

**PENGARUH PENDEKATAN STEM TERHADAP KEMAMPUAN
DECISION MAKING PADA MUATAN IPAS SISWA
KELAS V SD**

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ABSTRAK

Urgensi pengembangan kompetensi *decision making* sebagai salah satu kecakapan esensial sejak jenjang sekolah dasar ditekankan dalam penelitian ini. Namun, dalam tataran praktis, optimalisasi kemampuan tersebut sering kali terhambat oleh model pembelajaran yang masih ditemukan berorientasi pada pendidik (*teacher-centered*). Berdasarkan problematika tersebut, analisis mengenai pengaruh pendekatan STEM terhadap kemampuan *decision making* pada muatan IPAS siswa kelas V SD Negeri 1 Kintamani pun dilaksanakan. Prosedur penelitian ini ditempuh melalui pendekatan kuantitatif dengan desain *quasi-experiment* tipe *Post-test Only Control Group Design*. Sebanyak 54 siswa ditetapkan sebagai sampel, yang kemudian didistribusikan ke dalam dua kelompok, yakni kelompok eksperimen ($n=27$) dan kelompok kontrol ($n=27$). Intervensi pembelajaran berbasis STEM diberikan kepada kelompok eksperimen, sementara pembelajaran konvensional tetap diterapkan pada kelompok kontrol. Pengumpulan data dilakukan dengan memanfaatkan instrumen *Child and Adolescent Participation in Decision-Making Questionnaire* (CAP-DMQ), yang selanjutnya dianalisis menggunakan statistik deskriptif dan uji nonparametrik *Mann-Whitney*. Melalui temuan penelitian, tingkat kemampuan *decision making* pada kelompok eksperimen teridentifikasi lebih tinggi secara signifikan dibandingkan kelompok kontrol. Hal tersebut dikonfirmasi oleh nilai signifikansi $p < 0,05$ serta diperkuat dengan perolehan *effect size* sebesar $r = 0,63$ yang dikategorikan ke dalam pengaruh besar. Dengan demikian, pengaruh signifikan dari pendekatan STEM terhadap kemampuan *decision making* pada muatan IPAS siswa kelas V sekolah dasar telah dibuktikan melalui studi ini.

Kata kunci: Pendekatan STEM, *Decision Making*, IPAS, Sekolah Dasar

**THE EFFECT OF THE STEM APPROACH ON DECISION-MAKING
SKILLS IN IPAS SUBJECTS OF FIFTH-GRADE ELEMENTARY SCHOOL
STUDENTS**

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ABSTRACT

This study emphasizes the urgency of developing decision-making competence as one of the essential skills that should be fostered from the elementary school level. However, in practice, the optimization of this ability is often hindered by instructional models that remain teacher-centered. Based on this issue, the present study was conducted to analyze the effect of the STEM approach on the decision-making ability in IPAS content among fifth-grade students at SD Negeri 1 Kintamani. This research employed a quantitative approach with a quasi-experimental design, specifically the Post-test Only Control Group Design. A total of 54 students were selected as the sample and distributed into two groups, namely the experimental group ($n = 27$) and the control group ($n = 27$). STEM-based instruction was implemented in the experimental group, while conventional instruction was maintained in the control group. Data were collected using the Child and Adolescent Participation in Decision-Making Questionnaire (CAP-DMQ) and were subsequently analyzed through descriptive statistics and the nonparametric Mann–Whitney test. The findings revealed that the level of decision-making ability in the experimental group was significantly higher than that of the control group. This result was evidenced by a significance value of $p < 0.05$ and further supported by an effect size of $r = 0.63$, which indicates a large effect. Therefore, this study confirms that the STEM approach has a significant effect on the decision-making ability in IPAS learning among fifth-grade elementary school students.

Keywords: STEM Approach, Decision Making, IPAS, Elementary School