ABSTRACT

DIFFERENCE OF ACHIEVEMENT LEARNING HISTORY OF PROBLEM BASED LEARNING APPROACH FOR GROUP AND INDIVIDUAL STUDENTS IN CLASS X SMA AL-KAUTSAR BANDAR LAMPUNG ACADEMIC YEAR 2010-2011

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The aim is to find out the differences in performance learning history through Problem-Based Approach Group (PPBLG) and Individual (PPBLI) in class X SMA Al-Kautsar Bandar Lampung Academic Year 2010-2011. The method is used experiment population research is all class X as many as 8 classes, the sample was taken 2 classes, namely X1 class to class with PPBLG (modelA1) and class X2 with PPBLI (modelA2). Data collection techniques are the test, analyze data using Anova test and the test T-test. The result of this research is to study the history of interaction achievement using PPBLG and PPBLI with initial ability students with df 1, the mean square of $F_{count}$ 29,490 with 1,408, the value of Sig. Partial Eta Squared 0.240 and 0.020 for and approach with df 1, the mean square 754.736. Then $F_{count}$ of 36.033 and Partial Eta Squared 0.346, df 1, the mean square and $F_{count}$ 2939.967 140.363 and Partial Eta Squared 0.674. If the probability value (Sig)<0.05 there is interaction probability value Sig. interaction approach to early ability is 0.005<0.05 so that otherwise there is interaction between the value of early learning approach with the capability of learning achievement. Differences with a history of academic achievement is PPBLG higher than PPBLI obtained $t$ count achievement tests 8,582 and table=1.99 $t$ count > $t$ table or 8,582 > 1.99, with mean difference 11,250 from the second post test obtained 11,103 and table $t$ =1.99. Thus the $t$ count > $t$ table or 11,103 > 1.99. There are differences in learning achievement with a history PPBLG higher than PPBLI at the beginning of high-ability students obtained $t$ value = 5,600 and the value of Sig. (2-tailed) = 0.000 if the value of Sig. (2-tailed), i.e. (0.000)<0.025, while the value of (2 tailed) 0.225>0.025 there were differences in academic achievement with a history PPBLG higher than PPBLI at the beginning of high-ability students. Differences with a history of academic achievement PPLBG is higher than PPBLI on students with low entry can be seen the value $t$ count=10.494 and the value of Sig.(2 tails)=0.000 value of 0.000<0.025; and the $t$ value and the value Sig.0066 1.966>0.025, the achievement of learning history with PPBLG higher than PPBLI in students with low entry.

Key word: Achievement Learning History, Problem Based Learning Group and Individual