

ABSTRAK

Nurkholis Khoirur Rokhim, 2026. Pengaruh Model Pembelajaran CORE Berbantuan Media Digital Terhadap Pemahaman Konsep IPA Pada Siswa SD. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Bambang Eko Hari Cahyono, M. Pd., (II) Dr. Endang Sri Maruti, M. Pd.

Rendahnya pemahaman konsep IPA siswa sekolah dasar pada materi abstrak seperti perubahan wujud zat memerlukan inovasi pembelajaran yang kontekstual dan interaktif. Penelitian ini bertujuan untuk mengevaluasi pengaruh penerapan model pembelajaran *Connecting, Organizing, Reflecting, Extending (CORE)* berbantuan media digital terhadap pemahaman konsep IPA pada siswa kelas IV sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen *one group pretest-posttest*. Sampel yang digunakan penelitian berjumlah 16 siswa kelas IV SD Negeri Klitik 1 yang dipilih menggunakan teknik sampel jenuh. Data dikumpulkan melalui instrumen tes objektif pilihan ganda sebanyak 20 butir soal dan dianalisis menggunakan uji *paired samples t-test* berbantuan SPSS. Hasil penelitian menunjukkan peningkatan nilai rata-rata pemahaman konsep siswa dari 64,69 pada *pre-test* menjadi 77,19 pada *post-test*. Pengujian hipotesis memperoleh nilai signifikansi (*2-tailed*) sebesar 0,000 dan nilai *t*-hitung sebesar 4,697 yang lebih besar dari *t*-tabel 2,131, sehingga H_0 ditolak dan H_a diterima. Kesimpulan penelitian ini adalah penerapan model pembelajaran CORE berbantuan media digital berpengaruh signifikan dalam meningkatkan pemahaman konsep IPA siswa kelas IV sekolah dasar.

Kata Kunci: Model CORE, Media Digital, Pemahaman Konsep IPA, Sekolah Dasar.

ABSTRACT

Nurkholis Khoirur Rokhim, 2026. *The Effect of the Digital Media-Assisted CORE Learning Model on Elementary School Students' Understanding of Science Concepts*. Thesis. Elementary School Teacher Education Program, Faculty of Teacher Training and Education, PGRI University of Madiun. Advisors: (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd., (II) Dr. Endang Sri Maruti, M.Pd.

The low understanding of science concepts among elementary school students in abstract materials such as changes in the state of matter requires contextual and interactive learning innovations. This study aimed to evaluate the effect of implementing the Connecting, Organizing, Reflecting, Extending (CORE) learning model assisted by digital media on the understanding of science concepts in fourth-grade elementary school students. The approach used was quantitative with a one-group pretest-posttest experimental design. Data were collected through a multiple-choice objective test instrument consisting of 20 items and analyzed using the paired samples t-test assisted by SPSS version 26. The results showed a significant increase in the students' average concept understanding score from 64.69 in the pre-test to 77.19 in the post-test. Hypothesis testing obtained a significance value (2-tailed) of 0.000 and a t-count value of 4.697 which was greater than the t-table of 2.131, meaning that H_0 was rejected and H_a was accepted. The conclusion of this study is that the implementation of the CORE learning model assisted by digital media has a significant effect on improving the understanding of science concepts in fourth-grade elementary school students.

Keywords: CORE Model, Digital Media, Science Concept Understanding