

ABSTRAK

PENGARUH MODEL *PROJECT BASED LEARNING* (*PjBL*) TERHADAP HASIL BELAJAR PESERTA DIDIK PADA MATA PELAJARAN IPAS KELAS V SEKOLAH DASAR

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Penelitian ini bertujuan untuk mengetahui pengaruh model *project based learning* terhadap hasil belajar peserta didik pada mata pelajaran IPAS kelas V SDN 9 Tegineneng baik pada ranah kognitif maupun psikomotorik. Jenis penelitian yang digunakan adalah eksperimen semu (*quasi experimental*) dengan desain *non-equivalent control group design*. Subjek penelitian berjumlah 40 peserta didik kelas V SDN 9 Tegineneng tahun pelajaran 2025/2026, terdiri dari 20 peserta didik kelas V B sebagai kelas eksperimen dan 20 peserta didik kelas V A sebagai kelas kontrol. Teknik pengumpulan data menggunakan instrumen tes berupa soal pilihan ganda untuk mengukur hasil belajar ranah kognitif dan instrumen non tes berupa lembar observasi untuk mengukur hasil belajar ranah psikomotorik serta keterlaksanaan model *project based learning*. Uji prasyarat meliputi uji normalitas *Shapiro-Wilk* dan uji homogenitas *Levene's Test*. Teknik analisis data menggunakan uji *N-Gain* dan uji regresi linear sederhana melalui program SPSS. Hasil penelitian menunjukkan pengaruh signifikan model *project based learning* terhadap hasil belajar ranah kognitif dengan nilai signifikansi $0,000 < 0,05$, R Square 0,700 (kontribusi 70%), dan rata-rata *N-Gain* kelas eksperimen 0,47 kategori sedang. Pada ranah psikomotorik, nilai signifikansi $0,000 < 0,05$ dan R Square 0,748 (kontribusi 74,8%), dengan sebagian besar peserta didik memperoleh nilai kategori baik (50%). Model *project based learning* berpengaruh signifikan terhadap hasil belajar IPAS peserta didik kelas V SDN 9 Tegineneng pada ranah kognitif maupun psikomotorik.

Kata kunci: Hasil Belajar, IPAS, *Project Based Learning*

ABSTRACT

THE EFFECT OF PROJECT BASED LEARNING (*PjBL*) MODEL ON STUDENTS' LEARNING OUTCOMES IN SCIENCE AND SOCIAL STUDIES (IPAS) SUBJECT IN GRADE V ELEMENTARY SCHOOL

By

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This study aimed to determine the effect of the project based learning model on student learning outcomes in Science and Social Studies (IPAS) subject for fifth grade students at SDN 9 Tegineneng, both in the cognitive and psychomotor domains. The type of research used was quasi-experimental with a non-equivalent control group design. The research subjects consisted of 40 fifth grade students at SDN 9 Tegineneng for the 2025/2026 academic year, comprising 20 students from class V B as the experimental group and 20 students from class V A as the control group. Data collection techniques used test instruments in the form of multiple choice questions to measure cognitive domain learning outcomes, and non-test instruments in the form of observation sheets to measure psychomotor domain learning outcomes as well as the implementation of the project based learning model. Prerequisite tests included the Shapiro-Wilk normality test and Levene's Test for homogeneity. Data analysis techniques used the N-Gain test and simple linear regression test through the SPSS program. The results of the study showed a significant effect of the project based learning model on cognitive domain learning outcomes, with a significance value of $0.000 < 0.05$, an R Square of 0.700 (contribution of 70%), and an average N-Gain of the experimental class of 0.47 in the medium category. In the psychomotor domain, the significance value was $0.000 < 0.05$ and R Square was 0.748 (contribution of 74.8%), with the majority of students achieving scores in the good category (50%). The project based learning model had a significant effect on the IPAS learning outcomes of fifth grade students at SDN 9 Tegineneng in both the cognitive and psychomotor domains.

Keyword: Learning Outcomes, IPAS, Project Based Learning