

ABSTRAK

Erni Trisna Wardani, 2026. *Efektivitas Model Pembelajaran Problem Based Learning Berbantuan Pendekatan Unplugged Coding Terhadap Kemampuan Berpikir Komputasional Pada Siswa Kelas V SD.* Skripsi. Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Vivi Rulviana, S.Pd., M.Pd., (II) Hartini, S.Sn., M.Pd.

Kemampuan berpikir komputasional merupakan salah satu keterampilan abad ke-21 yang penting dikembangkan sejak jenjang Sekolah Dasar. Namun, hasil observasi menunjukkan bahwa kemampuan berpikir komputasional siswa masih tergolong rendah, terutama dalam mengidentifikasi pola, menguraikan masalah, dan menyusun langkah penyelesaian secara sistematis. Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran *Problem Based Learning* (PBL) berbantuan pendekatan *unplugged coding* terhadap kemampuan berpikir komputasional siswa kelas V Sekolah Dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *nonequivalent control group design*. Populasi penelitian berjumlah 38 siswa kelas V SDN Sirapan 01 dan SDN Sirapan 02 Kabupaten Madiun dengan teknik pengambilan sampel berupa sampel jenuh. Data dikumpulkan melalui tes kemampuan berpikir komputasional berupa pretest dan posttest, kemudian dianalisis menggunakan uji normalitas, uji homogenitas, dan uji hipotesis Independent Samples *t-Test*. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara kemampuan berpikir komputasional siswa pada kelas eksperimen dan kelas kontrol dengan nilai signifikansi (*Sig. 2-tailed*) sebesar 0,046 ($<0,05$), sehingga H_0 ditolak dan H_1 diterima. Rata-rata nilai posttest kelas eksperimen sebesar 76,75, lebih tinggi dibandingkan kelas kontrol yang memperoleh rata-rata 67,78. Dengan demikian, disimpulkan bahwa model pembelajaran *Problem Based Learning* berbantuan pendekatan *unplugged coding* efektif dalam meningkatkan kemampuan berpikir komputasional siswa kelas V Sekolah Dasar.

Kata kunci: *Problem Based Learning*; *unplugged coding*; kemampuan berpikir komputasional; sekolah dasar.

ABSTRACT

Erni Trisna Wardani, 2026. *The Effectiveness of Problem Based Learning Model Assisted by Unplugged Coding Approach on Computational Thinking Skills in Fifth Grade Elementary School Students.* Thesis. Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Supervisors: (I) Vivi Rulviana, S.Pd., M.Pd., (II) Hartini, S.Sn., M.Pd.

Computational thinking is one of the essential twenty-first-century skills that should be developed from the elementary school level. However, preliminary observations indicated that students' computational thinking skills were still relatively low, particularly in identifying patterns, decomposing problems, and developing systematic problem-solving strategies. This study aimed to determine the effectiveness of the Problem Based Learning (PBL) model assisted by the unplugged coding approach in improving the computational thinking skills of fifth-grade elementary school students. This research employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The population consisted of 40 fifth-grade students from SDN Sirapan 01 and SDN Sirapan 02, Madiun Regency, selected using a saturated sampling technique. Data were collected through computational thinking pretests and posttests and analyzed using normality, homogeneity, and Independent Samples t-Test. The findings revealed a significant difference in computational thinking skills between the experimental and control groups, with a significance value (Sig. 2-tailed) of 0.046 (<0.05), indicating that the null hypothesis was rejected and the alternative hypothesis was accepted. The experimental group obtained a higher mean posttest score (76.75) than the control group (67.78). Therefore, it can be concluded that the Problem Based Learning model assisted by the unplugged coding approach is effective in improving the computational thinking skills of fifth-grade elementary school students.

Keywords: *Problem Based Learning; unplugged coding; computational thinking; elementary school.*