

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* (PBL) BERBANTUAN MEDIA *FLASHCARD* TERHADAP PENINGKATAN HASIL BELAJAR DAN KOMUNIKASI PESERTA DIDIK

(Penelitian Quasi Ekperimen kelas IV muatan Pembelajaran IPAS, SDN
Cikasungka 01)

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Permasalahan dalam proses pembelajaran di sekolah dasar adalah kondisi belum optimalnya pencapaian hasil belajar peserta didik, pada mata pelajaran (IPAS). Hal ini dipengaruhi kurangnya model pembelajaran yang diterapkan, rendahnya keterlibatan aktif peserta didik, keterbatasan komunikasi selama proses pembelajaran, serta pengajaran yang masih terpusat pada guru. Keadaan tersebut menunjukkan perlunya strategi pembelajaran yang inovatif, interaktif, dan menempatkan peserta didik sebagai subjek aktif dalam proses belajar sehingga dapat mendorong komunikasi yang efektif, terutama komunikasi antar siswa sekolah dasar dalam bertukar pendapat, bekerja sama, dan saling membantu memahami materi pembelajaran. Namun, dalam praktiknya masih sering terjadi kesalahan dalam proses komunikasi antar siswa sekolah dasar, seperti salah memahami instruksi, kurangnya kemampuan menyampaikan pendapat dengan jelas, serta kurangnya sikap saling menghargai saat berinteraksi. Penelitian ini bertujuan pengaruh model *Problem Based Learning* terhadap hasil belajar dan keterampilan komunikasi peserta didik pada mata pelajaran IPAS kelas IV di SDN Cikasugka 01. Metode penelitian yang digunakan kuantitatif dengan desain eksperimen, sedangkan data melalui tes (*posttest* dan *Pretest*) observasi, wawancara, serta dokumentasi. Hasil penelitian menunjukkan sangat baik, dengan rata-rata observasi guru sebesar 91,7% dan peserta didik sebesar 81%. Selain itu, perbedaan signifikan kelas eksperimen dan kelas kontrol. Nilai signifikansi *posttest* sebesar 0,031 menunjukkan perbedaan nyata, sementara nilai *effect size* sebesar 0,68 berada kategori tinggi. Temuan membuktikan model PBL berbantuan media *flashcard* mampu meningkatkan hasil belajar sekaligus keterampilan komunikasi peserta didik. Dengan demikian, model ini layak dijadikan alternatif strategi pembelajaran IPAS di sekolah dasar.

Kata Kunci: *Problem Based Learning*, *Flashcard*, Hasil Belajar, Komunikasi, IPAS, Sekolah Dasar

ABSTRACT

THE EFFECT OF PROBLEM BASED LEARNING (PBL) LEARNING MODEL ASSISTED BY FLASHCARD MEDIA ON IMPROVEMENT OF STUDENT LEARNING AND COMMUNICATION OUTCOMES

*(Quasi Research in Class IV Exciting Learning Learning IPAS, SDN Cikasungka
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The problem often encountered in the learning process at elementary schools is the suboptimal achievement of students' learning outcomes in the subject of Natural and Social Sciences (IPAS). This condition is influenced by the limited use of learning models, the low level of student engagement, restricted communication skills during the learning process, and teacher-centered instruction. Such conditions highlight the need for innovative and interactive learning strategies that place students as active subjects in the learning process, thereby fostering effective communication, particularly in terms of exchanging ideas, collaborating, and helping one another to understand learning materials. However, in practice, communication problems among elementary students often occur, such as misunderstanding instructions, lacking the ability to clearly express opinions, and showing limited respect during interactions. This study aims to examine the effect of the Problem Based Learning (PBL) model on students' learning outcomes and communication skills in IPAS for fourth-grade students at SDN Cikasugka 01. The research employed a quantitative approach with an experimental design, while the data were collected through tests (pretest and posttest), observations, interviews, and documentation. The results showed that the learning process was carried out very well, with an average teacher observation score of 91.7% and a student observation score of 81%. Furthermore, there was a significant difference between the experimental and control classes. The posttest significance value of 0.031 indicated a real difference, while the effect size value of 0.68 was categorized as high. These findings demonstrate that the PBL model assisted by flashcard media can improve both students' learning outcomes and communication skills. Therefore, this model is suitable to be used as an alternative learning strategy for IPAS in elementary schools.

Keywords: *Problem Based Learning, Flashcard, Learning Outcomes, Communication, IPAS, Elementary School*