**PERBEDAAN HASIL BELAJAR EKONOMI DENGAN MENGGUNAKAN MODEL PEMBELAJARAN JIGSAW DAN MODEL PEMBELAJARAN PROBLEM**

**BASED LEARNING PADA SISWA SMA**

**HERLI FEBRINA BR SEMBIRING**

**NPM. 161364035**

**ABSTRAK**

Penelitian ini bertujuan untuk mengetetahui ada tidaknya perbedaan hasil belajar ekonomi siswa yang dibelajarkan dengan menggunakan model pembelajaran *jigsaw* di banding dengan siswa dibelajarkan dengan menggunakan model pembelajaran *Problem Based Learning* pada mata pelajaran ekonomi. Sampel dalam penelitian ini adalah siswa kelas X IPS SMA Swasta Masehi Sibiru Biru T.A 2019/2020 yang diambil secara *total sampling* dengan jumlah sampel 64 siswa. Populasinya adalah seluruh siswa kelas X IPS SMA Swasta Masehi Sibiru Biru T.A 2019/2020. Pengumpulan data diambil melalui tes pilihan berganda. Untuk menganalisis data dalam penelitian ini dilakukan dengan bantuan program SPSS (*Statisca Program Society Science*) versi 20. Hasil analisis data dalam penelitian ini diperoleh t hitung 243,72 dan t tabel 233,82, berarti Ha diterima dan Ho ditolak dengan kata lain bahwa ada perbedaan yang signifikan antara hasil belajar ekonomi siswa di kelas yang menerapkan model pembelajaran *jigsaw* dengan siswa yang menerapkan model pembelajaran *Problem Based Learning*. Hasil belajar ekonomi siswa di kelas yang menerapkan model pembelajaran *jigsaw* lebih tinggi dibandingkan dengan siswa yang menerapkan model pembelajaran *Problem Based Learning*. Sejalan dengan kesimpulan tersebut peneliti menyarankan kepada para guru ekonomi agar menerapkan *problem based Learning* dalam proses belajar mengajar khususnya pada mata pelajaran ekonomi.

**Kata kunci : *Hasil Belajar Ekonomi, Model Pembelajaran Jigsaw, Model Pembeajaran Problem Based Learning***

**DIFFERENCES IN ECONOMIC LEARNING OUTCOMES USING JIGSAW LEARNING MODELS AND PROBLEM**

**LEARNING MODELS BASED LEARNING**

**IN HIGH SCHOOL STUDENTS**

**HERLI FEBRINA BR SEMBIRING**

**NPM. 161364035**

***ABSTRACT***

*The objective of this research was to determine whether there were differences in economic learning outcomes of students who were taught by using a jigsaw learning model compared to students who were taught by using the Problem Based Learning model in economic subjects. The sample in this research was a social studied grade X student of SMA Swasta Siberia Biru T.A 2019/2020 was taken in total sampling with a sample of 64 students. The population was all social studies students of grade X IPS Siberia Biru T.A 2019/2020. Data collection was taken through multiple choice tests. To analyze the data in this research was carried out with the help of SPSS (Statisca Program Society Science) version 20. The results of data analysis in this research were obtained t observed 243.72 and t table 233.82, meaning Ha was accepted and Ho was rejected in other words that there was a significant difference between the economic learning outcomes of students in the class applying the jigsaw learning model and students applying the Problem Based Learning model. The economic learning outcomes of students in the class who applied the jigsaw learning model were higher than students who applied the Problem Based Learning model. In line with these conclusions, the researcher suggested to economics teachers to apply problem-based learning in the teaching and learning process, especially in economic subjects.*

**Keywords:** *Economic Learning Outcomes, Jigsaw Learning Model, Problem Based Learning Learning Model*