

ABSTRAK

PENINGKATAN KONSENTRASI DAN HASIL BELAJAR MENGUNAKAN MODEL PjBL MATERI PERUBAHAN WUJUD BENDA SISWA KELAS IV SDK SANG TIMUR YOGYAKARTA

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Penelitian ini dilatarbelakangi oleh hasil wawancara, observasi, dan tes awal pada siswa kelas IV SDK Sang Timur Yogyakarta yang menunjukkan bahwa rata-rata konsentrasi siswa masih berada pada kategori rendah dan hasil belajar pada materi perubahan wujud benda belum memenuhi KKTP yaitu 70,00. Penelitian ini bertujuan untuk meningkatkan konsentrasi dan hasil belajar siswa melalui penerapan model *Project Based Learning* (PjBL) pada materi perubahan wujud benda.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan pada tahun pelajaran 2025/2026 dengan subjek penelitian sebanyak 15 siswa kelas IV SDK Sang Timur Yogyakarta. Teknik pengumpulan data meliputi observasi, wawancara, dokumentasi, dan tes, sedangkan analisis data dilakukan secara kuantitatif dan kualitatif.

Hasil penelitian menunjukkan bahwa (1) upaya peningkatan konsentrasi dan hasil belajar siswa pada materi perubahan wujud benda dilakukan melalui penerapan model *Project Based Learning* (PjBL) dengan langkah-langkah meliputi penentuan pertanyaan dasar, penyusunan rencana proyek, penyusunan jadwal kegiatan, pelaksanaan dan pemantauan proyek, pengujian hasil proyek, serta evaluasi pengalaman belajar. (2) Model *Project Based Learning* (PjBL) dapat meningkatkan konsentrasi dan hasil belajar siswa, ditunjukkan oleh kenaikan nilai rata-rata konsentrasi dari 54,20 (kategori rendah) menjadi 63,81 (kategori cukup) pada siklus I dan 79,75 (kategori tinggi) pada siklus II. Sementara itu, hasil belajar meningkat dari 66,67 (belum mencapai KKTP) menjadi 68,33 (belum mencapai KKTP) pada siklus I dan 79,60 (mencapai KKTP) pada siklus II. Persentase ketuntasan hasil belajar siswa juga mengalami peningkatan, yaitu dari 47,62% pada kondisi awal menjadi 66,67% pada siklus I dan 73,33% pada siklus II. (3) Penerapan model *Project Based Learning* (PjBL) terbukti cukup efektif dalam meningkatkan konsentrasi dan mampu meningkatkan hasil belajar siswa pada materi perubahan wujud benda di kelas IV SDK Sang Timur Yogyakarta.

Kata kunci: Konsentrasi, Hasil Belajar, PjBL

ABSTRACT

IMPROVING CONCENTRATION AND LEARNING OUTCOMES USING THE PjBL MODEL ON THE MATERIAL OF CHANGES IN THE FORM OF OBJECTS OF GRADE IV STUDENTS OF SDK SANG TIMUR YOGYAKARTA

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This research is motivated by the results of interviews, observations, and initial tests with fourth-grade students at SDK Sang Timur Yogyakarta, which indicated that the average student concentration was still in the low category, and learning outcomes on the material on changes in state of matter did not meet the KKTP (Qualification Standard) of 70.00. This study aims to improve student concentration and learning outcomes through the application of the Project-Based Learning (PjBL) model to the material on changes in state of matter.

This type of research is Classroom Action Research (CAR), conducted in the 2025/2026 academic year with 15 fourth-grade students at SDK Sang Timur Yogyakarta as subjects. Data collection techniques included observation, interviews, documentation, and tests, while data analysis was conducted quantitatively and qualitatively.

The results of the study showed that (1) efforts to improve students' concentration and learning outcomes on the material on changes in the state of matter were carried out through the application of the Project Based Learning (PjBL) model with steps including determining basic questions, preparing project plans, preparing activity schedules, implementing and monitoring projects, testing project results, and evaluating learning experiences. (2) The Project Based Learning (PjBL) model can improve students' concentration and learning outcomes, as indicated by an increase in the average concentration score from 54.20 (low category) to 63.81 (sufficient category) in cycle I and 79.75 (high category) in cycle II. Meanwhile, learning outcomes increased from 66.67 (not yet reaching KKTP) to 68.33 (not yet reaching KKTP) in cycle I and 79.60 (reaching KKTP) in cycle II. The percentage of students' learning outcomes completion also increased, namely from 47.62% in the initial conditions to 66.67% in cycle I and 73.33% in cycle II. (3) The application of the Project Based Learning (PjBL) model has proven to be quite effective in increasing concentration and is able to improve students' learning outcomes on the material on changes in the state of objects in class IV SDK Sang Timur Yogyakarta.

Keywords: Concentration, Learning Outcomes, PjBL