

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN MEDIA AUDIO VISUAL TERHADAP HASIL BELAJAR IPAS PESERTA DIDIK KELAS IV SD

Oleh

PUTRI ARISNA

Masalah dalam penelitian ini adalah rendahnya hasil belajar IPAS peserta didik kelas IV UPTD SD Negeri 3 Perumnas Way Kandis. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model PBL berbantuan media audio visual berupa video animasi terhadap hasil belajar IPAS, pengaruh penerapan model PBL berbantuan media audio visual berupa *sound slide* terhadap hasil belajar IPAS, serta perbedaan pengaruh antara penerapan model PBL berbantuan media audio visual berupa video animasi dan *sound slide* terhadap hasil belajar IPAS peserta didik kelas IV SD. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis *quasi experimental design*, yaitu *non-equivalent control group design*. Populasi dalam penelitian ini adalah seluruh peserta didik kelas IV, dengan teknik penentuan sampel menggunakan *non-probability sampling*. Teknik pengumpulan data dilakukan melalui tes hasil belajar, sedangkan analisis data menggunakan uji *paired sample t-test* dan *independent sample t-test*. Hasil penelitian menunjukkan bahwa penerapan model PBL berbantuan media audio visual berupa video animasi berpengaruh terhadap hasil belajar IPAS. Penerapan model PBL berbantuan media audio visual berupa *sound slide* juga berpengaruh terhadap hasil belajar IPAS. Selain itu, terdapat perbedaan pengaruh antara penggunaan model PBL berbantuan video animasi dan *sound slide* terhadap hasil belajar IPAS peserta didik.

Kata Kunci: hasil belajar, IPAS, model PBL, *sound slide*, video animasi

ABSTRACT

THE EFFECT OF THE PROBLEM BASED LEARNING MODEL ASSISTED BY AUDIO-VISUAL MEDIA ON THE IPAS LEARNING OUTCOMES OF FOURTH-GRADE ELEMENTARY SCHOOL STUDENTS

By

PUTRI ARISNA

The problem in this study was the low learning outcomes in IPAS of fourth-grade students at UPTD SD Negeri 3 Perumnas Way Kandis. This study aimed to determine the effect of the implementation of the Problem Based Learning (PBL) model assisted by audio-visual media in the form of animated videos on IPAS learning outcomes, the effect of the implementation of the PBL model assisted by audio-visual media in the form of sound slides on IPAS learning outcomes, and the difference in effects between the implementation of the PBL model assisted by animated videos and sound slides on the IPAS learning outcomes of fourth grade elementary school students. This study employed a quantitative approach with a quasi-experimental design, namely a non-equivalent control group design. The population in this study consisted of all fourth-grade students, and the sampling technique used was non-probability sampling. Data were collected through learning outcome tests, while data analysis was conducted using paired sample t-tests and independent sample t-tests. The results showed that the implementation of the PBL model assisted by audio-visual media in the form of animated videos had an effect on IPAS learning outcomes. The implementation of the PBL model assisted by audio-visual media in the form of sound slides also had an effect on IPAS learning outcomes. In addition, there was a difference in the effects between the use of the PBL model assisted by animated videos and sound slides on students IPAS learning outcomes.

Keywords: learning outcomes, science, Problem Based Learning, sound slides, animated videos