

ABSTRAK

Wahdania I. Abd Rahman. 2024. Penerapan Model *Problem Based Learning* (PBL) Berpendekatan STEM Terhadap Hasil Belajar Pada Materi Pada Materi Sistem Pencernaan pada Manusia di SMP Negeri 4 Kota Ternate. Pembimbing oleh Drs. Hasan Amhad., M.Si dan Dr. Taslim D.Nur, S.Pd., M.Pd

Pendidikan sangat berperan penting dalam membentuk generasi penerus bangsa. Melalui pendidikan akan tercipta sumberdaya manusia yang mampu membangun dirinya sendiri maupun bangsanya, sehingga mutu pendidikan perlu untuk ditingkatkan. Pembelajaran merupakan kegiatan yang melibatkan berbagai macam komponen, antara lain: siswa, guru, kurikulum, sarana dan prasarana pendidikan. Model *Problem Based Learning* (PBL) dapat menjadi salah satu alternatif untuk meningkatkan kemampuan hasil belajar peserta didik. Pemilihan model atau strategi yang tepat memberi dampak positif dalam kegiatan belajar. Era revolusi industri 4.0 dan merdeka belajar memberikan kesempatan dalam melakukan inovasi dalam kegiatan pembelajaran. Pendekatan *Science, Technology, Engineering and Mathematics* (STEM) menjadi alternatif pembelajaran sains untuk membangun generasi yang mampu menghadapi tantangan abad 21. Penelitian ini bertujuan untuk mengetahui peningkatan hasil belajar dengan menggunakan model pembelajaran PBL berpendekatan STEM terhadap hasil belajar pada materi sistem pencernaan pada manusia di SMP Negeri 4 Kota Ternate. Jenis penelitian ini adalah penelitian tindakan kelas (*Classroom Action Research*). Penelitian tindakan kelas adalah penelitian tindakan yang bersifat reflektif yang terdiri dari empat tahapan, yakni (1) perencanaan, (2) pelaksanaan, (3) pengamatan, dan (4) refleksi. Hasil penelitian menunjukkan bahwa penerapan model *Problem Based Learning* (PBL) berpendekatan STEM dapat meningkatkan hasil belajar peserta didik pada Kelas VIII Pada Materi Sistem Pencernaan Pada Manusia di SMP Negeri 4 Kota Ternate. Hasil belajar peserta didik dengan menggunakan model pembelajaran PBL berpendekatan STEM pada siklus I sebanyak 20 peserta didik atau sebesar 66,67% yang belum mencapai ketuntasan belajar. Sedangkan pada siklus II sudah mengalami peningkatan hasil belajar peserta didik sebanyak 26 peserta didik atau sebesar 86,67% peserta didik yang mencapai ketuntasan belajar, sehingga dapat dikatakan bahwa model pembelajaran PBL berpendekatan STEM dapat meningkatkan hasil belajar. Hasil observasi aktivitas peserta didik pada siklus I yaitu 49%, siklus II yaitu meningkat menjadi 81%. Sedangkan hasil observasi aktivitas guru siklus I yaitu 54%, siklus II meningkat menjadi 88%.

Kata Kunci : *hasil belajar, problem based learning, Science, Technology, Engineering and Mathematics* hasil belajar,

ABSTRACT

Wahdania I. Abd Rahman. 2024. Implementation of the Model *Problem Based Learning* (PBL) Using a STEM Approach to Learning Outcomes in Human Digestive System Material at SMP Negeri 4 Ternate City. Supervision by Drs. Hasan Amhad., M.Si and Dr. Taslim D. Nur, S.Pd., M.Pd

Education plays a very important role in shaping the nation's next generation. Through education, human resources will be created who are able to develop themselves and their nation, so the quality of education needs to be improved. Learning is an activity that involves various components, including: students, teachers, curriculum, educational facilities and infrastructure. Model *Problem Based Learning* (PBL) can be an alternative to improve students' learning outcomes. Choosing the right model or strategy has a positive impact on learning activities. The era of industrial revolution 4.0 and freedom of learning provides opportunities for innovation in learning activities. Approach *Science, Technology, Engineering and Mathematics* (STEM) is an alternative science learning to build a generation capable of facing the challenges of the 21st century. This research aims to determine the improvement in learning outcomes by using the PBL learning model with a STEM approach to learning outcomes in human digestive system material at SMP Negeri 4 Ternate City. This type of research is classroom action research (*Classroom Action Research*). Classroom action research is reflective action research which consists of four stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. The research results show that the application of the model *Problem Based Learning* (PBL) using a STEM approach can improve student learning outcomes in Class VIII on Human Digestive System Material at SMP Negeri 4 Ternate City. The learning outcomes of students using the PBL learning model with a STEM approach in the first cycle were 20 students or 66.67% who had not achieved learning completeness. Meanwhile, in cycle II, there was an increase in student learning outcomes by 26 students or 86.67% of students who achieved learning mastery, so it can be said that the PBL learning model with a STEM approach can improve learning outcomes. The results of observing student activities in cycle I were 49%, cycle II increased to 81%. Meanwhile, the results of observations of teacher activities in cycle I were 54%, cycle II increased to 88%.

Keywords : *learning outcomes, problem based learning, Science, Technology, Engineering and Mathematics learning outcomes,*