

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *COOPERATIVE PROBLEM SOLVING* TERHADAP KEMAMPUAN PEMAHAMAN KONSEP IPAS PESERTA DIDIK SEKOLAH DASAR

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Rendahnya pemahaman konsep IPAS peserta didik disebabkan oleh kecenderungan mereka menghafal materi tanpa memahami keterkaitan antar konsep. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *cooperative problem solving* terhadap kemampuan pemahaman konsep IPAS peserta didik sekolah dasar serta perbedaan kemampuan pemahaman konsep antara peserta didik menggunakan model pembelajaran *cooperative problem solving* dan model *cooperative learning*. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *non-equivalent control group design*. Populasi penelitian adalah 62 peserta didik, yaitu 30 peserta didik dari kelas IV A (eksperimen) dan 32 peserta didik dari kelas IV B (kontrol) SDN 1 Gunung Agung yang dipilih dengan menggunakan teknik *total sampling* sehingga seluruh populasi digunakan sebagai sampel. Pengumpulan data dilakukan melalui tes dan non-tes observasi dengan pengujian hipotesis menggunakan uji *wilcoxon signed ranks test* dan uji *mann-whitney u test*. Hal ini menghasilkan H_0 ditolak dan H_a diterima. Simpulan dalam penelitian ini menunjukkan bahwa penerapan model pembelajaran *cooperative problem solving* memberikan pengaruh terhadap peningkatan kemampuan pemahaman konsep IPAS peserta didik dan terdapat perbedaan kemampuan pemahaman konsep IPAS antara peserta didik yang belajar menggunakan model pembelajaran *cooperative problem solving* dan model *cooperative learning*.

Kata kunci: *Cooperative Problem Solving*, IPAS, Pemahaman Konsep.

ABSTRACT

THE EFFECT OF THE COOPERATIVE PROBLEM SOLVING MODEL ON THE STUDENTS' UNDERSTANDING OF CONCEPTS ABILITY ON IPAS SUBJECTS ELEMENTARY SCHOOL

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The low level of students' understanding of IPAS concepts was caused by their tendency to memorize the material without understanding the relationships among concepts. This study aimed to determine the effect of the Cooperative Problem Solving learning model on elementary school students' IPAS concept understanding ability and the differences in concept understanding ability between students who used the Cooperative Problem Solving learning model and the Cooperative Learning model. This study used a quantitative approach with a quasi-experimental method and a non-equivalent control group design. The research population consisted of 62 students, namely 30 students from class IV A (experimental) and 32 students from class IV B (control) at SDN 1 Gunung Agung, who were selected using a total sampling technique so that the entire population was used as the sample. Data collection was carried out through tests and non-test observations, with hypothesis testing using the Wilcoxon Signed Ranks Test and Mann–Whitney U Test. The results indicated that H₀ was rejected and H_a was accepted. The conclusion of this study showed that the implementation of the Cooperative Problem Solving learning model affected the improvement of students' IPAS concept understanding ability and that there were differences in IPAS concept understanding ability between students who learned using the Cooperative Problem Solving learning model and the Cooperative Learning model.

Keywords: Cooperative Problem Solving, Concept Understanding, IPAS.