

ABSTRAK

Pujiani, Ni Luh Nopi (2026), “*Pengaruh Model Pembelajaran Problem Based Learning Berbasis Etnosains Terhadap Hasil Belajar IPAS Ditinjau Dari Gaya Kognitif Siswa Kelas IV Di Gugus V Kintamani*”. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: PBL, etnosains, gaya kognitif, hasil belajar

Penelitian ini bertujuan mendeskripsikan pengaruh model pembelajaran *Problem Based Learning* Berbasis Etnosains Terhadap Hasil Belajar IPAS Ditinjau Dari Gaya Kognitif Siswa kelas IV Di Gugus V Kintamani. Penelitian ini adalah eksperimen semu yang menggunakan rancangan *pretest-posttest control group design*. Populasi dari penelitian ini adalah seluruh siswa Kelas IV SD Negeri Gugus V Kintamani yang terdiri dari 10 kelas dengan total 168 siswa. Sebanyak 4 kelas yang terdiri dari 87 siswa dipilih menjadi sampel penelitian melalui teknik random sampling. Analisis data diperoleh melalui analisis *ANAKOVA* dua jalur dan uji lanjut *Scheffe*. Penelitian ini menunjukkan hasil sebagai berikut. 1) Terdapat pengaruh hasil belajar yang signifikan antara siswa yang dibelajarkan dengan model *Problem Based Learning* berbasis etnosains dan siswa yang dibelajarkan dengan model konvensional, dengan hasil $F=13,604$; $Sig= 0,000$. 2) Terdapat pengaruh interaksi antara model pembelajaran dengan gaya kognitif terhadap hasil belajar IPAS siswa dengan hasil $F=26,385$; $Sig=0,000$. 3) Terdapat pengaruh model pembelajaran *Problem Based Learning* berbasis etnosains terhadap hasil belajar IPAS pada kelompok siswa yang memiliki gaya kognitif reflektif dengan hasil $F=28,394$; $Sig=0,000$. 4) Terdapat pengaruh model pembelajaran *Problem Based Learning* berbasis etnosains terhadap hasil belajar IPAS pada kelompok siswa yang memiliki gaya kognitif reflektif dengan hasil $F= 2,515$; $Sig=0,127$. Berdasarkan temuan penelitian ini menegaskan bahwa model pembelajaran *Problem Based Learning* berbasis Etnosains efektif digunakan untuk meningkatkan hasil belajar IPAS dan efektivitasnya lebih meningkat jika dipadukan dengan gaya kognitif siswa.

ABSTRACT

Pujiani, Ni Luh Nopi (2026), "The Effect of the Ethnoscience-Based Problem-Based Learning Model on IPAS Learning Outcomes as Seen from the Cognitive Styles of Fourth Grade Students in Cluster V Kintamani." Thesis, Primary Education, Graduate Program, Ganesha University of Education.

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Keywords: PBL, etnosains, cognitive style, learning outcomes

This study aims to describe the effect of the Ethnoscience-Based Problem-Based Learning model on IPAS learning outcomes as viewed from the cognitive styles of fourth-grade students in Cluster V Kintamani. This study is a quasi-experiment using a pretest-posttest control group design. The population of this study was all fourth-grade students at SD Negeri Gugus V Kintamani, consisting of 10 classes with a total of 168 students. A total of 4 classes consisting of 87 students were selected as the research sample through random sampling. Data analysis was obtained through two-way ANOVA analysis and Scheffe's post hoc test. This study showed the following results. 1) There was a significant difference in learning outcomes between students taught using the Problem-Based Learning model and students taught using the conventional model, with a result of $F=13.604$; $Sig=0.000$. 2) There was an interaction effect between the learning model and cognitive style on students' IPAS learning outcomes, with an $F=26.385$; $Sig=0.000$. 3) Among students with a reflective cognitive style, there was a significant difference in IPAS learning outcomes between students taught using the ethnoscience-based Problem Based Learning model and students taught using the conventional learning model, with a result of $F=28.394$; $Sig=0.000$. 4) Among students with impulsive cognitive styles, there was a significant difference in IPAS learning outcomes between students taught using the ethnoscience-based Problem-Based Learning model and students taught using the conventional learning model, with a result of $F= 2.515$; $Sig=0.127$. Based on the findings of this study, it is confirmed that the ethnoscience-based Problem-Based Learning model is effective in improving IPAS learning outcomes, and its effectiveness is further enhanced when combined with students' cognitive styles.