

Nofiana, Sita. 2019. Pengaruh Model Pembelajaran Berbasis Masalah (PBM) Terhadap Pemahaman Konsep Siswa Pada Mata Pelajaran IPS SD Kelas III SDN Warujayeng 2 Nganjuk. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing I: Priyono Tri Febrianto S.Sos., M.Si, Pembimbing: II Isna Ida Mardiyana, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model pembelajaran berbasis masalah terhadap pemahaman konsep siswa pada Mata Pelajaran IPS SD Kelas III SDN Warujayeng 2 Nganjuk. Penelitian ini termasuk penelitian kuantitatif menggunakan desain *Quasi Eksperimental Design*. Penelitian ini dilakukan dikelas III-A sebagai kelas eksperimen dan kelas III-B sebagai kelas kontrol dengan masing-masing sampel 26 siswa. Uji hipotesis *posttest* kelas eksperimen dan kelas kontrol diperoleh t_{hitung} sebesar 2,53 dan t_{tabel} sebesar 2,064. Berdasarkan tabel distribusi t, data tersebut dapat disimpulkan jika $t_{hitung} > t_{tabel(\alpha/2, n-2)} = 2,53 > 2,064$ maka H_0 ditolak dan H_a diterima, artinya terdapat perbedaan nilai *posttest* kelompok eksperimen dan kelompok kontrol. Hal tersebut membuktikan bahwa terdapat perbedaan maka ada pengaruh penggunaan model pembelajaran berbasis masalah terhadap pemahaman konsep siswa Pada Mata Pelajaran IPS SD Kelas III SDN Warujayeng 2 Nganjuk. Aktivitas siswa pada pertemuan pertama menunjukkan rata-rata nilai 80,96 dengan kriteria aktif dan pertemuan kedua menunjukkan rata-rata nilai 88,46 dengan kriteria sangat aktif. Hal ini menunjukkan bahwa aktivitas siswa dalam pembelajaran menggunakan model pembelajaran berbasis (PBM) sangat aktif.

Kata Kunci: Pengaruh penggunaan model pembelajaran berbasis masalah (PBM), IPS, Pemahaman Konsep

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ABSTRACT

This research has the aim to discover the impact from problem-based learning towards students' conceptual understanding in Social Science third-grades of SDN Warujayeng 2 Nganjuk. This research was a quantitative research and using the Quasi Experimental Design. This study was conducted in III-A class as an experimental class and III-B class as a control class with each sample consist 26 students. The hypothesis test was use pretest and posttest. The experimental and the control classes' posttest values were obtained that t_{hitung} of 2.53 and t_{table} of 2.064. Based on the distribution t_{table} , the data can be concluded if $t_{hitung} > t_{table}$ ($\alpha / 2, n-2$) = 2.53 > 2.064, therefore H_0 was rejected and H_a was accepted. From the research, researcher found that there were differences in the posttest's values from the experimental group and the control group. This proved that there was the impact of using problem based learning on the conceptual understanding Social Sciences' third-grades in SDN Warujayeng 2 Nganjuk. Students' activity at the first meeting showed that average value was 80.96 with energetic atmosphere. Then the second meeting showed that average value was 88.46 also with active and energetic criteria. This showed that the activity of students by using problem based learning model (PBL) is very active.

Keywords: *Problem based learning, Social Science, Concept Comprehension*