

The Influence of Stem Integrated Project Based Learning (Pjbl) Models On Science Process Skills and Problem-Solving Ability of Light Materials and Optical Equipment In Students

This research aims to determine the effect of the STEM integrated project-based learning (PjBL) model on Light and Optical Equipment material on students' science process skills and problem-solving abilities. The type of research is quasi-experimental with a posttest-only control group design. The samples used were VIII-E as the experimental class and VIII-D as the control class. The data analysis technique used is the MANOVA test. The research results mean the average value of science process skills and problem-solving abilities in the experimental class is 68.53 and 60.31, while for the control class, it is 50.00 and 45.00. This shows that the value of science process skills and problem-solving abilities in the experimental class was larger than in the control class. The MANOVA test results show that the sig. in the multivariate analysis of the variance table and the test of between-subject effects both have sig values. The same, namely $0.00 < 0.05$. The results of the research show the project-based learning (PjBL) model Integrated STEM simultaneously influences students' science process skills and problem-solving abilities.

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