

**PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL)  
BERBANTUAN APLIKASI *EDUCAPLAY* TERHADAP PENINGKATAN  
HASIL BELAJAR IPAS SEKOLAH DASAR**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) berbantuan aplikasi *Educaplay* terhadap peningkatan hasil belajar IPAS murid kelas IV sekolah dasar. Latar belakang penelitian berangkat dari kondisi hasil belajar murid yang masih rendah, pembelajaran yang masih berpusat pada pendidik, serta penggunaan media yang belum mampu mendorong keterlibatan aktif murid secara optimal. Pendekatan yang digunakan adalah kuantitatif dengan metode kuasi eksperimen desain *Nonequivalent Control Group Design*. Sampel berjumlah 16 murid pada masing-masing kelas; kelas eksperimen (IV D) mendapat perlakuan model PBL berbantuan *Educaplay*, sedangkan kelas kontrol (IV C) menggunakan model *Direct Instruction* berbantuan PPT. Gambaran proses pembelajaran di kelas eksperimen berlangsung dengan sangat baik, ditunjukkan dengan rata-rata aktivitas pendidik sebesar 99,1% dan aktivitas murid sebesar 98,5%, lebih tinggi dibandingkan kelas kontrol yang memperoleh 97,7% dan 96,9%, dengan keterlibatan murid yang cenderung lebih pasif. Perbedaan peningkatan hasil belajar antara kelas eksperimen dan kelas kontrol terbukti signifikan; *N-Gain* kelas eksperimen mencapai 0,61 (61%) dan kelas kontrol 0,40 (40%), dengan nilai sig.  $0,011 < 0,05$ , sehingga  $H_1$  diterima. Adapun pengaruh model PBL berbantuan *Educaplay* terhadap hasil belajar IPAS tergolong besar, dibuktikan melalui uji *Effect Size Cohen's d* dengan nilai 0,899. Dengan demikian, model PBL berbantuan aplikasi *Educaplay* terbukti berpengaruh positif dan signifikan terhadap peningkatan hasil belajar IPAS murid kelas IV sekolah dasar.

**Kata Kunci:** *Problem Based Learning*, *Educaplay*, Hasil Belajar, IPAS

**THE EFFECT OF PROBLEM BASED LEARNING (PBL) MODEL  
ASSISTED BY EDUCAPLAY APPLICATION ON IMPROVING IPAS  
LEARNING OUTCOMES IN ELEMENTARY SCHOOL**

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**ABSTRACT**

*This study aims to determine the effect of the Problem Based Learning (PBL) model assisted by the Educaplay application on improving IPAS learning outcomes of fourth-grade elementary school students. The background of this study stems from the condition of student learning outcomes that remain low, learning processes that are still teacher-centered, and the use of media that has not been able to optimally encourage active student engagement. The approach used is quantitative with a quasi-experimental method using a Nonequivalent Control Group Design. The sample consisted of 16 students in each class; the experimental class (IV D) received treatment using the PBL model assisted by Educaplay, while the control class (IV C) used the Direct Instruction model assisted by PPT. The description of the learning process in the experimental class proceeded very well, indicated by an average teacher activity of 99.1% and student activity of 98.5%, higher than the control class which obtained 97.7% and 96.9%, with student engagement that tended to be more passive. The difference in learning outcome improvement between the experimental and control classes was proven significant; the N-Gain of the experimental class reached 0.61 (61%) and the control class 0.40 (40%), with a sig. value of  $0.011 < 0.05$ , so  $H_1$  was accepted. The effect of the PBL model assisted by Educaplay on IPAS learning outcomes was classified as large, evidenced by the Cohen's d Effect Size test with a value of 0.899. Therefore, the PBL model assisted by the Educaplay application is proven to have a positive and significant effect on improving IPAS learning outcomes of fourth-grade elementary school students.*

**Keywords:** *Problem Based Learning, Educaplay, Learning Outcomes, IPAS*

# **PANGARUH MODÉL *PROBLEM BASED LEARNING* (PBL) DIBANTU APLIKASI *EDUCAPLAY* KA PENINGKATAN HASIL DIAJAR IPAS DI SAKOLA DASAR**

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## **ABSTRAK**

*Panalungtikan ieu miboga tujuan pikeun uninga pangaruh modél Problem Based Learning (PBL) anu dibantuan ku aplikasi Educaplay kana paningkatan hasil diajar IPAS murid kelas IV sakola dasar. Kasang tukang panalungtikan ieu dimimitian tina kaayaan hasil diajar murid anu masih rendah, prosés pangajaran anu masih museur kana pendidik, sarta panggunaan média anu tacan tiasa ngadorong keterlibatan aktif murid sacara optimal. Pendekatan anu digunakeun nyaéta kuantitatif kalayan métode kuasi éksperimen desain Nonequivalent Control Group Design. Sampel diwangun ku 16 murid dina masing-masing kelas; kelas éksperimen (IV D) nampi perlakuan modél PBL anu dibantuan Educaplay, sedengkeun kelas kontrol (IV C) ngagunakeun modél Direct Instruction anu dibantuan PPT. Gambaran prosés pangajaran di kelas éksperimen lumangsung kalayan saé pisan, ditingalikeun tina rata-rata aktivitas pendidik salaku 99,1% sareng aktivitas murid salaku 98,5%, langkung luhur dibandingkeun kelas kontrol anu nampi 97,7% sareng 96,9%, kalayan keterlibatan murid anu condong langkung pasif. Bédana paningkatan hasil diajar antara kelas éksperimen sareng kelas kontrol kabuktian signifikan; N-Gain kelas éksperimen ngahontal 0,61 (61%) sareng kelas kontrol 0,40 (40%), kalayan nilai sig.  $0,011 < 0,05$ , sahingga  $H_1$  ditarima. Ari pangaruh modél PBL anu dibantuan Educaplay kana hasil diajar IPAS kagolong ageung, kabuktian ngaliwatan uji Effect Size Cohen's d kalayan nilai 0,899. Ku kituna, modél PBL anu dibantuan aplikasi Educaplay kabuktian miboga pangaruh positif sareng signifikan kana paningkatan hasil diajar IPAS murid kelas IV sakola dasar.*

**Kecap Pamageuh:** *Problem Based Learning, Educaplay, Hasil Diajar, IPAS*