

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) berbantuan media gambar terhadap hasil belajar kognitif pada materi hak dan kewajiban siswa kelas III Sekolah Dasar. Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar kognitif siswa pada materi hak dan kewajiban, sehingga diperlukan model pembelajaran yang mampu meningkatkan keaktifan, kemampuan berpikir kritis, dan pemahaman konsep siswa. Model *Problem Based Learning* berbantuan media gambar dipilih karena dapat menyajikan permasalahan kontekstual yang didukung media visual sehingga memudahkan siswa memahami materi pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif dengan tipe *Pre-Experimental Design*. Desain penelitian *One Group Pretest-Posttest Design*. Sampel penelitian berjumlah 18 siswa kelas III Sekolah Dasar yang dipilih menggunakan teknik sampling yang disesuaikan dengan kondisi penelitian. Teknik pengumpulan data menggunakan tes hasil belajar kognitif berupa soal pilihan ganda yang telah memenuhi uji validitas dan reliabilitas. Data dianalisis menggunakan uji normalitas dan uji hipotesis (*paired sample t-test*) dengan bantuan program SPSS 20 Windows. Hasil penelitian menunjukkan bahwa rata-rata nilai pretest siswa sebesar 43, sedangkan rata-rata nilai posttest meningkat menjadi 70, sehingga terjadi peningkatan rata-rata hasil belajar sebesar 27 poin setelah diterapkan model *Problem Based Learning* berbantuan media gambar. Hasil uji hipotesis menunjukkan nilai Sig. (2-tailed) sebesar $0,000 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Hal ini membuktikan bahwa terdapat pengaruh yang signifikan penggunaan model *Problem Based Learning* berbantuan media gambar terhadap hasil belajar kognitif siswa pada materi hak dan kewajiban. Penerapan model ini mampu meningkatkan partisipasi aktif siswa, mengembangkan kemampuan berpikir kritis dalam memecahkan masalah, serta membantu siswa memahami konsep melalui penyajian gambar yang menarik dan sesuai dengan kehidupan sehari-hari. Berdasarkan hasil penelitian dapat disimpulkan bahwa model *Problem Based Learning* berbantuan media gambar berpengaruh signifikan terhadap hasil belajar kognitif materi hak dan kewajiban siswa kelas III Sekolah Dasar. Oleh karena itu, model pembelajaran ini layak dijadikan sebagai salah satu alternatif pembelajaran untuk meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Pancasila di sekolah dasar.

Kata kunci: Problem Based Learning, media gambar, hasil belajar kognitif, hak dan kewajiban, Pendidikan Pancasila, sekolah dasar.

ABSTRACT

This study aims to determine the effect of the Problem-Based Learning (PBL) model, supported by image-based media, on the cognitive learning outcomes of third-grade elementary school students regarding the topic of rights and obligations. The study was motivated by students' low cognitive learning outcomes in this subject area, creating a need for a learning model capable of enhancing student engagement, critical thinking skills, and conceptual understanding. The image-supported PBL model was selected because it presents contextual problems accompanied by visual aids, thereby facilitating students' comprehension of the material. A quantitative approach using a pre-experimental design—specifically the One-Group Pretest-Posttest Design—was employed. The sample consisted of 18 third-grade elementary school students selected using a sampling technique suited to the research conditions. Data collection involved a cognitive learning outcome test comprising multiple-choice questions that had passed validity and reliability tests. Data analysis was conducted using normality and hypothesis testing (paired sample t-test) via SPSS 20 for Windows. The results showed that the average pretest score was 43, while the average posttest score rose to 70, representing a 27-point increase in average learning outcomes following the implementation of the image-supported PBL model. Hypothesis testing yielded a Sig. (2-tailed) value of 0.000 (< 0.05), leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). This demonstrates a significant effect of the image-supported PBL model on students' cognitive learning outcomes regarding rights and obligations. Implementing this model fosters active student participation, develops critical thinking and problem-solving skills, and aids conceptual understanding through engaging images relevant to daily life. In conclusion, the image-supported PBL model significantly influences the cognitive learning outcomes of third-grade elementary school students regarding the topic of rights and obligations. Therefore, this model serves as a viable alternative for improving student learning outcomes in the Pancasila Education subject at the elementary school level.

Keywords: Problem-Based Learning, visual aids, cognitive learning outcomes, rights and obligations, Pancasila Education, elementary school.