

ABSTRAK

Finda Umasangadji, 2024, Upaya Meningkatkan Hasil Belajar Kognitif Melalui Model *Problem Based Learning* (PBL) Pada Konsep Zat Aditif Siswa Kelas VIII Di SMP Negeri 3 Ternate. Pembimbing 1 Dr Taslim D. Nur S.Pd., M.Pd Dan Ningsi Saibi S.Pd.,M.Si

Masalah dalam penelitian ini adalah rendahnya hasil belajar siswa SMP Negeri 3 Kota Ternate. Untuk meningkatkan hasil belajar siswa, maka peneliti menerapkan Model *Problem Based Learning* (PBL) pada kelas VIII-F. Penelitian tindakan kelas ini dilaksanakan dua siklus dengan jumlah 29 siswa, setiap siklus terdiri dari empat tahapan yaitu perencanaan pelaksanaan tindakan, observasi, dan refleksi. Dari hasil tindakan siklus I hasil nilai siswa di peroleh sebanyak 34% meningkat menjadi 86% pada siklus II. Pada aktivitas siswa dalam proses belajar mengajar pada siklus I sebesar 39% meningkat menjadi sebesar 84% pada siklus II. Hasil aktivitas guru pada siklus I sebesar 54% meningkat menjadi 84% pada siklus II. Dengan demikian dapat disimpulkan bahwa penerapan Model *Problem Based Learning* (PBL) dapat Terjadinya peningkatan hasil belajar siswa dikarenakan siswa sudah mulai paham dan kritis terhadap materi yang disampaikan oleh peneliti.

Kata Kunci : *aktivitas siswa dan guru, hasil belajar, problem based learning*

ABSTRACT

Finda Umasangadji²⁰²⁴ Efforts to improve cognitive learning outcomes through a *problem-based learning* (PBL) model on the concept of additives for grade VIII students at SMP Negeri 3 Ternate, supervisor Dr Taslim D Nur, S.Pd., M.Pd and Ningsi Saibi, S.Pd.,M.Si

The problem in this study is the low learning outcomes of students of SMP Negeri 3 Kota Ternate. To improve student learning outcomes, researchers apply the *Problem Based Learning* (PBL) Model in classes VIII-F. This classroom action research was carried out in two cycles with a total of 29 students, each cycle consisting of four stages, namely action implementation planning, observation, and reflection. From the results of the first cycle of actions, the results of student scores obtained as much as 34% increased to 86% in the second cycle. In student activities in the teaching and learning process in cycle I by 39% increased to 84% in cycle II. The results of teacher activity in cycle I by 54% increased to 84% in cycle II. Thus, it can be concluded that the application of the *Problem Based Learning* (PBL) Model can increase student learning outcomes because students have begun to understand and be critical of the material presented by researchers.

Keywords: *student and teacher activities, learning outcomes Problem Based Learning.*