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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *problem based learning* terhadap hasil belajar kognitif pada mata pelajaran ipas siswa kelas VI SDN Bandungrejo 1. Penelitian ini menggunakan metode kuantitatif dengan desain *pre-eksperimental design* dengan bentuk *one gourp pre-test post-test*. Teknik pengambilan sampel data yang digunakan dalam penelitian ini adalah *total sampling*. Teknik pengumpulan data dengan menggunakan lembar observasi keterlaksanaan pembelajaran aktivitas siswa dan guru, dan tes awal hasil belajar level kognitif. Hasil penelitian ini menunjukkan bahwa perbandingan hasil nilai total pretest 208 dan posttest yakni 603 dengan rata-rata pretest 8,66 dan rata-rata posttest 25,12. Maka dapat disimpulkan secara deskriptif bahwa hasil nilai posttest setelah pemberian perlakuan dengan model *problem based learning* jauh lebih tinggi disbanding dengan hasil nilai pretest sebelum diberikan perlakuan. Hasil perhitungan nilai uji statistic non-parametric dengan menggunakan uji *Wilcoxon signed rank test* menunjukkan hasil nilai Asymp Sig. (2-tailed) $< 0,001 < 0,05$ yang berarti H_0 ditolak dan H_a diterima. Maka dapat disimpulkan bahwa terdapat perbedaan hasil pretest dan posttest setelah pemberian perlakuan menggunakan model *problem based learning* dan artinya penggunaan model *problem based learning* berpengaruh terhadap hasil belajar kognitif siswa kelas VI SDN Bandungrejo 1.

Kata Kunci: Model *problem based learning*, hasil belajar kognitif, model pembelajaran, IPAS.

Nafiatul Ulya. 2024. *The Influence of the Problem Based Learning (PBL) Model on Cognitive Learning Outcomes in the IPAS Subject of Class VI Students at SDN Bandungrejo 1*. Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo Madura University. Supervisor 1: Ade Cyntia Pritasari, S.Pd., M.Pd.

ABSTRACT

This study aims to determine the effect of the problem-based learning model on cognitive learning outcomes in the IPS subject of sixth-grade students at SDN Bandungrejo 1. This research uses a quantitative method with a pre-experimental design in the form of a one-group pre-test post-test. The data sampling technique used in this research is total sampling. The data collection technique involves using observation sheets to assess the implementation of learning activities by students and teachers, as well as pre-tests on cognitive learning outcomes. The results of this study show that the comparison of the total pretest score of 208 and the posttest score of 603, with an average pretest score of 8.66 and an average posttest score of 25.12. It can be concluded descriptively that the posttest scores after the treatment with the problem-based learning model were much higher compared to the pretest scores before the treatment was given. The results of the non-parametric statistical test calculation using the Wilcoxon signed rank test show an Asymp Sig. (2-tailed) value of $< 0.001 < 0.05$, which means H_0 is rejected and H_a is accepted. It can be concluded that there is a difference in pretest and posttest results after the treatment using the problem-based learning model, which means that the use of the problem-based learning model affects the cognitive learning outcomes of sixth-grade students at SDN Bandungrejo 1.

Keywords: *Problem-based learning model, cognitive learning outcomes, learning model, IPAS.*