

## ABSTRAK

### **PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL) BERBANTUAN POSTER TERHADAP KEMAMPUAN PEMECAHAN MASALAH DAN *SUSTAINABILITY* *AWARENESS* PESERTA DIDIK**

Oleh

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Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* berbantuan poster terhadap kemampuan pemecahan masalah dan *sustainability awareness* peserta didik. Penelitian dilaksanakan pada semester genap di SMAN 1 Ketapang. Sampel diambil menggunakan teknik *Purposive sampling* sehingga diperoleh kelas X3 sebanyak 33 peserta didik sebagai kelas kontrol dan kelas X5 sebagai kelas eksperimen sebanyak 34 peserta didik. Desain penelitian yang digunakan yaitu *quasy experiment* dengan teknik *Pretest Posttest Nonequivalent Control Group*. Teknik pengumpulan data dilakukan dengan pemberian tes kemampuan pemecahan masalah, angket *sustainability awareness*, dan angket tanggapan peserta didik. Hasil uji *independent sample t-test* didapatkan nilai sig. (*2-tailend*)  $0,000 < 0,005$ . Hasil perhitungan angket *sustainability awareness* kelas eksperimen mendapatkan rata-rata 86,4 dengan kategori sering dilakukan sedangkan kelas kontrol sebesar 68,3 dengan kategori sedang dilakukan. Data angket respon peserta didik menunjukkan bahwa model PBL berbantuan poster dapat diterima dengan baik dan dapat meningkatkan kemampuan pemecahan masalah dan *sustainability awareness*. Dengan demikian, dapat disimpulkan bahwa model PBL berbantuan poster berpengaruh terhadap kemampuan pemecahan masalah dan *sustainability awareness* peserta didik.

**Kata kunci:** Model *Problem Based Learning*, Kemampuan Pemecahan Masalah, *Sustainability Awareness*

## **ABSTRACT**

### **THE EFFECT OF PROBLEM-BASED LEARNING (PBL) MODEL ASSISTED BY POSTERS ON PROBLEM-SOLVING SKILLS AND SUSTAINABILITY AWARENESS OF STUDENTS**

**By**

**KHOMSATUN NIKMAH**

*This study aims to investigate the effect of a Problem-Based Learning (PBL) model, assisted by posters, on students' problem-solving skills and sustainability awareness. The research was conducted during the even semester at SMAN 1 Ketapang. We employed a purposive sampling technique, resulting in X3 class with 33 students serving as the control group, and X5 class with 34 students as the experimental group. The research design used was a quasi-experimental design with a Pretest-Posttest Nonequivalent Control Group technique. Data collection involved administering a problem-solving ability test, a sustainability awareness questionnaire, and a student response questionnaire. The results from the independent sample *t*-test revealed a significance value (2-tailed) of 0.000, which is less than the 0.005 threshold. The average score for the sustainability awareness questionnaire in the experimental class was 86.4, categorized as "often exhibited," while the control class scored 68.3, categorized as "sometimes exhibited." Data from the student response questionnaire indicated that the PBL model, assisted by posters, was well received and effectively improved problem-solving skills and sustainability awareness. Therefore, it can be concluded that the PBL model, supported by posters, positively affects both problem-solving skills and sustainability awareness among students.*

**Keyword:** *Problem-Based Learning, Problem-Solving, Sustainability Awareness*