

ABSTRAK

Tahniah Fitriyati, 2026. *Penerapan Model Problem Based Learning (PBL) Berbantuan Media Video guna meningkatkan Keterampilan Sosial Siswa Kelas VII SMPN 6 Madiun*. Tesis. Madiun : Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. H. Parji, M.Pd. (II) Prof. Dr. Muhammad Hanif, MM, M.Pd.

Kata kunci: *Problem Based Learning, media video, keterampilan sosial, IPS, penelitian tindakan kelas.*

Penelitian ini bertujuan untuk: mendeskripsikan proses pembelajaran menggunakan model *Problem Based Learning* (PBL) berbantuan media video pada mata pelajaran IPS, dan meningkatkan keterampilan sosial siswa kelas VII SMP Negeri 6 Madiun melalui penerapan model tersebut. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang menggunakan model Kemmis dan McTaggart dengan tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Penelitian dilaksanakan dalam dua siklus dengan subjek penelitian sebanyak 27 siswa kelas VII-A SMP Negeri 6 Madiun. Teknik pengumpulan data menggunakan observasi, dokumentasi, dan penilaian keterampilan sosial yang meliputi aspek komunikasi, kerja sama, empati, disiplin, dan tanggung jawab. Analisis data dilakukan secara deskriptif kuantitatif dan kualitatif.

Hasil penelitian menunjukkan bahwa penerapan model *Problem Based Learning* berbantuan media video mampu meningkatkan keterampilan sosial siswa secara bertahap. Rata-rata keterampilan sosial meningkat dari 2,42 pada prasiklus menjadi 3,04 pada Siklus I dan meningkat kembali menjadi 3,79 pada Siklus II. Persentase ketuntasan klasikal juga mengalami peningkatan dari 44,4% pada prasiklus menjadi 66,7% pada Siklus I dan mencapai 85,2% pada Siklus II sehingga indikator keberhasilan penelitian telah tercapai. Selain meningkatkan hasil observasi keterampilan sosial, penerapan model PBL berbantuan media video juga mampu meningkatkan keaktifan siswa dalam berdiskusi, kemampuan berkomunikasi, kerja sama kelompok, empati terhadap teman, kedisiplinan, dan tanggung jawab selama proses pembelajaran.

Berdasarkan hasil penelitian dapat disimpulkan bahwa model *Problem Based Learning* berbantuan media video efektif digunakan untuk meningkatkan keterampilan sosial siswa kelas VII SMP Negeri 6 Madiun.

ABSTRACT

Tahniah Fitriyati. 2026. *The Implementation of Video-Assisted Problem-Based Learning to Improve the Social Skills of Seventh-Grade Students at SMP Negeri 6 Madiun.* Thesis. Madiun: Master of Social Studies Education Program, Graduate School, Universitas PGRI Madiun. Advisors: (I) Prof. Dr. H. Parji, M.Pd. (II) Prof. Dr. Muhammad Hanif, M.M., M.Pd.

Keywords: Problem-Based Learning, instructional video, social skills, Social Studies, classroom action research.

This study aimed to describe the implementation of the Problem-Based Learning (PBL) model assisted by instructional videos in Social Studies learning and to improve the social skills of seventh-grade students at SMP Negeri 6 Madiun through the implementation of the model. This research employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, consisting of four stages: planning, action, observation, and reflection. The study was conducted in two cycles involving 27 students of Class VII-A at SMP Negeri 6 Madiun. Data were collected through classroom observations, documentation, and social skills assessments covering five aspects: communication, cooperation, empathy, discipline, and responsibility. The data were analyzed using descriptive qualitative and quantitative techniques.

The findings revealed that the implementation of the Video-Assisted Problem-Based Learning model gradually improved students' social skills. The average social skills score increased from 2.42 in the pre-cycle to 3.04 in Cycle I and further increased to 3.79 in Cycle II. The percentage of classical mastery also improved from 44.4% in the pre-cycle to 66.7% in Cycle I and reached 85.2% in Cycle II, indicating that the predetermined success criterion had been achieved. In addition to improving students' social skills, the implementation of the PBL model assisted by instructional videos enhanced students' active participation in classroom discussions, communication skills, teamwork, empathy toward peers, discipline, and responsibility throughout the learning process.

Based on the findings, it can be concluded that the Video-Assisted Problem-Based Learning model is effective in improving the social skills of seventh-grade students at SMP Negeri 6 Madiun.

