

ABSTRAK

**PENGARUH MODEL *PROBLEM BASED LEARNING (PBL)* TERHADAP
HASIL BELAJAR SISWA KELAS IV MUATAN IPA TENTANG
MORFOLOGI TUMBUHAN DI SD TARAKANITA BUMIJO
YOGYAKARTA**

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Latar belakang penelitian ini adalah rendahnya hasil belajar siswa saat mengerjakan tugas IPA. Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning (PBL)* terhadap hasil belajar mata pelajaran Ilmu Pengetahuan Alam (IPA) materi morfologi tumbuhan siswa kelas IV SD Tarakanita BumiJO Yogyakarta semester gasal tahun ajaran 2017/2018.

Penelitian ini menggunakan jenis penelitian *Quasi Experimental Design* dengan tipe *non-equivalent control group design*. Sampel penelitian ini berjumlah 67 siswa kelas IV C sebagai kelompok kontrol dan kelas IV D sebagai kelompok eksperimen di SD Tarakanita BumiJO Yogyakarta. Treatment yang dilakukan pada kelas IV D sebagai kelompok eksperimen yaitu dengan model *Problem Based Learning (PBL)* pada muatan IPA.

Berdasarkan penelitian dan pembahasan menunjukkan bahwa: Model pembelajaran *Problem Based Learning (PBL)* berpengaruh terhadap hasil belajar siswa di SD Tarakanita BumiJO Yogyakarta dengan hasil penelitian menunjukkan bahwa selisih nilai *pretest - posttest* pada kelompok eksperimen ($M= 10,21$, $SE= 0,57$) lebih tinggi daripada selisih nilai *pretest - posttest* pada kelompok kontrol ($M= 3,55$, $SE= 0,81$). Besar pengaruh sebesar r (effect size) = 0,63 atau setara dengan 39% yang termasuk kedalam kategori efek menengah. Presentase peningkatan hasil belajar selisih nilai *pretest - posttest* pada kelompok eksperimen sebesar 77% lebih tinggi daripada kelompok kontrol sebesar 26,5%.

Kata Kunci : model *Problem Based Learning (PBL)*, hasil belajar, muatan IPA.

ABSTRACT

**THE EFFECTS OF PROBLEM BASED LEARNING MODEL ON THE
STUDENTS LEARNING RESULT OF GRADE FOUR IN SCIENCE
SUBJECT RELATED TO PLANT'S MORPHOLOGY ATTARAKANITA
BUMIJO YOGYAKARTA ELEMENTARY SCHOOL**

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The background of this study is the low result of students' achievements in working on science subject. This study aimed to analyse the effect of Problem Based Learning (PBL) model on the learning result in science subject material about plant's morphology in the fourth grade students of Tarakanita Bumiyo Yogyakarta Elementary School in the odd semester 2017/2018

This study used Quasi Experimental Design research with non-equivalent control group design type. The samples of this study were 67 students of grade four C as the manager group and grade four D as the experimental group in Tarakanita Bumiyo Yogyakarta Elementary School. Treatments which was conducted in grade four D as the experimental group was Problem Based Learning (PBL) model in science subject

Based on this research, the discussion showed that : Problem Based Learning (PBL) model affected students' learning result in SD Tarakanita Bumiyo Yogyakarta with the results showed that the difference, pretest-posttest value in the experimental group ($M= 10,21$, $SE= 0,57$) was higher than the pretest-posttest difference in the control group ($M= 3,55$, $SE= 0,81$). The effect of r (effect size) $=0,63$ or equal to 39% which belong to medium effect category. The percentage increase in learning outcomes of pretest-posttest difference in experimental group was 77% higher than control group by 26,5%.

Keywords : Problem Based Learning model, Learning Result, Science.