

## ABSTRAK

### STUDI PERBANDINGAN HASIL BELAJAR EKONOMI MENGUNAKAN MODEL PEMBELAJARAN *PROBLEM BASED LEARNING (PBL)* DAN *STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD)* DENGAN MEMPERHATIKAN GAYA BELAJAR SISWA

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Penelitian ini dilatarbelakangi dengan rendahnya hasil belajar dan perbedaan gaya belajar siswa, serta kurangnya penerapan model pembelajaran pada mata pelajaran ekonomi. Tujuan penelitian ini untuk meneliti ada/tidak perbedaan hasil belajar ekonomi siswa yang pembelajarannya menggunakan *Problem Based Learning* dan *Student Teams Achievement Divisions*, ada/tidak perbedaan hasil belajar ekonomi siswa yang memiliki gaya belajar visual dan auditorial, ada/tidak pengaruh antara model pembelajaran dengan gaya belajar terhadap hasil belajar ekonomi, dan efektifitas antara penggunaan model pembelajaran *Problem Based Learning* lebih tinggi dibandingkan dengan yang pembelajarannya menggunakan *Student Teams Achievement Divisions* pada siswa yang memiliki gaya belajar auditorial dan gaya belajar visual. Metode dalam penelitian ini menggunakan metode penelitian eksperimen pendekatan komparatif dengan desain faktorial 2x2, teknik sampling yang digunakan yaitu *cluster random sampling* berjumlah 72 siswa. Pengumpulan data menggunakan observasi, wawancara, dokumentasi, tes, dan eksperimen. Pengujian hipotesis menggunakan Anava Dua Jalan dan t-Test Dua Sampel Independent. Hasil analisis menunjukkan terdapat perbedaan hasil belajar ekonomi siswa yang pembelajarannya menggunakan *Problem Based Learning* dibandingkan pembelajaran menggunakan *Student Teams Achievement Divisions*, tidak terdapat perbedaan hasil belajar ekonomi siswa yang memiliki gaya belajar visual dan auditorial, ada interaksi antara model pembelajaran dengan gaya belajar terhadap hasil belajar ekonomi siswa, rata-rata hasil belajar ekonomi yang diajar dengan menggunakan model pembelajaran *Problem Based Learning* lebih tinggi dibandingkan dengan yang pembelajarannya menggunakan *Student Teams Achievement Divisions* pada siswa yang memiliki gaya belajar visual, rata-rata hasil belajar ekonomi yang diajar dengan menggunakan model pembelajaran *Student Teams Achievement Divisions* lebih rendah dibandingkan dengan yang pembelajarannya menggunakan tipe *Problem Based Learning* pada siswa yang memiliki gaya belajar auditorial.

**Kata Kunci:** Gaya Belajar Siswa, Hasil Belajar Ekonomi, *Problem Based Learning (PBL)*, *Student Teams Achivement Divions (STAD)*.

## **ABSTRACT**

### **COMPARATIVE STUDY OF ECONOMICS LEARNING OUTCOMES USING THE PROBLEM LEARNING MODEL BASED LEARNING (PBL) AND STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) WITH ATTENTION TO STUDENT LEARNING STYLES**

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This research is motivated by the low learning outcomes and differences in student learning styles, as well as the lack of application of learning models in economics subjects. The purpose of this study was to examine whether there was/is not a difference in economics learning outcomes for students whose learning used Problem Based Learning and Student Teams Achievement Divisions, there was/was not a difference in economics learning outcomes for students who had visual and auditory learning styles, there was/was no influence between the learning model and learning style. learning on economic learning outcomes, and the effectiveness of using the Problem Based Learning learning model is higher than those learning using Student Teams Achievement Divisions for students who have auditory learning styles and visual learning styles. The method in this study used a comparative approach experimental research method with a 2x2 factorial design, the sampling technique used was cluster random sampling totaling 72 students. Collecting data using observation, interviews, documentation, tests, and experiments. Hypothesis testing using a Two Way Anava and Two Independent Samples t-Test. The results of the analysis show that there are differences in economics learning outcomes for students whose learning uses Problem Based Learning compared to learning using Student Teams Achievement Divisions, there are no differences in economics learning outcomes for students who have visual and auditory learning styles, there is interaction between learning models and learning styles on economics learning outcomes students, the average economic learning outcomes taught using the Problem Based Learning learning model is higher than those learning using Student Teams Achievement Divisions for students who have a visual learning style, the average economic learning outcomes taught using the Student Teams learning model Achievement Divisions are lower than learning using the Problem Based Learning type for students who have an auditory learning style.

**Keywords:** Economic Learning Outcomes, Problem Based Learning (PBL), Student Learning Styles, Student Teams Achievement Divisions (STAD).