

MENINGKATKAN PEMAHAMAN KOGNITIF BAHASA INDONESIA SISWA SEKOLAH DASAR MELALUI MODEL *PROBLEM BASED LEARNING* DAN MEDIA *POWER POINT INTERAKTIF*

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ABSTRAK

Hasil belajar bahasa Indonesia siswa sekolah dasar masih tergolong rendah karena guru masih menggunakan metode pembelajaran konvensional dalam mengajar di kelas, akibatnya siswa menjadi pasif, kurang berpikir kritis, dan kurang termotivasi untuk belajar secara mandiri. Penelitian ini bertujuan untuk menganalisis pengaruh model *problem-based learning* berbantuan media *power point interaktif* untuk meningkatkan pemahaman kognitif siswa kelas V sekolah dasar. Penelitian ini menggunakan desain eksperimen semu dengan *Nonequivalent Pretest-Posttest Control Group Design*. Sampel dari penelitian ini terdiri atas 55 orang siswa yang dibagi menjadi dua kelompok, yaitu kelas eksperimen yang diajarkan menggunakan model *problem-based learning* berbantuan media *power point interaktif* dan kelas kontrol yang diajarkan secara konvensional. Data yang dikumpulkan melalui tes objektif pilihan ganda dan di analisis menggunakan statistik deskriptif serta uji-t untuk mengukur perbedaan hasil belajar antara kelompok eksperimen dan kontrol. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara kompetensi pengetahuan kognitif siswa pada kelas eksperimen dan kelas kontrol ($t_{hitung} = 2,149 > t_{tabel} = 2,006$). Temuan ini menunjukkan bahwa kombinasi model *problem-based learning* berbantuan media *power point interaktif* efektif dalam meningkatkan pemahaman dan motivasi belajar siswa. Implikasi dari penelitian ini menekankan pentingnya dalam memilih dan menerapkan model pembelajaran yang tepat sehingga nantinya akan berpengaruh terhadap kompetensi pengetahuan kognitif siswa.

Kata kunci: *Problem Based Learning*, *Power Point Interaktif*, Kompetensi Kognitif, Bahasa Indonesia

***IMPROVING ELEMENTARY SCHOOL STUDENTS' COGNITIVE
UNDERSTANDING OF INDONESIAN LANGUAGE THROUGH THE
PROBLEM BASED LEARNING MODEL AND INTERACTIVE POWER
POINT MEDIA***

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ABSTRACT

The learning outcomes of elementary school students' Indonesian language are still relatively low because teachers still use conventional learning methods in teaching in class, as a result students become passive, less critical thinkers, and less motivated to learn independently. This study aims to analyze the effect of the problem-based learning model assisted by interactive power point media to improve the cognitive understanding of fifth grade elementary school students. This study uses a quasi-experimental design with Nonequivalent Pretest-Posttest Control Group Design. The sample of this study consisted of 55 students who were divided into two groups, namely the experimental class taught using the problem-based learning model assisted by interactive power point media and the control class taught conventionally. Data collected through multiple-choice objective tests and analyzed using descriptive statistics and t-tests to measure differences in learning outcomes between the experimental and control groups. The results showed that there was a significant difference between students' cognitive knowledge competencies in the experimental and control classes ($t_{\text{count}} = 2.149 > t_{\text{table}} = 2.006$). This finding indicates that the combination of problem-based learning models assisted by interactive power point media is effective in improving students' understanding and learning motivation. The implications of this study emphasize the importance of choosing and implementing the right learning model so that it will later affect students' cognitive knowledge competencies.

Keywords: *Problem Based Learning, Interactive Power Point, Cognitive Competence, Indonesian*