

ABSTRAK

Mahyuni, Ni Komang Astri (2025). “*Pengaruh Model Pembelajaran Berbasis Projek Bermuatan Etnosains Terhadap Motivasi Dan Hasil Belajar IPA Siswa Kelas IV SD*. Tesis. Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.”

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Kata kunci: Pembelajaran berbasis projek, *Etnosains*, Motivasi Belajar, Hasil Belajar IPA, Siswa Sekolah Dasar (SD).

Tujuan penelitian ini adalah untuk menyelidiki pengaruh simultan dan parsial dari paradigma project-based learning berdasarkan etnosains terhadap motivasi dan hasil belajar sains siswa kelas empat sekolah dasar. Penelitian ini menggunakan desain kelompok kontrol posttest-only dengan metodologi kuantitatif, quasi-eksperimental. Seluruh siswa kelas empat dari tujuh sekolah dasar di Klaster I, Kabupaten Kuta, merupakan populasi penelitian. Setelah melakukan uji kesetaraan, kelas kontrol dan kelas eksperimen dipilih menggunakan pengambilan sampel acak untuk mengidentifikasi sampel penelitian. Pengajaran langsung digunakan untuk mengajar kelompok kontrol, sedangkan paradigma project-based learning berbasis etnosains digunakan untuk mengajar kelompok eksperimen. Kuesioner digunakan untuk mendapatkan informasi tentang motivasi belajar, dan ujian pilihan ganda objektif digunakan untuk mengumpulkan informasi tentang hasil belajar sains. Setelah menyelesaikan pengujian yang diperlukan, yang meliputi pengujian multikolinearitas, homogenitas matriks varians-kovarians, dan normalitas, analisis data dilakukan menggunakan statistik inferensial dengan menggunakan MANOVA. Temuan penelitian menunjukkan bahwa, secara parsial dan bersamaan, motivasi belajar siswa dan hasil belajar sains secara signifikan dipengaruhi oleh pendekatan project-based learning yang berlandaskan etnosains. Dengan demikian, dapat dikatakan bahwa paradigma project-based learning yang berlandaskan etnosains bekerja dengan baik untuk meningkatkan motivasi dan hasil belajar sains anak-anak sekolah dasar.

ABSTRACT

Mahyuni, Ni Komang Astri (2025). *“The Effect of an Ethnoscience-Based Project-Based Learning Model on Motivation and Science Learning Outcomes of Fourth-Grade Elementary School Students. Thesis. Primary Education, Graduate Program, Ganesha University of Education.”*

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Keywords: Based Project-Based Learning Model, ethnoscience, learning motivation, science learning outcomes, elementary school students.

The purpose of this study was to investigate the simultaneous and partial effects of a project-based learning paradigm based on ethnoscience on fourth-grade primary school students' motivation and science learning results. The study used a posttest-only control group design using a quantitative, quasi-experimental methodology. All fourth-graders from the seven primary schools in Cluster I, Kuta District, made up the research population. After performing an equivalency test, a control class and an experimental class were chosen using random sampling to identify the research sample. Direct teaching was used to teach the control group, whereas an ethnoscience-based project-based learning paradigm was used to teach the experimental group. A questionnaire was used to get information on learning motivation, and an objective multiple-choice exam was used to gather information on science learning results. Following completion of the necessary tests, which included tests for multicollinearity, homogeneity of variance–covariance matrices, and normality, data analysis was carried out using inferential statistics using MANOVA. The study's findings showed that, partially and concurrently, students' learning motivation and scientific learning outcomes were significantly impacted by the ethnoscience-based project-based learning approach. Thus, it can be said that the ethnoscience-based project-based learning paradigm works well for raising primary school kids' motivation and science learning results.