

ABSTRAK

Sumiyati. 2026. *Penerapan Model Pembelajaran Project Based Learning (PjBL) Berbantuan Video untuk Meningkatkan Kepedulian Lingkungan dan Kesetiakawanan Sosial pada Siswa Kelas VIII-A SMP Negeri 6 Kota Madiun*. Tesis. Program Studi Magister, Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Muhammad Hanif, M.M.,M.Pd. (II) Prof. Dr. Parji, M.Pd.,

Kata kunci: Project Based Learning, video pembelajaran, kepedulian lingkungan, kesetiakawanan sosial, pendidikan IPS.

Penelitian ini dilatarbelakangi oleh rendahnya tingkat kepedulian lingkungan dan kesetiakawanan sosial siswa yang ditunjukkan melalui kurangnya partisipasi dalam menjaga kebersihan lingkungan sekolah, rendahnya kesadaran dalam pelestarian lingkungan, serta belum optimalnya kemampuan bekerja sama dan saling membantu antarsiswa. Penelitian ini bertujuan untuk mendeskripsikan proses penerapan model Project Based Learning (PjBL) berbantuan video serta mengetahui peningkatan kepedulian lingkungan dan kesetiakawanan sosial siswa setelah penerapan model tersebut.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas VIII-A SMP Negeri 6 Kota Madiun. Teknik pengumpulan data dilakukan melalui observasi, angket, dokumentasi, dan catatan lapangan. Data dianalisis menggunakan teknik deskriptif kuantitatif dan kualitatif dengan indikator keberhasilan minimal mencapai 75% pada akhir siklus.

Hasil penelitian menunjukkan bahwa penerapan model Project Based Learning (PjBL) berbantuan video mampu meningkatkan kepedulian lingkungan dan kesetiakawanan sosial siswa secara signifikan. Kepedulian lingkungan meningkat dari 45% pada tahap pra siklus menjadi 61% pada siklus I dan mencapai 80% pada siklus II. Sementara itu, kesetiakawanan sosial meningkat dari 50% pada pra siklus menjadi 70,50% pada siklus I dan mencapai 81,63% pada siklus II. Peningkatan tersebut ditunjukkan melalui perubahan perilaku siswa yang lebih aktif dalam menjaga kebersihan lingkungan, memilah sampah, bekerja sama dalam kelompok, menunjukkan empati, serta membantu teman yang mengalami kesulitan.

Berdasarkan hasil penelitian dapat disimpulkan bahwa model Project Based Learning (PjBL) berbantuan video efektif dalam meningkatkan kepedulian lingkungan dan kesetiakawanan sosial siswa. Integrasi media video sebagai stimulus kontekstual dengan kegiatan proyek yang berorientasi pada pemecahan masalah nyata mampu menciptakan pembelajaran yang lebih bermakna serta mendukung penguatan karakter peserta didik sesuai dengan tujuan pendidikan abad ke-21.

ABSTRACT

Sumiyati. 2026. *The Implementation of Video-Assisted Project Based Learning (PjBL) to Improve Environmental Awareness and Social Solidarity among Grade VIII Students of SMP Negeri 6 Madiun.* Master's Thesis. Social Science Education Study Program, Masters Study Program, Postgraduate, PGRI University Madiun. Supervisor (I) Prof. Dr. Muhammad Hanif, M.M.,M.Pd. (II) Prof. Dr. Parji, M.Pd.

Keywords: Project Based Learning, instructional video, environmental awareness, social solidarity, social studies education.

This study was motivated by the low level of students' environmental awareness and social solidarity, as reflected in their limited participation in maintaining school cleanliness, low concern for environmental preservation, and insufficient collaboration and mutual assistance among peers. The objectives of this study were to describe the implementation process of Video-Assisted Project Based Learning (PjBL) and to examine its effectiveness in improving students' environmental awareness and social solidarity.

This research employed a Classroom Action Research (CAR) design consisting of two cycles, namely planning, action, observation, and reflection. The participants were Grade VIII-A students of SMP Negeri 6 Madiun. Data were collected through observation sheets, questionnaires, documentation, and field notes. The data were analyzed using descriptive quantitative and qualitative techniques, with a success criterion of at least 75% achievement at the end of the second cycle.

The findings revealed that the implementation of Video-Assisted Project Based Learning significantly improved both environmental awareness and social solidarity among students. Environmental awareness increased from 45% in the pre-cycle stage to 61% in Cycle I and reached 80% in Cycle II. Likewise, social solidarity improved from 50% in the pre-cycle stage to 70.50% in Cycle I and further increased to 81.63% in Cycle II. These improvements were reflected in students' behavioral changes, including greater responsibility for environmental cleanliness, waste sorting practices, collaborative teamwork, empathy, and willingness to help peers facing difficulties.

It can be concluded that Video-Assisted Project Based Learning is an effective instructional model for enhancing students' environmental awareness and social solidarity. The integration of contextual video media with project-based activities focused on solving real-world problems creates meaningful learning experiences and supports character development in accordance with the goals of twenty-first-century education.