

## ABSTRAK

Arlinda Lestiana, 2026. *Pengaruh Model Pembelajaran Inside Outside Circle Berbantuan Media Explosion Box Terhadap Hasil Belajar IPAS Siswa di Sekolah Dasar*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Raras Setyo Retno, M.Pd., (II) Naniek Kusumawati, M.Pd.

Penelitian ini berangkat dari permasalahan rendahnya hasil belajar IPAS siswa kelas VI SDN Jiwan 02. Temuan observasi mengungkapkan bahwa sebagian besar siswa mendapatkan nilai di bawah Kriteria Ketuntasan Minimal (KKM) 70, yang dipicu oleh pembelajaran yang didominasi peran guru, minim variasi model, serta belum memanfaatkan media interaktif. Kondisi ini menjadikan siswa sekadar pendengar pasif sehingga motivasi dan partisipasi aktif mereka menurun, terutama pada materi Sistem Tata Surya yang menuntut pemahaman konsep abstrak secara visual dan konkret. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Inside Outside Circle (IOC) berbantuan media Explosion Box terhadap hasil belajar IPAS siswa kelas VI sekolah dasar. Penelitian menggunakan pendekatan kuantitatif dengan jenis quasi experimental design dan desain Control Group Pretest-Posttest. Sampel terdiri atas siswa kelas VI SDN Jiwan 02 sebagai kelas eksperimen ( $n=17$ ) dan SDN Sukolilo 03 sebagai kelas kontrol ( $n=19$ ), diambil dengan teknik sampling jenuh. Pengumpulan data dilakukan melalui tes, dokumentasi, dan observasi. Analisis data menggunakan uji normalitas, homogenitas, keseimbangan, dan Independent Sample t-Test berbantuan SPSS versi 26. Hasil penelitian menunjukkan rata-rata posttest kelas eksperimen (12,88) lebih tinggi daripada kelas kontrol (10,68). Nilai signifikansi (2-tailed) sebesar  $0,001 < 0,05$  membuktikan  $H_0$  ditolak dan  $H_1$  diterima. Model pembelajaran Inside Outside Circle berbantuan media Explosion Box terbukti berpengaruh signifikan terhadap hasil belajar IPAS dan direkomendasikan sebagai alternatif pembelajaran inovatif di sekolah dasar.

Kata kunci: *Inside Outside Circle, Explosion Box*, hasil belajar, IPAS, sekolah dasar

## ABSTRACT

Arlinda Lestiana, 2026. *The Effect of the Inside Outside Circle Learning Model Assisted by Explosion Box Media on Elementary School Students' IPAS Learning Outcomes*. Undergraduate Thesis. Primary School Teacher Education Study Program, Faculty of Teacher Training and Education (FKIP), Universitas PGRI Madiun. Supervisors: (I) Dr. Raras Setyo Retno, M.Pd., (II) Naniek Kusumawati, M.Pd.

Key Terms: Inside Outside Circle, Explosion Box, learning outcomes, IPAS, elementary school

This study addresses the issue of low learning outcomes in Natural and Social Sciences (IPAS) among sixth-grade students at SDN Jiwan 02. Observations revealed that the majority of students scored below the Minimum Mastery Criteria (KKM) of 70. This was attributed to instruction dominated by the teacher, a lack of varied teaching models, and a failure to utilize interactive media. Consequently, students became passive listeners, leading to a decline in motivation and active participation—particularly regarding the Solar System topic, which requires a visual and concrete understanding of abstract concepts. This study aimed to determine the effect of the Inside-Outside Circle (IOC) learning model, supported by "Explosion Box" media, on the IPAS learning outcomes of sixth-grade elementary students. A quantitative approach was employed using a quasi-experimental design specifically, a Control Group Pretest-Posttest design. The sample consisted of sixth-grade students from SDN Jiwan 02 (experimental class,  $n=17$ ) and SDN Sukolilo 03 (control class,  $n=19$ ), selected via a saturated sampling technique. Data were collected through tests, documentation, and observation. Data analysis involved normality, homogeneity, and equivalence tests, as well as an Independent Sample t-Test using SPSS version 26. The results showed that the experimental class's average posttest score (12.88) was higher than that of the control class (10.68). A significance value (2-tailed) of 0.001 ( $< 0.05$ ) indicated that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. The Inside-Outside Circle learning model, supported by Explosion Box media, was proven to have a significant effect on IPAS learning outcomes and is recommended as an innovative instructional alternative for elementary schools.