

ABSTRAK

Dhea Putri Khoiru Nisa, 2025. Pengaruh Metode Pembelajaran *Game Based Learning* (GBL) Berbantuan Media *Wordwall* Terhadap Hasil Belajar IPAS Siswa Kelas V Sekolah Dasar. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun, Pembimbing (I) Vivi Rulviana, S.Pd., M.Pd., (II) Naniek Kusumawati, S.Pd., M.Pd.

Hasil belajar IPAS merupakan kemampuan yang diperoleh siswa setelah mengikuti pelajaran Ilmu Pengetahuan Alam dan Sosial. Kemampuan ini terlihat dari seberapa baik siswa memahami materi, menjawab soal, dan menerapkan apa yang sudah dipelajari dalam kehidupan sehari-hari. Berdasarkan hasil observasi di SDN Oro-Oro Ombo menunjukkan masih rendahnya hasil belajar IPAS. Tujuan dari penelitian ini untuk mengetahui pengaruh metode pembelajaran *Game Based Learning* (GBL) berbantuan media *wordwall* terhadap hasil belajar IPAS pada siswa kelas V SDN Oro-Oro Ombo. Penelitian ini menggunakan pendekatan kuantitatif. Jenis penelitian yang digunakan yaitu *Quasi Experimental*. Desain penelitian yang digunakan yaitu *Non-Equivalent Control Group Design*. Desain ini melibatkan dua kelompok, yaitu kelompok eksperimen VA dan kelompok kontrol VB. Populasi pada penelitian ini yaitu siswa kelas VA dan VB SDN Oro-Oro Ombo. Sampel yang diambil seluruh siswa kelas VA yang berjumlah 20 siswa, sedangkan kelas VB berjumlah 20 siswa. Teknik pengambilan sampel menggunakan *teknik purposive sampling*. Dari hasil pengujian hipotesis $0,001 < 0,05$ artinya bahwa terdapat perbedaan yang signifikan antara hasil belajar siswa pada kelas eksperimen dan kelas kontrol. Nilai rata-rata perbedaan (*Mean Difference*) adalah 25,250 dengan selisih terendah 20,090 dan tertinggi 30,410 dalam rentang kepercayaan 95%. Berdasarkan hasil tersebut dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan metode pembelajaran *Game Based Learning* (GBL) berbantuan media *Wordwall* terhadap hasil belajar IPAS siswa kelas V sekolah dasar.

Kata Kunci: *Game Based Learning* (GBL), Media *Wordwall*, Hasil Belajar IPAS.

ABSTRACT

Dhea Putri Khoiru Nisa, 2025. The Effect of *Game-Based Learning* (GBL) Using *Wordwall* on Fifth-Grade Elementary School Students' Science Learning Outcomes. Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun, Supervisors: (I) Vivi Rulviana, S.Pd., M.Pd., (II) Naniek Kusumawati, S.Pd., M.Pd.

Science learning outcomes are the abilities students acquire after taking Natural and Social Sciences lessons. These abilities are demonstrated by how well students understand the material, answer questions, and apply what they have learned in their daily lives. Observations at SDN Oro-Oro Ombo indicate low science learning outcomes. The purpose of this study was to determine the effect of Game-Based Learning (GBL) using wordwalls on fifth-grade elementary school students' science learning outcomes. This study used a quantitative approach. The research method used was a quasi-experimental design. The research design used was a Non-Equivalent Control Group Design. This design involved two groups: the experimental group (VA) and the control group (VB). The population in this study were students in grades VA and VB of Oro-Oro Ombo Elementary School. All 20 students in grade VA were sampled, while 20 students in grade VB were sampled. The sampling technique used was purposive sampling. The results of the hypothesis test showed a value of $0.001 < 0.05$, indicating a significant difference between student learning outcomes in the experimental and control classes. The average difference (Mean Difference) was 25.250, with the lowest difference being 20.090 and the highest being 30.410, within a 95% confidence interval. Based on these results, it can be concluded that the use of Game-Based Learning (GBL) with the aid of Wordwall media significantly impacts fifth-grade elementary school students' science learning outcomes.

Keywords: *Game-Based Learning* (GBL), *Wordwall* Media, Science Learning Outcomes.