

## **ABSTRACT**

### **Implementing the Multimedia-Assisted Problem Based Learning to Improve the Seventh Grade Students' Natural Science Competences at SMPN 1 Tandun**

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This class action research is done due to the fact that students' cognitive, affective, and psychomotor competences were low. It aims to find out the improvement of the VII D students' cognitive, affective, and psychomotor competences at SMPN 1 Tandun by using the multimedia-assisted problem based learning.

This research was done in two cycles. Each cycle consisted of four phases; planning, application, observation, and reflection initiated by conducting a pre-reflection phase before cycle I. The subjects were thirty two students of class VII D. The affective competence data were obtained from observation sheets which included the students' willingness to listen to the teacher's explanation, their behaviors during the discussion activity, their ability to work in group, their questioning skill, their responding skill, and their ability in expressing opinions. The psychomotor competence data were collected by using the practice and non-practice observation sheets. Meanwhile, the cognitive competence data were gotten from the scores of their final test at the end of the cycle.

From the analysis, it is found that there are improvement on the students' competences after the multimedia-assisted problem based learning was applied. In term of affective competence, their score increased from 0.28 to 0.35 at the end of cycle II. Meanwhile, in term of psychomotor competence, the students' score enhanced from 0.58 to 0.49 at the end of cycle II. The improvements happen since the students are directly involved in the problem solving process in order to find out the concept as well as use the learning multimedia. The problem based learning model requires them to be active in solving the problem starting from giving the problem orientation, organizing the students to do research, guiding the students in doing research, presenting their work, and analyzing as well as evaluating the problem solving process. It is suggested to teachers to apply the problem based learning model in learning natural science.

## **ABSTRAK**

### **Penerapan Pembelajaran *Problem Based Learning* (PBL) Berbantuan Multimedia untuk Meningkatkan Kompetensi Belajar IPA Kelas VII di SMPN 1 Tandun**

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Penelitian tindakan kelas ini dilatar belakangi oleh rendahnya kompetensi belajar pada aspek pengetahuan, sikap serta keterampilan. Tujuan penelitian ini adalah mengetahui proses peningkatan kompetensi belajar peserta didik kelas VII D SMPN 1 Tandun pada aspek pengetahuan, sikap, serta keterampilan melalui penerapan model PBL berbantuan multimedia.

Penelitian dilaksanakan dalam dua siklus masing-masing siklus terdiri atas tahap perencanaan, pelaksanaan, observasi dan refleksi yang diawali dengan melakukan refleksi awal sebelum siklus satu. Subjek penelitian ini adalah peserta didik kelas VII D yang berjumlah 32 orang. Data kompetensi sikap diperoleh dengan menggunakan instrumen lembar observasi sikap yang meliputi sikap kemauan mendengarkan penjelasan guru, sikap saat kegiatan diskusi berlangsung, kemampuan bekerjasama dalam kelompok, kemampuan bertanya, kemampuan menanggapi pendapat orang lain dan kemampuan menyampaikan pendapat. Data kompetensi keterampilan diperoleh dengan menggunakan instrumen lembar pengamatan praktikum dan non praktikum, serta data pengetahuan dari nilai tes diakhir siklus.

Hasil penelitian diperoleh peningkatan kompetensi peserta didik setelah diterapkan model PBL berbantuan multimedia. Peningkatan rata-rata nilai sikap dari prasiklus ke siklus satu sebesar 0,28, sedangkan dari siklus satu ke siklus dua sebesar 0,35. Peningkatan rata-rata kompetensi keterampilan meningkat dari prasiklus ke siklus satu sebesar 0,58 dan dari siklus satu ke siklus dua meningkat sebesar 0,49 peningkatan kompetensi belajar disebabkan adanya keterlibatan peserta didik secara langsung dalam proses penyelesaian masalah dalam menggali dan menemukan konsep serta penggunaan multimedia pembelajaran. Model PBL menuntut peserta didik untuk aktif dalam penyelesaian masalah mulai dari pemberian orientasi masalah, pengorganisasian peserta didik untuk meneliti, pembimbingan penyelidikan peserta didik, menyajikan hasil karya serta menganalisis dan mengevaluasi proses pemecahan masalah dengan peningkatan tersebut, peneliti menyarankan untuk menerapkan model PBL pada pembelajaran IPA.