

**PENGARUH MODEL PBL BERBASIS *TEACHING at the RIGHT LEVEL*
(TARL) TERHADAP HASIL BELAJAR IPAS SISWA KELAS IV SD
GUGUS V KECAMATAN KUBUTAMBAHAN**

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ABSTRAK

Penelitian ini memiliki tujuan yaitu menganalisis pengaruh PBL berbasis TaRL untuk perolehan siswa dalam studi IPAS di kelas IV SD Gugus V Kecamatan Kubutambahan. Jenis penelitian ini menggunakan eksperimen semu dengan karangan *non-equivalent post-test only control group design*. Seluruh populasi atau subyek dalam penelitian ini menggunakan seluruh subyek kelas IV di SD Gugus V Kecamatan Kubutambahan, beserta total siswa yaitu sebanyak 119 siswa. Teknik pengambilan sampel dalam penelitian ini menggunakan teknik *intact group*. Berdasarkan hasil undian yang diperoleh yaitu siswa kelas IV SD Negeri 5 Tamblang dengan jumlah 29 orang sebagai kelompok eksperimen dan siswa kelas IV SD Negeri 3 Tamblang dengan jumlah siswa 27 orang sebagai kelompok kontrol. Mengumpulkan data menggunakan cara tes pilihan ganda. Data perolehan penelitian dirancang menggunakan analisis statistika deskriptif dan teknik analisis statistika inferensial (uji-t) dengan taraf signifikansi 5 %. Hasil perhitungan rata-rata (mean) nilai hasil belajar IPAS siswa kelompok eksperimen adalah 81,38 dengan kategori sangat tinggi. Perolehan nilai rata-rata (mean) kelompok kontrol menunjukkan angka 50,93 dengan kategori sedang. Berdasarkan hasil perhitungan uji-t diperoleh nilai Asymp. Sig. (2-tailed) sebesar $p < 0,001$ lebih kecil dari 0,05, maka dapat dipastikan hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) dapat diterima. Maka dengan hal tersebut dapat disimpulkan bahwa model pembelajaran *Problem Based Learning* berbasis TaRL berpengaruh secara signifikan terhadap hasil belajar IPAS murid kelas IV di SD Gugus V Kecamatan Kubutambahan. Model pembelajaran PBL berbasis TaRL dapat dijadikan alternatif pembelajaran untuk mengkomodasi perbedaan kemampuan belajar siswa.

Kata kunci: Model Pembelajaran *Problem Based Learning*, *Teaching at the Right Level*, Hasil Belajar IPAS

**THE EFFECT OF PROBLEM-BASED LEARNING WITH THE TEACHING
AT THE RIGHT LEVEL (TaRL) APPROACH ON SCIENCE LEARNING
OUTCOMES OF FOURTH GRADE ELEMENTARY SCHOOL STUDENT
IN CLUSTER V OF KUBUTAMBAHAN DISTRICT**

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ABSTRACT

This study aims to analyze the effect of TaRL-based PBL on student achievement in science studies in grade IV of Elementary School Cluster V, Kubutambahan District. This type of research uses a quasi-experimental with a non-equivalent post-test only control group design. The entire population or subjects in this study used all grade IV subjects in Elementary School Cluster V, Kubutambahan District, along with a total of 119 students. The sampling technique in this study used the intact group technique. Based on the results of the lottery obtained, namely grade IV students of Elementary School 5 Tamblang with a total of 29 people as the experimental group and grade IV students of Elementary School 3 Tamblang with a total of 27 students as the control group. Collecting data using a multiple-choice test method. The data obtained from the study were designed using descriptive statistical analysis and inferential statistical analysis techniques (t-test) with a significance level of 5%. The results of the calculation of the average (mean) value of the science learning outcomes of students in the experimental group were 81.38 with a very high category. The mean score for the control group was 50.93, categorized as moderate. The t-test showed an Asymp. Sig. (2-tailed) value of $p < 0.001$, less than 0.05. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it can be concluded that the Problem-Based Learning (PBL) model based on TaRL significantly influences the science learning outcomes of fourth-grade students at Elementary School Cluster V, Kubutambahan District. The PBL model based on TaRL can be used as an alternative learning model to accommodate differences in student learning abilities.

Keywords: *Problem Based Learning Model, Teaching at the Right Level, Science Learning Outcomes*