ABSTRAK

Kurikulum 2013 yang diterapkan di SMA Institut Indonesia Semarang menuntut agar peserta didik mampu aktif dalam pembelajaran, tetapi pada kenyataannya peserta didik dulunya dibimbing oleh guru saat belajar, sehingga keaktifan peserta didik lemah. Rasa ingin tahu juga masih lemah, sehingga mendorong rendahnya prestasi belajar siswa kelas XI. Tujuan penelitian ini adalah untuk mengetahui apakah model pembelajaran kancing gemerincing berbasis *problem based learning* efektif. Penelitian ini adalah penelitian eksperimental, dengan populasi semua kelas XI. Variabel dalam penelitian ini terdiri dari kemampuan pemecahan masalah, rasa ingin tahu dan keaktifan. Metode pengumpulan data dalam bentuk wawancara, dokumentasi, tes, kuesioner, dan observasi. Hasil penelitian menunjukkan bahwa peserta didik mencapai penguasaan dengan nilai rata-rata 73,77 dan ketuntasan klasikal 68,79%. Selain itu, uji pengaruh menunjukkan pengaruh rasa ingin tahu dan independensi 61,3%. Hasil uji beda rata-rata menunjukkan bahwa kelas eksperimen 73,77, dan kelas kontrol 68,79. Kesimpulan dari penelitian ini adalah model pembelajaran kancing gemerincing berbasis problem based learning untuk mempengaruhi rasa ingin tahu dan keaktifan pada materi Program Linier kelas XI efektif.

Kata Kunci : Kancing Gemerincing, *Problem Based Learning*, Kemampuan Pemecahan masalah

ABSTRACT

The 2013 curriculum implemented at the Semarang High School Institute of Indonesia demands that students be able to be active in learning, but in reality students were previously guided by the teacher while studying, so that the activity of students is weak. Curiosity is also still weak, thus encouraging the low learning achievement of class XI students. The purpose of this study was to determine whether the jingle based learning model based on problem based learning was effective. This research is experimental research, with a population of all classes XI. The variables in this study consisted of problem solving abilities, curiosity and activity. Methods of data collection in the form of interviews, documentation, tests, questionnaires, and observations. The results showed that students achieved mastery with an average value of 73.77 and classical completeness of 68.79%. In addition, the influence test shows the influence of curiosity and independence 61.3%. The results of the average difference test showed that the experimental class was 73.77, and the control class was 68.79. The conclusion of this study is problem based learning jingling studs learning model to influence curiosity and activity in the effective class XI Linear Program material.

Keywords: Talking Chips, Problem Based Learning, Problem Solving Ability