

## ABSTRAK

### PENGARUH MODEL *PROBLEM BASED LEARNING* BERBASIS MEDIA AUDIO VISUAL TERHADAP HASIL BELAJAR IPAS PADA PESERTA DIDIK KELAS V SEKOLAH DASAR

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Rendahnya hasil belajar IPAS peserta didik kelas V SD menjadi latar belakang penelitian ini. Tujuan penelitian adalah untuk menganalisis pengaruh penerapan model *Problem Based Learning* (PBL) berbasis media audio visual terhadap hasil belajar IPAS. Penelitian menggunakan metode kuasi eksperimen dengan desain *nonequivalent control group design*. Sampel terdiri dari 50 peserta didik kelas V SD Negeri 2 Kotagajah yang terbagi menjadi kelas eksperimen (PBL berbasis audio visual) dan kelas kontrol (*discovery learning* berbantuan media visual). Data dikumpulkan melalui tes hasil belajar (*pretest* dan *posttest*) dan observasi aktivitas peserta didik. Analisis data menggunakan uji N-Gain dan regresi linier sederhana. Hasil penelitian menunjukkan bahwa rata-rata nilai *posttest* kelas eksperimen (85,20) lebih tinggi daripada kelas kontrol (79,80). Peningkatan hasil belajar (N-Gain) pada kelas eksperimen termasuk dalam kategori tinggi (0,74), sedangkan kelas kontrol dalam kategori sedang (0,54). Uji regresi linier sederhana mengonfirmasi pengaruh signifikan model PBL berbasis media audio visual terhadap hasil belajar IPAS dengan kontribusi sebesar 58,2%. Model PBL berbasis media audio visual terbukti efektif meningkatkan hasil belajar IPAS. Kombinasi pendekatan berbasis masalah dan media yang menarik mendorong partisipasi aktif peserta didik. Implikasi penelitian ini mendukung penggunaan model inovatif dalam pembelajaran IPAS di sekolah dasar.

Kata kunci: hasil belajar, media audio visual, model *problem based learning*.

## **ABSTRACT**

### **THE INFLUENCE OF THE AUDIO VISUAL MEDIA BASED PROBLEM BASED LEARNING MODEL ON SCIENCE AND SOCIAL STUDIES LEARNING OUTCOMES IN V GRADE ELEMENTARY SCHOOL STUDENTS**

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The low learning outcomes of Science and Social Studies (IPAS) among fifth-grade elementary school students are the background of this study. The objective is to analyze the effect of applying the Audio Visual Media Based Problem Based Learning (PBL) model on IPAS learning outcomes. This study used a quasi-experimental method with a nonequivalent control group design. The sample consisted of 50 fifth-grade students of SD Negeri 2 Kotagajah, divided into an experimental class (audio visual media-based PBL) and a control class (visual media-assisted discovery learning). Data were collected through learning outcome tests (pretest and posttest) and observation of student activities. Data analysis used the N-Gain test and simple linear regression. The results showed that the average posttest score of the experimental class (85.20) was higher than that of the control class (79.80). The increase in learning outcomes (N-Gain) in the experimental class was in the high category (0.74), while the control class was in the medium category (0.54). A simple linear regression test confirmed a significant influence of the audio visual media-based PBL model on IPAS learning outcomes, with a contribution of 58.2%. The Audio Visual Media Based Problem Based Learning model proved effective in improving IPAS learning outcomes. The combination of a problem-based approach and engaging media encouraged active student participation. This study supports the use of innovative learning models in elementary school science and social studies education.

Keywords: audio visual media, learning outcomes, problem based learning model.