ini didasarkan pada rendahnya hasil belajar siswa pada materi sistem pernafasan di kelas 8 di MTs Darul Huda Batu Ampar, Kalimantan Selatan. Pengamatan awal menunjukkan bahwa siswa cenderung pasif dalam pembelajaran tradisional, yang lebih berfokus pada pengajaran satu arah dari guru tanpa melibatkan siswa secara aktif dalam proses belajar. Hal ini berdampak pada kurangnya pemahaman mendalam terhadap materi dan rendahnya kemampuan berpikir kritis siswa. Untuk mengatasi masalah ini, pendekatan pembelajaran berbasis masalah atau *Problem Based Learning* (PBL) dipilih sebagai strategi alternatif yang dianggap dapat meningkatkan keterlibatan siswa secara langsung melalui diskusi kelompok dan pemecahan masalah kontekstual yang relevan dengan kehidupan sehari-hari. Pendekatan ini diharapkan tidak hanya meningkatkan pemahaman siswa terhadap konsep-konsep ilmiah, tetapi juga mengembangkan keterampilan berpikir kritis dan kolaboratif yang esensial dalam proses pembelajaran.

Rumusan masalah penelitian yaitu: (1) Bagaimana perencanaan model pembelajaran *Problem Based Learning* (PBL) dapat meningkatkan hasil belajar siswa pada materi sistem pernafasan kelas 8 di MTs Darul Huda Batu Ampar?; (2) Bagaimana penerapan model pembelajaran *Problem Based Learning* (PBL) dapat dapat meningkatkan hasil belajar siswa pada materi sistem pernafasan kelas 8 di MTs Darul Huda Batu Ampar?; (3) Bagaimana evaluasi penerapan model pembelajaran *Problem Based Learning* (PBL) yang efektif untuk dapat meningkatkan hasil belajar siswa pada materi sistem pernafasan kelas 8 di MTs Darul Huda Batu Ampar?

Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Data dikumpulkan melalui pengamatan langsung dan dokumentasi terhadap implementasi PBL di kelas 8 MTs Darul Huda Batu Ampar, serta wawancara dengan guru dan siswa mengenai pengalaman mereka dalam proses belajar mengajar. Data yang terkumpul akan dianalisis dengan model analisis interaktif Miles dan Huberman melalui tiga tahap, yaitu kondensasi data, pemaparan data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) perencanaan model pembelajaran PBL yang matang, meliputi perumusan tujuan pembelajaran, pengembangan skenario masalah, pemilihan sumber belajar, dan perancangan langkah-langkah pembelajaran, sangat berperan dalam mengarahkan siswa pada pembelajaran yang lebih bermakna; (2) penerapan PBL melalui pembagian kelompok siswa yang heterogen, penggunaan skenario masalah yang relevan, dan fasilitasi diskusi kelompok efektif meningkatkan keterlibatan siswa, mendorong mereka untuk lebih aktif dalam mengeksplorasi materi dan memecahkan masalah yang diberikan; dan (3) evaluasi melalui penilaian formatif, sumatif, refleksi, dan umpan balik efektif dalam memantau perkembangan belajar siswa serta memperbaiki proses pembelajaran. Dengan demikian, implementasi PBL terbukti dapat meningkatkan pemahaman siswa terhadap materi sistem pernafasan dan keterampilan berpikir kritis mereka. Penelitian ini merekomendasikan agar sekolah dapat mengadopsi PBL secara lebih luas untuk memperbaiki hasil belajar siswa pada materi lainnya.

ABSTRACT

This thesis, titled "Implementation Strategy of Problem Based Learning to Improve Student Learning Outcomes on the Respiratory System Material for 8th Grade at MTs Darul Huda Batu Ampar, South Kalimantan," was written by Muhammad Zakky Fauzan Devani, NIM. 12208183119, supervised by Nanang Purwanto, M.Pd.

Keywords: Learning Strategy, Problem Based Learning, Learning Outcomes.

The background of this research is based on the low student learning outcomes in the respiratory system material for 8th-grade students at MTs Darul Huda Batu Ampar, South Kalimantan. Initial observations indicated that students tend to be passive in traditional learning, which relies heavily on one-way teaching from the teacher without actively involving students in the learning process. This has resulted in a lack of deep understanding of the material and low critical thinking skills among students. To address this issue, a Problem Based Learning (PBL) approach was chosen as an alternative strategy. It is believed that PBL can enhance student engagement directly through group discussions and problem-solving of contextual issues relevant to daily life. This approach is expected not only to improve students' understanding of scientific concepts but also to develop critical thinking and collaborative skills essential for the learning process.

The research questions are: (1) How can the planning of the Problem Based Learning (PBL) model improve student learning outcomes on the respiratory system material for 8th-grade students at MTs Darul Huda Batu Ampar?; (2) How can the implementation of the Problem Based Learning (PBL) model improve student learning outcomes on the respiratory system material for 8th-grade students at MTs Darul Huda Batu Ampar?; (3) How can the evaluation of the Problem Based Learning (PBL) model be effectively conducted to improve student learning outcomes on the respiratory system material for 8th-grade students at MTs Darul Huda Batu Ampar?

This research employs a qualitative method with a case descriptive. Data were collected through direct observation and documentation of PBL implementation in 8th-grade classes at MTs Darul Huda Batu Ampar, as well as interviews with teachers and

students regarding their experiences in the teaching and learning process. The collected data were analyzed using Miles and Huberman's interactive analysis model, which includes three stages: data condensation, data display, and conclusion drawing.

The research findings indicate that: (1) well-prepared PBL planning, which includes formulating learning objectives, developing problem scenarios, selecting learning resources, and designing learning steps, plays a significant role in guiding students towards more meaningful learning; (2) the implementation of PBL, through heterogeneous student grouping, the use of relevant problem scenarios, and facilitating group discussions, effectively enhances student engagement, encouraging them to be more active in exploring the material and solving given problems; and (3) evaluation through formative and summative assessments, reflection, and feedback effectively monitors students' learning progress and improves the learning process. Thus, the implementation of PBL has proven to enhance students' understanding of the respiratory system material and their critical thinking skills. The research recommends that schools adopt PBL more widely to improve student learning outcomes in other subjects.