

**PENGARUH PENGGUNAAN MODEL *GAME BASED LEARNING*
BERBANTUAN MEDIA KONKRET TERHADAP PENINGKATAN HASIL
BELAJAR IPAS SISWA SD**

Oleh

Gede Dirga Budiman

Prodi Studi Pendidikan Guru Sekolah Dasar

Jurusan Pendidikan Dasar

ABSTRAK

Permasalahan mengenai belum optimalnya capaian hasil belajar IPAS pada materi rantai makanan merefleksikan perlunya konfigurasi pembelajaran yang lebih adaptif terhadap karakteristik peserta didik sekolah dasar. Berangkat dari kondisi tersebut, eksplorasi empiris ini diarahkan untuk mengafirmasi implikasi implementasi *Game Based Learning* (GBL) yang dikombinasikan dengan media konkret terhadap capaian belajar IPAS. Orientasi penelitian mengadopsi paradigma kuantitatif, sedangkan pembuktian empiris diejawantahkan melalui quasi experiment berdesain *Non-Equivalent Post-Test Only Control Group Design*. Keseluruhan siswa kelas V SD Negeri 1 Banyuasri dikonstruksikan sebagai populasi penelitian, dengan kelas VA (28 peserta didik) diposisikan sebagai kelompok eksperimen dan kelas VC (29 peserta didik) sebagai kelompok pembandingan. Verifikasi data ditempuh melalui pengujian normalitas, homogenitas, serta Independent Samples t-test berbantuan SPSS 27.0 for Windows. Keluaran analisis mengartikulasikan signifikansi sebesar 0,000 ($<0,05$) disertai thitung 7,934, sehingga diferensiasi capaian belajar antarkelompok memperoleh justifikasi statistik. Akumulasi rerata post-test mengindikasikan kelompok eksperimen mencapai 84,39, sedangkan kelompok kontrol teridentifikasi sebesar 54,31. Konstelasi evidensi tersebut mengafirmasi bahwa pengintegrasian model *Game Based Learning* dengan media konkret mengonstruksi peningkatan hasil belajar IPAS peserta didik sekolah dasar secara signifikan.

Kata Kunci : *Game Based Learning*, Hasil Belajar IPAS, Sekolah Dasar.

**THE EFFECT OF GAME-BASED LEARNING MODEL ASSISTED BY
CONCRETE MEDIA ON THE IMPROVEMENT OF ELEMENTARY
SCHOOL STUDENTS' IPAS LEARNING OUTCOMES**

By

Gede Dirga Budiman

Primary School Teacher Education Study Program

Department of Primary Education

ABSTRACT

The suboptimal learning achievement in Science and Social Studies (IPAS), particularly on the topic of food chains, indicates the need for a more adaptive instructional approach that aligns with the developmental characteristics of elementary school students. This study was conducted to empirically examine the implications of integrating the Game Based Learning (GBL) model with concrete media on students' IPAS learning outcomes. A quantitative approach was employed using a quasi-experimental method with a Non-Equivalent Post-Test Only Control Group Design. The research population comprised all fifth-grade students of SD Negeri 1 Banyuasri. Class VA, consisting of 28 students, was assigned as the experimental group, while Class VC, consisting of 29 students, served as the control group. Data analysis involved normality and homogeneity tests followed by hypothesis testing using an Independent Samples t-test with SPSS version 27.0 for Windows. The statistical findings revealed a significance value of 0.000 ($p < 0.05$) with a t-value of 7.934, indicating a statistically significant difference between the two groups. The experimental group obtained a higher post-test mean score (84.39) than the control group (54.31). These findings confirm that integrating the Game Based Learning model with concrete media significantly enhances elementary school students' IPAS learning outcomes.

Keywords: Game Based Learning, IPAS Learning Outcomes, Elementary School.