

ABSTRAK

Febriani, Elisabeth Listi. (2017). Pengaruh penerapan model *Problem Based Learning* (PBL) terhadap kemampuan *evaluasi* dan *inferensi* pada mata pelajaran IPA kelas V SD Kanisius Bantul Yogyakarta. *Skripsi*. Yogyakarta: Program Studi Pendidikan Guru Sekolah Dasar, Universitas Sanata Dharma.

Kata kunci: model *Problem Based Learning* (PBL), kemampuan *evaluasi*, kemampuan *inferensi*, mata pelajaran IPA.

Latar belakang penelitian ini adalah keprihatinan terhadap semakin rendahnya tingkat kemampuan IPA siswa Indonesia pada penelitian PISA tahun 2009 dan 2012. Tujuan penelitian ini adalah untuk mengetahui pengaruh penerapan model *Problem Based Learning* (PBL) terhadap kemampuan *evaluasi* dan *inferensi* pada mata pelajaran IPA kelas V SD Kanisius Bantul Yogyakarta pada semester gasal tahun ajaran 2016/2017.

Penelitian ini menggunakan penelitian *quasi experimental* tipe *non-equivalent control group design*. Populasi penelitian ini adalah seluruh siswa kelas V SD Kanisius Bantul sebanyak 51 siswa. Sampel penelitian ini terdiri dari 26 siswa kelas VA sebagai kelompok eksperimen dan 25 siswa kelas VB sebagai kelompok kontrol. *Treatment* yang diterapkan di kelompok eksperimen adalah model *Problem Based Learning* (PBL). Ada 5 tahap dalam model pembelajaran PBL yaitu mengorientasikan siswa terhadap masalah, mengorganisasi siswa untuk belajar, membimbing penyelidikan individual maupun kelompok, mengembangkan dan menyajikan hasil karya, menganalisis dan mengevaluasi proses pemecahan masalah.

Hasil penelitian menunjukkan bahwa 1) Model *Problem Based Learning* (PBL) berpengaruh terhadap kemampuan *evaluasi*. Rerata skor kelompok eksperimen lebih tinggi ($M = 1,15$, $SE = 0,16$) daripada kelompok kontrol ($M = 0,66$, $SE = 0,15$). Perbedaan tersebut signifikan dengan harga $t(49) = -2,181$, dengan $p = 0,034$ ($p < 0,05$). *Effect size* model *Problem Based Learning* (PBL) terhadap kemampuan *evaluasi* adalah $r = 0,29$ (8%) termasuk kategori “efek kecil”. 2) Model *Problem Based Learning* (PBL) berpengaruh terhadap kemampuan *inferensi*. Rerata skor kelompok eksperimen lebih tinggi ($M = 1,26$, $SE = 0,16$) daripada kelompok kontrol ($M = 0,68$, $SE = 0,17$). Perbedaan tersebut signifikan dengan harga $t(49) = -2,466$, dengan $p = 0,017$ ($p < 0,05$). *Effect size* model *Problem Based Learning* (PBL) terhadap kemampuan *evaluasi* adalah $r = 0,33$ (10%) termasuk kategori “efek menengah”.

ABSTRACT

Febriani, Elisabeth Listi. (2017). The effect of implementation of Problem Based Learning (PBL) model on the ability to evaluate and infer in science subject for the fifth grade students in Kanisius Bantul Yogyakarta Elementary School. Tesis. Yogyakarta: Elementary Teacher Education Study Program, Sanata Dharma University.

Keywords: PBL model, the ability to evaluate, ability to infer, natural science subject.

The background of this study was directed to the concern about the low of students science ability at Indonesian country according to PISA 2009 and 2012 research. The aims of the study was to find out the effect of the implementation of PBL model on the ability on evaluate and infer in science subject for the fifth grade students in Kanisius Bantul Yogyakarta Elementary School, Yogyakarta in odd semester 2016/2017.

This study used quasi experimental research with nonequivalent control group design. The population of this study were 51 of the 5th grade students in Kanisius Bantul Elementary School. The samples were 26 students of class VA as the experimental group and 25 students of class VB as the control group. The treatment for the experimental group was PBL model. There are 5 steps in the PBL model including orient student to the problem of organizing student to learn, guiding the investigation individually or in groups, develop and present work, analyze and evaluate the problem solving process.

The result of this study showed that 1) PBL model affects on the ability to evaluate. The mean score of the experimental group was higher ($M = 1,15$, $SE = 0,16$) than the control group ($M = 0,66$, $SE = 0,15$). That difference significantly with the price of the $t(49) = -2,181$, with $p = 0,034$ ($p < 0,05$). The effect size of PBL model on the ability to evaluate was $r = 0,29$ (8%) categorized into "small effect". 2) PBL learning model affects on the ability to infer. The mean score of the experimental group was higher ($M = 1,26$, $SE = 0,16$) than the control group ($M = 0,68$, $SE = 0,17$). That difference significantly with the price of the $t(49) = -2,466$, with $p = 0,017$ ($p < 0,05$). The effect size of PBL model on the ability to infer was $r = 0,33$ (10%) categorized into "medium effect".