

ABSTRAK

Nafa Alya Alifiana. 2026. Pengaruh Model Pembelajaran *Scramble* Berbantuan Media *Question Card* Terhadap Hasil Belajar IPAS Siswa Kelas IV SD. Skripsi. Program studi Pendidikan Guru sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Suyanti, S.Pd., M.Pd., (II) Dian Nur Antika Eky Hastuti, S.Pd., M.Pd.

Pembelajaran IPAS di sekolah dasar masih menghadapi permasalahan karena hasil belajar siswa rendah. Hal ini disebabkan pembelajaran masih berpusat pada metode ceramah, hafalan, serta kurangnya variasi model dan media pembelajaran sehingga siswa pasif, cepat bosan, dan kesulitan memahami materi. Penelitian ini bertujuan mengetahui pengaruh model pembelajaran *Scramble* berbantuan media *Question Card* terhadap hasil belajar IPAS siswa kelas IV SD. Penelitian menggunakan pendekatan kuantitatif dengan metode *Quasi Experimental Design* tipe *Control Group Pretest-Posttest Design*. Subjek penelitian adalah seluruh siswa kelas IV SDN Bangunsari 02 Kabupaten Madiun berjumlah 56 siswa dengan teknik sampling jenuh. Data dikumpulkan melalui tes pilihan ganda berupa *pre-test* dan *post-test*, kemudian dianalisis menggunakan uji normalitas, uji homogenitas, dan uji hipotesis *Paired Samples T-Test* berbantuan SPSS. Hasil penelitian menunjukkan bahwa model pembelajaran *Scramble* berbantuan media *Question Card* berpengaruh positif terhadap hasil belajar IPAS. Model ini mampu meningkatkan keaktifan, motivasi, dan pemahaman siswa sehingga dapat menjadi alternatif pembelajaran yang efektif pada materi IPAS di sekolah dasar.

Kata kunci: Model pembelajaran *Scramble*, Media *Question Card*, Hasil belajar IPAS, Sekolah Dasar.

ABSTRACT

Nafa Alya Alifiana. 2026. The Effect of the Scramble Learning Model Assisted by Question Cards on the Science Learning Outcomes of Fourth-Grade Elementary School Students. Thesis. Elementary School Teacher Education Program, Faculty of Teacher Training and Education, PGRI University of Madiun. Advisors: (I) Suyanti, S.Pd., M.Pd., (II) Dian Nur Antika Eky Hastuti, S.Pd., M.Pd.

IPAS instruction in elementary schools continues to face challenges due to low student achievement. This is because instruction remains centered on lecture-based methods and rote memorization, coupled with a lack of variety in teaching models and media, resulting in students becoming passive, easily bored, and struggling to understand the material. This study aims to determine the effect of the Scramble learning model, supported by Question Card media, on the IPAS learning outcomes of fourth-grade elementary school students. The study used a quantitative approach with a quasi-experimental design of the pretest-posttest control group type. The research subjects were all 56 fourth-grade students at SDN Bangunsari 02 in Madiun Regency, selected using saturation sampling. Data were collected through multiple-choice tests in the form of pre-tests and post-tests, then analyzed using normality tests, homogeneity tests, and a Paired Samples T-Test hypothesis test with the aid of SPSS. The results of the study indicate that the Scramble learning model, supported by Question Card media, has a positive effect on IPAS learning outcomes. This model is capable of increasing student engagement, motivation, and understanding, thereby serving as an effective alternative for teaching IPAS material in elementary schools.

Keywords: Scramble learning model, Question Card media, IPAS learning outcomes, Elementary School.