

ABSTRAK

PENGARUH LKPD BERBASIS *PROBLEM BASED LEARNING* TERHADAP *SELF REGULATED LEARNING* PESERTA DIDIK KELAS V SEKOLAH DASAR PADA MATA PELAJARAN IPAS

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Permasalahan dalam penelitian ini adalah belum optimalnya *self regulated learning* (SRL) peserta didik kelas V pada mata pelajaran IPAS di SD Negeri 16 Way Serdang. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan lembar kegiatan peserta didik berbasis *Problem Based Learning* terhadap *self regulated learning* peserta didik kelas V sekolah dasar pada mata pelajaran IPAS. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen dan desain *nonequivalent control group design*. Populasi penelitian adalah seluruh peserta didik kelas V yang berjumlah 40 orang. Sampel penelitian ditentukan dengan teknik *purposive sampling* berdasarkan tingkat SRL awal, sehingga terpilih 19 peserta didik sebagai kelas eksperimen dan 19 peserta didik sebagai kelas kontrol. Teknik pengumpulan data dilakukan melalui non tes berupa lembar observasi dan angket. Kemudian pengujian hipotesis dianalisis menggunakan uji regresi linier sederhana. Hasil uji hipotesis menunjukkan bahwa F_{hitung} lebih besar dari F_{tabel} . Kesimpulan penelitian ini adalah terdapat pengaruh yang signifikan penggunaan LKPD berbasis PBL terhadap *self regulated learning* peserta didik kelas V pada mata pelajaran IPAS di SD Negeri 16 Way Serdang Tahun Ajaran 2025/2026.

Kata Kunci: IPAS, LKPD berbasis *problem based learning*, *self regulated learning*

ABSTRACT

THE EFFECT OF PROBLEM-BASED LEARNING STUDENT WORKSHEETS ON SELF-REGULATED LEARNING OF FIFTH GRADE ELEMENTARY SCHOOL STUDENTS IN SCIENCE SUBJECT

By

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The problem addressed in this study was the suboptimal level of self-regulated learning (SRL) among fifth-grade students in the IPAS subject at SD Negeri 16 Way Serdang. This study aimed to determine the effect of Problem-Based Learning (PBL)-based student worksheets (LKPD) on the self-regulated learning of fifth-grade elementary school students in the IPAS subject. The study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The population consisted of all fifth-grade students, totaling 40 students. The sample was selected using a purposive sampling technique based on the students' initial SRL levels, resulting in 19 students in the experimental class and 19 students in the control class. Data were collected through non-test techniques, including observation sheets and questionnaires. Hypothesis testing was conducted using simple linear regression analysis. The results of the hypothesis test indicated that the calculated F-value was greater than the F-table value. Therefore, it was concluded that the use of PBL-based LKPD had a significant effect on the self-regulated learning of fifth-grade students in the IPAS subject at SD Negeri 16 Way Serdang in the 2025/2026 academic year.

Keywords: science and social studies, problem-based learning –based student worksheets, self-regulated learning.

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