

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Project Based Learning* (PjBL) terhadap hasil belajar IPAS siswa kelas IV SDN 060972 Medan Tuntungan Tahun Ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* (eksperimen semu) dengan desain dua kelompok, yaitu kelas eksperimen dan kelas kontrol. Sampel penelitian berjumlah 52 siswa yang terdiri dari 26 siswa kelas IVB sebagai kelas eksperimen dan 26 siswa kelas IVA sebagai kelas kontrol. Instrumen penelitian berupa tes esai yang diberikan melalui pretest dan posttest. Data dianalisis menggunakan uji normalitas, uji homogenitas, dan uji hipotesis (uji-t) pada taraf signifikansi $\alpha = 0,05$. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest kelas kontrol sebesar 55,0 dan kelas eksperimen sebesar 49,2, yang menunjukkan kemampuan awal kedua kelas relatif sebanding. Setelah diberikan perlakuan, nilai rata-rata posttest kelas eksperimen meningkat menjadi 84,2 kategori baik, sedangkan kelas kontrol sebesar 65,0 kategori cukup baik. Hasil uji normalitas menunjukkan data berdistribusi normal dan uji homogenitas menunjukkan varians kedua kelas homogen. Hasil uji-t menunjukkan bahwa $t_{hitung} > t_{tabel}$ ($8,45 > 2,01$), sehingga H_0 ditolak dan H_1 diterima. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan model pembelajaran *Project Based Learning* (PjBL) berpengaruh signifikan terhadap peningkatan hasil belajar IPAS siswa kelas IV SDN 060972 Medan Tuntungan Tahun Ajaran 2025/2026.

Kata Kunci: *Project Based Learning* (PjBL), hasil belajar, IPAS.

ABSTRACT

This study aimed to determine the effect of the Project Based Learning (PjBL) model on the IPAS (Integrated Science and Social Studies) learning outcomes of fourth-grade students at SDN 060972 Medan Tuntungan in the Academic Year 2025/2026. This research employed a quantitative approach using a quasi-experimental design with two groups: an experimental class and a control class. The sample consisted of 52 students, with 26 students in class IVB as the experimental group and 26 students in class IVA as the control group. The research instrument was an essay test administered through pretest and posttest. Data were analyzed using normality testing, homogeneity testing, and hypothesis testing (independent sample t-test) at a significance level of $\alpha = 0.05$. The results showed that the mean pretest score of the control class was 55.0, while the experimental class obtained 49.2, indicating relatively comparable initial abilities. After the treatment, the mean posttest score of the experimental class significantly increased to 84.2 good category, whereas the control class achieved a mean score of 65.0 fair category. The normality test indicated that the data were normally distributed, and the homogeneity test showed that the variances of both groups were homogeneous. The hypothesis testing revealed that $t_{\text{calculated}} > t_{\text{table}}$ ($8.45 > 2.01$), leading to the rejection of H_0 and acceptance of H_1 . It can be concluded that the implementation of the Project Based Learning (PjBL) model has a significant effect on improving the IPAS learning outcomes of fourth-grade students at SDN 060972 Medan Tuntungan in the Academic Year 2025/2026.

Keywords: *Project Based Learning (PjBL), learning outcomes, IPAS.*

