

**PENERAPAN MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* (PBL) BERWAWASAN *RICH CONTEXT* TERHADAP KEMAMPUAN METAKOGNITIF DAN PRESTASI BELAJAR SISWA KELAS XI SMA NEGERI 2 SLEMAN YOGYAKARTA**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui perbedaan 1) kemampuan metakognitif 2) prestasi belajar siswa ranah pengetahuan 3) prestasi belajar siswa ranah sikap 4) prestasi belajar siswa ranah keterampilan laboratorium pada penerapan model pembelajaran *Problem Based Learning* berwawasan *Rich Context* di SMA kelas XI. Penelitian ini merupakan penelitian eksperimen. Populasi penelitian adalah seluruh siswa kelas XI SMA Negeri 2 Sleman tahun pelajaran 2017/2018 yang berjumlah 4 kelas. Sampel diambil dengan teknik *purposive sampling* sebanyak 2 kelas. Teknik pengumpulan data melalui metode tes yaitu tes tertulis objektif untuk variabel prestasi belajar ranah pengetahuan dan metode non tes meliputi observasi untuk variabel prestasi belajar ranah keterampilan laboratorium dan angket untuk variabel kemampuan metakognitif serta prestasi belajar ranah sikap. Teknik analisis data menggunakan Statistika *Non Parametric* uji *Mann-Whitney* untuk variabel prestasi belajar ranah pengetahuan, prestasi belajar ranah keterampilan laboratorium dan kemampuan metakognitif sedangkan variabel prestasi belajar ranah sikap menggunakan Statistika *Parametric* uji *Independent Sample T-Test*. Berdasarkan hasil penelitian dapat disimpulkan bahwa: (1) Terdapat perbedaan yang signifikan pada kemampuan metakognitif antara siswa yang mengikuti model pembelajaran PBL berwawasan *Rich Context* dengan siswa yang mengikuti pembelajaran konvensional (2) Tidak terdapat perbedaan yang signifikan pada prestasi belajar siswa ranah pengetahuan antara siswa yang mengikuti model pembelajaran PBL berwawasan *Rich Context* dengan siswa yang mengikuti pembelajaran konvensional (3) Terdapat perbedaan yang signifikan prestasi belajar ranah sikap antara siswa yang mengikuti model pembelajaran PBL berwawasan *Rich Context* dengan siswa yang mengikuti pembelajaran konvensional (4) Tidak terdapat perbedaan yang signifikan pada prestasi belajar siswa ranah keterampilan antara siswa yang mengikuti model pembelajaran PBL berwawasan *Rich Context* dengan siswa yang mengikuti pembelajaran konvensional.

***Kata kunci: Problem Based Learning (PBL), Kemampuan Metakognitif, Prestasi Belajar***

**THE IMPLEMENTATION OF PROBLEM BASED LEARNING (PBL)  
MODEL WITH *RICH CONTEXT* CONCEPT TO METAKOGNITIVE  
ABILITY AND LEARNING ACHIEVEMENT OF STUDENT  
CLASS XI SMA NEGERI 2 SLEMAN YOGYAKARTA**

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**ABSTRACT**

This study aims to determine differences of 1) metacognitive ability 2) student learning achievement on knowledge domain 3) student learning achievement on attitude domain 4) student learning achievement in skill domain with implementation of Problem Based Learning learning model with Rich Context concept in class XI. This research was an experimental research. The population was all students of class XI SMA Negeri 2 Sleman in the academic year 2017/2018 that with consist of 4 classes. Samples were taken by purposive sampling technique i.e. 2 classes IIS. The data were collected with test method, i.e. objective test for achievement on knowledge domain. Non-test methods i.e. observation was used to collect laboratory skills data and questionnaire for metacognitive ability and attitude domain. The data were analyzed with Non Parametric Statistic Mann-Whitney test for learning achievement on knowledge, laboratory skills domain and metacognitive ability, while the attitude domain was analyzed with Parametric Statistic Independent Sample T-Test. From the result, it can be concluded that: (1) There was a significant difference in metacognitive ability between students that followed following PBL learning model with Rich Context concept with students followed conventional learning (2) There was a significant difference on knowledge domain of student learning achievement between students that followed PBL learning model with Rich Context concept with students that followed conventional learning (3) There was a significant difference on attitude domain of student learning achievement between students that followed PBL learning model with Rich Context concept with students that followed conventional learning (4) There was a significant difference on skills domain of student learning achievement between students that followed PBL learning model with Rich Context concept with students that followed conventional learning.

***Keywords: Problem Based Learning (PBL), Rich Context , Metacognitive Ability, Learning Achievement***