

**PENGARUH PENDEKATAN STEM TERHADAP MANAJEMEN DIRI
SISWA PADA MATA PELAJARAN IPAS DI KELAS V SD**

Oleh

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ABSTRAK

Studi ini tujuannya memahami dampak pendekatan STEM kepada keterampilan manajemen diri murid kelas lima IPAS di SD Negeri 1 Banyuasri. Dengan menggunakan desain kelompok kontrol non-ekuivalen, studi ini dilaksanakan dengan pendekatan kuasi-eksperimental. Dua kelas dijadikan subjek penelitian: Kelas VB, yang menggunakan metode pembelajaran standar, dan Kelas VA, yang mendapatkan pendekatan STEM secara eksperimental. Untuk mengumpulkan data, murid diberi kuesioner manajemen diri baik sebelum maupun sesudah intervensi. Kedua kelompok memperlihatkan peningkatan keterampilan manajemen diri, namun kelompok eksperimen memperlihatkan peningkatan bersignifikan secara statistik dibandingkan kelompok kontrol. Karena skor N-Gain rerata kelompok eksperimen dan kontrol rendah masing-masing 0,2374 dan 0,0951 maka berkesimpulan kelompok eksperimen memperlihatkan hasil yang lebih baik. Temuan uji t sampel berpasangan kelompok eksperimen signifikan ($p < 0,05$) dan nilai Cohen's d mereka adalah 1,249, memosisikan mereka dalam kategori sangat besar; Sebaliknya, hasil kelompok kontrol tergolong sedang hingga moderat ($p = 0,445$). Selanjutnya, nilai Cohen's d sejumlah 0,530 dan nilai p sejumlah 0,046 ($< 0,05$) diamati pada uji t sampel independen, yang memperlihatkan tingkat signifikansi sedang. Temuan ini memberi bukti kuat bahwa metode STEM secara nyata menambah kemampuan siswa untuk menata diri sendiri. Murid mampu mengasah kemampuan manajemen waktu, tanggung jawab, dan kemandirian belajar dengan dukungan metode ini..

Kata Kunci: Pendekatan STEM, Manajemen Diri, IPAS, Sekolah Dasar, *Quasi Eksperimen*.

***THE EFFECT OF THE STEM APPROACH ON STUDENTS' SELF-
MANAGEMENT SKILLS IN THE IPAS COURSE IN FIFTH GRADE
ELEMENTARY SCHOOL***

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ABSTRACT

This research seeks to ascertain the impact of the STEM approach on the self-management skills of fifth-grade IPAS students at SD Negeri 1 Banyuasri. Using a nonequivalent control group design, the research was conducted using a quasi-experimental approach. Two classes served as study subjects: Class VB, which used standard learning methods, and Class VA, which got the STEM approach experimentally. In order to gather data, students were given a self-management questionnaire both before and after the intervention. Both groups improved their self-management skills, however the experimental group exhibited a statistically significant increase over the control group. Since both the experimental and control groups' average N-Gain scores were low 0.2374 and 0.0951, respectively it follows that the experimental group did better. The experimental group's paired sample t-test findings were significant ($p < 0.05$) and their Cohen's d value was 1.249, placing them in the very large category; in contrast, the control group's results were modest to moderate ($p = 0.445$). Furthermore, a Cohen's d value of 0.530 and a p -value of 0.046 (< 0.05) were observed in the independent samples t-test, indicating a moderate level of significance. These findings provide solid evidence that the STEM method significantly improves pupils' ability to self-regulate. Students are able to hone their time management, responsibility, and learning independence abilities with the support of this method.

Keywords: STEM Approach, Self-Management, IPAS, Elementary School, Quasi-Experimental Design