

ABSTRAK

Sugiantara, I Putu Eka (2025), *Pengaruh Model Project Based Learning Berbantuan Video Interaktif Terhadap Kemampuan Literasi Sains Ditinjau Dari Self Regulation Learning Pada Mata Pelajaran IPAS Kelas V SD di Gugus IV Kecamatan Sukawati*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: Model *Project Based Learning*, Video Interaktif, Literasi Sains, IPAS, *Self Regulation Learning*, Siswa Sekolah Dasar (SD).

Penelitian ini bertujuan untuk mengetahui pengaruh Model *Project Based Learning* Berbantuan Video Interaktif Terhadap Kemampuan Literasi Sains Ditinjau dari *Self Regulation Learning* Pada Mata Pelajaran IPAS Kelas V SD. Metode penelitian yang digunakan adalah quasi experiment dengan desain *pretest-posttest control group design*. Data kuantitatif yang diperoleh dianalisis dengan ANAVA dua jalur dengan berbantuan aplikasi SPSS. Populasi pada penelitian ini adalah seluruh siswa kelas V SD di Gugus IV Sukawati tahun ajaran 2025/2026 sebanyak 260 orang siswa. Ditentukan SD Negeri 1 Batubulan Kangin dan SD Negeri 2 Batubulan Kangin sebagai sampel penelitian dengan teknik *simple random sampling*. Metode tes untuk pengumpulan data Literasi Sains dan Non-Test untuk *Self Regulation Learning*. Hasil penelitian menunjukkan bahwa model *Project Based Learning* Berbantuan Video Interaktif berpengaruh signifikan terhadap literasi sains siswa. Selain itu, terdapat interaksi antara model pembelajaran dan *Self Regulation Learning* terhadap literasi sains siswa. Dengan demikian, model *Project Based Learning* Berbantuan Video Interaktif efektif digunakan sebagai alternatif pembelajaran IPAS untuk meningkatkan literasi sains siswa sekolah dasar.

Kata kunci: *Project Based Learning*, Video Interaktif, Literasi Sains, *Self Regulation Learning*, Sekolah Dasar

ABSTRACT

Sugiantara, I Putu Eka (2025). The Effect of the Project-Based Learning Model Assisted by Interactive Video on Science Literacy Skills in Terms of Self-Regulated Learning in the IPAS Subject for Fifth Grade Elementary School Students in Cluster IV, Sukawati District. Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by: Supervisor I: Prof. Dr. Ida Bagus Putu Arnyana, M.Si. Supervisor II: Prof. Dr. I Ketut Gading, M.Psi.

Keywords: *Project-Based Learning Model, Interactive Video, Science Literacy, IPAS, Self-Regulated Learning, Elementary School Students.*

This study examined the effect of a *Project-Based Learning* (PjBL) model assisted by interactive video on elementary students' science literacy, with *self-regulated learning* as a moderating variable, in the IPAS subject. A quasi-experimental method with a pretest–posttest control group design was employed. The population comprised all fifth-grade students in Cluster IV, Sukawati District, during the 2025/2026 academic year (N = 260). The sample was selected through simple random sampling, involving students from SD Negeri 1 Batubulan Kangin and SD Negeri 2 Batubulan Kangin. Data on science literacy were collected using a test instrument, while self-regulated learning data were obtained through a non-test instrument. The data were analyzed using two-way analysis of variance (ANOVA) with SPSS software. The results revealed that the *Project-Based Learning* model assisted by interactive video had a statistically significant effect on students' science literacy. Furthermore, a significant interaction effect was found between the learning model and students' *self-regulated learning* on science literacy outcomes. These findings indicate that interactive video–assisted Project-Based Learning is an effective instructional approach for enhancing science literacy in elementary education.

Keywords: project-based learning; interactive video; science literacy; self-regulated learning; elementary education