

## 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 tailed) = 0,000 value of 0,000 < 0,025: and the  $t$  value and the value Sig. 0,066 1,966 > 0,025, the achievement of learning history with PPBLG higher than PPBLI in students with low entry.

Key word: Achievment Learning Hystory, Problem Based Learning Group and Individu