

ABSTRAK

Galuh Andriasih Rahayu, Kadek (2023). *Pengaruh Model Project Based Learning Berbantuan Media Visual Terhadap Kemampuan Membaca Pemahaman dan Keaktifan Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Kelas II SD.* Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha Singaraja.

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Kata Kunci: Kemampuan membaca pemahaman, keaktifan belajar, model *Project Based Learning Berbantuan Media Visual*

Penelitian ini bertujuan untuk mengetahui pengaruh model *project based learning* berbantuan media visual terhadap kemampuan membaca pemahaman dan keaktifan belajar siswa pada mata pelajaran bahasa indonesia kelas II SD Gugus Srikandi Kecamatan Denpasar Timur. Penelitian ini merupakan penelitian eksperimen semu dengan rancangan *single factor independent group design*. Populasi dalam penelitian ini sebanyak 297 siswa. Sampel penelitian ini berjumlah 62 siswa yang ditentukan dengan teknik *random sampling*. Data dikumpulkan dengan tes kemampuan membaca pemahaman dan observasi keaktifan belajar siswa. Data dianalisis menggunakan MANOVA. Hasil penelitian menunjukkan bahwa: pertama, secara simultan kemampuan membaca pemahaman dan keaktifan belajar antara siswa yang mengikuti pembelajaran dengan model *project based learning* berbantuan media visual secara signifikan lebih baik daripada siswa yang mengikuti pembelajaran dengan model pembelajaran konvensional ($F_{hitung} = 20,519 > F_{tabel} = 4,00$ dan $p < 0,05$); kedua, kemampuan membaca pemahaman siswa yang mengikuti pembelajaran dengan model *project based learning* berbantuan media visual secara signifikan lebih baik daripada siswa yang mengikuti pembelajaran dengan model pembelajaran konvensional ($F_{hitung} = 12,832 > F_{tabel} = 4,00$ dan $p < 0,05$); ketiga, keaktifan belajar siswa yang mengikuti pembelajaran dengan model *project based learning* berbantuan media visual secara signifikan lebih baik daripada siswa yang mengikuti pembelajaran dengan model pembelajaran konvensional ($F_{hitung} = 32,663 > F_{tabel} = 4,00$ dan $p < 0,05$). Jadi, model *project based learning* berbantuan media visual memberikan pengaruh yang signifikan terhadap kemampuan membaca pemahaman dan keaktifan belajar siswa.

ABSTRACT

Galuh Andriasih Rahayu, Kadek (2023). *Project Based Learning Model assisted by Visual Media on Students Reading Comprehension Ability and Active Learning in Indonesian Language Subjects for Grade II Elementary School. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education.*

This thesis has been approved and examined by the first supervisor : Prof.Dr. I Made Ardana, M.Pd and the second supervisor : Prof.Dr. Ni Ketut Suarni, M.S., Kons.

Keywords : Reading Comprehension, Active Learning, Project Based Learning Model, Visual Media

This research aims to determine the effect of the project based learning model assisted by visual media on students reading comprehension ability and active learning in class II Indonesian language subjects at Gugus Srikandi Elementary School, East Denpasar District. This research is a quasi-experimental research with a single factor independent group design. The population in this study was 297 students. The sample for this research consisted of 62 students who were determined using random sampling techniques. Data was collected by testing reading comprehension skills and observing students active learning. Data were analyzed using MANOVA. The results of the research show that: first, simultaneously the ability to read, understand and learn actively among students who take part in learning using the project based learning model assisted by visual media is significantly better than students who take part in learning with the conventional learning model ($F_{count} = 20.519 > F_{table} = 4, 00$ and $p < 0.05$); second, the reading comprehension ability of students who took part in learning using the project based learning model assisted by visual media was significantly better than students who took part in learning with the conventional learning model ($F_{count} = 12.832 > F_{table} = 4.00$ and $p < 0.05$); third, the learning activity of students who took part in learning using the project based learning model assisted by visual media was significantly better than students who took part in learning using the conventional learning model ($F_{count} = 32.663 > F_{table} = 4.00$ and $p < 0.05$). So, the project based learning model assisted by visual media has a significant influence on students' reading comprehension abilities and active learning.