ABSTRAK

Aen, Zaenal (2024), "Pengaruh Model Pembelajaran *Problem Based Learning (PBL)* Berorientasi Budaya Lokal Sasak "*Banjar*" Terhadap Motivasi dan Hasil Belajar IPAS Kelas IV SD"

Kata-kata kunci : Model PBL, budaya lokal sasak *"banjar"*, motivasi belajar, hasil belajar IPAS.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem Based Learning (PBL)* berorientasi budaya lokal sasak "*banjar*" terhadap motivasi dan hasil belajar IPAS siswa kelas IV SD. Jenis penelitian ini adalah penelitian *quasy experiment* (eksperimen semu) dengan rancangan penelitian menggunakan *randomized non equivalent pre-test post-test control group design*. Populasi penelitian adalah semua siswa SD kelas IV di Gugus Mamben Daya Kecamatan Wanasaba dengan jumlah 120 orang. Sejumlah 44 siswa dijadikan sampel yang ditentukan dengan tekhnik *random sampling*. Pengumpulan data dilakukan dengan metode pengisian angket dan pilihan ganda jawaban soal untuk mengukur tingkat motivasi dan hasil belajar IPAS siswa dengan metode *pretest – posttest*. Analisis data dilakukan dengan *Multivariate Analysis of Variance* (MANOVA) dengan bantuan program SPSS 26.0 *for Windows*. Hasil penelitian diperoleh : *Pertama*, terdapat pengaruh yang signifikan model pembelajaran PBL yang berorientasi budaya lokal sasak "*banjar*" terhadap motivasi belajar IPAS pada siswa kelas IV SD di Gugus Mamben Daya Kecamatan Wanasaba dengan nilai F = 184,171, sig = 0,00 < 0,05. *Kedua,* terdapat pengaruh yang signifikan model pembelajaran PBL yang berorientasi budaya lokal sasak "*banjar*" terhadap hasil belajar IPAS pada siswa kelas IV SD di Gugus Mamben Daya Kecamatan Wanasaba dengan nilai F = 24,936, sig = 0,00 < 0,05. *Ketiga,* terdapat pengaruh yang signifikan model pembelajaran PBL yang berorientasi budaya lokal sasak "*banjar*" secara simultan terhadap motivasi dan hasil belajar IPAS pada siswa kelas IV SD di Gugus Mamben Daya Kecamatan Wanasaba dengan nilai F = 93,070, sig = 0,00 < 0,05.

ABSTRACT

Aen, Zaenal (2024), "The Effect of Problem-Based Learning (PBL) Model Oriented towards Sasak Local Culture 'Banjar' on Motivation and Learning Outcomes in Natural Science and Social Studies (IPAS) for Fourth Grade Elementary School Students".

Keywords: PBL Model, Sasak local culture "banjar", learning motivation, IPAS learning outcomes.

This study aims to determine the effect of the Problem-Based Learning (PBL) model oriented towards the Sasak local culture "banjar" on the motivation and learning outcomes in IPAS for fourth-grade students. This research is an experimental study using a quasi-experimental approach with a randomized non-equivalent pre-test post-test control group design. The population consists of all fourth-grade elementary school students in Mamben Daya Cluster, Wanasaba District, totaling 120 students. A sample of 44 students was selected using random sampling techniques. Data collection was conducted through questionnaires and multiple-choice tests to measure the students' motivation and IPAS learning outcomes using the pretest-posttest method. Data analysis was performed using Multivariate Analysis of Variance (MANOVA) with the assistance of SPSS 26.0 for Windows. The results of the study are as follows: *First*, there is an effect of the PBL model oriented towards the Sasak local culture "banjar" on IPAS learning motivation for fourth-grade students in Mamben Daya Cluster, Wanasaba District, with an F-value of 184,171 and a significance level of $0.00 < 0.05$. *Second*, there is an effect of the PBL model oriented towards the Sasak local culture "banjar" on IPAS learning outcomes for fourth-grade students in Mamben Daya Cluster, Wanasaba District, with an F-value of 24,936 and a significance level of $0.00 < 0.05$. *Third*, there is a simultaneous effect of the PBL model oriented towards the Sasak local culture "banjar" on both motivation and IPAS learning outcomes for fourth-grade students in Mamben Daya Cluster, Wanasaba District, with an F-value of 93,070 and a significance level of $0.00 < 0.05$.