

HUBUNGAN KEMAMPUAN *SELF-DIRECTED LEARNING* DAN *PROBLEM SOLVING* SISWA SMP MELALUI PEMBELAJARAN BERBASIS MASALAH

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ABSTRAK

Telah dilakukan penelitian yang bertujuan untuk melihat gambaran mengenai kemampuan *self-directed learning* siswa, kemampuan *problem solving* siswa, dan hubungan kemampuan *self-directed learning* dengan kemampuan *problem solving* siswa melalui pembelajaran berbasis masalah pada materi pemantulan cahaya. Metode penelitian yang digunakan adalah metode penelitian deskriptif dengan jenis penelitian korelasi yang dilaksanakan di kelas VIII di salah satu SMP negeri di kota Cimahi pada tahun pelajaran 2012/2013. Pengumpulan data dilakukan dengan menggunakan angket skala bertingkat untuk kemampuan *self-directed learning*, *posttest* uraian terbuka untuk kemampuan *problem solving*, dan lembar observasi untuk keterlaksanaan rencana pembelajaran. Berdasarkan hasil analisis data, setelah dilakukan pembelajaran berbasis masalah, diperoleh rata-rata kemampuan *self-directed learning* siswa dalam kategori sedang. Dilihat berdasarkan aspek *self-directed learning*, aspek tertinggi pada aspek kemampuan diri sebesar 71,96% dan terendah aspek kegiatan pembelajaran sebesar 63,61%. Untuk kemampuan *problem solving* didapatkan rata-rata siswa dalam kategori sedang. Dilihat berdasarkan aspek *problem solving*, aspek tertinggi pada kemampuan mengidentifikasi masalah sebesar 77% dan aspek terendah pada kemampuan melaksanakan strategi pemecahan masalah sebesar 58%. Hasil perhitungan korelasi didapatkan nilai r sebesar 0,749 dengan kategori tinggi. Kemampuan *self-directed learning* berkontribusi sebesar 56,05% terhadap kemampuan *problem solving* siswa. Disimpulkan bahwa terdapat hubungan positif yang signifikan antara kemampuan *self directed learning* dengan kemampuan *problem solving* siswa SMP pada pembelajaran berbasis masalah pada materi pemantulan cahaya.

Kata kunci: kemampuan *self directed learning*, kemampuan *problem solving*, pembelajaran berbasis masalah

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ABSTRACT

Has done research that aims to see an overview of self-directed learning abilities of students, students' problem solving skills, and relationship skills of self-directed learning with students' problem solving skills through problem-based learning in the reflectance of light materials. The research method used is descriptive research method with a correlation of this type of research conducted in eighth grade at one junior high school in the town of Cimahi in the school year 2012/2013. The data was collected using a graduated scale questionnaire for self-directed learning ability, posttest open descriptions of problem solving ability, and feasibility observation sheet for lesson plans. Based on the analysis of data, after the problem-based learning, gained an average of self-directed learning abilities of students in the medium category. Viewed under aspects of self-directed learning, the highest aspect of the aspects of self-efficacy by 71.96% and the lowest aspect of the learning activities of 63.61%. For the problem solving ability of students obtained an average in the medium category. Viewed under aspects of problem solving, the highest aspect of the ability to identify problems by 77% and the lowest aspect of the ability to implement problem-solving strategies by 58%. Calculation results obtained correlation r value of 0.749 with a high category. Self-directed learning ability accounted for 56.05% of the students' problem solving abilities. Concluded that there is a significant positive relationship between self-directed learning skills with problem solving ability junior high school students in problem-based learning in the reflectance of light materials.

Keywords: self-directed learning ability, problem solving ability, problem-based learning