

**PERBEDAAN HASIL BELAJAR MATEMATIKA MATERI PENYAJIAN
DATA MELALUI MODEL *PROBLEM BASED LEARNING* DAN MODEL
*DISCOVERY LEARNING***

Penelitian Kuantitatif Melalui Pendekatan Eksperimen Quasi Pada Peserta
Didik Kelas V Sekolah Dasar Negeri Ciluar 2 Kecamatan Bogor Utara
Kota Bogor
Semester Genap Tahun Pelajaran 2020/2021

SKRIPSI

Diajukan untuk Memenuhi Salah Satu Syarat
Mengikuti Ujian Sarjana Pendidikan



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UNIVERSITAS PAKUAN

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ABSTRAK

Dwi Lestiana, 037117039. Perbedaan Hasil Belajar Matematika Materi Penyajian Data Melalui Model *Problem Based Learning* dan Model *Discovery Learning*. Skripsi Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan, 2021. Pendekatan penelitian ini adalah kuasi eksperimen. Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar matematika materi penyajian data melalui model *Problem Based Learning* dan *Discovery Learning*. Penelitian ini dilaksanakan di Sekolah Dasar Negeri Ciluar 2 Kota Bogor Kelas V A dan V B dengan subjek penelitian berjumlah 62 siswa. Penelitian dilaksanakan pada bulan April sampai bulan Mei semester genap. Perhitungan *N-Gain* model *Problem Based Learning* sebesar 82 dengan kriteria tinggi dan *N-Gain* model *Discovery Learning* sebesar 61 dengan kriteria sedang. Sehingga *N-Gain* pada kelas eksperimen dengan model *Problem Based Learning* lebih besar dibandingkan dengan kelas kontrol dengan model *Discovery Learning*. Peneliti juga melakukan uji normalitas dengan uji liliefors kedua sampel berdistribusi normal karena nilai kedua sampel lebih kecil dari L_{tabel} . Pada kelompok kelas *Problem Based Learning* didapat nilai $L_{hitung} \leq L_{tabel}$ yaitu $0,134 \leq 0,159$, pada kelompok kelas *Discovery Learning* didapat nilai $L_{hitung} \leq L_{tabel}$ yaitu $0,055 \leq 0,159$. Kemudian pada uji homogenitas data tersebut bersifat homogen karena lebih kecil dari X^2_{tabel} , didapatkan nilai $F_{hitung} \leq F_{tabel}$ yaitu $1,34 \leq 1,84$. Selanjutnya pada uji hipotesis didapatkan t_{hitung} sebesar 5,1 lebih besar dari t_{tabel} sebesar 2,003 menunjukkan bahwa H_0 (hipotesis nol) ditolak dan H_a (hipotesis alternatif) diterima. berdasarkan hasil penelitian di atas, maka dapat dinyatakan bahwa model *Problem Based Learning* dan *Discovery Learning* memiliki perbedaan terhadap hasil belajar matematika materi penyajian data, dengan kata lain bahwa model *Problem Based Learning* lebih efektif dibandingkan model *Discovery Learning* pada pelajaran matematika materi penyajian data.

Kata Kunci: *Problem Based Learning*, *Discovery Learning*, Hasil Belajar.

ABSTRACT

Dwi Lestiana, 037117039. Differences in Mathematics Learning Outcomes in Data Presentation Materials Through Problem Based Learning Models and Discovery Learning Models. Thesis of Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Pakuan University, 2021. The approach of this research is quasi-experimental. This study aims to find out the differences in mathematics learning outcomes in data presentation materials through Problem Based Learning and Discovery Learning models. This research was conducted in Ciluar 2 Public Elementary School, Bogor City, Class V A and V B with 62 students as research subjects. The research was conducted from April to May in the even semester. The calculation of the N-Gain of the Problem Based Learning model is 82 with high criteria and the N-Gain of the Discovery Learning model is 61 with medium criteria. So that the N-Gain in the experimental class with the Problem Based Learning model is greater than the control class with the Discovery Learning model. The researcher also conducted a normality test with the Liliefors test, both samples were normally distributed because the values for both samples were smaller than L_{table} . In the Problem Based Learning class group, the value of $L_{hitung} \leq L_{table}$ is $0,134 \leq 0,159$, in the Discovery Learning class group the $L_{hitung} \leq L_{table}$ is $0,055 \leq 0,159$. Then in the homogeneity test the data is homogeneous because it is smaller than χ^2_{table} , the value of $F_{hitung} \leq F_{table}$ is $1,34 \leq 1,84$. Furthermore, in hypothesis testing, it was found that t_{hitung} of 5,1 is greater than t_{table} of 2,003, indicating that H_0 (zero hypothesis) is rejected and H_a (alternative hypothesis) is accepted. Based on the results of the research above, it can be stated that the Problem Based Learning and Discovery Learning models have differences in the mathematics learning outcomes of data presentation material, in other words that the Problem Based Learning model is more effective than the Discovery Learning model in mathematics lessons data presentation material.

Keywords: Problem Based Learning, Discovery Learning, Learning Outcomes.