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**PENGARUH MODEL PEMBELAJARAN *CONCEPT ATTAINMENT* BERBANTUAN
MEDIA KOTAK PINTAR TERHADAP KEMAMPUAN PEMECAHAN MASALAH
SISWA**

ABSTRAK

Penelitian ini dilatarbelakangi oleh hasil tes awal kemampuan pemecahan masalah siswa belum sesuai dengan yang diharapkan, kemampuan pemecahan masalah siswa masih rendah. Salah satu pembelajaran yang dapat meningkatkan kemampuan pemecahan masalah siswa adalah dengan pembelajaran *Concept Attainment* berbantuan dengan media Kotak Pintar. Tujuan penelitian ini adalah untuk mengetahui perbedaan kemampuan pemecahan masalah siswa dalam penggunaan model pembelajaran *Concept Attainment* berbantuan media Kotak Pitar, serta untuk mengetahui pengaruh penggunaan model pembelajaran *Concept Attainment* berbantuan media Kotak Pintar terhadap kemampuan pemecahan masalah siswa. Metode penelitian ini adalah *quasi eksperimen* dengan desain *nonequivalent control group design*. Subjek dalam penelitian ini adalah kelas IV A dan kelas IV B MI Sabilul Huda Jimbaran. Hasil penelitian menunjukkan :1) Terdapat perbedaan penggunaan model pembelajaran *Concept Attainment* Berbantuan Media Kotak Pintar Terhadap Kemampuan Pemecahan Masalah Siswa siswa kelas IV SD. Hal itu ditandai dengan nilai signifikansi $0,001 < 0,05$ pada Uji Independent Sample T Test yang menunjukkan bahwa kualitas pembelajaran yang berbeda antara kelas eksperimendan kontrol. Rataan kelas eksperimen 76,30 jauh besar dari rataan kelas kontrol 72,53. 2. Terdapat Pengaruh Model Pembelajaran *Concept Attainment* Berbantuan Media Kotak Pintar Terhadap Kemampuan Pemecahan Masalah Siswa kelas IV SD. Hal itu dibuktikan melalui thitung = 32,662 > ttabel = 2,000 dengan nilai signifikansi $0,000 < 0,05$. Dengan demikian model *Concept Attainment* memiliki pengaruh terhadap kemampuan pemecahan masalah siswa.

Kata Kunci: *Concept Attainment*, Pemecahan Masalah, Media Kotak Pintar

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ABSTRACT

This study was motivated by the results of a preliminary test indicating that students' problem-solving abilities were still below expectations. One instructional approach that can enhance students' problem-solving skills is the Concept Attainment model assisted by the "Smart Box" media. The purpose of this study was to determine the difference in students' problem-solving abilities when using the Concept Attainment learning model assisted by Smart Box media and to examine the effect of this model on students' problem-solving skills. This research used a quasi-experimental method with a nonequivalent control group design. The subjects of the study were fourth-grade students from classes IV A and IV B at MI Sabilul Huda Jimbaran. Based on the analysis results, it was concluded that: (1) There is a significant difference in problem-solving abilities between students who were taught using the Concept Attainment model assisted by Smart Box media and those who were not. This is indicated by a significance value of $0.001 < 0.05$ in the Independent Sample T-Test, showing a quality difference in learning between the experimental and control groups. The average score of the experimental class was 76,30, which was considerably higher than the control class average of 72,53. (2) The Concept Attainment learning model assisted by Smart Box media significantly influenced students' problem-solving abilities. This is supported by the result $t_{\text{count}} = 32.662 > t_{\text{table}} = 2.000$ with a significance value of $0.000 < 0.05$, shows that the model has a significant effect on students' problem-solving abilities.

Keywords: Concept Attainment, Problem Solving, Smart Box Media