

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* TERHADAP PEMAHAMAN KONSEP PADA MATA PELAJARAN IPAS KELAS VI SEKOLAH DASAR

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Masalah dalam penelitian ini adalah rendahnya pemahaman konsep pada mata pelajaran IPAS peserta didik kelas VI SDN 1 Binakarya Buana. Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* terhadap pemahaman konsep peserta didik pada mata pelajaran IPAS. Metode penelitian ini adalah *Quasi Experiment Research* dengan desain penelitian *Nonequivalent Control Group Design*. Populasi penelitian ini terdiri atas 45 peserta didik. Penentuan sampel dilakukan menggunakan teknik *non-probability sampling* dengan metode sampling jenuh, sehingga seluruh populasi dijadikan sampel penelitian. Teknik pengumpulan data dengan teknik tes berupa uraian dan non tes berupa lembar observasi. Pengujian hipotesis menggunakan regresi linear sederhana dengan hasil $F_{hitung} > F_{tabel}$ yaitu $25,646 > 4,35$ dan nilai signifikansi sebesar $0,000 < 0,05$, sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan model *Problem Based Learning* terhadap pemahaman konsep peserta didik mata pelajaran IPAS kelas VI SDN 1 Binakarya Buana.

Kata kunci: ipas, pemahaman konsep, *problem based learning*.

ABSTRAC

THE INFLUENCE OF THE PROBLEM BASED LEARNING MODEL ON STUDENTS' CONCEPTUAL UNDERSTANDING IN THE IPAS SUBJECT OF SIXTH GRADE ELEMENTARY SCHOOL

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The problem in this study was the low conceptual understanding in the IPAS subject among sixth-grade students at SDN 1 Binakarya Buana. This study aimed to determine the effect of the Problem Based Learning (PBL) model on students' conceptual understanding in the IPAS subject. The research method used a quasi-experimental research design with a non-equivalent control group design. The population of this study consisted of 45 students. The sample was determined using a non-probability sampling technique with a saturated sampling method, so the entire population was used as the research sample. Data collection techniques included test methods in the form of essay questions and non-test methods in the form of observation sheets. Hypothesis testing using simple linear regression showed that F-count was greater than F-table ($25.646 > 4.35$) with a significance value of $0.000 < 0.05$, so it was concluded that there was a significant effect of the use of the Problem Based Learning model on students' conceptual understanding in the IPAS subject among sixth-grade students at SDN 1 Binakarya Buana.

Keywords: conceptual understanding, IPAS, problem-based learning.