

**PENGARUH MODEL PEMBELAJARAN PROJECT BASED
LEARNING (PjBL) TERHADAP HASIL BELAJAR SISWA
KELAS IV PADA MATA PELAJARAN
IPAS DI SD NEGERI 101839
BATU SIANGGEHEN
T.A 2025/2026**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model Project Based Learning (PJBL) terhadap hasil belajar siswa kelas IV pada mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) di SD Negeri 101839 Batu Sianggehen Tahun Ajaran 2025/2026. Latar belakang penelitian ini didasarkan pada rendahnya capaian belajar siswa, di mana hanya 45% yang mencapai Kriteria Ketuntasan Minimal (KKTP), sedangkan 55% lainnya belum tuntas. Rendahnya hasil belajar disebabkan oleh penggunaan metode konvensional yang cenderung membosankan dan kurang melibatkan siswa secara aktif. Metode penelitian yang digunakan adalah eksperimen dengan desain one group pretest-posttest. Sampel penelitian terdiri dari 20 siswa kelas IV. Instrumen penelitian berupa tes hasil belajar yang disusun berdasarkan kisi-kisi materi rantai makanan pada ekosistem sawah. Analisis data dilakukan dengan membandingkan nilai pretest dan posttest untuk melihat peningkatan hasil belajar setelah penerapan model PJBL. Hasil penelitian menunjukkan adanya peningkatan signifikan pada hasil belajar siswa setelah diterapkan model PJBL. Siswa lebih aktif, kreatif, dan kritis dalam memecahkan masalah melalui proyek nyata yang relevan dengan kehidupan sehari-hari. Dengan demikian, penerapan model PJBL terbukti efektif dalam meningkatkan hasil belajar IPAS siswa kelas IV.

Kata kunci: model PJBL, hasil belajar, IPAS

**“THE EFFECT OF PROJECT BASED LEARNING
(PjBL) MODEL ON THE LEARNING OUTCOMES OF
FOURTH GRADE STUDENTS IN NATURAL AND
SOCIAL SCIENCES (IPAS) AT SD NEGERI 101839
BATU SIANGGEHEN
ACADEMIC YEAR
2025/2026”**

ABSTRAK

This study aims to investigate the effect of applying the Project Based Learning (PJBL) model on students' learning outcomes in Natural and Social Sciences (IPAS) for fourth-grade students at SD Negeri 101839 Batu Sianggehen in the 2025/2026 academic year. The background of this research is the low achievement of students, where only 45% reached the Minimum Mastery Criteria (KKTP), while 55% did not meet the standard. The low learning outcomes were mainly caused by the use of conventional teaching methods, which tend to be monotonous and less engaging for students. The research method employed was an experimental design using a one-group pretest-posttest. The sample consisted of 20 fourth-grade students. The research instrument was a learning achievement test based on the topic of food chains in the rice field ecosystem. Data analysis was conducted by comparing pretest and posttest scores to determine the improvement in learning outcomes after the implementation of PJBL. The findings revealed a significant improvement in students' learning outcomes after applying the PJBL model. Students became more active, creative, and critical in solving problems through meaningful projects relevant to daily life. Therefore, the PJBL model proved effective in enhancing the learning outcomes of IPAS for fourth-grade students.

Keywords: PJBL model, learning outcomes, IPAS