

## ABSTRAK

### **Hera Nurul Rahmi : “ Perbandingan Kemampuan Pemecahan Masalah Menggunakan Model *Problem Posing* dan Model *Problem Based Learning* Pada Materi Sistem Reproduksi”**

Pemecahan masalah merupakan salah satu kemampuan yang dibutuhkan dalam pembelajaran biologi dan sesuai dengan tuntutan kompetensi abad 21. Penelitian ini bertujuan untuk menganalisis perbedaan kemampuan pemecahan masalah siswa menggunakan model *Problem Posing* dan *Problem Based Learning* pada materi sistem reproduksi. Metode yang digunakan adalah *Quasi Exsperimental Design* dengan desain komparasi, menggunakan instrumen berupa tes kemampuan pemecahan masalah yaitu *pretest* dan *posttest*. Instrumen penelitian meliputi : Lembar observasi keterlaksanaan, soal uraian berindikator pemecahan masalah dan angket respon siswa, Hasil penelitian menunjukkan keterlaksanaan aktivitas guru kelas *Problem Posing* 92% dan siswa 90% (sangat baik), kelas *Problem Based Learning* memperoleh 89% dan siswa 87% (sangat baik). Peningkatan kemampuan pemecahan masalah kelas *Problem Posing* 0,64 (sedang) dan kelas *Problem Based Learning* memperoleh 0,47 (sedang). Respon siswa kelas *Problem Posing* sebesar 79% (cukup) dan kelas *Problem Based Learning* sebesar 77% (cukup). Hasil Uji hipotesis menunjukkan perbedaan signifikan model *Problem Posing* dan model *Problem Based Learning* terhadap peningkatan kemampuan pemecahan masalah dengan Sig. 004<0,05 yang berarti  $H_0$  ditolak dan  $H_1$  diterima. Model *Problem Posing* dan model *Problem Based Learning* pada peningkatan kemampuan pemecahan masalah materi sistem reproduksi menunjukkan terdapat perbedaan signifikan antara kedua model.

Kata Kunci : Kemampuan Pemecahan Masalah, *Problem Posing*, *Problem Based Learning*, Sistem Reproduksi



## ABSTRACT

**Hera Nurul Rahmi** : “*Comparison of Problem-Solving Ability Using the Problem Posing Model and the Problem Based Learning Model on Reproductive System Material*”

*Problem-solving is one of the skills required in biology learning and aligns with 21st-century competency requirements. This study aims to analyze differences in students' problem-solving skills using the Problem Posing and Problem-Based Learning models in reproductive system material. The method used was a Quasi-Experimental Design with a comparative design, using problem-solving ability tests (pretest and posttest). The research instruments included: implementation observation sheets, descriptive questions with problem-solving indicators, and student response questionnaires. The results showed that the implementation of the Problem Posing class's activities was 92% for teachers and 90% for students (very good), while the Problem-Based Learning class achieved 89% for students and 87% for students (very good). The improvement in problem-solving skills in the Problem Posing class was 0.64 (moderate) and the Problem-Based Learning class achieved 0.47 (moderate). The response rate for students in the Problem Posing class was 79% (sufficient) and for the Problem Based Learning class, 77% (sufficient). The results of the hypothesis test showed a significant difference between the Problem Posing and Problem Based Learning models in improving problem-solving skills, with a Sig.  $0.04 < 0.05$ , indicating that  $H_0$  was rejected and  $H_1$  was accepted. The Problem Posing and Problem Based Learning models showed a significant difference in improving problem-solving skills for the reproductive system.*

**Keywords:** *Problem Solving Ability, Problem Posing, Problem Based Learning, Reproductive System*

