ABSTRAK

**PENGARUH MODEL *PROBLEM BASED LEARNING* DENGAN
PEMBELAJARAN BERDIFERENSIASI TERHADAP
KEMAMPUAN PEMECAHAN MASALAH MATA
PELAJARAN IPAS PESERTA DIDIK
KELAS IV SEKOLAH DASAR**

Oleh

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Masalah dalam penelitian ini adalah rendahnya kemampuan pemecahan masalah IPAS peserta didik kelas IV di SD Aisyiyah. Penelitian ini bertujuan untuk mengetahui pengaruh model *problem based learning* dengan pembelajaran berdiferensiasi terhadap kemampuan pemecahan masalah IPAS peserta didik. Metode yang digunakan yaitu metode *quasi experimental* dengan desain penelitian *non-equivalent control gruop design*. Populasi dalam penelitian ini adalah seluruh peserta didik kelas IV. Teknik penentuan sampel penelitian ini menggunakan teknik sampling jenuh dengan jumlah sampel 37 peserta didik. Teknik pengumpulan data dengan teknik tes dan non tes berupa lembar observasi, dokumentasi. Pengujian hipotesis menggunakan regresi linier sederhana dan uji t dengan hasil $F_{hitung} > F_{tabel}$, sehingga terdapat dua kesimpulan yaitu terdapat pengaruh model *problem based learning* dengan pembelajaran berdiferensiasi terhadap kemampuan pemecahan masalah IPAS peserta didik pada mata pelajaran IPAS kelas IV Sekolah Dasar, serta terdapat perbedaan antara model *problem based learning* dengan pembelajaran berdiferensiasi dan model *problem based learning* dengan pembelajaran saintifik terhadap kemampuan pemecahan masalah IPAS peserta didik pada mata pelajaran IPAS kelas IV SD Aisyiyah Tahun Ajaran 2025/2026.

Kata kunci: pembelajaran berdiferensiasi, pemecahan masalah IPAS, *problem based learning*

ABSTRACT

THE EFFECT OF PROBLEM-BASED LEARNING WITH DIFFERENTIATED INSTRUCTION ON FOURTH GRADE ELEMENTARY STUDENTS' PROBLEM-SOLVING SKILLS IN SCIENCE AND SOCIAL STUDIES

By

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The problem addressed in this study was the low problem-solving ability of fourth-grade students in the Integrated Science and Social Studies subject at SD Aisyiyah. This research aimed to determine the effect of the *problem-based learning* model combined with differentiated instruction on students' problem-solving abilities in IPAS. The study employed a quasi-experimental design with a non-equivalent control group. The population consisted of all fourth-grade students, and the sampling technique used was saturated sampling, resulting in a sample of 37 students. Data were collected through both test and non-test techniques, including observation sheets and documentation. Hypothesis testing was conducted using simple linear regression and the t-test. The results showed that $F_{count} > F_{table}$, indicating a significant influence of the *problem-based learning* model with differentiated instruction on students' problem-solving abilities. The *t*-test results also revealed a significant difference between students taught using *problem-based learning* with differentiated instruction and those taught using *problem-based learning* with the scientific learning approach. In conclusion, the implementation of the *problem-based learning* model, integrated with differentiated instruction, had a significant effect on improving the problem-solving abilities of fourth-grade students in the IPAS subject at elementary school and performed better compared to the *problem-based learning* model with the scientific approach in the academic year 2025/2026.

Keywords: differentiated instruction, problem-based learning, problem-solving,