

ABSTRAK

***Systematic Literature Review* Pengaruh Project Based Learning (PjBL) dalam Pembelajaran IPAS di Sekolah Dasar**

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Penelitian ini bertujuan untuk menganalisis implementasi *Project-Based Learning* (PjBL), mengidentifikasi strategi penerapan yang efektif, serta mengkaji dampak penerapan *Project-Based Learning* (PjBL) terhadap pembelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) di Sekolah Dasar. Penelitian menggunakan metode ***Systematic Literature Review* (SLR)** dengan mengacu pada pedoman ***Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA)**. Proses pengumpulan data dilakukan melalui tahap identifikasi, penyaringan (*screening*), uji kelayakan (*eligibility*), dan inklusi terhadap artikel yang diperoleh dari Google Scholar dan basis data jurnal nasional. Sebanyak **15 artikel penelitian empiris** yang memenuhi kriteria inklusi dianalisis menggunakan teknik analisis isi (*content analysis*) dan sintesis deskriptif.

Hasil kajian menunjukkan bahwa implementasi *Project-Based Learning* (PjBL) pada pembelajaran IPAS di Sekolah Dasar dilaksanakan melalui kegiatan berbasis proyek yang menempatkan peserta didik sebagai pusat pembelajaran (*student-centered learning*). Strategi penerapan yang efektif meliputi pemberian proyek yang kontekstual, pembelajaran kolaboratif, kegiatan observasi dan eksperimen, diskusi kelompok, presentasi hasil proyek, serta pemanfaatan media pembelajaran inovatif, seperti Wordwall, *e-modul*, dan *Augmented Reality*. Selain itu, hasil sintesis menunjukkan bahwa penerapan *Project-Based Learning* (PjBL) memberikan dampak positif terhadap pembelajaran IPAS, yaitu meningkatkan keaktifan belajar, keterampilan proses sains, kemampuan berpikir kritis, hasil belajar, kreativitas, motivasi belajar, serta kemampuan kolaborasi peserta didik. Temuan ini menunjukkan bahwa *Project-Based Learning* (PjBL) merupakan model pembelajaran yang efektif untuk mendukung pembelajaran IPAS di Sekolah Dasar dan relevan dengan pengembangan kompetensi abad ke-21.

Kata Kunci: *Project-Based Learning* (PjBL), IPAS, Sekolah Dasar, *Systematic Literature Review*, Pembelajaran Abad ke-21.

ABSTRACT

A Systematic Literature Review on the Influence of Project-Based Learning (PjBL) on Natural and Social Sciences (IPAS) Instruction in Elementary Schools

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This study aims to analyze the implementation of Project-Based Learning (PjBL), identify effective implementation strategies, and examine the impact of PjBL on Natural and Social Sciences (IPAS) instruction in elementary schools. The study employs a Systematic Literature Review (SLR) method, adhering to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. Data collection involved identification, screening, eligibility assessment, and inclusion stages regarding articles sourced from Google Scholar and national journal databases. Fifteen empirical research articles meeting the inclusion criteria were analyzed using content analysis and descriptive synthesis techniques. The review results indicate that the implementation of PjBL in elementary school IPAS instruction is carried out through project-based activities that position students at the center of the learning process (student-centered learning). Effective implementation strategies include assigning contextual projects, fostering collaborative learning, conducting observations and experiments, facilitating group discussions, presenting project outcomes, and utilizing innovative learning media such as Wordwall, e-modules, and Augmented Reality. Furthermore, the synthesis reveals that PjBL has a positive impact on IPAS instruction by enhancing student engagement, science process skills, critical thinking abilities, learning outcomes, creativity, learning motivation, and collaborative skills. These findings demonstrate that PjBL is an effective learning model for supporting IPAS instruction in elementary schools and is relevant to the development of 21st-century competencies.

Keywords: Project-Based Learning (PjBL), IPAS, Elementary School, Systematic Literature Review, 21st-Century Learning.