ABSTRAK

MODEL *PROBLEM BASED LEARNING* DAN *THINK PAIR SHARE* BERBANTUAN MEDIA *WORDWALL* DENGAN *SELF REGULATED LEARNING* SEBAGAI PEMODERASI: KOMPARASI HASIL BELAJAR EKONOMI

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Rendahnya hasil belajar ekonomi dan *self regulated learning* siswa menunjukkan perlunya penerapan model dan media pembelajaran yang efektif dalam menunjang proses belajar. Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran *Problem Based Learning* (PBL) dan *Think Pair Share* (TPS) berbantuan media *Wordwall* terhadap hasil belajar ekonomi dengan memperhatikan tingkat *self regulated learning* siswa.

Penelitian menggunakan metode *quasi eksperiment* dengan desain faktorial 2×3. Populasi penelitian berjumlah 176 siswa, dengan sampel sebanyak 70 siswa yang ditentukan menggunakan teknik *cluster random sampling*. Data dikumpulkan melalui observasi, wawancara, kuesioner, dokumentasi, dan tes, kemudian diuji dengan menggunakan uji analisis varians dua jalan dan t-test dua sampel independen.

Hasil penelitian menunjukkan bahwa tidak terdapat perbedaan hasil belajar ekonomi antara siswa yang pembelajarannya menggunakan model PBL berbantuan media *Wordwall* dengan siswa yang pembelajarannya menggunakan TPS berbantuan media *Wordwall*. Selain itu, tidak terdapat perbedaan hasil belajar ekonomi antara siswa yang memiliki *self regulated learning* tinggi, sedang, dan rendah. Pada siswa dengan *self regulated learning* tinggi dan sedang, memperoleh hasil belajar yang lebih tinggi melalui model TPS, sedangkan siswa dengan *self regulated learning* rendah, hasil belajar ekonomi lebih tinggi diperoleh melalui model PBL. Temuan ini mengindikasikan adanya interaksi antara model pembelajaran dengan *self regulated learning* terhadap hasil belajar ekonomi siswa.

Kata kunci: hasil belajar ekonomi, *problem based learning*, *self regulated learning, think pair share*, *wordwall*.

ABSTRACT

PROBLEM BASED LEARNING AND THINK PAIR SHARE MODELS ASSISTED BY WORDWALL MEDIA WITH SELF REGULATED LEARNING AS A MODERATOR: A COMPARISON OF ECONOMICS LEARNING OUTCOMES

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The low economics learning outcomes and self-regulated learning of students indicate the need for the implementation of effective learning models and instructional media to support the learning process. This study aims to examine the effectiveness of the Problem Based Learning (PBL) and Think Pair Share (TPS) learning models assisted by Wordwall media on economics learning outcomes by considering students' levels of self-regulated learning. This study employed a quasi-experimental method with a 2×3 factorial design. The research population consisted of 176 students, with a sample of 70 students selected using cluster random sampling techniques. Data were collected through observation, interviews, questionnaires, documentation, and tests, and were analyzed using two-way analysis of variance and an independent samples t-test. The results indicate that there is no significant difference in economic learning outcomes between students taught using the PBL model assisted by Wordwall media and those taught using the TPS model assisted by Wordwall media. In addition, there is no difference in economics learning outcomes among students with high, moderate, and low levels of self-regulated learning. However, students with high and moderate levels of self-regulated learning achieved higher learning outcomes through the TPS model, whereas students with low levels of self-regulated learning achieved higher learning outcomes through the PBL model. These findings indicate an interaction between the learning model and self-regulated learning on students' economics learning outcomes.

Keywords: economics learning outcomes, problem based learning, self regulated learning, think pair share, wordwall.