

Widya Nunung Parwati. 2026. *Pengaruh Model Pembelajaran Children Learning In Science (CLIS) Pada Pembelajaran IPAS Terhadap Hasil Belajar Siswa Kelas IV SDN Keleyan 2*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura.
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ABSTRAK

Abstrak: Tujuan dari penelitian ini untuk mengetahui pengaruh model pembelajaran *Children Learning In Science* pada pembelajaran IPAS terhadap hasil belajar siswa kelas IV SD Negeri Keleyan 2. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen. Populasi penelitian menggunakan semua siswa SDN Keleyan 2. Jenis desain penelitian menggunakan *Quasy Eksperimental Desain* tipe *Nonequivalen Control Group Desain*. Teknik pengambilan sampel menggunakan *nonprobabilility sampling* dengan teknik *sampling* jenuh. Sampel penelitian sebanyak 20 siswa kelas 4a sebagai kelas eksperimen dan 20 siswa kelas 4b sebagai kelas kontrol. Data dikumpulkan dengan menggunakan soal tes *prettest* dan *posttest*, observasi, dan wawancara. Uji hipotesis yang digunakan dalam penelitian ini adalah Uji t-test Independent. Hasil uji t yang dilakukan data *posttest* kelas eksperimen dan kelas kontrol, diperoleh nilai probabilitas 0,045, nilai tersebut lebih kecil dari pada nilai signifikansi 0,05 maka keputusan yang dapat diambil adalah H_0 ditolak dan H_a diterima, kesimpulannya bahwa model pembelajaran CLIS berpengaruh terhadap hasil belajar kognitif siswa. Hasil nilai rata-rata *prettest* yang diperoleh oleh kelas eksperimen sebelum diberikan perilaku 55,25 dengan 2 siswa tidak tuntas dan pada kelas kontrol 46,5 dengan 7 siswa tidak tuntas Nilai rata-rata *posttest* kelas eksperimen jumlah siswa tuntas 18 siswa dengan nilai rata-rata 81,25, kelas kontrol dengan jumlah siswa tuntas 13 siswa dengan nilai rata-rata 73,5.

Kata kunci: *Eksperimen, Children Learning In Science, Hasil Belajar Kognitif*

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ABSTRACT

Abstract: The purpose of this study was to determine the effect of the Children Learning In Science learning model on science learning on the learning outcomes of fourth-grade students of Keleyan 2 Elementary School. The study used a quantitative approach with an experimental method. The study population used all students of Keleyan 2 Elementary School. The type of research design used a Quasy Experimental Design type of Nonequivalent Control Group Design. The sampling technique used nonprobability sampling with a saturated sampling technique. The research sample was 20 students of grade 4a as the experimental class and 20 students of grade 4b as the control class. Data were collected using pretest and post-test questions, observations, and interviews. The hypothesis test used in this study was the Independent t-test. The results of the t-test conducted on the posttest data of the experimental class and the control class, obtained a probability value of 0.045, this value is smaller than the significance value of 0.05, so the decision that can be taken is H_0 is rejected and H_a is accepted, the conclusion is that the CLIS learning model has an effect on students' cognitive learning outcomes. The average pretest score obtained by the experimental class before being given the behavior was 55.25 with 2 students not completing it and in the control class 46.5 with 7 students not completing it. The average posttest score for the experimental class was 18 students completing it with an average score of 81.25, and the control class was 13 students completing it with an average score of 73.5.

Keywords: Experiment, Children Learning in Science, Cognitive Learning Outcomes