ABSTRAK

Tujuan penelitian ini adalah untuk menguji efektivitas penerapan metode *Guided Discovery Learning* dan metode *Problem Based Learning* terhadap pemahaman konsep siswa. Metode yang digunakan adalah *Quasi Experimental Design* dengan desain eksperimen *Non-Equivalent Pretest-Posttest Design*. Penelitian dilakukan pada kelas X Ilmu Pengetahuan Sosial dengan dua kelas eksperimen yang masing-masing menggunakan metode *Guided Discovery Learning* dan metode *Problem Based Learning*. Hasil penelitian menunjukkan bahwa terdapat perbedaan peningkatan pemahaman konsep siswa dengan menggunakan metode *Guided Discovery Learning* dan metode *Problem Based Learning*. Metode *Guided Discovery Learning* lebih efektif dibandingkan dengan metode *Problem Based Learning* untuk meningkatkan pemahaman konsep siswa. Implikasinya adalah pemahaman konsep siswa dapat ditingkatkan melalui penerapan metode *Guided Discovery Learning* dan metode *Problem Based Learning.*

Kata Kunci: *Guided Discovery Learning, Problem Based Learning*, Pemahaman Konsep Siswa

ABSTRACT

The purpose of this study was to test the effectiveness of the implementation of both Guided Discovery Learning method and Problem Based Learning method to the students` concept understanding. The method used was Quasi-Experimental Design with Non-Equivalent experimental design pretest-posttest design. The study was conducted on a class X Social Sciences with two classes of experiments, each using the Guided Discovery Learning and Problem Based Learning method. The results revealed that there were differences in improvement of students' understanding between the Guided Discovery Learning and Problem Based Learning method. In order to improve students' understanding of the concept, Guided Discovery Learning method is more effective than Problem Based Learning method. The implication is that students' understanding of the concept could be improved through the application of methods Guided Discovery Learning and Problem Based Learning method.

Keywords : Guided Discovery Learning, Problem Based Learning, Understanding of Students Concept