

ABSTRAK

Permana Adiputra. (2022). Skripsi. Pengaruh Model Pembelajaran *Problem Based Learning* Terhadap *High Order Thinking Skill* Pada Pembelajaran Ekonomi (Quasi Eksperimen Pada Mata Pelajaran Ekonomi Kelas XI IPS SMAN 53 Jakarta Tahun Ajaran 2022/2023)". Jurusan Pendidikan Ekonomi Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi Tasikmalaya. Dibawah bimbingan Gugum Gumilar, S.Pd. M.Pd. dan Betanika Nila Nirbita, M.Pd.

Masalah dalam penelitian ini adalah masih rendahnya *High Order Thinking Skill* peserta didik pada mata pelajaran ekonomi. Penelitian ini dilakukan untuk mengetahui keefektifan penerapan model pembelajaran *Problem Based Learning* dengan bantuan media visual dalam meningkatkan hasil belajar peserta didik pada mata pelajaran ekonomi kelas XI SMA Negeri 53 Jakarta tahun ajaran 2021/2022. Penelitian ini menggunakan metode kuasi eksperimen dengan desain *Nonequivalent Pretest-Posttest Control Group Design* dengan teknik pengumpulan data menggunakan tes dan wawancara. Populasi dalam penelitian ini adalah seluruh peserta didik kelas XI IPS, yaitu dari kelas XI IPS 1 sampai kelas XI IPS 3 dengan jumlah 108 peserta didik. Sampel yang digunakan dalam penelitian ini adalah kelas XI IPS 1 dan kelas XI IPS 3 yang diambil dengan teknik *purposive sampling*. Berdasarkan hasil penelitian menunjukkan bahwa terdapat perbedaan peningkatan hasil belajar peserta didik antara kelas eksperimen yang menggunakan model pembelajaran *Problem Based Learning* dengan kelas kontrol yang menggunakan model pembelajaran konvensional. Hal ini dapat ditunjukkan berdasarkan perolehan rata-rata nilai *Posttest* kelas eksperimen sebesar 68,7 sedangkan untuk kelas kontrol rata-rata nilai *Posttest* sebesar 60,2. Berdasarkan perolehan rerata N-Gain diperoleh rerata N-Gain untuk kelas eksperimen adalah 0,57, sedangkan perolehan rerata N-Gain kelas kontrol lebih kecil yaitu 0,34. Selain itu berdasarkan uji *Independent Samples T Test* diperoleh nilai signifikansi (2-Tailed) $0,018 < 0,05$. Dari hasil analisis dan perhitungan tersebut menunjukkan bahwa model pembelajaran *Problem Based Learning* efektif digunakan dalam meningkatkan hasil belajar peserta didik. hal ini terjadi karena dalam prosesnya pembelajaran lebih berpusat kepada peserta didik sehingga peserta didik dapat lebih aktif membangun pengetahuannya melalui proses diskusi.

Kata Kunci: *High Order Thinking Skill, Problem Based Learning.*

ABSTRACT

Permana Adiputra. (2022). Thesis. The Effect of Problem Based Learning Learning Model on High Order Thinking Skills in Economics Learning (Quasi-Experiments in Economics Subjects Class XI IPS SMAN 53 Jakarta Academic Year 2022/2023)". Department of Economic Education, Teaching and Education Faculty, Siliwangi University, Tasikmalaya. Under the guidance of Gugum Gumilar, S.Pd. M.Pd. and Betanika Nila Nirbita, M.Pd.

The problem in this study is the low High Order Thinking Skill of students in economics subjects in Class XI IPS SMA Negeri 53 Jakarta, there are still many students who have not yet completed the KKM score set. This research was conducted to determine the effectiveness of applying the Problem Based Learning learning model with the help of visual media in improving student learning outcomes in class XI Economics at SMA Negeri 53 Jakarta in the 2021/2022 academic year. This study used a quasi-experimental method with the Nonequivalent Pretest-Posttest Control Group Design with data collection techniques using tests and interviews. The population in this study were all students of class XI IPS, namely from class XI IPS 1 to class XI IPS 3 with a total of 108 students. The samples used in this study were class XI IPS 1 and class XI IPS 3 which were taken by purposive sampling technique. Based on the results of the study, it was shown that there were differences in increasing student learning outcomes in economics subjects with monetary and fiscal policy material between the experimental class using the Problem Based Learning learning model and the control class using conventional learning models. This can be shown based on the acquisition of the average Posttest score for the experimental class of 68.7 while for the control class the average Posttest score is 60.2. Based on the average N-Gain gain, the average N-Gain for the experimental class is 0.57, while the control class's average N-Gain gain is 0.34. In addition, based on the Independent Samples T Test, a significance value of (2-tailed) was obtained $0.018 < 0.05$. The results of the analysis and calculations show that the Problem Based Learning learning model is effectively used in improving student learning outcomes. this happens because the learning process is more student-centered so that students can be more active in building their knowledge through the discussion process.

Keywords: High Order Thinking Skill, Problem Based Learning.