PENERAPAN PEMBELAJARAN PBL (Problem Based Learning) DALAM MENINGKATKAN KEMAMPUAN PEMECAHAN MASALAH DAN PEMAHAMAN KONSEP SERTA MOTIVASI BELAJAR SISWA KELAS X SMAN 02 BATU PADA POKOK BAHASAN RUANG LINGKUP BIOLOGI

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Biology
Dibuat: 2009-03-23 , dengan 3 file(s).

Keywords: Problem based learning, kemampuan pemecahan masalah, pemahaman konsep dan motivasi belajar

ABSTRACT

Biology learning process in SMAN 02 Batu shows that students’ ability in solving problems and comprehending the concept of study is less. It can cause unproductively class. The less of ability in solving problems can be seen when the students do their work in the form of report where it gives not enough important information based on the concept. It comes from their less response toward teacher, asking or even commenting in teaching learning process. From the observation before investigation, it is because the students have not enough information importantly outside the class, and there is no follow-up from the teacher after students do the task so that their comprehension toward the concept of study low and easily to remove. This condition need to be investigated by the application of PBL (Problem-based Learning). It is a learning approach that uses the real problems as context approach for students to learn how to have critical thinking and competent to solve problem are, and to get knowledge and essential concept from material.

It is class activity investigation. It is conducted in two cycles that consist of twice meetings and once post-test. The achievement of activity indicator can be seen from the increment of problem solving from cycles I-II as the consequent of the application of Problem-based Learning. Place and time of this investigation are in SMAN 02 Batu and on August 21, 2008 – October 9, 2008. It is conducted in X-5 students with 37 students. The instruments of investigation are observation report, concept comprehension test and students motivation questionnaire. Data analysis to solve the problem uses percentage of student activity level while the comprehension of the concept of study is analyzed by using study completeness. The completeness of each student is adjusted by school minimum completeness standard; it is > 70.

The result shows that students in the application of Problem-based Learning is averagely in problem solving increment from 69,2% in cycles I to be 87% in cycles II, while in the comprehension of the concept of study from 67,2% (incompletely) on the cycles I in increase to be 85% (completely) on the cycles II. The students’ motivation is approximately 76,5% (positive) where it means students can accept it.