

ABSTRAK

Ilma Marchamah (1212060057) : “Perbandingan Peningkatan Penguasaan Konsep Menggunakan Model Pembelajaran SSCS (*Search,Solve,Create,Share*) dengan Model Pembelajaran PJBL (*Project Based Learning*) Pada Materi Sistem Reproduksi”

Penguasaan konsep merupakan salah satu dasar bagi peserta didik agar dapat menerapkan pengetahuan dalam kehidupan. penguasaan konsep siswa pada peserta didik masih harus ditingkatkan terutama pada materi sistem reproduksi. penelitian ini bertujuan untuk mengetahui perbedaan penguasaan konsep menggunakan model SSCS dan PJBL. Metode penelitian yang digunakan *quasi eksperimen* dengan desain *two group pretest and posttest*. dilaksanakan di salah satu SMA swasta di kabupaten bandung pada kelas XI-1 dan XI-4 dipilih dengan cluster random sampling yang berjumlah 72 orang. Keterlaksanaan aktivitas guru dan peserta didik pada kelas eksperimen 1 sangat baik dengan rata-rata persentase aktivitas guru 92% dan rata-rata persentase aktivitas siswa 88% sedangkan eksperimen 2 nilai rata-rata aktivitas guru sebesar 93% dan aktivitas peserta didik sebesar 89%. Peningkatan penguasaan konsep di kelas eksperimen 1 termasuk kategori sedang dengan nilai 0,60 sedangkan di kelas eksperimen 2 termasuk kategori tinggi dengan nilai 0,71. Hasil uji hipotesis Sig.2 tailed $0,010 < 0,05$ yang berarti H_0 ditolak H_a diterima. temuan ini menunjukkan bahwa terdapat perbedaan peningkatan penguasaan konsep peserta didik menggunakan model SSCS dan PJBL pada materi sistem reproduksi. Oleh karena itu pembelajaran dengan model SSCS dan PJBL perlu dikembangkan lebih lanjut seiring dengan kendala yang diakui peserta didik pada beberapa tahap pembelajaran.

Kata kunci : Penguasaan Konsep, PJBL, SSCS, Sistem Reproduksi.

ABSTRACT

Ilma Marchamah (1212060057): “*Comparison of Concept Mastery Improvement Using the SSCS (Search, Solve, Create, Share) Learning Model with the PJBL (Project-Based Learning) Learning Model in Reproductive System Material*”

Concept mastery is one of the foundations for students to be able to apply knowledge in life. Students' concept mastery still needs to be improved, especially in the subject of the reproductive system. This study aims to determine the differences in concept mastery using the SSCS and PJBL models. The research method used was a quasi-experimental design with a two-group pretest and posttest. The study was conducted at a private high school in Bandung District, targeting classes XI-1 and XI-4, selected through cluster random sampling, with a total of 72 participants. The implementation of teacher and student activities in Experiment 1 was very good, with an average teacher activity percentage of 92% and an average student activity percentage of 88%, while in Experiment 2, the average teacher activity percentage was 93% and the average student activity percentage was 89%. The improvement in concept mastery in Experiment 1 was categorized as moderate with a value of 0.60, while in Experiment 2 it was categorized as high with a value of 0.71. The results of the hypothesis test Sig.2 tailed $0.010 < 0.05$, which means H_0 is rejected and H_a is accepted. These findings indicate that there is a difference in the improvement of students' conceptual mastery using the SSCS and PJBL models in the reproductive system material. Therefore, learning with the SSCS and PJBL models needs to be further developed in line with the constraints acknowledged by students at several stages of learning.

Keywords: Concept Mastery, PJBL, SSCS, Reproductive System.