PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN PENILAIAN PROYEK TERHADAP KOMPETENSI PENGETAHUAN IPA KELAS V SD GUGUS II ABIANSEMAL BADUNG TAHUN AJARAN 2019/2020

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan model *Problem Based Learning* berbantuan Penilaian Proyek terhadap kompetensi pengetahuan IPA Kelas V SD Gugus II Abiansemal Badung Tahun Ajaran 2019/2020. Penelitian ini merupakan penelitian semu menggunakan desain *nonequivalent control group design*. Populasi penelitian ini seluruh kelas V SD Gugus II Abiansemal Badung Tahun Ajaran 2019/2020 sebanyak 8 kelas terdiri dari 212 siswa. Sampel penelitian ditentukan menggunakan cara teknik *cluster random sampling* diperoleh kelas V SD No. 1 Selat sebanyak 41 siswa sebagai kelompok kelas eksperimen dan kelas V SD No.1 Taman sebanyak 36 siswa sebagai kelompok kelas kontrol. Data kompetensi pengetahuan IPA diperoleh dengan menggunakan metode tes yaitu tes objektif pilihan ganda biasa sebanyak 40 soal. Selanjutnya dianalisis dengan uji-t *polled varians*. Nilai rata-rata kompetensi pengetahuan IPA kelompok eksperimen yaitu 81,122 dan kelompok kontrol yaitu 74,750. Berdasarkan analisis menggunakan uji t diperoleh t_{hitung} = 3,426 dengan taraf signifikansi 5% (0.05) dan dk = 75 diperoleh nilai t_{tabel} = 1,992. Oleh karena t_{hitung} = 3,426 > t_{tabel} = 1,992 maka H_0 ditolak H_a diterima. Hal ini berarti terdapat perbedaan yang signifikan kompetensi pengetahuan IPA kelompok yang dibelajarkan menggunakan model *Problem Based Learning* berbantuan penilaian proyek dan kelompok yang dibelajarkan menggunakan pembelajaran konvensional pada kelas V SD Gugus II Abiansemal Badung Tahun Ajaran 2019/2020. Dengan demikian model *problem based learning* berbantuan penilaian proyek berpengaruh terhadap kompetensi pengetahuan IPA kelas V SD Gugus II Abiansemal Badung Tahun Ajaran 2019/2020.

Kata kunci : *Problem Based Learning*, Penilaian Proyek, Kompetensi Pengetahuan IPA

EFFECT OF PROBLEM BASED LEARNING MODELS ASSISTED OF PROJECT ASSESSMENT AGAINST COMPETENCY OF SCIENCE KNOWLEDGE CLASS V SD CLUSTER II ABIANSEMAL BADUNG ACADEMIC YEAR 2019/2020

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ABSTRACT

The purpose of this researches aims to determine the significant influence of the Problem Based Learning model assisted by Project Appraisal on the knowledge competence of Natural Sciences Class V of Abiansemal Badung Elementary School II in 2019/2020 Academic Year. This research is a quasi-research using nonequivalent control group design. The population of this study was all class V of the Abiansemal Class II Elementary School in 2019/2020 Academic Year as many as 8 classes consisting of 212 students. The research sample was determined by cluster random sampling technique obtained by grade V SD No. 1 Selat as much as 41 students as the experimental class group and class V SD No.1 Taman as many as 36 students as the control class group. Science knowledge competency data was obtained by using a test method that is an ordinary multiple choice objective test of 40 questions. Then analyzed with polled variance t-test. The average score of the science competency of the experimental group was 81.12 and the control group was 74.75. Based on the analysis using the t test obtained t-count = 3.43 with a significance level of 5% (0.05) and dk = 75 obtained t-table = 1.99. Because t-count = 3.43> t table = 1.99, H0 is rejected, Ha is accepted. This means that there is a significant difference in the knowledge competence of science groups that are taught using the Problem Based Learning model assisted by project appraisal and groups that are taught using conventional learning in class V of the Abiansemal Class II Elementary School in 2019/2020 Academic Year. Thus the problem based learning model assisted by project appraisal has an significant effect on the knowledge competence of science class V of Abiansemal Badung Elementary School II in 2019/2020 Academic year.

Keyword: Problem Based Learning, Project Appraisal, knowledge competence of Natural Sciences.