

ABSTRAK

Rohmah, Rosikhotur. 2021. Pengaruh Model *Problem Based Learning* (PBL) Berbantuan Media Film Animasi Terhadap Pemahaman Konsep Siswa Kelas IV SD. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Sultan Agung Semarang. Pembimbing I: Muhamad Afandi, S.Pd., M.Pd. Pembimbing II: Sari Yustiana, S.Pd., M.Pd.

Dalam proses pembelajaran guru menggunakan metode pembelajaran konvensional hal tersebut dijelaskan guru saat wawancara bahwa beliau kurang menguasai model-model pembelajaran yang cocok digunakan. selain itu, selama pandemi ini proses pelaksanaan pembelajaran yang dilakukan guru hanya menggunakan whatsapp group sehingga penjelasan terkait materi sangat minim sekali, sehingga siswanya menjadi pasif, banyak siswa yang tidak memperhatikan penjelasan guru dan kurangnya kemandirian belajar siswa, hal itu terlihat ketika guru menjelaskan dan memberikan soal, namun banyak siswa yang kurang percaya diri dalam mengerjakan soal sehingga selalu orangtuanya yang mengerjakan tugas yang diberikan dari guru.

Penelitian ini bertujuan untuk: (1) mengetahui pengaruh model pembelajaran *Problem Based Learning* (PBL) berbantuan media film animasi terhadap pemahaman konsep; dan (2) mengetahui seberapa besar pengaruh model pembelajaran *Problem Based Learning* (PBL) berbantuan media film animasi terhadap pemahaman konsep dibandingkan dengan pembelajaran konvensional.

Hasil analisis data diperoleh kesimpulan bahwa Model Pembelajaran *Problem Based Learning* memberikan pengaruh yang lebih baik terhadap pemahaman konsep siswa pada mata pelajaran IPA dibandingkan dengan pembelajaran konvensional. Hal ini dibuktikan dengan uji *Independent Sample t-Test* hasil *posttest* kelas eksperimen bahwa nilai signifikansi menunjukkan angka $0,00 < 0,05$. Ini membuktikan bahwa terdapat pengaruh model PBL berbantuan film animasi (X1) terhadap pemahaman konsep siswa kelas IV SD N Pengkol semester genap tahun pelajaran 2020/2021 (Y1). Sedangkan uji *Independent Sample t-Test* hasil *posttest* kelas kontrol dilihat bahwa nilai signifikansi menunjukkan angka $0,200 > 0,05$. . Ini membuktikan bahwa tidak terdapat pengaruh pembelajaran konvensional terhadap pemahaman konsep siswa.

Berdasarkan hasil penelitian dapat disimpulkan bahwa: (1) Terdapat pengaruh model PBL berbantuan media film animasi terhadap pemahaman konsep siswa kelas IV SDN Pengkol; dan (2) Model PBL berbantuan media film animasi memiliki pengaruh yang signifikan terhadap pemahaman konsep siswa kelas IV SDN Pengkol dibandingkan dengan pembelajaran konvensional.

Kata Kunci: Media film animasi, *Model Pembelajaran Problem Based Learning* (PBL), Pemahaman Konsep Siswa.

ABSTRACT

Rohmah, Rosikhotur. 2021. *The Influence of Problem Based Learning (PB) Model Assistance to Animated Film Media on Concept Understanding of Class IV Elementary Students*. Faculty of Teacher Training and Education, Sultan Agung Islamic University Semarang. Advisor I: Muhamad Afandi, S.Pd., M.Pd. Supervisor II: Sari Yustiana, S.Pd., M.Pd.

Teacher in the learning process using conventional teaching methods that teachers explained during the interview that he was less meng uasai learning models are suitable. In addition, during this pandemic the learning process carried out by the teacher only used WhatsApp group so that the explanation related to the material was very minimal, so that students became passive, many students did not pay attention to the teacher's explanation and the lack of student learning independence, this was seen when the teacher explained and gave questions, but many students do not have confidence in doing the questions so that their parents always do the assignments given from the teacher.

This study aims to: (1) determine the effect of the Problem Based Learning (PBL) learning model assisted by animated film media on concept understanding; and (2) to find out how much influence the Problem Based Learning (PBL) learning model assisted by animated film media has on concept understanding compared to conventional learning.

The results of data analysis concluded that the Problem Based Learning Model has a better effect on students' conceptual understanding in science subjects compared to conventional learning. This is evidenced by the Independent Sample t-Test test results of the experimental class posttest that the significance value shows the number $0,00 < 0.05$. This proves that there are significant PBL models aided animation films (X1) to understanding the concept of fourth grade students of SD N Pengkol second semester of academic year 2020/2021 (Y1) test. Sedangkan Independent Sample t-Test results posttest control group shows that the significant value indicates the number $0.200 > 0.05$. This proves that there is no effect of conventional learning on students' conceptual understanding.

Based on the results of the study, it can be concluded that: (1) There is an effect of the PBL model assisted by animated film media on the conceptual understanding of the fourth grade students of SDN Pengkol; and (2) PBL model assisted by animated film media has a significant effect on the conceptual understanding of fourth grade students of SDN Pengkol compared to conventional learning.

Keywords: Media animated film, Learning Model Problem Based Learning (PBL), Concept Training Students.