

ABSTRAK

PENGARUH MODEL *DISCOVERY LEARNING* BERBASISI *POP-UP BOOK* TERHADAP PEMAHAMAN KONSEP IPAS KELAS V SEKOLAH DASAR

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Pemahaman konsep adalah kemampuan menyerap, menginterpretasi, dan menghubungkan pengetahuan untuk dapat menjelaskan serta menerapkannya dalam berbagai situasi. Namun kenyataannya, kemampuan ini masih rendah pada peserta didik kelas V SD Negeri 1 Jojog, terutama pada mata pelajaran IPAS. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model *Discovery learning* berbasis *Pop-up book* terhadap pemahaman konsep IPAS peserta didik. Metode yang digunakan yaitu eksperimen semu (*quasi experiment design*) dengan desain *non-equivalent control group design*. Populasi penelitian ini sebanyak 42 orang, dengan teknik pengambilan sampel menggunakan sampling jenuh (*non-probability sampling*), sehingga sampel yang digunakan yaitu seluruh peserta didik kelas V yang berjumlah 42 orang. Teknik pengumpulan data berupa tes dan non tes (lembar observasi). Pengujian hipotesis menggunakan regresi linier sederhana. Hasil penelitian menunjukkan terdapat pengaruh signifikan dari penggunaan model *Discovery learning* berbasis *Pop-up book* terhadap pemahaman konsep IPAS peserta didik kelas V SD Negeri 1 Jojog Tahun Ajaran 2025/2026.

Kata Kunci: *Discovery Learning*, IPAS, Pemahaman Konsep, *Pop-Up Book*.

ABSTRACT

THE EFFECT OF DISCOVERY LEARNING MODEL BASED ON *POP-UP* BOOK ON THE UNDERSTANDING OF SCIENCE CONCEPTS OF FIFTH GRADE STUDENTS AT SD NEGERI 1 JOJOG

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Conceptual understanding is the ability to absorb, interpret, and connect knowledge in order to explain and apply it in various situations. However, in reality, this ability was still low among fifth-grade students of SD Negeri 1 Jojog, especially in the subject of Science (IPAS). This study aimed to determine the effect of using the Discovery learning model assisted by Pop-Up Book on students' conceptual understanding of IPAS. The method used was quasi-experimental design with a non-equivalent control group design. The population of this study was 42 students. The sampling technique employed was saturated sampling (non-probability sampling), thus the sample consisted of all fifth-grade students, totaling 42 students. Data collection techniques included tests and non-tests (observation sheets). Hypothesis testing was conducted using simple linear regression. The results of this study indicated that there was a significant effect of using the Discovery learning model assisted by Pop-Up Book on the conceptual understanding of IPAS among fifth-grade students of SD Negeri 1 Jojog in the academic year 2025/2026.

Keywords: Concept Understanding, Discovery Learning, Pop-Up Book, Science.