

ABSTRAK

Arman Setiawan (2023), judul :Pengaruh Model Pembelajaran *Problem Based Learning* Melalui Pembelajaran *Explicit Instruction* Terhadap Aktivitas dan Hasil Belajar Pkn Siswa Kelas V di SDN 02 Ijobalit Tahun Pelajaran 2022/2023:

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem Based Learning* melalui pembelajaran *Explicit Instruction* terhadap hasil belajar PKN siswa. Hasil penelitian ini menunjukkan bahwa didapatkan peningkatan hasil belajar setelah diberikannya perlakuan *problem based learning* (*post test*) didapatkan nilai rata-rata 74,75 dan yang tidak diberikan perlakuan (*pretest*) dengan nilai rata-rata 64,70. Untuk uji normalitas data diperoleh $X^2_{hitung\ pre-test}$ sebesar 4,5602 dan X^2_{tabel} sebesar 5,9915, sedangkan $X^2_{hitung\ post-test}$ sebesar 5,5672 dan X^2_{tabel} sebesar 5,9915. Hasil perhitungan tersebut menunjukkan bahwa nilai *pre-test* dan *post-test* memiliki $X^2_{hitung} < X^2_{tabel}$, maka kedua data yang diperoleh berdistribusi normal. Untuk uji t diperoleh t_{hitung} sebesar 10,02 dan t_{tabel} sebesar 2,04 maka dapat dikatakan t_{hitung} lebih besar dari t_{tabel} ($10,02 > 2,04$) dengan tariff signifikansi 5% (0,05) dan derajat kebebasan $dk = n_1 + n_2 - 2 = 38$, berarti H_0 ditolak dan H_a diterima, sehingga dapat disimpulkan bahwa “Terdapat pengaruh yang signifikan dalam model pembelajaran *Problem Based Learning* melalui pembelajaran *Explicit Instruction* terhadap hasil belajar PKN siswa kelas V SDN 02 IJOBALIT tahun pelajaran 2022/2023”.

Kata kunci: hasil belajar, PKN, *Problem Based Learning*, *Explicit Instruction*

ABSTRACT

Arman Setiawan (2023), Judul : The Effects Of The Problem-Based Learning Model Through Explicit Instruction Learning On The Civics Learning Activities And Outcomes Of Fifth-Grade Students At Sdn 02 Ijobalit In Academic Year 2022/2023

armansetiawan61762.com@gmail.com, rohiniselong@gmail.com,
mhdhusni@hamzanwadi.ac.id

This research aims to examine the effect of the Problem-Based Learning learning model through Explicit Instruction learning on students' civics learning outcomes... The results of this study showed that there was an increase in learning outcomes after based-learning treatment (*post test*) had been implemented with an average score of 74.75 and those without treatment (*pretest*) gained an average score of 64.70.. To test the normality of the data, the X^2_{count} pre-test was 4.5602 and the X^2_{table} was 5.9915, while the X^2_{count} post-test was 5.5672 and X^2_{table} was 5.9915. The results of these calculations show that the pre-test and post-test scores have $X^2_{count} < X^2_{table}$, thus the two data obtained are normally distributed. For the t test, t_{count} is 10.02 and t_{table} is 2.04, thus it can be said that t_{count} is greater than t_{table} ($10.02 > 2.04$) with a significance tariff of 5% (0.05) and degrees of freedom $dk = n_1 + n_2 - 2 = 38$, meaning H_0 is rejected and H_a is accepted, so it can be assumed that "There is a significant influence in the Problem-Based Learning learning model through Explicit Instruction learning on the civics learning outcomes of fifth-grade students at SDN 02 IJOBALIT for the 2022/2023 academic year."

Keywords: Learning Outcomes, Civics, Problem-Based Learning, Explicit Instruction

