ABSTRAK

Muhammad Arya Pradana : "Pengaruh Metode Jelajah Alam Sekitar (JAS) Berbasis Pbl terhadap Hasil Belajar Siswa pada Materi Pencemaran Lingkungan"

Penelitian ini bertujuan untuk menganalisis pengaruh metode Jelajah Alam Sekitar (JAS) berbasis Problem Based Learning (PBL) terhadap hasil belajar siswa pada materi pencemaran lingkungan. Penelitian dilakukan sebanyak tiga pertemuan di MA Annur Malangbong, Garut, dengan menggunakan dua kelas : kelas eksperimen (dengan metode JAS) dan kelas kontrol (tanpa metode JAS). Hasil penelitian menunjukkan beberapa temuan utama. Pertama, keterlaksanaan kinerja guru dalam kelas eksperimen memperoleh nilai rata-rata 96%, sedangkan kelas kontrol memperoleh 94%, keduanya dikategorikan sangat baik. Aktivitas siswa dalam kelas eksperimen dan kontrol juga menunjukkan skor 96%, yang mengindikasikan pelaksanaan kegiatan siswa berjalan sangat baik. Kedua, peningkatan hasil belajar siswa di kelas eksperimen yang menggunakan metode JAS menunjukkan nilai N-Gain sebesar 0,35, sedangkan kelas kontrol memperoleh nilai N-Gain sebesar 0,34, keduanya tergolong kategori sedang. Ketiga, terdapat pengaruh yang signifikan dari metode JAS terhadap peningkatan hasil belajar siswa dengan hasil uji hipotesis menunjukkan nilai sig T hitung sebesar 1,67. Keempat, respon siswa terhadap pembelajaran dengan metode JAS pada materi pencemaran lingkungan menunjukkan rata-rata presentasi sebesar 76% dalam kategori baik. Berdasarkan hasil tersebut, dapat disimpulkan bahwa metode Jelajah Alam Sekitar berbasis Problem Based Learning layak digunakan sebagai strategi pembelajaran pada materi pencemaran lingkungan.

Kata Kunci : Jelajah Alam Sekitar, Problem Based Learning, Pencemaran Lingkungan, Hasil Belajar, Respon Siswa

ABSTRACT

Muhammad Arya Pradana : *"The Effect of the Problem-Based Learning (PBL)-Based Environmental Exploration (JAS) Method on Students' Learning Outcomes in Environmental Pollution Material"*

This study aims to analyze the effect of the Problem-Based Learning (PBL)-based Environmental Exploration (JAS) method on students' learning outcomes in environmental pollution material. The study was conducted over three sessions at MA Annur Malangbong, Garut, using two classes: an experimental class (applying the JAS method) and a control class (without using the JAS method). The study yielded several key findings. First, the implementation of teacher performance in the experimental class achieved an average score of 96%, while the control class achieved 94%, both categorized as very good. Student activities in both the experimental and control classes also scored 96%, indicating that student activities were carried out very well. Second, the improvement in student learning outcomes in the experimental class using the JAS method resulted in an N-Gain score of 0.35, while the control class obtained an N-Gain score of 0.34, both categorized as moderate. Third, there was a significant effect of the JAS method on improving students' learning outcomes, as indicated by the hypothesis test results with a sig T value of 1.67. Fourth, students' responses to learning using the JAS method for environmental pollution material showed an average presentation of 76%, categorized as good. Based on these results, the Problem-Based Learning-based Environmental Exploration (JAS) method is considered suitable for use as a learning strategy for environmental pollution material.

Keywords: *Environmental Exploration, Problem-Based Learning, Environmental Pollution, Learning Outcomes, Student Responses*