

**PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN
KAHOOT UNTUK MENINGKATKAN HASIL BELAJAR SISWA PADA
MATA PELAJARAN IPAS KELAS IV SD**

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ABSTRAK

Penelitian ini dilatar belakangi oleh rendahnya hasil belajar pada siswa di kelas IV SDN 221 Babakan Sentral. Adapun tujuan dari penelitian ini adalah (1) untuk mengetahui gambaran pembelajaran menggunakan model *Problem Based Learning* berbantuan *Kahoot* dengan pembelajaran yang menggunakan model *Direct Instructional*, (2) perbedaan rata-rata hasil belajar siswa yang menggunakan model *Problem Based Learning* berbantuan *Kahoot* dan siswa yang menggunakan model *Direct Instructional*, (3) besarnya peningkatan hasil belajar siswa yang menggunakan model *Problem Based Learning* berbantuan *Kahoot*, (4) dan pengaruh model *Problem Based Learning* berbantuan *Kahoot* terhadap hasil belajar siswa pada pembelajaran IPAS di kelas IV SD. Metode penelitian yang digunakan yaitu *quasi experiment* dengan desain *nonequivalent control group design*. Populasi yang diambil dalam penelitian ini yaitu siswa kelas IV di salah satu SD di kota Bandung. Sampel yang diambil sebanyak 2 kelas, yaitu kelas IV C sebagai kelas eksperimen dan kelas IV D sebagai kelas kontrol. Teknik pengumpulan data menggunakan tes, observasi, dan dokumentasi. Analisis data dilakukan dengan menggunakan uji normalitas, homogenitas, *Mann-Whitney*, gain ternormalisasi, dan *effect size*. Berdasarkan hasil penelitian, diperoleh Gambaran proses pembelajaran dengan menggunakan model *Problem Based Learning* berbantuan *Kahoot* berjalan lancar dan baik, terdapat peningkatan pada aktivitas pendidik dan siswa di setiap pertemuan. Terdapat perbedaan rata-rata hasil belajar siswa yang menggunakan model *Problem Based Learning* berbantuan *Kahoot* dengan siswa yang menggunakan model *Direct Instructional*, yaitu diperoleh data hasil *pretest* kelas IV C sebesar 56,30 dan untuk kelas IV D sebesar 52,31. Sedangkan setelah siswa diberikan *posttest*, data hasil yang ditemukan di kelas IV C memiliki rata-rata 84,44 dan kelas IV D sebesar 70,38. Terdapat peningkatan hasil belajar *pretest* dan *posttest* pada kelas yang menggunakan model *Problem Based Learning* berbantuan *Kahoot* sebesar 0,6918 dalam uji gain ternormalisasi dengan kategori sedang. Terdapat pula pengaruh pada penggunaan model *Problem Based Learning* berbantuan *Kahoot* dengan nilai 1,637 dalam uji *Effect Size* dengan kategori besar.

Kata Kunci: Model *Problem Based Learning*, *Kahoot*, Hasil Belajar, Siswa Sekolah Dasar.

**THE EFFECT OF THE PROBLEM BASED LEARNING MODEL ASSISTED
BY KAHOOT ON IMPROVING STUDENT LEARNING OUTCOMES IN
THE NATURAL AND SOCIAL SCIENCE OF FOURTH GRADE
ELEMENTARY SCHOOL**

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ABSTRACT

This research was motivated by the low learning outcomes of fourth-grade students at SDN 221 Babakan Sentral. The objectives of this study were: (1) to describe the learning process using the Problem Based Learning model assisted by Kahoot compared to the Direct Instructional model, (2) to identify the differences in the average learning outcomes of students using the Problem Based Learning model assisted by Kahoot and those using the Direct Instructional model, (3) to measure the extent of improvement in learning outcomes of students who used the Problem Based Learning model assisted by Kahoot, and (4) to examine the effect of the Problem Based Learning model assisted by Kahoot on student learning outcomes in IPAS subjects in fourth grade. The research method employed was a quasi-experiment with a nonequivalent control group design. The population consisted of fourth-grade students from an elementary school in Bandung. The sample included two classes: class IV C as the experimental group and class IV D as the control group. Data collection techniques included tests, observation, and documentation. Data analysis was conducted using normality tests, homogeneity tests, the Mann-Whitney test, normalized gain, and effect size. The results of the study revealed that the learning process using the Problem Based Learning model assisted by Kahoot ran smoothly and effectively, with improvements observed in both teacher and student activities at each meeting. There were differences in the average learning outcomes between students using the Problem Based Learning model assisted by Kahoot and those using the Direct Instructional model. The pretest results for class IV C averaged 56.30, while class IV D averaged 52.31. After the posttest, class IV C achieved an average of 84.44, compared to 70.38 for class IV D. The improvement in learning outcomes between the pretest and posttest for the class using the Problem Based Learning model assisted by Kahoot was 0.6918 in the normalized gain test, which falls into the medium category. Furthermore, the use of the Problem Based Learning model assisted by Kahoot showed a significant effect, with an effect size value of 1.637, categorized as large.

Keywords: *Problem Based Learning Model, Kahoot, Learning Outcome, Elementari School Students*

**PANGARUH MÉDIA PANGAJARAN *PROBLEM BASED LEARNING*
DIBANTUAN *KAHOOT* PIKEUN NINGKATKEUN HASIL DIAJAR
SISWA DINA MATA PALAJARAN IPAS KELAS IV SD**

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RINGKEUSAN

Panalungtikan ieu dilantarankeun ku handapna hasil diajar siswa kelas IV SDN 221 Babakan Sentral. Tujuan tina panalungtikan ieu nyaéta (1) pikeun nyaho gambaran diajar ngagunakeun modél *Problem Based Learning* dibantuan Kahoot dibandingkeun jeung diajar ngagunakeun modél *Direct Instructional*, (2) ngabédakeun rata-rata hasil diajar siswa anu ngagunakeun modél *Problem Based Learning* dibantuan Kahoot jeung siswa anu ngagunakeun modél *Direct Instructional*, (3) ningali sabaraha gedéna paningkatan hasil diajar siswa anu ngagunakeun modél *Problem Based Learning* dibantuan Kahoot, (4) sarta pangaruh modél *Problem Based Learning* dibantuan Kahoot kana hasil diajar siswa dina pangajaran IPAS di kelas IV SD. Métode panalungtikan anu dipaké nyaéta *quasi experiment* kalayan desain *nonequivalent control group design*. Populasi dina ieu panalungtikan nya éta siswa kelas IV di salah sahiji SD di Kota Bandung. Sampel anu dicokot nyaéta 2 kelas, nyaéta kelas IV C minangka kelas ékspérimén jeung kelas IV D minangka kelas kontrol. Téknik ngumpulkeun data ngagunakeun tés, observasi, jeung dokumentasi. Analisis data dilakukeun ku ngagunakeun uji normalitas, homogenitas, Mann-Whitney, *gain* ternormalisasi, jeung *effect size*. Dumasar kana hasil panalungtikan, kapanggih yén prosés diajar ngagunakeun modél *Problem Based Learning* dibantuan Kahoot lumangsung kalayan lancar jeung hadé, sarta aya paningkatan dina kagiatan guru jeung siswa dina unggal pasamoan. Aya bédana rata-rata hasil diajar siswa anu ngagunakeun modél *Problem Based Learning* dibantuan Kahoot jeung siswa anu ngagunakeun modél *Direct Instructional*, nyaéta tina data hasil *pretest* kelas IV C nyaéta 56,30 sedengkeun kelas IV D nyaéta 52,31. Sedengkeun sanggeus dibéré *posttest*, hasil anu kapanggih di kelas IV C miboga rata-rata 84,44 jeung kelas IV D 70,38. Aya paningkatan hasil diajar tina *pretest* jeung *posttest* dina kelas anu ngagunakeun modél *Problem Based Learning* dibantuan Kahoot nyaéta 0,6918 dina uji *gain* ternormalisasi kalayan kategori sedeng. Aya ogé pangaruh tina ngagunakeun modél *Problem Based Learning* dibantuan Kahoot kalayan nilai 1,637 dina uji *Effect Size* kalayan kategori gedé.

Kecap Pamageuh: Model *Problem Based Learning*, *Kahoot*, Hasil Diajar, Murid Sakola Dasar