

## ABSTRAK

Sri Sukanadi, Ni Wayan (2025), *Pengaruh Model Problem Based Learning Berbasis Etnosains Terhadap Hasil Belajar IPAS Ditinjau Dari Minat Belajar Siswa Kelas V di Gugus I Gusti Ngurah Rai Kecamatan Denpasar Timur*. Tesis Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci:* Model *Problem Based Learning* berbasis etnosains, minat belajar, hasil belajar IPAS

Penelitian ini bertujuan untuk menganalisis (1) perbedaan hasil belajar IPAS antara siswa yang belajar dengan model *Problem Based Learning* berbasis etnosains dan siswa yang belajar dengan model pembelajaran konvensional, (2) pengaruh interaksi antara model pembelajaran dengan minat belajar siswa terhadap hasil belajar IPAS siswa, (3) perbedaan hasil belajar IPAS antara siswa yang belajar dengan model *Problem Based Learning* berbasis etnosains dan siswa yang belajar dengan model pembelajaran konvensional untuk siswa yang memiliki minat belajar tinggi, (4) perbedaan hasil belajar IPAS antara siswa yang belajar dengan model *Problem Based Learning* berbasis etnosains dan siswa yang belajar dengan model pembelajaran konvensional untuk siswa yang memiliki minat belajar rendah. Jenis penelitian ini adalah penelitian eksperimen semu (*quasi experiment*) dengan rancangan *Posttest Only Non-Equivalent Control Group Design*. Populasi penelitian ini adalah seluruh siswa kelas V di Gugus I Gusti Ngurah Rai, Kecamatan Denpasar Timur yang terdiri dari 9 kelas dengan jumlah populasi sebanyak 264 siswa. Jumlah sampel dalam penelitian ini terdiri dari SD N 1, SD N 2, dan SD N 6 penatih dengan jumlah siswa 120 orang siswa yang dipilih dengan teknik *simple random sampling*. Data yang dikumpulkan dalam penelitian ini berupa tes hasil belajar IPAS siswa. Analisis data dilakukan dengan statistik deskriptif dan uji ANAVA 2 jalur yang dilanjutkan dengan uji *Least Significant Difference* (LSD). Hasil penelitian menunjukkan bahwa, (1) terdapat perbedaan hasil belajar IPAS antara siswa yang belajar dengan model *Problem Based Learning* berbasis etnosains dan siswa yang belajar dengan model pembelajaran konvensional ( $F = 6,292$  ;  $p < 0,05$ ), (2) terdapat pengaruh interaksi antara model pembelajaran dengan minat belajar siswa terhadap hasil belajar IPAS siswa ( $F = 25,189$  ;  $p < 0,05$ ), (3) terdapat perbedaan hasil belajar IPAS antara siswa yang belajar dengan model *Problem Based Learning* berbasis etnosains dan siswa yang belajar dengan model pembelajaran konvensional untuk siswa yang memiliki minat belajar tinggi ( $F = 90,376$  ;  $p < 0,05$ ), dan (4) terdapat perbedaan hasil belajar IPAS antara siswa yang belajar dengan model *Problem Based Learning* berbasis etnosains dan siswa yang belajar dengan model pembelajaran konvensional untuk siswa yang memiliki minat belajar rendah ( $F = 5,552$  ;  $p < 0,05$ ).

## ABSTRACT

Sri Sukanadi, Ni Wayan (2025). *The influence of ethnoscience-based problem-based learning models on science learning outcomes reviewed from the learning interests of grade V students in Cluster I Gusti Ngurah Rai, East Denpasar District. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education.*

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*This study aims to analyze (1) the differences in science learning outcomes between students who learn with ethnoscience-based Problem Based Learning models and students who learn with conventional learning models, (2) the effect of interaction between learning models and students' learning interests on students' science learning outcomes, (3) the differences in science learning outcomes between students who learn with ethnoscience-based Problem Based Learning models and students who learn with conventional learning models for students who have high learning interests, (4) the differences in science learning outcomes between students who learn with ethnoscience-based Problem Based Learning models and students who learn with conventional learning models for students who have low learning interests. This type of research is a quasi-experimental study with a Posttest Only Non-Equivalent Control Group Design. The population of this study was all fifth grade students in Gugus I Gusti Ngurah Rai, East Denpasar District, consisting of 9 classes with a population of 264 students. The number of samples in this study consisted of SD N 1, SD N 2, and SD N 6 Penatih with a total of 120 students selected using the simple random sampling technique. The data collected in this study were students' social science learning outcomes test. Data analysis was carried out using descriptive statistics and a 2-way ANOVA test followed by a Least Significant Difference (LSD). The results of the study showed that, (1) there is a difference in the results of learning science between students who learn with the ethnoscience-based Problem Based Learning model and students who learn with the conventional learning model ( $F = 6.292$ ;  $p < 0.05$ ), (2) there is an interaction effect between the learning model and students' learning interest on students' results of learning science ( $F = 25.189$ ;  $p < 0.05$ ), (3) there is a difference in the results of learning science between students who learn with the ethnoscience-based Problem Based Learning model and students who learn with the conventional learning model for students who have high learning interest ( $F = 90.376$ ;  $p < 0.05$ ), and (4) there is a difference in the results of learning science between students who learn with the ethnoscience-based Problem Based Learning model and students who learn with the conventional learning model for students who have low learning interest ( $F = 5.552$ ;  $p < 0.05$ ).*