

## ABSTRAK

**Sumariyanti, Ni Made (2025),** *Pengaruh Model Pembelajaran Problem Based Learning (PBL) Berbantuan Vidio Pembelajaran Terhadap Hasil Belajar IPAS Ditinjau dari Regulasi Diri Siswa Kelas V SD.* Tesis. Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Pembelajaran IPAS dalam Kurikulum Merdeka menuntut keterlibatan aktif dan kemandirian belajar siswa. Namun, hasil observasi di SD Gugus 1 Kuta menunjukkan bahwa capaian hasil belajar IPAS siswa kelas V masih rendah, yang dipengaruhi oleh dominannya pembelajaran konvensional serta variasi regulasi diri siswa. Penelitian ini bertujuan menganalisis pengaruh model *Problem Based Learning* (PBL) berbantuan video pembelajaran terhadap hasil belajar IPAS ditinjau dari regulasi diri siswa. Penelitian ini menggunakan pendekatan kuasi eksperimen dengan desain *posttest-only control group*. Populasi penelitian berjumlah 326 siswa kelas V SD di Gugus 1 Kuta, dengan sampel sebanyak 110 siswa yang terbagi ke dalam kelompok eksperimen (56 siswa) dan kelompok kontrol (54 siswa) melalui teknik random sampling. Data dikumpulkan menggunakan tes hasil belajar IPAS dan kuesioner regulasi diri, kemudian dianalisis menggunakan ANAVA dua jalur. Hasil penelitian menunjukkan bahwa PBL berbantuan video pembelajaran menghasilkan skor hasil belajar IPAS yang secara signifikan lebih tinggi dibandingkan pembelajaran konvensional ( $F = 110,992$ ;  $sig. = 0,000$ ). Selain itu, terdapat interaksi signifikan antara model pembelajaran dan regulasi diri terhadap hasil belajar IPAS ( $F = 8,841$ ;  $sig. = 0,003$ ). Pada siswa dengan regulasi diri tinggi, PBL berbantuan video memberikan peningkatan hasil belajar yang paling optimal ( $sig. = 0,000$ ). Sementara itu, pada siswa dengan regulasi diri rendah, PBL berbantuan video tetap menghasilkan hasil belajar yang lebih baik dibandingkan pembelajaran konvensional, meskipun dengan peningkatan yang lebih rendah ( $sig. = 0,000$ ). Penelitian ini menyimpulkan bahwa PBL berbantuan video pembelajaran efektif meningkatkan hasil belajar IPAS, dengan efektivitas yang dipengaruhi oleh tingkat regulasi diri siswa.

**Kata Kunci:** *Problem Based Learning (PBL)*, Vidio Pembelajaran, Hasil Belajar IPAS, Regulasi Diri, Siswa Sekolah Dasar

## ABSTRACT

**Sumariyanti, Ni Made (2025).** *The Effect of the Problem Based Learning (PBL) Model Assisted by Instructional Videos on IPAS Learning Outcomes Reviewed from Self-Regulated Learning of Fifth-Grade Elementary School Students.* Thesis. Elementary Education, Postgraduate Program, Universitas Pendidikan Ganesha.

*IPAS learning in the Merdeka Curriculum requires instructional models that promote active participation and student self-regulation. However, observations in SD Gugus 1 Kuta indicate that Grade V students' IPAS learning outcomes remain low, influenced by conventional teaching practices and varying levels of self-regulation. This study aimed to examine the effect of Problem Based Learning (PBL) assisted by instructional videos on IPAS learning outcomes in terms of students' self-regulation. This study employed a quasi-experimental approach using a posttest-only control group design. The population consisted of 326 fifth-grade students in SD Gugus 1 Kuta, with a sample of 110 students divided into an experimental group (56 students) and a control group (54 students) selected through random sampling. Data were collected using an IPAS learning outcomes test and a self-regulation questionnaire, and analyzed using two-way ANOVA. The results revealed that PBL assisted by instructional videos significantly improved IPAS learning outcomes compared to conventional learning ( $F = 110.992$ ;  $sig. = 0.000$ ). A significant interaction was also found between learning model and self-regulation on learning outcomes ( $F = 8.841$ ;  $sig. = 0.003$ ). Students with high self-regulation who participated in PBL with video support achieved the highest learning outcomes ( $sig. = 0.000$ ). Meanwhile, students with low self-regulation also showed better learning outcomes when taught using PBL with videos compared to conventional instruction, although the improvement was relatively lower ( $sig. = 0.000$ ). It can be concluded that PBL assisted by instructional videos is effective in improving IPAS learning outcomes, with its effectiveness influenced by students' level of self-regulation.*

**Keywords:** *Problem Based Learning (PBL), Instructional Video, IPAS Learning Outcomes, Self-Regulated Learning, Elementary School Students*