

ABSTRAK

Muhammad Nasrulloh. 2025. Peningkatan Keaktifan Dan Hasil Belajar Ipas Melalui Model Project Based Learning Pada Siswa Kelas 4 SDN 01 Kanigoro Kota Madiun. Tesis. Madiun: Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Nurhadji Nugraha, S.Pd., M.M., (II) Dr.H.M. Rifai, M.Pd.I.

Kata Kunci: *Project Based Learning, Keaktifan, Hasil Belajar*

Tujuan penelitian untuk 1. Untuk mengetahui peningkatan keaktifan dan hasil belajar IPAS kelas IV SDN 01 Kanigoro. Mendeskripsikan penerapan model pembelajaran project based learning (PJBL) untuk meningkatkan hasil serta keaktifan belajar IPAS kelas IV SDN 01 Kanigoro..

Penelitian menerapkan desain Penelitian Tindakan Kelas (PTK) dengan pendekatan kualitatif dalam tindakannya, PTK Kolaboratif melibatkan kolaborasi peneliti dengan Guru di kelas IV SDN 01 Kanigoro, untuk meneliti pada kondisi siswa dan kegiatan belajar mengajar. Teknik analisis data Analisis deskriptif kualitatif yang diperoleh dari (1) Observasi; (2) Teknik Tes; dan (3) Dokumentasi, sebagai landasan pendukung tindakan. Keberhasilan tindakan diukur berdasarkan indikator kinerja pada keaktifan dan hasil belajar IPAS pada nilai ≥ 75 dengan persentase $\geq 80\%$ dari jumlah siswa.

Hasil penelitian penerapan model Project Based Learning (PjBL) secara aktif mampu meningkatkan kualitas belajar IPAS kelas IV di SDN 01 Kanigoro. Keberhasilan ini tercermin secara komprehensif pada dua aspek utama, yaitu proses dan hasil belajar. Pada aspek keaktifan (proses), terjadi peningkatan skor rata-rata dari 77,5 menjadi 80,3 dengan lonjakan partisipasi siswa yang sangat signifikan, yakni dari 53,3% menjadi 93,3%. Selaras dengan peningkatan keaktifan tersebut, capaian akademis siswa (hasil) juga menunjukkan kenaikan drastis dengan nilai rata-rata dari 76,0 menjadi 82,0 serta tingkat ketuntasan klasikal yang melonjak dari 40,0% ke 93,3%. Mengingat seluruh pencapaian ini telah melampaui indikator kinerja yang ditetapkan (>75), maka model PjBL terbukti menjadi cara yang cocok dalam mewujudkan belajar yang berkualitas, aktif, dan tuntas secara menyeluruh di sekolah tersebut.

ABSTRACT

Muhammad Nasrulloh. 2025. *Improving Social Studies Learning Engagement and Outcomes Through the Project-Based Learning Model for Fourth-Grade Students at SDN 01 Kanigoro, Madiun City*. Thesis. Madiun: Master of Social Studies Education Study Program, Postgraduate Faculty, Universitas PGRI Madiun. Supervisors: (I) Dr. Nurhadji Nugraha, S.Pd., M.M., (II) Dr. H.M. Rifai, M.Pd.I.

Keywords: Project-Based Learning, Engagement, Learning Outcomes

The objectives of this study are: 1. To determine the improvement in social studies engagement and learning outcomes in fourth-grade students at SDN 01 Kanigoro. This study describes the application of the Project-Based Learning (PJBL) model to improve the learning outcomes and engagement of fourth-grade science students at SDN 01 Kanigoro.

This study employed a Classroom Action Research (CAR) design with a qualitative approach. Collaborative CAR involved collaboration between researchers and fourth-grade teachers at SDN 01 Kanigoro to examine student conditions and teaching and learning activities. Data analysis techniques used descriptive qualitative analysis, obtained from (1) observation; (2) testing techniques; and (3) documentation, as a supporting basis for the action. The success of the action was measured based on performance indicators of student engagement and outcomes in science, with scores of ≥ 75 or greater, with a percentage of $\geq 80\%$ of the total student population.

The results of this study indicate that the active application of the Project-Based Learning (PjBL) model significantly improved the quality of fourth-grade science students at SDN 01 Kanigoro. This success is comprehensively reflected in two main aspects: the learning process and outcomes. In the aspect of activeness (process), there was an increase in the average score from 77.5 to 80.3 with a very significant jump in student participation, namely from 53.3% to 93.3%. In line with this increase in activeness, student academic achievement (results) also showed a drastic increase with an average score from 76.0 to 82.0 and the classical completion rate jumped from 40.0% to 93.3%. Considering that all of these achievements have exceeded the established performance indicators (> 75), the PjBL model has proven to be a suitable way to realize quality, active, and complete learning throughout the school.