

ABSTRAK

TRIA SALSABILA, 2023. **Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) terhadap Hasil Belajar Kognitif dan Keterampilan Sosial Peserta Didik (Studi Pada Mata Pelajaran Geografi Materi Keragaman Budaya Indonesia Kelas XI IPS di Sman 8 Tasikmalaya)**. Jurusan Pendidikan Geografi Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi.

Penelitian ini bertujuan yaitu: (1) untuk mengetahui tahapan-tahapan pelaksanaan model pembelajaran *Problem Based Learning* (PBL), (2) untuk mengetahui pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap hasil belajar kognitif, dan (3) untuk mengetahui pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap keterampilan sosial. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen. Hasil penelitian menunjukkan bahwa tahapan pelaksanaan model pembelajaran *Problem Based Learning* (PBL) yaitu 1) orientasi peserta didik pada masalah, 2) mengorganisasikan peserta didik untuk belajar, 3) membimbing penyelidikan individual maupun kelompok, 4) mengembangkan dan menyajikan hasil karya, dan 5) menganalisis dan mengevaluasi proses pemecahan masalah. Adapun pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap hasil belajar kognitif dilihat dari nilai rata-rata *gain* pada kelas eksperimen sebesar 0,612. Sedangkan nilai rata-rata *gain* pada kelas kontrol sebesar 0,564. Sedangkan pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap keterampilan sosial dilihat dari nilai rata-rata *gain* pada kelas eksperimen sebesar 0,727. Sedangkan nilai rata-rata *gain* pada kelas kontrol sebesar 0,641. Sehingga dapat disimpulkan bahwa setelah penerapan model pembelajaran *Problem Based Learning* (PBL) hasil belajar kognitif peserta didik mengalami peningkatan sebesar 83% dan keterampilan sosial peserta didik mengalami peningkatan sebesar 88%.

Kata Kunci: hasil belajar kognitif, keterampilan sosial, model pembelajaran, *Problem Based Learning* (PBL).

ABSTRACT

TRIA SALSABILA, 2023. *The Influence of the Problem Based Learning (PBL) Learning Model on Students' Cognitive Learning Outcomes and Social Skills (Study on Geography Subjects, Material on Indonesian Cultural Diversity, Class XI IPS at Sman 8 Tasikmalaya)*. Department of Geography Education, Faculty of Teacher Training and Education, Siliwangi University.

The aims of this research are: (1) to determine the stages of implementing the Problem Based Learning (PBL) learning model, (2) to determine the influence of the Problem Based Learning (PBL) learning model on cognitive learning outcomes, and (3) to determine the influence of the model Problem Based Learning (PBL) learning on social skills. This research uses a quantitative approach with experimental methods. The research results show that the stages of implementing the Problem Based Learning (PBL) learning model are 1) orienting students to the problem, 2) organizing students to learn, 3) guiding individual and group investigations, 4) developing and presenting the results of their work, and 5) analyze and evaluate the problem solving process. The influence of the Problem Based Learning (PBL) learning model on cognitive learning outcomes can be seen from the average gain value in the experimental class of 0.612. Meanwhile, the average gain value in the control class was 0.564. Meanwhile, the influence of the Problem Based Learning (PBL) learning model on social skills can be seen from the average gain value in the experimental class of 0.727. Meanwhile, the average gain value in the control class was 0.641. So it can be concluded that after implementing the Problem Based Learning (PBL) learning model, students' cognitive learning outcomes increased by 83% and students' social skills increased by 88%.

Keywords: *cognitive learning outcomes, social skills, learning models, Problem Based Learning (PBL).*