

ABSTRAK

Nola Amrina Zulfa, 2026. Pengaruh Model Pembelajaran *Inside Outside Circle* (IOC) Terhadap Hasil Belajar IPAS Siswa Kelas V Di SDN Wulung Kecamatan Randublatung, Skripsi. Program Studi Pendidikan Sekolah Dasar, FKIP, Universitas PGRI Madiun, Pembimbing (I) Suyanti, S.Pd., M.Pd., (II) Dian Nur Antiks Eky Hastuti, S.Pd., M.Pd.

Pembelajaran IPAS di sekolah dasar masih menghadapi permasalahan rendahnya keterlibatan siswa yang berdampak pada hasil belajar. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Inside Outside Circle* (IOC) terhadap hasil belajar IPAS siswa kelas V Sekolah Dasar. Penelitian menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *Nonequivalent Control Group Design*. Populasi penelitian berjumlah 48 siswa yang terdiri atas 25 siswa kelas V SDN 2 Wulung sebagai kelas eksperimen dan 23 siswa kelas V SDN 4 Wulung sebagai kelas kontrol dengan teknik sampling jenuh. Data dikumpulkan melalui tes hasil belajar dan dianalisis menggunakan uji normalitas, homogenitas, regresi linear, uji t, uji F, dan koefisien determinasi (R^2) dengan bantuan SPSS Statistics. Hasil penelitian menunjukkan bahwa rata-rata nilai *posttest* kelas eksperimen meningkat dari 62,67 menjadi 88,00, sedangkan kelas kontrol meningkat dari 61,16 menjadi 64,64. Hasil uji t memperoleh nilai signifikansi $0,000 < 0,05$ dan t hitung $12,418 > t$ tabel 2,013, sedangkan uji F menunjukkan nilai signifikansi $0,000 < 0,05$ dengan F hitung $154,206 > F$ tabel 4,05. Nilai koefisien determinasi (R^2) sebesar 0,770 menunjukkan bahwa model pembelajaran IOC memberikan kontribusi sebesar 77,0% terhadap hasil belajar IPAS siswa. Dengan demikian, model pembelajaran *Inside Outside Circle* (IOC) berpengaruh signifikan terhadap hasil belajar IPAS siswa kelas V Sekolah Dasar.

Kata kunci: Inside Outside Circle (IOC), hasil belajar, IPAS.

ABSTRACT

Nola Amrina Zulfa, 2026. The Effect of the *Inside Outside Circle (IOC) Learning Model* on the Learning Outcomes of Social Studies of Grade V Students at SDN Wulung, Randublatung District, Thesis. Elementary School Education Study Program, FKIP, University of PGRI Madiun, Advisors (I) Suyanti, S.Pd., M.Pd., (II) Dian Nur Antika Eky Hastuti, S.Pd., M.Pd.

Social studies learning in elementary schools still faces the problem of low student involvement which has an impact on learning outcomes. This study aims to determine the influence of *the Inside Outside Circle (IOC)* learning model on the learning outcomes of IPAS students in grade V of elementary school. The research uses a quantitative approach with *quasi experiment* methods and *Nonequivalent Control Group Design* design. The research population amounted to 48 students consisting of 25 students in grade V of SDN 2 Wulung as an experimental class and 23 students in grade V of SDN 4 Wulung as a control class with saturated sampling techniques. Data were collected through learning outcome tests and analyzed using normality, homogeneity, linear regression, t-test, F-test, and coefficient of determination (R^2) with the help of *SPSS Statistics*. The results showed that the average *posttest* score of the experimental class increased from 62.67 to 88.00, while the control class increased from 61.16 to 64.64. The results of the t-test obtained a significance value of $0.000 < 0.05$ and t calculated $12.418 > t$ table 2.013, while the F test showed a significance value of $0.000 < 0.05$ with F calculated $154.206 > F$ table 4.05. The value of the determination coefficient (R^2) of 0.770 shows that the IOC learning model contributes 77.0% to the learning outcomes of social studies students. Thus, *the Inside Outside Circle (IOC)* learning model has a significant effect on the learning outcomes of IPAS students in grade V of elementary school.

Keywords: Inside Outside Circle (IOC), learning outcomes, IPAS.