

**PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL)
BERBANTUAN VIDEO ANIMASI TERHADAP HASIL
BELAJAR IPAS PADA MATERI SIFAT – SIFAT
CAHAYA DI KELAS V SDN 101835
BINGKAWAN TAHUN AJARAN
2025/2026**

ABSTARK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran *Problem Based Learning* (PBL) berbantuan video animasi terhadap hasil belajar IPAS pada materi sifat-sifat cahaya siswa kelas V SDN 101835 Bingkawan Tahun Ajaran 2025/2026. Penelitian ini dilatar belakangi oleh rendahnya hasil belajar. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen. Desain penelitian yang digunakan adalah *pretest-posttest control group design*. Subjek penelitian terdiri atas 48 siswa kelas V yang terbagi menjadi dua kelas, yaitu kelas VA sebagai kelas eksperimen yang diajar menggunakan model PBL berbantuan video animasi dan kelas VB sebagai kelas kontrol yang diajar menggunakan model PBL tanpa bantuan video animasi. Data yang diperoleh dianalisis menggunakan uji normalitas, uji homogenitas, dan uji hipotesis. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan penerapan model *Problem Based Learning* (PBL) berbantuan video animasi terhadap hasil belajar IPAS pada materi sifat-sifat cahaya. Hasil belajar siswa pada kelas eksperimen lebih tinggi dibandingkan dengan kelas kontrol. Penggunaan video animasi membantu siswa memahami konsep-konsep abstrak cahaya, meningkatkan keaktifan, motivasi, serta keterlibatan siswa dalam proses pembelajaran. Dengan demikian, dapat disimpulkan bahwa model PBL berbantuan video animasi efektif digunakan untuk meningkatkan hasil belajar IPAS siswa kelas V sekolah dasar.

Kata kunci: Problem Based Learning, Video Animasi, Hasil Belajar IPAS.

***THE EFFECT OF THE PROBLEM-BASED LEARNING (PBL)
MODEL USING ANIMATED VIDEOS ON SCIENCE
LEARNING OUTCOMES ON THE PROPERTIES
OF LIGHT IN GRADE V AT SDN
101835 BINGKAWAN
ACADEMIC YEAR 2025/2026***

ABSTRACT

This study aims to determine the effect of implementing the Problem Based Learning (PBL) model assisted by animated video on science learning outcomes in the topic of light properties for Grade V students at SDN 101835 Bingkawan in the 2025/2026 academic year. This research was motivated by the low level of students' learning outcomes. This study employed a quantitative approach with an experimental research design. The research design used was a pretest–posttest control group design. The research subjects consisted of 48 fifth-grade students divided into two classes: Class VA as the experimental class taught using the PBL model assisted by animated video, and Class VB as the control class taught using the PBL model without animated video assistance. The collected data were analyzed using normality tests, homogeneity tests, and hypothesis testing. The results of the study indicate that there is a significant effect of implementing the Problem Based Learning (PBL) model assisted by animated video on science learning outcomes in the topic of light properties. The learning outcomes of students in the experimental class were higher than those in the control class. The use of animated video helped students understand abstract concepts of light and increased their activeness, motivation, and engagement in the learning process. Therefore, it can be concluded that the PBL model assisted by animated video is effective in improving science learning outcomes of fifth-grade elementary school students.

Keywords: Problem Based Learning, Animated Video, Learning Outcomes, Science.