

ABSTRAK

EFEKTIVITAS MODEL *PROBLEM BASED LEARNING* BERBANTUAN *WEBSITE GENIALLY* TERHADAP PENINGKATAN PENGETAHUAN IPAS KELAS V DI SEKOLAH DASAR

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Permasalahan dalam penelitian ini adalah rendahnya pengetahuan IPAS peserta didik kelas V sekolah dasar. Penelitian ini bertujuan untuk mengetahui efektivitas model *problem based learning* berbantuan *website genially* terhadap peningkatan pengetahuan peserta didik, serta membandingkannya dengan model berbantuan media gambar. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain *nonequivalent control group design*. Subjek penelitian terdiri dari dua kelas, yaitu kelas eksperimen yang menggunakan *website genially* dan kelas kontrol yang menggunakan media gambar. Data dikumpulkan melalui *pretest*, *posttest*, dan observasi aktivitas peserta didik. Hasil analisis menunjukkan rata-rata nilai *pretest* kelas eksperimen sebesar 56 dan *posttest* 85, sedangkan kelas kontrol dari 66,6 menjadi 80. Nilai *N-Gain* kelas eksperimen sebesar 0,63 (kategori sedang) dan kelas kontrol sebesar 0,39 (kategori sedang). Hasil ini membuktikan bahwa model *problem based learning* berbantuan *website genially* lebih efektif dalam meningkatkan pengetahuan peserta didik dibandingkan media gambar. Model ini dapat menjadi alternatif pembelajaran interaktif untuk meningkatkan hasil belajar secara signifikan.

Kata Kunci: media gambar, pengetahuan IPAS, *problem based learning*, *website genially*

ABSTRACT

THE EFFECTIVENESS OF PROBLEM BASED LEARNING MODEL ASSISTED BY THE GENIALLY WEBSITE IN IMPROVING NATURAL AND SOCIAL SCIENCE KNOWLEDGE OF FIFTH GRADE STUDENTS AT ELEMENTARY SCHOOL

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The problem in this study was the low natural and social science knowledge of fifth-grade elementary school students. This study aimed to determine the effectiveness of the problem based learning model assisted by the genially website in improving students' knowledge and to compare it with a model assisted by picture media. The research method used was a quasi experimental method with a nonequivalent control group design. The subjects of this study consisted of two classes: the experimental class, which used the genially website, and the control class, which used picture media. Data were collected through pretests, posttests, and observation of student activities. The analysis results showed that the average pretest score of the experimental class was 56 and increased to 85 in the posttest, while the control class improved from 66.6 to 80. The N-Gain value of the experimental class was 0.63 (moderate category), and the control class was 0.39 (moderate category). These results proved that the Problem Based Learning model assisted by the Genially website was more effective in improving students' knowledge than picture media. This model could be an alternative interactive learning strategy to significantly enhance learning outcomes.

Keywords: genially website, natural and social science knowledge, problem based learning, visual media