

ABSTRAK

**PENGARUH PENERAPAN MODEL *PROBLEM BASED LEARNING*
TERHADAP KEMAMPUAN *INTERPRETASI* DAN *ANALISIS* PADA MATA
PELAJARAN IPA KELAS IV SD N PERUMNAS CONDONGCATUR
YOGYAKARTA**

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Kata kunci: model *Problem Based Learning*, kemampuan *interpretasi*, kemampuan *analisis*, mata pelajaran IPA.

Latar belakang penelitian ini adalah keprihatinan terhadap rendahnya kemampuan IPA di Indonesia berdasarkan studi yang dilakukan PISA tahun 2012 dan 2015. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model *Problem Based Learning* (PBL) terhadap kemampuan *interpretasi* dan *analisis* pada mata pelajaran IPA siswa kelas IV SD Negeri Perumnas Condongcatur semester gasal tahun ajaran 2016/2017.

Penelitian ini menggunakan jenis penelitian *quasi experimental* tipe *non-equivalent control group design*. Populasi yang digunakan dalam penelitian adalah seluruh siswa kelas IV SD Negeri Perumnas Condongcatur sebanyak 82 siswa. Sampel penelitian ini terdiri dari dua kelompok yaitu kelas IV B sebagai kelompok eksperimen sebanyak 26 siswa dan kelas IV C sebagai kelompok kontrol sebanyak 30 siswa. Treatment dilakukan pada kelompok eksperimen menggunakan model PBL. Terdapat lima langkah dalam model PBL yaitu mengorientasikan siswa pada masalah, mengorganisasi siswa untuk belajar, membimbing penyelidikan individu maupun kelompok, mengembangkan dan menyajikan hasil karya, dan menganalisis dan mengevaluasi proses pemecahan masalah.

Hasil penelitian menunjukkan bahwa 1) Model *Problem Based Learning* (PBL) berpengaruh terhadap kemampuan *interpretasi*. Rerata skor yang dicapai pada kelompok eksperimen ($M = 1,167, SE = 0,12$) lebih tinggi daripada rerata skor yang dicapai pada kelompok kontrol ($M = 0,81, SE = 0,07$). Perbedaan skor tersebut signifikan dengan $t(54) = -2,47, p = 0,017 (p < 0,05)$; termasuk kategori efek menengah dengan $r = 0,32$. 2) Model *Problem Based Learning* (PBL) berpengaruh terhadap kemampuan *analisis*. Rerata skor yang dicapai pada kelompok eksperimen ($M = 0,93, SE = 0,09$) lebih tinggi daripada rerata skor yang dicapai pada kelompok kontrol ($M = 0,50, SE = 0,11$). Perbedaan skor tersebut signifikan dengan $t(54) = -2,89, p = 0,005 (p < 0,05)$; termasuk kategori efek menengah dengan $r = 0,36$.

ABSTRACT**THE EFFECTS OF THE IMPLEMENTATION OF PROBLEM BASED LEARNING MODEL ON THE ABILITY TO INTERPRET AND ANALYZE IN SCIENCE SUBJECT FOR THE FOURTH GRADE IN PERUMNAS CONDONGCATUR YOGYAKARTA ELEMENTARY SCHOOL**

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Keywords: Problem Based Learning model, the ability to interpret, ability to analyze, natural science subject.

The background of this study was directed to the concern about the low of students science ability at Indonesia country according study to PISA 2012 and 2015. The aims of the study was to find out the effect of the implementation of Problem Based Learning model on the ability to interpret and analyze in subject for the fourth grade students in Perumnas Condongcatur Yogyakarta Elementary School in odd semester 2016/2017.

This study used quasi experimental research with non-equivalent control group design. The population used of this study were 82 students of the fourth grade in Perumnas Condongcatur Elementary School. The samples in this study consist of 26 students of class IV B as a experimental group and 30 students of class IV C as a control group. The treatment for the experimental group was PBL model. There are five steps in Problem Based Learning model including orientate students toward the problem, organize students to study, lead the individual or group inquiry, develop and present the result, and analyze and evaluate problem solving process.

The result of this study showed that 1) Problem Based Learning models affects on the ability to interpret. The average score of the experimental group ($M = 1,167$, $SE = 0,12$) was higher than the average score of the control group ($M = 0,81$, $SE = 0,07$). This difference was significant $t(54) = -2,47$, $p = 0,017$ ($p < 0,05$), however it did represent a medium-sized effect $r = 0,32$. 2) Problem Based Learning models affects on the ability to analyze. The average score of the experimental group ($M = 0,93$, $SE = 0,09$) was higher than the average score of the control group ($M = 0,50$, $SE = 0,11$). This difference was significant $t(54) = -2,89$, $p = 0,005$ ($p < 0,05$), however it did represent a medium-sized effect $r = 0,36$.