

ABSTRAK

Irvan Bintar Kalahari. 2026. *Penerapan Model Pembelajaran Problem Based Learning untuk Meningkatkan Keterampilan Sosial dan Hasil Belajar IPS pada Siswa Kelas VII SMPN 14 Madiun*. Tesis. Madiun: Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (1) Dr. Sudarmiani, M.Pd. (2) Dr. Nurhadji Nugraha, S.Pd., M.M.

Kata kunci: *Model Pembelajaran Problem Based Learning, Keterampilan Sosial, Hasil Belajar*

Penelitian tindakan kelas ini bertujuan untuk menganalisis penerapan model pembelajaran *Problem Based Learning* (PBL) dalam pembelajaran IPS guna mengembangkan keterampilan sosial dan meningkatkan hasil belajar siswa kelas VII SMPN 14 Madiun. Penelitian dilaksanakan dalam dua siklus yang masing-masing terdiri atas tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 30 siswa kelas VII-A tahun ajaran 2025/2026. Data dikumpulkan melalui observasi, tes, dan dokumentasi, kemudian dianalisis secara kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran *Problem Based Learning* (PBL) meningkatkan keterampilan sosial dan hasil belajar siswa secara signifikan. Rata-rata nilai kelas meningkat dari 65,3 pada prasiklus menjadi 72,2 pada siklus I dan 79,5 pada siklus II, dengan ketuntasan belajar meningkat dari 43,3% menjadi 86,7%. Keterampilan sosial siswa juga meningkat, ditandai dengan aktifnya komunikasi, kerja sama, dan tanggung jawab sosial dalam kegiatan kelompok. Penelitian ini menyimpulkan bahwa model pembelajaran *Problem Based Learning* (PBL) efektif digunakan sebagai alternatif pembelajaran IPS untuk meningkatkan kemampuan kognitif dan keterampilan sosial siswa.

ABSTRACT

Irvan Bintar Kalahari. 2026. *Application of the Problem-Based Learning Model to Improve Social Skills and Social Studies Learning Outcomes in Grade VII Students of SMPN 14 Madiun.* Thesis. Madiun: Magister Study Program in Social Sciences Education, Graduate Program, Universitas PGRI Madiun. Advisor: Dr. Sudarmiani, M.Pd., Co-Advisor: Dr. Nurhadji Nugraha, S.Pd., M.M.

Keywords: *Problem-Based Learning Model, Social Skills, Learning Outcomes*

This classroom action research aims to analyze the application of the Problem Based Learning (PBL) learning model in social studies learning to develop social skills and improve learning outcomes of seventh grade students of SMPN 14 Madiun. The research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The subjects of the research were 30 students of class VII-A in the 2025/2026 academic year. Data were collected through observation, tests, and documentation, then analyzed quantitatively and qualitatively. The results showed that the application of the Problem Based Learning (PBL) learning model significantly improved students' social skills and learning outcomes. The average class score increased from 65.3 in the pre-cycle to 72.2 in cycle I and 79.5 in cycle II, with learning completeness increasing from 43.3% to 86.7%. Students' social skills also improved, marked by active communication, cooperation, and social responsibility in group activities. This study concludes that the Problem Based Learning (PBL) learning model is effective as an alternative to social studies to improve students' cognitive learning abilities and social skills.