ABSTRAK

Noviani, Cicilia. (2017). Pengaruh penerapan model *Problem Based Learning* terhadap kemampuan *eksplanasi* dan *regulasi diri* pada mata pelajaran IPA kelas V SD Kanisius Bantul. *Skripsi*. Yogyakarta: Program Studi Pendidikan Guru Sekolah Dasar, Universitas Sanata Dharma.

Kata kunci: model PBL, kemampuan *eksplanasi*, kemampuan *regulasi diri*, mata pelajaran IPA.

Latar belakang penelitian ini adalah keprihatinan terhadap rendahnya pembelajaran IPA siswa Indonesia yang termuat dalam penelitian PISA tahun 2009 dan 2012. Tujuan penelitian ini adalah untuk mengetahui pengaruh penerapan model PBL terhadap kemampuan *eksplanasi* dan *regulasi diri* pada mata pelajaran IPA kelas V SD Kanisius Bantul 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 pembelajaran PBL. Ada 5 langkah dalam model PBL yaitu orientasi siswa pada masalah, mengorganisasi siswa untuk belajar, membimbing penyeidikan individual dan kelompok, menyajikan hasil karya, menganalisis dan mengevaluasi proses pemecahan masalah.

Hasil penelitian menunjukkan bahwa: (1) Model PBL berpengaruh terhadap kemampuan *eksplanasi*. Rerata skor kelompok eksperimen lebih tinggi ($M = 0,77$, *SE* $= 0,17$) daripada kelompok kontrol ($M = 0,22$, *SE* $= 0,13$). Perbedaan tersebut signifikan dengan harga $t (49) = - 2,462$, dengan $p = 0,017$ ($p < 0,05$). *Effect size* model PBL terhadap kemampuan *eksplanasi* adalah $r = 0,33$ (10,89%) termasuk kategori "efek menengah". (2) Model PBL berpengaruh terhadap kemampuan *regulasi diri*. Rerata skor kelompok eksperimen lebih tinggi ($M = 0,72$, *SE* $= 0,17$) daripada kelompok kontrol ($M = 0,15$, *SE* $= 0,13$). Perbedaan tersebut signifikan dengan harga $t (49) = - 2,6528$, dengan $p = 0,011$ ($p < 0,05$). *Effect size* model PBL terhadap kemampuan *regulasi diri* adalah $r = 0,36$ (12,96%) termasuk kategori "efek menengah".

ABSTRACT

Noviani, Cicilia. (2017). The effects of the implementation of Problem Based Learning (PBL) model on the ability to explanation and self-regulation in science subject for the fifth grade students in Kanisius Bantul Elementary School. Thesis. Yogyakarta: Elementary Teacher Education Study Program, Sanata Dharma University.

Keywords: PBL model, the ability to explanation, ability to self-regulation, natural science subject.

The background of this study was directed to concern of students science learning at Indonesian contained in the study of PISA in 2009 and 2012. The aims of the study was to find out the effect of the implementation of PBL model on the ability to explanation and self-regulation in science subject for the fifth grade students in Kanisius Bantul Elementary School 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 learning model including orientation of students on the problem, organizing students to learn, guiding the investigation of individual and group, analyze and evaluate the problem-solving process, analyze and evaluate the problem-solving process.

The result of this study showed that 1) PBL model affects on the ability to explanation. The mean score of the experimental group was higher (M = 0,77, SE = 0,17) than the control group (M = 0,22, SE = 0,13). That difference significantly with the price of the t (49) = - 2,462, with p = 0,017 (p < 0,05). The effect size of PBL model on the ability to explanation was r = 0,33 (10,89%) categorized into "medium effect". 2) PBL learning model affects on the ability to selft-regulation. The mean score of the experimental group was higher (M = 0,72, SE = 0,17) than the control group (M = 0,15, SE = 0,13). That difference significantly with the price of the t (49) = - 2,6528, with p = 0,011 (p < 0,05). The effect size of PBL model on the ability to explanation was r = 0,36 (12,96%)categorized into "medium effect".