

**104203 BANDAR KHALIPAH
T.P 2025/2026**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Project Based Learning terhadap hasil belajar IPAS pada materi Energi siswa kelas IV SD Negeri 104203 Bandar Khalipah Tahun Pelajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (quasi experiment). Desain penelitian yang digunakan adalah nonequivalent control group design. Subjek penelitian terdiri atas dua kelas, yaitu kelas eksperimen dan kelas kontrol yang masing-masing berjumlah 25 siswa. Kelas eksperimen diberikan perlakuan menggunakan model pembelajaran Project Based Learning, sedangkan kelas kontrol menggunakan pembelajaran konvensional. Teknik pengumpulan data dilakukan melalui tes berupa pre-test dan post-test. Data yang diperoleh dianalisis menggunakan statistik deskriptif dan inferensial, meliputi uji normalitas, uji homogenitas, dan uji hipotesis menggunakan uji-t. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test kelas eksperimen sebesar 61,2 dan kelas kontrol sebesar 58. Setelah diberikan perlakuan, nilai rata-rata post-test kelas eksperimen meningkat menjadi 81,6, sedangkan kelas kontrol menjadi 76. Hasil uji hipotesis menunjukkan bahwa nilai t hitung lebih besar daripada t tabel pada taraf signifikansi 0,05, sehingga hipotesis nol ditolak dan hipotesis alternatif diterima. Dengan demikian, dapat disimpulkan bahwa model pembelajaran Project Based Learning berpengaruh secara signifikan terhadap hasil belajar IPAS siswa pada materi Energi kelas IV SD Negeri 104203 Bandar Khalipah.

Kata kunci: Project Based Learning, hasil belajar, IPAS, energi.

**LEARNING MODELS ON ENERGY MATERIALS ON
SCIENCE LEARNING OUTCOMES IN CLASS
IV STATE PRIMARY SCHOOL 104203 CITY
OF THE KHALIPAH**

T.P 2025/2026

ABSTARCT

This study aimed to determine the effect of the Project Based Learning model on students' learning outcomes in IPAS on the topic of Energy for fourth-grade students at SD Negeri 104203 Bandar Khalipah in the 2025/2026 academic year. This research employed a quantitative approach using a quasi-experimental method. The research design used was the nonequivalent control group design. The research subjects consisted of two classes, namely the experimental class and the control class, each consisting of 25 students. The experimental class was taught using the Project Based Learning model, while the control class was taught using conventional learning methods. Data were collected through tests in the form of pre-tests and post-tests. The data were analyzed using descriptive and inferential statistics, including normality tests, homogeneity tests, and hypothesis testing using the t-test. The results showed that the average pre-test score of the experimental class was 61.2, while the control class was 58. After the treatment, the average post-test score of the experimental class increased to 81.6, while the control class increased to 76. The results of the hypothesis test indicated that the calculated t value was greater than the t table value at a significance level of 0.05, so the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, it can be concluded that the Project Based Learning model has a significant effect on students' IPAS learning outcomes on the topic of Energy.

Keywords: *Project Based Learning, learning outcomes, IPAS, energy.*

KATA PENGANTAR

Puji dan syukur kehadiran Tuhan Yang Maha Esa atas limpah rahmat