ABSTRAK

Suarmayanti, Kadek Idha (2026). Pengaruh Model Pembelajaran *Problem Based Learning* berbantuan Permainan Edukatif terhadap Motivasi dan Hasil Belajar IPAS siswa kelas IV SD Gugus Melinggih Kelod. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh: Pembimbing I: Prof. Dr. Ida Bagus Putu Arnyana, M.Si. dan Pembimbing II: Prof.Dr. I Ketut Gading, M.Psi.

Rendahnya motivasi belajar dan hasil belajar IPAS siswa kelas IV sekolah dasar masih menjadi permasalahan yang perlu mendapat perhatian. Kondisi ini dipengaruhi oleh pembelajaran yang masih didominasi metode konvensional sehingga keterlibatan siswa dalam proses belajar belum optimal. Permasalahan tersebut juga terjadi di SD Gugus Melinggih Kelod, di mana sebagian siswa belum mencapai Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). Oleh karena itu, diperlukan penerapan model pembelajaran inovatif yang mampu meningkatkan motivasi dan hasil belajar siswa. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Problem Based Learning* (PBL) berbantuan permainan edukatif terhadap motivasi belajar dan hasil belajar IPAS siswa kelas IV SD Gugus Melinggih Kelod. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi experiment melalui Non-Equivalent Pretest–Posttest Control Group Design. Populasi penelitian berjumlah 108 siswa dengan sampel sebanyak 62 siswa, terdiri atas 30 siswa kelompok eksperimen dan 32 siswa kelompok kontrol. Data motivasi belajar dikumpulkan menggunakan kuesioner, sedangkan hasil belajar IPAS diperoleh melalui tes objektif. Analisis data dilakukan menggunakan statistik deskriptif dan Multivariate Analysis of Variance (MANOVA). Hasil uji MANOVA menunjukkan bahwa model PBL berbantuan permainan edukatif berpengaruh signifikan secara simultan terhadap motivasi dan hasil belajar IPAS siswa, dengan Pillai's Trace = 0,784; F = 25,769; p = 0,000. Secara univariat, model pembelajaran berpengaruh signifikan terhadap hasil belajar (F = 91,734; p = 0,000; R^2 = 0,696) dan motivasi belajar (F = 105,318; p = 0,000; R^2 = 0,725). Dengan demikian, model PBL berbantuan permainan edukatif efektif meningkatkan motivasi dan hasil belajar IPAS serta relevan dengan implementasi Kurikulum Merdeka di sekolah dasar.

Kata-kata kunci: *Problem Based Learning*, permainan edukatif, motivasi belajar, hasil belajar IPAS, siswa sekolah dasar

ABSTRACT

Suarmayanti, Kadek Idha (2026). *The Effect of the Problem Based Learning Model Assisted by Educational Games on Motivation and IPAS Learning Outcomes of Fourth-Grade Students at Elementary Schools in the Melinggih Kelod Cluster*. Thesis, Elementary Education, Graduate Program, Universitas Pendidikan Ganesha.

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Low learning motivation and learning outcomes in Integrated Natural and Social Sciences (IPAS) among fourth-grade elementary school students remain issues that require serious attention. This condition is influenced by learning practices that are still dominated by conventional methods, resulting in suboptimal student engagement in the learning process. Similar problems were also found at elementary schools in the Melinggih Kelod Cluster, where some students had not yet achieved the Criteria for KKTP. Therefore, the implementation of innovative learning models is needed to improve students' learning motivation and learning outcomes. This study aimed to analyze the effect of the Problem Based Learning (PBL) model assisted by educational games on learning motivation and IPAS learning outcomes of fourth-grade students at elementary schools in the Melinggih Kelod Cluster. The study employed a quantitative approach with a quasi-experimental design using the Non-Equivalent Pretest–Posttest Control Group Design. The research population consisted of 108 students, with a sample of 62 students, including 30 students in the experimental group and 32 students in the control group. Learning motivation data were collected using a questionnaire, while IPAS learning outcomes were measured using an objective test. The data were analyzed using descriptive statistics and Multivariate Analysis of Variance (MANOVA). The MANOVA results indicated that the PBL model assisted by educational games had a statistically significant simultaneous effect on students' learning motivation and IPAS learning outcomes, as shown by Pillai's Trace = 0.784; $F = 25.769$; $p = 0.000$. Univariate analysis further revealed that the learning model had a significant effect on learning outcomes ($F = 91.734$; $p = 0.000$; $R^2 = 0.696$) and learning motivation ($F = 105.318$; $p = 0.000$; $R^2 = 0.725$). Therefore, the PBL model assisted by educational games is effective in improving students' learning motivation and IPAS learning outcomes and is relevant to the implementation of the Merdeka Curriculum in elementary schools.

*Keyword*s: Problem Based Learning, educational games, learning motivation, IPAS learning outcomes, elementary school students