

ABSTRAK

Nabila Syifa Ramadhani. 2026. Pengaruh Model Pembelajaran Problem Based Learning Berbantuan Media Diorama Terhadap Hasil Belajar IPAS Materi Rotasi Bumi Pada Siswa Kelas VI SDN Klagen Serut 1. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP. Universitas PGRI Madiun. Pembimbing (I) Dr. Ibadullah Malawi, M.Pd,(II) Sri Budyartati S.S. M.Pd . Penelitian ini bertujuan memberikan gambaran mengenai bagaimana hasil belajar siswa kelas enam dalam mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) tentang Rotasi Bumi di SDN Klagen Serut 1 dipengaruhi oleh paradigma pembelajaran Berbasis Masalah (PBL) yang didukung menggunakan media diorama. Landasan penelitian ini berasal dari rendahnya partisipasi aktif siswa dalam pembelajaran IPAS, yang sebagian besar bersifat verbal. Akibatnya, siswa merasa kesulitan untuk memahami konsep abstrak seperti rotasi Bumi. Penelitian ini menggunakan desain kelompok kontrol non-ekuivalen dan metodologi kuantitatif, kuasi-eksperimental. Sebanyak 38siswa kelas enam merupakan sampel pada penelitian ini, dimana kelas VI A merupakan kelompok eksperimen (20siswa) dan menerima instruksi PBL dengan bantuan mediad iorama, sedangkan kelas VI B sebagai kelompok control (18siswa) dan mendapatkan instruksitradisional. Ujian pilihan ganda yang terdiri dari 25 item digunakan untuk mengumpulkan data. Validitas dan reliabilitas tes dievaluasi menggunakan korelasi Pearson Product Moment dan Alpha Cronbach (0,764). Uji homogenitas Levene, uji normalitas Shapiro-Wilk, dan Uji T Sampel Independen untuk pengujian hipotesis termasuk di antara metode analisis data. Hasil Uji T Sampel Independen menghasilkan nilai signifikansi 0,000 ($<0,05$) dengan perbedaan rata-rata 18,22 poin, hal ini membuktikan jika skor rata-rata posttest di kelas eksperimen (88,00) lebih tinggi dibandingkan pada kelas kontrol (69,78). Disimpulkan jika, H_0 ditolak dan H_a diterima. Sehingga, bisa dikatakan jika hasil pembelajaran sains siswa kelas enam di SDN Klagen Serut 1 secara signifikan dipengaruhi oleh pendekatan pembelajaran Problem Based Learning dengan bantuan media diorama.

Kata Kunci: hasil belajar, IPAS, media diorama, Problem Based Learning, rotasi bumi.

ABSTRACT

Nabila Syifa Ramadhani. 2026. The Effect of the Problem-Based Learning Model Assisted by Diorama Media on Science and Social Studies (IPAS) Learning Outcomes on the Topic of Earth's Rotation among Sixth-Grade Students at SDN Klagen Serut 1. Undergraduate Thesis. Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, PGRI Madiun University. Supervisor (I): Dr. Ibadullah Malawi, M.Pd.; Supervisor (II): Sri Budyartati, S.S., M.Pd. This study attempts to give an overview of how the Problem-Based Learning (PBL) paradigm (PBL) supported by diorama media affects the learning results of sixth-grade students in the Natural and Social Sciences (IPAS) subject addressing the Earth's Rotation at SDN Klagen Serut 1. The low amount of active student participation in IPAS learning, which is primarily verbal in character, serves as the basis for this study. Students consequently struggle to comprehend abstract ideas like the spinning of the Earth. This study uses a quantitative, quasi-experimental methodology with a non-equivalent control group design. The study's sample consisted of 38 sixth-graders: class VIA (20 students) was the experimental group and got PBL education with the help of diorama media, whereas class VIB (18 students) was the control group and received traditional training. Data was gathered using a 25-item multiple-choice test. Cronbach's Alpha (0.764) and Pearson's Product Moment correlation were used to assess the test's validity and reliability. Among the data analysis techniques employed were Levene's test of homogeneity, the Shapiro-Wilk normality test, and the independent samples t-test for hypothesis testing. The independent-samples t-test findings showed that the experimental class's average posttest score (88.00) was greater than the control class's (69.78), with a significant value of 0.000 (< 0.05) and a mean difference of 18.22 points. It is determined that H_a is acceptable and H_0 is refused. Therefore, it can be concluded that the Problem-Based Learning strategy, which uses dioramas as teaching aids, has a considerable impact on the scientific learning outcomes of sixth-grade students at SDN Klagen Serut 1.

Keywords: *Diorama media, Earth's rotation, learning outcomes, Natural and Social Sciences, Problem Based Learning.*