THE EFFECT OF PROBLEM BASED LEARNING (PBL) MODEL ASSISTED BY QUIZIZZ LEARNING MEDIA ON THE LEARNING OUTCOMES OF THIRD GRADE ELEMENTARY SCHOOL STUDENTS IN SCIENCE AND SOCIAL STUDIES

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ABSTRAK

This research aims to examine the effect of the Problem Based Learning (PBL) model assisted by Quizizz learning media on the learning outcomes of third-grade students in Science and Social Studies (IPAS) at SDN 066 Halimun. This research employs a quantitative approach with a quasi-experimental design using a nonequivalent control group design. The study involves two groups: an experimental group implementing the PBL model assisted by Quizizz, and a control group applying conventional learning methods. The findings indicate that the learning process in the experimental group proceeded smoothly and in accordance with the PBL syntactic stages, enhancing students' enthusiasm and active participation. Conversely, the conventional learning approach was more teacher-centered and less effective in promoting student engagement. Data analysis revealed a significant difference in learning outcomes between the experimental and control groups following the intervention. The normalized gain test results demonstrated an improvement of 0.65 for the experimental group and 0.47 for the control group, both categorized as moderate, with a higher gain in the experimental group. Moreover, the effect size value of 0.912, classified as high, confirms that the PBL model assisted by Quizizz significantly influences the improvement of students' learning outcomes. Thus, the Problem Based Learning model assisted by Quizizz learning media is an effective instructional strategy for enhancing elementary students' learning outcomes in Science and Social Studies.