

ABSTRAK

Putra, I Kadek Ardyawan, (2025). *Pengaruh Model Pembelajaran Problem Based Learning Berbantuan Media Assemblr Edu Terhadap Hasil Belajar IPAS Ditinjau Dari Rasa Percaya Diri Siswa Kelas V SD Di Gugus II Tegallalang.* Tesis. Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar IPAS antara siswa yang mengikuti model *Problem Based Learning* berbantuan Assemblr Edu dan siswa yang belajar secara konvensional, serta menganalisis pengaruh interaksi antara model pembelajaran dan rasa percaya diri terhadap hasil belajar. Penelitian ini juga mengkaji perbedaan hasil belajar pada siswa dengan rasa percaya diri rendah maupun tinggi ketika diterapkan *Problem Based Learning* berbantuan Assemblr Edu dibandingkan pembelajaran konvensional. Penelitian ini menggunakan metode quasi eksperimen (*quasi experiment*). Rancangan yang digunakan adalah *pretest-posttest non-equivalent control group design*. Sampel terdiri atas dua kelompok yang dipilih berdasarkan teknik *random sampling*. Analisis data dianalisis secara bertahap melalui uji ANCOVA. Hasil penelitian menunjukkan bahwa model *Problem Based Learning* berbantuan Assemblr Edu lebih efektif dibandingkan pembelajaran konvensional dalam meningkatkan hasil belajar IPAS siswa kelas V, dengan temuan adanya interaksi signifikan antara model pembelajaran dan rasa percaya diri. Pada siswa dengan rasa percaya diri rendah, *Problem Based Learning* dengan Assemblr Edu tidak memberikan perbedaan hasil belajar yang berarti, sementara pada siswa dengan rasa percaya diri tinggi, model ini terbukti jauh lebih efektif daripada pembelajaran konvensional.

Kata kunci: *Problem Based Learning*, Assemblr Edu, Hasil Belajar, Rasa Percaya Diri, IPAS

ABSTRACT

Putra, I Kadek Ardyawan. (2025). *The Effect of the Problem Based Learning Model Assisted by Assemblr Edu Media on IPAS Learning Outcomes Reviewed from the Self-Confidence of Fifth-Grade Students in Gugus II Tegallalang. Thesis. Primary Education, Postgraduate Program, Universitas Pendidikan Ganesha.*

This study aims to determine the differences in IPAS learning outcomes between students who follow the Problem Based Learning model assisted by Assemblr Edu and those who learn through conventional methods, as well as to analyze the interaction effect between learning models and self-confidence on learning outcomes. It also investigates differences in learning outcomes among students with low and high self-confidence when exposed to Problem Based Learning assisted by Assemblr Edu compared to conventional learning. This research employed a quasi-experimental method with a pretest–posttest non-equivalent control group design. The sample consisted of two groups selected through random sampling. Data were analyzed using ANCOVA. The results indicate that the Problem Based Learning model assisted by Assemblr Edu is more effective than conventional learning in improving IPAS learning outcomes, with a significant interaction found between the learning model and students' self-confidence. However, for students with low self-confidence, Problem Based Learning with Assemblr Edu did not produce meaningful differences in learning outcomes, whereas for students with high self-confidence, the model proved to be far more effective than conventional instruction.

Keywords: *Problem Based Learning (PBL), Assemblr Edu, Learning Outcomes, Self-Confidence, IPAS*

