PENGARUH MODEL PEMBELAJARAN PREDICT OBSERVE EXPLAIN (POE) BERBASIS LINGKUNGAN TERHADAP HASIL BELAJAR IPA SISWA KELAS V SD GUGUS V KECAMATAN TABANAN

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Predict Observe Explain (POE) berbasis lingkungan terhadap hasil belajar IPA siswa kelas V SD Gugus V Kecamatan Tabanan. Penelitian ini menggunakan metode uji-t sebagai teknik analisis data setelah memenuhi uji prasyarat, yaitu uji normalitas dan uji homogenitas varians. Pengujian instrumen meliputi uji validitas, uji daya pembeda, tingkat kesukaran, dan uji reliabilitas. Berdasarkan hasil perhitungan, diperoleh skor rata-rata hasil belajar kelompok eksperimen yang menggunakan model pembelajaran POE berbasis lingkungan sebesar 84,57, lebih tinggi dibandingkan kelompok kontrol dengan skor rata-rata 78,33. Hasil uji-t menunjukkan perbedaan signifikan dengan nilai Sig. (2-tailed) sebesar 0,000 (< 0,05), mengindikasikan bahwa model POE berbasis lingkungan memberikan hasil belajar yang lebih baik dibandingkan model konvensional. Temuan ini menunjukkan bahwa penerapan model POE berbasis lingkungan efektif dalam meningkatkan hasil belajar IPA siswa di sekolah dasar, dan dapat dijadikan sebagai alternatif dalam proses pembelajaran untuk mencapai hasil yang lebih optimal.

Kata kunci: Model pembelajaran *Predict Observe Explain* (POE), Hasil belajar IPA

THE EFFECT OF ENVIRONMENT-BASED PREDICT–OBSERVE–EXPLAIN (POE) LEARNING MODEL ON SCIENCE LEARNING OUTCOMES OF FIFTH-GRADE STUDENTS AT ELEMENTARY SCHOOLS IN CLUSTER V, TABANAN *DISTRICT*

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ABSTRACT

This study aimed to examine the effect of the environment-based Predict–Observe–Explain (POE) learning model on the science learning outcomes of fifth-grade elementary school students in Cluster V, Tabanan District. The study employed a t-test as the data analysis technique after fulfilling the prerequisite tests, namely the normality test and the homogeneity of variance test. Instrument testing included validity testing, item discrimination analysis, difficulty level analysis, and reliability testing. Based on the results, the experimental group taught using the environment-based POE learning model achieved a mean science learning outcome score of 84.57, which was higher than the control group's mean score of 78.33. The t-test results indicated a significant difference with a Sig. (2-tailed) value of 0.000 (< 0.05), indicating that the environment-based POE model resulted in better learning outcomes than the conventional learning model. These findings suggest that the implementation of the environment-based POE learning model is effective in improving elementary school students' science learning outcomes and can be used as an alternative instructional approach to achieve more optimal learning results.

Keywords*: Predict–Observe–Explain (POE) learning model, science learning outcomes*