ABSTRAK

Pembelajaran pada abad 21 menuntut peserta didik untuk dapat mengimplementasikan kemampuan kolaborasi, berpikir kritis, cakap komunikasi, solutif, dan peka terhadap kehidupan sosial. Namun, masih rendahnya kepekaan sosial, pemanfataan teknologi, dan minimnya kepekaan terhadap keadaan sosial dapat menghambat tujuan pembelajaran abad 21. Kolaborasi penerapan pendekatan dan model pembelajaran sangat penting menentukan capaian hasil belajar peserta didik. Selain itu, pendekatan dan model pembelajaran diupayakan harus memiliki pengaruh yang baik dalam meningkatkan capaian hasil belajar kognitif peserta didik. Salah satu model pembelajaran yang mengedepankan pembelajaran kontekstual yaitu model *Problem Based Learning* (PBL) dengan pendekatan SETS (*Science, Environment, Technology, and Society*). Oleh karena itu, peneliti melakukan penelitian terhadap penerapan dan pengaruh model *Problem Based Learning* (PBL) dengan pendekatan SETS (*Science, Environment, Technology, and Society*) terhadap hasil belajar kognitif peserta didik pada materi mitigasi dan adaptasi kebencanaan di kelas XI SMAN 1 Kota Tasikmalaya. Tujuan penelitian ini adalah untuk menjelaskan penerapan dan pengaruh dari model *Problem Based Learning* (PBL) dengan pendekatan SETS (*Science, Environment, Technology, and Society*) terhadap hasil belajar kognitif peserta didik. Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan teknik analisis data parametrik menggunakan *Independent Sample T-Test.* Data pada penelitian ini dinyatakan valid, reliabel, berdistribusi normal, dan homogen. Teknik pengumpulan data menggunakan uji tes melalui *pretest* dan *posttest*. Pada uji *Independent Sample T-Test* menunjukan nilai sig $0.000 < 0.05$ sehingga dapat disimpulkan bahwa penerapan model *Problem Based Learning* (PBL) dengan pendekatan SETS (*Science, Environment, Technology, and Society*) memiliki pengaruh terhadap hasil belajar kognitif peserta didik.

Kata Kunci: Problem Based Learning, Pendekatan SETS, Hasil Belajar Kognitif

ABSTRACT

Learning in the 21st century requires students to be able to implement collaboration skills, critical thinking, communication skills, solutions, and sensitivity to social life. However, low social sensitivity, the use of technology, and a lack of sensitivity to social conditions can hinder the goals of 21st century learning. Collaboration in the application of learning approaches and models is very important to determine the achievement of student learning outcomes. In addition, learning approaches and models are sought to have a good influence on improving the achievement of students' cognitive learning outcomes. One of the learning models that prioritizes contextual learning is the Problem Based Learning (PBL) model with the SETS (Science, Environment, Technology, and Society) approach. Therefore, the researcher conducted a study on the application and influence of the Problem Based Learning (PBL) model with the SETS (Science, Environment, Technology, and Society) approach on the cognitive learning outcomes of students on disaster mitigation and adaptation materials in grade XI of SMAN 1 Tasikmalaya City. The purpose of this study is to explain the application and influence of the Problem Based Learning (PBL) model with the SETS (Science, Environment, Technology, and Society) approach on students' cognitive learning outcomes. The method used in this study is a quantitative approach with parametric data analysis techniques using Independent Sample T-Test. The data in this study was declared valid, reliable, normally distributed, and homogeneous. The data collection technique uses test tests through pretest and posttest. The Independent Sample T-Test showed a sig value of 0.000 < 0.05 so it can be concluded that the application of the Problem Based Learning (PBL) model with the SETS (Science, Environment, Technology, and Society) approach has an influence on students' cognitive learning outcomes.

Keywords: Problem Based Learning, SETS Approach, Learning Outcomes Cognitive