ABSTRAK

Dresti Yasa, I Wayan (2025), Pengaruh Model Pembelajaran Berbasis Masalah Berbantuan Etnosains Terhadap Motivasi Belajar dan Hasil Belajar IPAS Siswa Kelas IV Sekolah Dasar. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I Prof. Dr. I Nyoman Jampel, M.Pd. dan Pembimbing II Prof. Dr. I Nyoman Candiasa, M.I.KOM.

Kata Kunci: PBM, Etnosains, Motivasi Belajar, Hasil Belajar IPAS.

Penelitian ini bertujuan menganalisis pengaruh model Pembelajaran Berbasis Masalah (PBM) berbantuan etnosains terhadap motivasi belajar dan hasil belajar IPAS siswa kelas IV SD. Penelitian ini dilatarbelakangi oleh kurangnya keterkaitan materi dengan budaya lokal, sehingga berdampak pada rendahnya motivasi dan hasil belajar. Penelitian ini menggunakan metode eksperimen semu dengan *post-test only control group design*. Populasi penelitian adalah seluruh siswa kelas IV Gugus I Kecamatan Bebandem. Sampel penelitian sebanyak 104 siswa yang diambil secara random dan terbagi menjadi kelompok eksperimen (n=52) dan kelompok kontrol (n=52). Data motivasi belajar dikumpulkan dengan kuesioner, sedangkan hasil belajar IPAS diukur melalui tes pilihan ganda. Uji prasyarat menunjukkan data berdistribusi normal, homogen, dan tidak terjadi multikolinearitas. Hasil uji MANOVA menunjukkan bahwa model PBM berbantuan etnosains berpengaruh signifikan secara simultan terhadap motivasi belajar dan hasil belajar IPAS (*Wilks' Lambda* = 0,820; F = 10,571; Sig. = 0,000). Secara parsial, hasil uji ANOVA menunjukkan perbedaan motivasi belajar yang signifikan antara kelompok eksperimen (rerata = 81,06) dan kelompok kontrol (rerata = 69,06) dengan Sig. = 0,000. Demikian pula, hasil belajar IPAS siswa kelompok eksperimen (rerata = 79,88) secara signifikan lebih tinggi dibandingkan kelompok kontrol (rerata = 70,10) dengan Sig. = 0,001. Temuan ini membuktikan bahwa sinergi model pembelajaran berbasis masalah berbantuan etnosains efektif meningkatkan kualitas pembelajaran IPAS baik secara afektif maupun kognitif.

ABSTRACT

Dresti Yasa, I Wayan (2025), The Effect of Etnosains-Assisted Problem Based Learning Model on Learning Motivation and Science Learning Outcomes of Fourth Grade Elementary School Students. Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by Supervisor I Prof. Dr. I Nyoman Jampel, M.Pd. and Supervisor II Prof. Dr. I Nyoman Candiasa, M.I.KOM.

Keywords: PBL, Ethnoscience, Learning Motivation, Science Learning Outcomes.

This study aims to analyze the effect of the ethnoscience-assisted Problem Based Learning (PBL) model on learning motivation and science (IPAS) learning outcomes of fourth-grade elementary school students. This research is motivated by the lack of connection between instructional materials and local culture, which impacts low student motivation and learning outcomes. This study employed a quasi-experimental method with a post-test only control group design. The research population consisted of all fourth-grade students in Cluster I, Bebandem District. The research sample comprised 104 students selected through random sampling, divided into an experimental group (n=52) and a control group (n=52). Data on learning motivation were collected using questionnaires, while science learning outcomes were measured through multiple-choice tests. Prerequisite tests indicated that the data were normally distributed, homogeneous, and free from multicollinearity. The MANOVA test results showed that the ethnoscience-assisted PBM model had a significant simultaneous effect on learning motivation and science learning outcomes (Wilks' Lambda = 0.820; F = 10.571; Sig. = 0.000). Partially, the ANOVA test results showed a significant difference in learning motivation between the experimental group (mean = 81.06) and the control group (mean = 69.06) with Sig. = 0.000. Likewise, the science learning outcomes of the experimental group (mean = 79.88) were significantly higher than those of the control group (mean = 70.10) with Sig. = 0.001. These findings prove that the synergy of the ethnoscience-assisted problem-based learning model effectively improves the quality of science learning in both affective and cognitive aspects.