ABSTRAK

Ersa Sugesti: Pengaruh Model Pembelajaran *Problem Based Intruction* (PBI) Terhadap Hasil Belajar Siswa Pada Materi Keanekaragaman Hayati

Penelitian ini dilatarbelakangi oleh rendahnya capaian akademik siswa yang disebabkan oleh kesulitan dalam memahami konsep keanekaragaman hayati. Tujuan utama dari studi ini adalah untuk menilai efektivitas model pembelajaran *Problem Based Intruction* (PBI) dalam meningkatkan hasil belajar pada materi tersebut. Metode yang digunakan adalah kuasi eksperimen dengan desain *nonequivalent pretest-posttest group*. Penelitian melibatkan 52 siswa yang dibagi ke dalam dua kelas. Hasil observasi menunjukkan bahwa aktivitas guru dan siswa selama proses pembelajaran masing-masing mencapai rata-rata 97 dan 98, yang dikategorikan sangat baik. Pada kelompok eksperimen, rata-rata nilai pretest sebesar 32 meningkat menjadi 71 setelah perlakuan, dengan nilai *N-gain* sebesar 0,5 yang termasuk kategori sedang. Uji hipotesis menghasilkan nilai t_{hitung} sebesar 3,173, yang lebih besar dari t_{tabel} sebesar 1,955, menunjukkan bahwa terdapat perbedaan yang signifikan antara sebelum dan sesudah penerapan model PBI. Selain itu, respon siswa terhadap pembelajaran dengan model ini memperoleh skor rata-rata 70, yang termasuk dalam kategori cukup. Secara keseluruhan, penerapan model *Problem Based Intruction* terbukti memberikan kontribusi positif terhadap peningkatan pemahaman siswa pada materi keanekaragaman hayati.

Kata kunci: Hasil Belajar, *Problem Based Intruction*, Keanekaragaman Hayati.

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ABSTRACT

Ersa Sugesti: *The Effect of Problem Based Intruction (PBI) Learning Model on Student Learning Outcomes in Biodiversity Material*

This study was motivated by the low academic achievement of students caused by difficulties in understanding the concept of biodiversity. The main objective of this study was to assess the effectiveness of the Problem Based Intruction (PBI) learning model in improving learning outcomes on the material. The method used was a quasi-experimental with a nonequivalent pretest-posttest group design. The study involved 52 students divided into two classes. The results of the observation showed that the activities of teachers and students during the learning process reached an average of 97 and 98, respectively, which were categorized as very good. In the experimental group, the average pretest score of 32 increased to 71 after treatment, with an N-gain value of 0.5 which is included in the moderate category. The hypothesis test produced a t-count value of 3.173, which is greater than the t-table of 1.955, indicating that there was a significant difference between before and after the implementation of the PBI model. In addition, students' responses to learning with this model obtained an average score of 70, which is included in the sufficient category. Overall, the implementation of the Problem Based Intruction model has been shown to provide a positive contribution to improving students' understanding of biodiversity material.

Key word: *Learning Outcomes, Problem Based Intruction, Biodiversity.*

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