PENGARUH MODEL CORE BERBANTUAN MEDIA MOBA RAKSA TERHADAP KEMAMPUAN PEMAHAMAN KONSEP DAN TANGGUNG JAWAB SISWA

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ABSTRACT

This study aims to analyze the effect of the CORE (Connecting, Organizing, Reflecting, Extending) learning model assisted by MoBa Raksa media on students conceptual understanding and responsibility attitudes in elementary school. This research employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The research subjects were fourth-grade students of SD Negeri Susukan 01, consisting of an experimental class and a control class. Data were collected using tests, observations, and questionnaires. The test technique was used to measure students' conceptual understanding before and after the implementation of the learning model. Observation was conducted to examine the implementation of the CORE learning model and students' responsibility attitudes during the learning process, while questionnaires were used to measure students' responsibility attitudes quantitatively. The collected data were analyzed using statistical tests, including normality tests, homogeneity tests, independent sample t-tests, and simple linear regression analysis. The results of the study indicate that there is a significant difference in students' conceptual understanding between the class taught using the CORE learning model assisted by MoBa Raksa media and the class taught using conventional learning. Furthermore, the findings show a positive and significant effect of the CORE learning model assisted by MoBa Raksa media on students' responsibility attitudes. These results suggest that integrating the CORE learning model with educational game-based media can create an active, meaningful, and student-centered learning environment. Therefore, the CORE learning model assisted by MoBa Raksa media is effective as an alternative instructional approach to improve students conceptual understanding and responsibility attitudes in elementary schools.

Keywords: CORE Learning Model, MoBa Raksa, Conceptual Understanding, Student Responsibility

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan model pembelajaran CORE (*Connecting, Organizing, Reflecting, Extending*) berbantuan media MoBa Raksa terhadap kemampuan pemahaman konsep dan sikap tanggung jawab siswa sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (*quasi experiment*) dan desain *nonequivalent control group design*.

Subjek penelitian adalah siswa kelas IV SD Negeri Susukan 01 yang terdiri atas kelas eksperimen dan kelas kontrol. Teknik pengumpulan data dilakukan melalui tes, observasi, dan angket. Tes digunakan untuk mengukur kemampuan pemahaman konsep siswa sebelum dan setelah perlakuan, observasi digunakan untuk mengetahui keterlaksanaan pembelajaran model CORE serta sikap tanggung jawab siswa selama proses pembelajaran, sedangkan angket digunakan untuk mengukur tingkat sikap tanggung jawab siswa secara kuantitatif. Data yang diperoleh dianalisis menggunakan uji statistik berupa uji normalitas, uji homogenitas, uji *t-test*, dan uji regresi linear sederhana. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan kemampuan pemahaman konsep siswa antara kelas yang menggunakan model CORE berbantuan media MoBa Raksa dan kelas yang menggunakan pembelajaran konvensional. Selain itu, terdapat pengaruh positif dan signifikan penggunaan model CORE berbantuan media MoBa Raksa terhadap sikap tanggung jawab siswa. Temuan ini menunjukkan bahwa pembelajaran yang mengintegrasikan model CORE dengan media permainan edukatif mampu menciptakan pembelajaran yang aktif, bermakna, dan berpusat pada siswa. Dengan demikian, model CORE berbantuan media MoBa Raksa efektif digunakan sebagai alternatif pembelajaran untuk meningkatkan kemampuan pemahaman konsep dan sikap tanggung jawab siswa sekolah dasar.

Kata Kunci: Model CORE, MoBa Raksa, Pemahaman Konsep, Tanggung Jawab Siswa