ABSTRAK

Wirjanata, I Wayan. (2026). Pengaruh Model Pembelajaran Project Based Learning Berbasis Kearifan Lokal Bali "Menyama Braya" terhadap Hasil Belajar IPAS Ditinjau dari Motivasi Berprestai Siswa Kelas V SD Negeri Gugus 2 Tampaksiring. Tesis, Program Pascasarjana Pendidikan Dasar, Universitas Pendidikan Ganesha.

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Kata kunci: Model *PjBL*, *Menyama Braya*, motivasi berprestasi, dan hasil belajar IPAS

Studi ini bertujuan menganalisis bagaimana model pembelajaran berbasis proyek diintegrasikan nilai kearifan lokal Bali *Menyama Braya* mempengaruhi hasil belajar IPAS dalam hal motivasi belajar siswa kelas V di Gugus 2 Sekolah Dasar Tampaksiring, Kabupaten Tampaksiring. Dengan desain faktorial 2×2 dan desain kelompok *kontrol posttest-only*, riset ini bersifat quasi-eksperimental. Populasi penelitian terdiri dari 184 siswa kelas lima dari Gugus 2 Kabupaten Tampaksiring pada tahun ajaran 2025–2026. Data dikumpulkan mempergunakan tes guna mengukur hasil belajar serta kuesioner untuk mengukur motivasi belajar. Analisa data dilaksanakan menggunakan dua-arah ANOVA. Temuan penelitian membuktikan bahwa : 1) Nilai (sig = 0.045, $p < 0.05$) membuktikan adanya pengaruh signifikan terhadap hasil belajar IPAS bagi siswa yang berpartisipasi dalam model PjBL berbasis nilai *Menyama Braya*. 2) Nilai (sig. = 0.000, $p < 0.05$) menjelaskan adanya interaksi motivasi dan model pembelajaran yang mempengaruhi hasil belajar IPAS. 3) Nilai sig = 0.000, $p < 0.05$) menginterpretaikan model Pembelajaran Berbasis Proyek (PjBL) disertai nilai kearifan *Menyama Braya* memiliki dampak pada capaian belajar IPAS siswa kelas V di Gugus 2 SD Tampaksiring pada kelompok siswa termotivasi berprestasi tinggi. 4) Ada pengaruh pada capaian belajar IPAS siswa kelas 5 SD di Gugus 2 Tampaksiring oleh model PjBL berbasis kearifan lokal Bali *Menyama Braya,* pada siswa bermotivasi berprestasi rendah dengan nilai (sig = 0.028, $p < 0.05$).

ABSTRACT

Wirjanata, I Wayan (2026), The Effect of the Balinese Local Wisdom-Based Project-Based Learning Model "Menyama Braya" on Science Learning Outcomes in Terms of Fifth-Grade Students' Achievement Motivation at Elementary School Cluster 2 Tampaksiring.
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Keywords: Science Learning Outcomes, Menyama Braya, Project-Based Learning Model, and Achievement Motivation

Through the achievement motivation of fifth-grade students in Cluster 2 elementary schools in Tampaksiring, Tampaksiring District, this study intends to investigate the impact of a Project-Based Learning model based on Balinese local wisdom Menyama Braya on social studies and science (IPAS) achievement goals during the 2025–2026 academic year. This kind of study is quasi-experimental and uses a 2×2 factorial design with a posttest-only control group design. There were 184 students in grade V in Cluster 2 Tampaksiring, Tampaksiring District, during the academic year 2025–2026, made up the study's population. Tests to gauge learning outcomes and a questionnaire to gauge accomplishment motivation were used to gather data. Two-way ANOVA was used to examine the gathered data. The following was derived from the data analysis results: 1) The value (sign = 0.045, $p < 0.05$) demonstrated a substantial impact on the learning outcomes of science students who implemented the PjBL educational framework, which is based on Balinese indigenous knowledge Menyama Braya. 2) The value (sign = 0.000, $p < 0.05$) demonstrated that motivation and the learning model interacted to affect the science learning outcomes. 3) Sig = 0.000, $p < 0.05$) indicates that the Pembelajaran Berbasis Proyek (PjBL) model adopted by local Bali Menyama Braya has an important influence on the IPAS learning outcomes of grade V students at Gugus 2 Sekolah Dasar Tampaksiring on the students' motivation levels. 4) Based on local Bali Menyama Braya kearifan, the model PjBL has an impact on the learning outcomes of IPAS students in grade 5 SD at Gugus 2 Tampaksiring. The students' motivation is low (sig = 0.028, $p < 0.05$).