

ABSTRAK

**PENINGKATAN KERJA SAMA DAN HASIL BELAJAR DENGAN MODEL PjBL
MATERI KEBERAGAMAN
KELAS IV SD N KALIMENUR**

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Penelitian ini dilatarbelakangi untuk meningkatkan sikap kerja sama dan hasil belajar matematika pada materi pecahan senilai melalui penerapan model pembelajaran Project Based Learning (PjBL) bagi peserta didik kelas IV SD N Kalimenur tahun pelajaran 2025/2026. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, di mana setiap siklus terdiri dari dua kali pertemuan. Subjek dalam penelitian ini adalah seluruh peserta didik kelas IV SD N Kalimenur yang berjumlah 25 anak. Teknik pengumpulan data yang digunakan meliputi observasi, kuesioner (angket) sikap kerja sama, dan tes evaluasi hasil belajar (pretest dan posttest). Teknik analisis data dilakukan secara deskriptif kuantitatif dan kualitatif, didukung dengan uji efektivitas menggunakan N-Gain Score. Hasil analisis data menunjukkan bahwa penggunaan model *Project Based Learning* (PjBL) terbukti dapat meningkatkan dan memberikan sumbangan efektif pada sikap kerja sama dan hasil belajar peserta didik. Peningkatan sikap kerja sama mencapai nilai mean N-Gain Score sebesar 0,5934 yang termasuk dalam kategori "sedang", dengan nilai N-Gain Persentase sebesar 59,34% (kategori "cukup efektif"). Sementara itu, peningkatan hasil belajar peserta didik mencapai nilai mean N-Gain Score sebesar 0,7111 yang termasuk dalam kategori "tinggi", dengan nilai N-Gain Persentase sebesar 71,10% (kategori "cukup efektif"). Berdasarkan temuan tersebut, dapat disimpulkan bahwa penerapan model Project Based Learning (PjBL) mampu memberikan kontribusi signifikan terhadap peningkatan sikap kerja sama serta hasil belajar matematika peserta didik, sehingga layak digunakan secara berkelanjutan dalam pembelajaran di sekolah dasar.

Kata Kunci: *Project Based Learning*, Sikap Kerja Sama, Hasil Belajar, Pecahan Senilai.

ABSTRACT

**IMPROVING COOPERATION AND LEARNING OUTCOMES
WITH THE PjBL MODEL ON DIVERSITY MATERIAL
IN GRADE IV OF SD N KALIMENURL**

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This study was motivated by the aim to enhance cooperative attitudes and mathematics learning outcomes regarding equivalent fractions through the implementation of the Project-Based Learning (PjBL) model for fourth-grade students at SD N Kalimenur during the 2025/2026 academic year. This research is a Classroom Action Research (CAR) study conducted over two cycles, with each cycle comprising two meetings. The subjects of the study were all 25 fourth-grade students at SD N Kalimenur. Data collection techniques included observation, a questionnaire on cooperative attitudes, and learning outcome evaluation tests (pre-test and post-test). Data analysis employed both descriptive quantitative and qualitative methods, supported by an effectiveness test using the N-Gain Score. The analysis results indicate that the Project-Based Learning (PjBL) model effectively improved and contributed to the students' cooperative attitudes and learning outcomes. The improvement in cooperative attitudes yielded a mean N-Gain Score of 0.5934 (categorized as "medium"), with an N-Gain Percentage of 59.34% (categorized as "moderately effective"). Meanwhile, the improvement in learning outcomes resulted in a mean N-Gain Score of 0.7111 (categorized as "high"), with an N-Gain Percentage of 71.10% (categorized as "moderately effective"). Based on these findings, it can be concluded that the Project-Based Learning (PjBL) model significantly contributes to enhancing students' cooperative attitudes and mathematics learning outcomes, making it suitable for continued use in primary school instruction.

Keywords: Project Based Learning, Cooperation Attitude, Learning Outcomes, Equivalent Fractions.