

**PERBANDINGAN MODEL *PROBLEM BASED LEARNING*
DENGAN *PROJECT BASED LEARNING* TERHADAP
KEMANDIRIAN BELAJAR PESERTA DIDIK PADA
PEMBELAJARAN PJOK MA NEGERI 3
KOTA TASIKMLAYA**

(Asep Marpu, 2026)

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemandirian belajar peserta didik dalam pembelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK), seperti rendahnya inisiatif belajar, disiplin, percaya diri, pengendalian diri, dan evaluasi diri. Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) dan *Project Based Learning* (PjBL) terhadap kemandirian belajar peserta didik serta mengetahui model yang lebih efektif digunakan dalam pembelajaran PJOK di MA Negeri 3 Kota Tasikmalaya. Metode penelitian yang digunakan adalah metode eksperimen dengan desain *pretest-posttest control group design*. Sampel penelitian terdiri atas dua kelas, yaitu kelas eksperimen 1 yang menggunakan model PBL dan kelas eksperimen 2 yang menggunakan model PjBL. Instrumen penelitian menggunakan angket kemandirian belajar peserta didik. Teknik analisis data meliputi uji *normalitas*, *homogenitas*, *paired sample t-test*, dan *independent sample t-test*. Hasil penelitian menunjukkan bahwa kedua model pembelajaran berpengaruh signifikan terhadap peningkatan kemandirian belajar peserta didik. Namun, model *Problem Based Learning* (PBL) lebih efektif dibandingkan *Project Based Learning* (PjBL) dalam meningkatkan kemandirian belajar peserta didik pada pembelajaran PJOK di MA Negeri 3 Kota Tasikmalaya.

Kata Kunci: *Problem Based Learning*, *Project Based Learning*, Kemandirian Belajar, PJOK.

**A COMPARATIVE STUDY OF PROBLEM-BASED LEARNING (PBL) AND
PROJECT-BASED LEARNING (PJBL) MODELS ON STUDENTS'
LEARNING INDEPENDENCE IN PHYSICAL EDUCATION, SPORTS, AND
HEALTH EDUCATION AT MAN 3 TASIKMALAYA CITY**

(ASEP MARPU, 2026)

ABSTRACT

This study was motivated by the low level of students' learning independence in Physical Education, Sports, and Health (PJOK), including low learning initiative, discipline, self-confidence, self-control, and self-evaluation. The study aimed to determine the effect of Problem Based Learning (PBL) and Project Based Learning (PjBL) models on students' learning independence and to identify the more effective model in PJOK learning at MA Negeri 3 Kota Tasikmalaya. The research employed an experimental method using a pretest-posttest control group design. The sample consisted of two classes: an experimental class using the PBL model and a control class using the PjBL model. The research instrument was a students' learning independence questionnaire. Data analysis techniques included normality tests, homogeneity tests, paired sample t-tests, and independent sample t-tests. The findings showed that both learning models significantly improved students' learning independence. However, the Problem Based Learning (PBL) model was more effective than the Project Based Learning (PjBL) model in improving students' learning independence in PJOK learning at MA Negeri 3 Kota Tasikmalaya.

Keywords: Problem Based Learning, Project Based Learning, Learning Independence.