

HUBUNGAN KEMAMPUAN *SELF-DIRECTED LEARNING* DENGAN PENGUASAAN KONSEP FISIKA SISWA SMP MELALUI PEMBELAJARAN BERBASIS MASALAH

ABSTRAK

Penelitian mengenai hubungan *self-directed learning* (belajar mandiri) dengan hasil belajar telah banyak dilaksanakan sebelumnya dan hasilnya menunjukkan bahwa belajar mandiri merupakan salah satu faktor yang mempengaruhi hasil belajar pada pembelajaran orang dewasa. Penelitian yang dilaksanakan kali ini menggunakan sampel penelitian sekelompok siswa SMP dengan instrumen berupa *self-rating scale self-directed learning* untuk mengukur tingkat kemampuan *self-directed learning* siswa dan sejumlah instrumen tes penguasaan konsep yang telah diuji validitas serta reliabilitas soalnya. Sebelum diberikan tes, dilaksanakan pembelajaran dengan model Pembelajaran Berbasis Masalah. Hasil penelitian menunjukkan bahwa tingkat kemampuan *self-directed learning* siswa SMP rata-rata berada pada tingkat sedang. Begitupun dengan tingkat penguasaan konsep siswa setelah diberikan tes, 44,4% siswa berada pada kategori rendah, 51,85% pada kategori sedang, dan 3,7% memiliki penguasaan konsep tinggi. Pengolahan data dalam penelitian ini menggunakan persamaan korelasi *product moment* yang sebelumnya harus dilakukan uji normalitas dan uji linieritas data. Hasil pengolahan data menunjukkan bahwa korelasi antara kemampuan *self-directed learning* dengan penguasaan konsep fisika siswa SMP sebesar $r_{xy} = 0,7597$ yang menunjukkan tingkat korelasi yang tinggi, dengan hubungan yang signifikan, serta kemampuan *self-directed learning* memiliki kontribusi sebesar 57,7% terhadap penguasaan konsep fisika siswa SMP. Kesimpulan penelitian ini adalah terdapat hubungan searah (positif) dan signifikan antara kemampuan *self-directed learning* dan penguasaan konsep siswa SMP dengan kontribusi 57,7%.

Kata kunci: *self-directed learning*, penguasaan konsep, Pembelajaran Berbasis Masalah

ABSTRACT

Research on the relationship of self-directed learning with the learning outcomes have been widely implemented and the results show that the self-directed learning is one of the factors that influence learning outcomes in adult learning. This research was conducted using a sample group of junior high school students by using a self-rating scale of self-directed learning to measure the level of students' self-directed learning and a number of concept mastery test instruments that have been tested for validity and reliability. Before the test is given, students are given learning with problem-based learning model. The results showed that the level of self-directed learning ability of junior high school students on average are in the medium category. Likewise with the level of student mastery of concepts after the test given, 44.4% of students were in the low category, 51.85% in the medium category, and 3.7% had a high concept mastery category. Processing the data in this study using product moment correlation equation which previously had to be tested for normality and linearity test data. The results of data processing show that the correlation between self-directed learning skills with mastery of physics concepts for junior high school students $r_{xy} = 0.7597$ which indicates a high degree of correlation, with a significant relationship, and the ability of self-directed learning has contributed 57.7% of the junior high school student mastery of physics concepts. The conclusion of this research is that there is direct relationship (positive) and significant correlation between the ability of self-directed learning and mastery of the concept of junior high school students with a contribution of 57.7%.

Keywords: self-directed learning, mastery of concepts, Problem Based Learning