

**“PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL) BERBASIS
MEDIA *WAYGROUND* TERHADAP PEMAHAMAN KONSEP IPAS
SISWA SEKOLAH DASAR”**

Oleh:

Suwanto

225060099

ABSTRAK

Penelitian ini dilaksanakan berdasarkan rendahnya pemahaman konsep IPAS murid sekolah dasar akibat proses pembelajaran yang masih didominasi metode konvensional sehingga keterlibatan murid dalam kegiatan belajar belum optimal. Penelitian ini bertujuan untuk mengetahui proses pelaksanaan pembelajaran menggunakan model *problem based learning* berbasis media *wayground*, mengetahui perbedaan pemahaman konsep IPAS antara kelas eksperimen dan kelas kontrol, serta mengetahui besarnya pengaruh model tersebut terhadap pemahaman konsep IPAS murid sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *nonequivalent control group design*. Subjek penelitian terdiri atas kelas IV B sebagai kelas eksperimen yang menerapkan model *problem based learning* berbasis media *wayground* dan kelas IV C sebagai kelas kontrol yang menggunakan model *direct instruction*. Teknik pengumpulan data dilakukan melalui *pretest*, *posttest*, observasi, dan dokumentasi. Analisis data menggunakan uji normalitas, uji homogenitas, uji *independent sample t-test*, serta uji *effect size*. Hasil penelitian menunjukkan adanya perbedaan pemahaman konsep IPAS antara kelas eksperimen dan kelas kontrol. Pada kelas eksperimen, rata-rata observasi aktivitas guru mencapai 95% dan aktivitas murid 92% dengan kategori sangat baik. Sementara itu, pada kelas kontrol, rata-rata aktivitas guru sebesar 88% dan aktivitas murid 89% dengan kategori baik. Hasil uji *independent sample t-test* menunjukkan nilai signifikansi (2-tailed) sebesar $< 0,001$ sehingga H_0 ditolak dan H_1 diterima. Hal ini menunjukkan bahwa penerapan model *problem based learning* berbasis media *wayground* memberikan pengaruh yang signifikan terhadap pemahaman konsep IPAS murid. Selain itu, hasil uji *effect size* menggunakan *Cohen's d* memperoleh nilai sebesar 1,625 yang termasuk kategori *effect* besar. Temuan tersebut menunjukkan bahwa model *problem based learning* berbasis media *wayground* memiliki pengaruh yang sangat kuat dalam meningkatkan pemahaman konsep IPAS murid sekolah dasar. Dengan demikian, model ini terbukti lebih efektif dibandingkan model *direct instruction* karena mampu meningkatkan pemahaman konsep, keterlibatan aktif, kemampuan berpikir kritis, dan kerja sama murid selama proses pembelajaran berlangsung.

Kata Kunci: *Problem Based Learning*, *Media Wayground*, Pemahaman Konsep IPAS.

“THE EFFECT OF THE WAYGROUND MEDIA-BASED PROBLEM-BASED LEARNING (PBL) MODEL ON ELEMENTARY SCHOOL STUDENTS’ UNDERSTANDING OF SCIENCE AND SOCIAL STUDIES (IPAS) CONCEPTS”

By:

**Suwanto
225060099**

ABSTRACT

This study was conducted based on the low understanding of IPAS concepts among elementary school students due to the learning process still being dominated by conventional methods, resulting in less optimal student engagement during learning activities. This study aimed to determine the implementation process of learning using the Problem Based Learning model assisted by Wayground media, identify differences in students’ understanding of IPAS concepts between the experimental and control classes, and determine the magnitude of the model’s effect on elementary school students’ understanding of IPAS concepts. This study employed a quantitative approach with a quasi-experimental method and a nonequivalent control group design. The research subjects consisted of Class IV B as the experimental class implementing the Problem Based Learning model assisted by Wayground media and Class IV C as the control class using the Direct Instruction model. Data collection techniques included pretests, posttests, observations, and documentation. Data analysis was conducted using normality tests, homogeneity tests, independent sample t-tests, and effect size tests. The results showed differences in students’ understanding of IPAS concepts between the experimental and control classes. In the experimental class, the average observation score of teacher activities reached 95% and student activities reached 92%, both categorized as very good. Meanwhile, in the control class, the average teacher activity score was 88% and student activity score was 89%, categorized as good. The independent sample t-test results showed a significance value (2-tailed) of < 0.001 , indicating that H_0 was rejected and H_1 was accepted. This finding indicates that the implementation of the Problem Based Learning model assisted by Wayground media had a significant effect on students’ understanding of IPAS concepts. In addition, the effect size test using Cohen’s d obtained a value of 1.625, which was categorized as a large effect. These findings demonstrate that the Problem Based Learning model assisted by Wayground media has a very strong influence on improving elementary school students’ understanding of IPAS concepts. Therefore, this model proved to be more effective than the Direct Instruction model in improving conceptual understanding, active participation, critical thinking skills, and student collaboration during the learning process.

Keywords: *Problem Based Learning, Wayground Media, Understanding of IPAS Concepts.*

**“PANGARUH MODÉL *PROBLEM BASED LEARNING* (PBL) DUMASAR
MÉDIA *WAYGROUND* KANA PAMAHAMAN KONSEP IPAS MURID
SAKOLA DASAR”**

Ku:

**Suwanto
225060099**

ABSTRAK

Panalungtikan ieu dilaksanakeun dumasar kana handapna pamahaman konsép IPAS murid sakola dasar akibat prosés pangajaran anu masih didominasi ku métode konvensional sahingga kalibetna murid dina kagiatan diajar can optimal. Ieu panalungtikan miboga tujuan pikeun mikanyaho prosés palaksanaan pangajaran ngagunakeun modél Problem Based Learning berbasis média Wayground, mikanyaho bédana pamahaman konsép IPAS antara kelas ékspérimén jeung kelas kontrol, sarta mikanyaho gedéna pangaruh modél éta kana pamahaman konsép IPAS murid sakola dasar. Panalungtikan ieu ngagunakeun pamarekan kuantitatif kalayan métode quasi experiment jeung désain nonequivalent control group design. Subjek panalungtikan ngawengku kelas IV B salaku kelas ékspérimén anu nerapkeun modél Problem Based Learning berbasis média Wayground jeung kelas IV C salaku kelas kontrol anu ngagunakeun modél Direct Instruction. Téhnik ngumpulkeun data dilaksanakeun ngaliwatan pretest, posttest, obsérvasi, jeung dokuméntasi. Analisis data dilaksanakeun ngagunakeun uji normalitas, uji homogenitas, uji independent sample t-test, sarta uji effect size. Hasil panalungtikan nuduhkeun aya bédana pamahaman konsép IPAS antara kelas ékspérimén jeung kelas kontrol. Dina kelas ékspérimén, rata-rata hasil obsérvasi kagiatan guru ngahontal 95% jeung kagiatan murid ngahontal 92% kalayan kategori kacida hadéna. Sedengkeun dina kelas kontrol, rata-rata kagiatan guru ngahontal 88% jeung kagiatan murid ngahontal 89% kalayan kategori hadé. Hasil uji independent sample t-test nuduhkeun nilai signifikansi (2-tailed) < 0,001 sahingga H_0 ditolak jeung H_1 ditarima. Ieu hasil nuduhkeun yén penerapan modél Problem Based Learning berbasis média Wayground miboga pangaruh anu signifikan kana pamahaman konsép IPAS murid. Salian ti éta, hasil uji effect size ngagunakeun Cohen's d meunangkeun nilai 1,625 anu kaasup kana kategori pangaruh gedé. Ieu hasil nuduhkeun yén modél Problem Based Learning berbasis média Wayground miboga pangaruh anu kacida kuatna dina ningkatkeun pamahaman konsép IPAS murid sakola dasar. Ku kituna, modél ieu kabuktian leuwih éféktif dibandingkeun modél Direct Instruction sabab mampuh ningkatkeun pamahaman konsép, kalibet aktif, kamampuh mikir kritis, sarta gawé babarengan murid salila prosés diajar lumangsung.

Kecap Pamageuh: *Problem Based Learning, Média Wayground, Pamahaman Konsép IPAS.*