

ABSTRAK

Nabilah Dhifa Fikria, 2026. Efektivitas Model Pembelajaran *Challenge Based Learning* (CBL) Terhadap Belajar Siswa Kelas V Di SDN Nologaten Kecamatan Ponorogo, Skripsi. Program Studi Pendidikan Sekolah Dasar, FKIP, Universitas PGRI Madiun, Pembimbing (I) Suyanti, S.Pd., M.PD., (II) Dian Nur Antika Eky Hastuti, S.Pd., M.Pd.

Penelitian ini dilatarbelakangi oleh rendahnya keterlibatan siswa dalam pembelajaran yang masih didominasi metode konvensional, sehingga hasil belajar IPAS materi siklus air pada siswa sekolah dasar belum optimal. Tujuan penelitian adalah menganalisis efektivitas model *Challenge Based Learning* (CBL) terhadap hasil belajar siswa kelas V di SDN Nologaten, Kecamatan Ponorogo. Penelitian menggunakan pendekatan kuantitatif dengan desain Control Group Pretest–Posttest. Sampel penelitian berjumlah 50 siswa yang terdiri atas 25 siswa kelas eksperimen dan 25 siswa kelas kontrol. Data dikumpulkan melalui tes hasil belajar berupa soal pilihan ganda yang telah dinyatakan valid dan reliabel, serta dianalisis menggunakan uji normalitas, homogenitas, dan Independent Sample T-test dengan bantuan SPSS versi 25. Hasil penelitian menunjukkan bahwa rata-rata nilai posttest kelas eksperimen mencapai 87,44, sedangkan kelas kontrol sebesar 71,12. Uji hipotesis menghasilkan nilai signifikansi 0,000 ($<0,05$), sehingga terdapat perbedaan hasil belajar yang signifikan antara kedua kelompok. Temuan ini menunjukkan bahwa penerapan model CBL efektif meningkatkan hasil belajar siswa pada materi siklus air. Implikasi penelitian ini adalah model CBL dapat dijadikan alternatif pembelajaran IPAS di sekolah dasar karena mampu meningkatkan keaktifan, kolaborasi, kemampuan pemecahan masalah, dan pemahaman konsep siswa secara lebih optimal dibandingkan pembelajaran konvensional.

Kata Kunci : *Challenge Based Learning*, hasil belajar, siklus air

ABSTRACT

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This study was motivated by low student engagement in lessons still dominated by conventional methods, resulting in suboptimal learning outcomes regarding the water cycle topic in elementary school science (IPAS). The study aimed to analyze the effectiveness of the Challenge-Based Learning (CBL) model on the learning outcomes of fifth-grade students at SDN Nologaten, Ponorogo District. A quantitative approach with a control group pretest-posttest design was employed. The sample consisted of 50 students, divided into an experimental class (25 students) and a control class (25 students). Data were collected via validated and reliable multiple-choice tests and analyzed using normality and homogeneity tests, as well as an independent sample t-test, with the aid of SPSS version 25. The results showed that the average posttest score for the experimental class was 87.44, compared to 71.12 for the control class. Hypothesis testing yielded a significance value of 0.000 (<0.05), indicating a significant difference in learning outcomes between the two groups. These findings demonstrate that the CBL model is effective in improving student learning outcomes regarding the water cycle. The study implies that the CBL model serves as a viable alternative for elementary science instruction, as it fosters greater student engagement, collaboration, problem-solving skills, and conceptual understanding compared to conventional teaching methods.

Keywords: *Challenge-Based Learning, learning outcomes, water cycle*