

ABSTRACT

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THE DIFFERENCES OF REFLECTIVE SKILLS, PROBLEM SOLVING SKILLS, AND CONCEPTUAL UNDERSTANDING OF THE STUDENT CLASS VII IN ST. FRANSISKUS II JAKARTA TIMUR IN CATHOLIC RELIGIOUS EDUCATION LESSONS THROUGH PROBLEM-BASED LEARNING ACTIVITIES

(xx + 132; 1 figure; 53 tables; 9 charts; 2 diagrams; 11 appendixes)

Reflective skills, problem solving and conceptual understanding are competencies that support the personal and character construction of students in religious lessons. This study aims to analyze the differences in the skills of reflection, problem solving and conceptual understanding in Catholic Religious Education Lessons through problem-based learning model activities. The research was conducted at SMP St. Fransiskus II East Jakarta with research respondents as many as 43 students of class VII. This research is a quantitative research with experimental research methods with the form of pre-experimental design. The form of pre-experimental design used is one group pretest-posttest. The research instrument used is a written test. The data tested are the average value and the N-gain of average value to determine the increase in each research variable. N-gain of the average value for reflection skills is 0.31; problem solving skills is 0.44; and conceptual understanding is 0.29. The reflection skills, problem-solving skills and conceptual understanding are tested by wilcoxon signed rank test with the Asymp value. Sig (2-tailed) 0.000. All three variabels are below 0.05. Based on the average value, N-gain of average value and the results of the hypothesis test, it was concluded that there are differences in the average scores of pretest and posttest of students' reflection skills, problem solving skills and conceptual understanding after applying the problem-based learning model.

Keywords: problem based learning model, reflective skills, problem solving skills, and conceptual mastery.

Reference: 54 (2011-2021)

ABSTRAK

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PERBEDAAN KETERAMPILAN REFLEKSI, MEMECAHKAN MASALAH, DAN PENGUASAAN KONSEP SISWA KELAS VII SMP ST. FRANSISKUS II JAKARTA TIMUR PADA MATA PELAJARAN AGAMA KATOLIK MELALUI KEGIATAN MODEL PEMBELAJARAN BERBASIS MASALAH

(xx + 132; 1 gambar; 53 tabel; 9 grafik; 2 diagram; 11 lampiran)

Keterampilan refleksi, memecahkan masalah dan penguasaan konsep merupakan kompetensi yang mendukung pembentukan pribadi dan karakter siswa dalam pelajaran agama. Penelitian bertujuan menganalisis perbedaan keterampilan refleksi, memecahkan masalah dan penguasaan konsep pada mata pelajaran Agama Katolik melalui kegiatan model pembelajaran berbasis masalah. Penelitian dilakukan di SMP St. Fransiskus II Jakarta Timur dengan responden penelitian sebanyak 43 siswa kelas VII. Penelitian ini merupakan penelitian kuantitatif dengan metode penelitian eksperimen dengan jenis *pre-experimental design*. Bentuk *pre-experimental design* yang dipakai adalah *one group pretest-posttest*. Instrumen penelitian yang digunakan adalah tes tertulis. Data yang diuji adalah nilai rata-rata dan *N-gain* nilai rata-rata untuk mengetahui peningkatan di setiap variabel penelitian. *N-gain* nilai rata-rata keterampilan refleksi dengan nilai 0,31; keterampilan memecahkan masalah dengan nilai 0,44; serta penguasaan konsep dengan nilai 0,29. Keterampilan refleksi, memecahkan masalah dan penguasaan konsep di uji *wilcoxon signed rank test* dengan nilai *Asymp. Sig (2-tailed)* 0,000. Hasil uji ketiga variable di bawah 0,05. Berdasarkan nilai rata-rata, *N-gain* nilai rata-rata dan hasil uji hipotesis tersebut disimpulkan bahwa terdapat perbedaan nilai rata-rata pretest dan posttest keterampilan refleksi, keterampilan memecahkan masalah dan penguasaan konsep siswa setelah menerapkan model pembelajaran berbasis masalah.

Kata Kunci: model pembelajaran berbasis masalah, keterampilan refleksi, keterampilan memecahkan masalah, dan penguasaan konsep.

Referensi: 54 (2011-2021)