

**PENGARUH MODEL *PROBLEM BASED LEARNING*
BERORIENTASI *TRI HITA KARANA* TERHADAP
HASIL BELAJAR IPA SISWA KELAS V
DI SEKOLAH DASAR GUGUS III
KECAMATAN SELEMADEG
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Oleh

**Anak Agung Permatasari, NIM. 1611031016
Jurusan Pendidikan Dasar**

ABSTRAK

Penelitian ini berfokus pada rendahnya hasil belajar IPA siswa kelas V. Tujuan penelitian ini adalah untuk menganalisis pengaruh model PBL berorientasi *Tri Hita Karana* terhadap hasil belajar IPA siswa kelas V. Sampel dalam penelitian ini berjumlah 56 siswa. Dalam penelitian ini data dikumpulkan dengan teknik tes menggunakan instrumen tes objektif bentuk pilihan ganda yang sebelumnya sudah dianalisis kualitas kelayakannya dengan uji validitas, reabilitas, daya pembeda, dan tingkat kesukaran. Data yang telah diperoleh kemudian dianalisis menggunakan uji-t. Berdasarkan hasil analisis uji-t diperoleh $t_{hitung} = 5,42$ sedangkan nilai t_{tabel} pada taraf signifikan 5% dengan derajat kebebasan $28 + 28 - 2 = 54$ adalah 1,67. Berdasarkan $t_{hitung} = 5,42 > t_{tabel} = 1,67$ maka H_0 ditolak. Hasil analisis tersebut membuktikan bahwa terdapat perbedaan yang signifikan antara kelompok siswa yang dibelajarkan dengan model *Problem Based Learning* berorientasi *Tri Hita Karana* dengan kelompok siswa yang dibelajarkan dengan model pembelajaran konvensional. Dari hasil analisis uji-t dan rata-rata hasil belajar tersebut dapat disimpulkan bahwa model *Problem Based Learning* berorientasi *Tri Hita Karana* berpengaruh positif terhadap hasil belajar IPA siswa kelas V. Oleh sebab itu, model pembelajaran *Problem Based Learning* berorientasi *Tri Hita Karana* cocok diterapkan untuk mengatasi hasil belajar IPA yang rendah.

Kata Kunci: *Problem Based Learning*, *Tri Hita Karana*, dan Hasil Belajar IPA.

ABSTRACT

This research focused on the low learning outcomes of Natural Science students in class V. The purpose of this study was to analyze the effect of the Tri Hita Karana oriented PBL model on the learning outcomes of the fifth grade Natural Science students. The sample in this study amounted to 56 students. In this study, data were collected using a test technique using an objective test instrument with multiple choice forms which had previously been analyzed for the quality of eligibility by testing the validity, reliability, distinguishing features, and level of difficulty. The data that has been obtained is then analyzed using t-test. Based on the results of the t-test analysis, $T\text{-count} = 5.42$, while the value of T-table at a significant level of 5% with degrees of freedom $28 + 28 - 2 = 54$ is 1.67. Based on $T\text{-count} = 5.42 > T\text{-table} = 1.67$ then H_0 is rejected. The results of the analysis prove that there are significant differences between the groups of students who are taught with the Tri Hita Karana oriented Problem Based Learning model with groups of students who are taught with conventional learning models. From the results of the T-test analysis and the average learning outcomes it can be concluded that The Tri Hita Karana oriented Problem Based Learning model has a positive effect on the Natural Science learning outcomes of Class V students. Therefore, the Tri Hita Karana oriented Problem Based Learning model is suitable for dealing with low Natural Science learning outcomes

Key Wordi: *Problem Based Learning, Tri Hita Karana, dan Natural Science Learning Outcome.*

