

Yayuk Setiarini. 2025. *Pengaruh Model Pembelajaran Project Based Learning (PjBL) Berbasis Science, Technology, Engineering, Art, and Mathematics (STEAM) Terhadap Kemampuan Spasial Siswa Kelas II*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Rika Wulandari, S.Pd., M.Pd.

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui adakah pengaruh penggunaan model pembelajaran PjBL berbasis STEAM terhadap kemampuan spasial siswa kelas II. Jenis penelitian yang dilakukan adalah *quasi eksperimental* dengan desain *Non Equivalent Control Group Design*. Populasi dari penelitian ini adalah seluruh siswa kelas II di SDN Branta Paseser 3. Teknik pengambilan sampel menggunakan sampel jenuh, yang artinya seluruh populasi dijadikan sebagian sampel sehingga dalam penelitian ini sampel yang digunakan berjumlah 49 siswa. Data penelitian dikumpulkan dengan menggunakan lembar tes kemampuan spasial siswa, lembar observasi keterlaksanaan kegiatan pembelajaran, dan lembar angket respon siswa dengan penggunaan model pembelajaran PjBL berbasis STEAM. Hasil penelitian menunjukkan bahwa rata-rata hasil kemampuan spasial siswa pada *posttest* untuk kelas kontrol sebesar 63,58 dan kelas eksperimen sebesar 78,40. Hasil uji hipotesis *independent sample t-test* dari hasil kemampuan spasial siswa setelah diberikan perlakuan diperoleh nilai signifikansi sebesar $0,002 < 0,05$ dan $t_{hitung} > t_{tabel}$ yaitu $3,222 > 2,010$. Berdasarkan hasil tersebut, maka H_0 ditolak dan H_a diterima, yaitu terdapat perbedaan yang signifikan antara rata-rata hasil kemampuan spasial kelas kontrol dan kelas eksperimen. Dapat disimpulkan bahwa dengan adanya perbedaan rata-rata hasil kemampuan spasial siswa antara kelas kontrol dan kelas eksperimen, maka terdapat pengaruh model pembelajaran PjBL berbasis STEAM terhadap kemampuan spasial siswa kelas II.

Kata-Kata Kunci: Model PjBL, Pendekatan STEAM, Kemampuan Spasial

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ABSTRACT

The purpose of this study was to determine whether there was an effect of using the STEAM-based PjBL learning model on the spatial ability of class II students. The type of research conducted was quasi-experimental with a Non Equivalent Control Group Design. The population of this study was all class II students at SDN Branta Paseser 3. The sampling technique used saturated sampling, which means that the entire population was used as part of the sample so that in this study the sample used was 49 students. The research data were collected using student spatial ability test sheets, observation sheets for the implementation of learning activities, and student response questionnaire sheets using the STEAM-based PjBL learning model. The results of the study showed that the average results of students' spatial abilities in the posttest for the control class were 63.58 and the experimental class was 78.40. The results of the independent sample t-test hypothesis test of the results of students' spatial abilities after being given treatment obtained a significance value of $0.002 < 0.05$ and $t_{count} > t_{table}$, namely $3.222 > 2.010$. Based on these results, H_0 is rejected and H_a is accepted, namely there is a significant difference between the average results of the spatial abilities of the control class and the experimental class. It can be concluded that with the difference in the average results of students' spatial abilities between the control class and the experimental class, there is an influence of the STEAM-based PjBL learning model on the spatial abilities of class II students.

Keywords: *PjBL Model, STEAM Approach, Spatial Ability,*