

Widiyah Dwi Wulan Sari, 2026. *Pengaruh Model Problem Based Learning (PBL) Terhadap Hasil Belajar Kognitif IPAS Tema Pelestarian Lingkungan Kelas IV UPTD SDN Demangan 1 Bangkalan*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Dosen Pembimbing : Dr. Humairah Fauziah, M. Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui Pengaruh Model *Problem Based Learning* (PBL) Terhadap Hasil Belajar Kognitif IPAS Tema Pelestarian Lingkungan Kelas IV UPTD SDN Demangan 1 Bangkalan. Penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian *pre-eksperimen design (nondesign)*, desain penelitian yang digunakan adalah *one-grub pretest-posttest design*. Sampel yang digunakan terdapat 36 siswa kelas IV-A UPTD SDN Demangan 1 Bangkalan. Penelitian ini menggunakan satu kelas untuk *pretest* dan *posttest*. Teknik pengumpulan data dalam penelitian ini menggunakan tes, observasi dan angket. Uji coba instrumen tes menggunakan uji validitas, reliabilitas, tingkat kesukaran, dan daya pembeda. Analisis data yang digunakan adalah uji normalitas menggunakan uji *shapiro-wilk* dan uji hipotesis menggunakan uji *wilcoxon signed rank test*. Berdasarkan analisis data memperoleh nilai *Z pretest* dan *posttest* yaitu -5,130 dan nilai *Asymp sig* < 0,001. Berdasarkan tabel output hasil uji *Wilcoxon Signed Ranks Test*, diperoleh nilai *sig* = < 0.001, yang berarti lebih kecil dari α 0.05 yang artinya H_0 ditolak H_a diterima. Hal tersebut menandakan bahwa variabel X berpengaruh terhadap variabel Y. Maka dapat disimpulkan bahwa terdapat pengaruh yang signifikan pada penerapan model *Problem Based Learning* (PBL) Terhadap Hasil Belajar Kognitif IPAS Tema Pelestarian Lingkungan Kelas IV UPTD SDN Demangan 1 Bangkalan.

Kata Kunci: IPAS, Kognitif, Model *Problem Based Learning* (PBL)

Widiyah Dwi Wulan Sari, 2026. *The Effect of the Problem-Based Learning (PBL) Model on Students' Cognitive Learning Outcomes in Science and Social Studies (IPAS) on the Environmental Conservation Topic for Fourth-Grade Students at UPTD SDN Demangan 1 Bangkalan*. Undergraduate Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Trunojoyo Madura. Supervisor: Dr. Humairah Fauziah, M.Pd.

ABSTRACT

This study aimed to determine the effect of the Problem-Based Learning (PBL) model on students' cognitive learning outcomes in Science and Social Studies (IPAS) on the topic of Environmental Conservation among fourth-grade students at UPTD SDN Demangan 1 Bangkalan. This research employed a quantitative approach using a pre-experimental design (non-design) with a one-group pretest-posttest design. The sample consisted of 36 students from class IV-A of UPTD SDN Demangan 1 Bangkalan. The study utilized a single class for both the pretest and posttest. Data were collected through tests, observations, and questionnaires. The test instruments were evaluated using validity, reliability, item difficulty, and discrimination index analyses. Data analysis included the Shapiro–Wilk normality test and the Wilcoxon Signed Rank Test for hypothesis testing. The results showed a Z value of -5.130 and an Asymp. Sig. value of < 0.001 . Based on the Wilcoxon Signed Rank Test output, the significance value was < 0.001 , which is lower than $\alpha = 0.05$, indicating that H_0 was rejected and H_a was accepted. This finding demonstrates that the independent variable (PBL model) significantly influenced the dependent variable (cognitive learning outcomes). Therefore, it can be concluded that the implementation of the Problem-Based Learning (PBL) model has a significant effect on students' cognitive learning outcomes in IPAS on the topic of Environmental Conservation for fourth-grade students at UPTD SDN Demangan 1 Bangkalan.

Keywords: Cognitive Learning Outcomes, Environmental Conservation, IPAS, Problem-Based Learning (PBL).