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PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN MEDIA BILIK DIORAMA BACA TERHADAP KEMAMPUAN PEMAHAMAN KONSEP SISWA

ABSTRAK

Permasalahan dalam penelitian ini adalah kurangnya tingkat kemampuan pemahaman konsep siswa. Penelitian ini bertujuan untuk mengetahui Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) berbantuan Media Bilik Diorama Baca (BIDIBA) terhadap Kemampuan Pemahaman Konsep Siswa. Jenis penelitian ini menggunakan pendekatan kuantitatif dengan jenis *Quasi experimental design* bentuk desain *the nonequivalent control group design*. Teknik pengambilan sampel pada penelitian ini menggunakan cara purposive sampling dengan teknik *purposive sampling*. Sampel penelitian ini adalah kelas III A dan B SD Negeri Sidomulyo 04. Teknik pengumpulan data pada penelitian ini adalah teknik tes (*pre test* dan *post test*) dan non tes (observasi, angket, wawancara terstruktur, dan dokumentasi). Teknik analisis data yaitu dengan uji normalitas, uji homogenitas, uji *independent sampel t test*, dan uji regresi linear sederhana. Hasil penelitian menunjukkan bahwa : (1) Terdapat perbedaan penggunaan model *Problem Based Learning* (PBL) berbantuan media Bilik Diorama Baca (BIDIBA) terhadap kemampuan pemahaman konsep siswa, hal ini dapat dibuktikan dengan hasil *uji independent sampe t test* dengan nilai signifikansi 0,002 < 0,05 H_o di tolak dan H_a diterima; dan (2) Terdapat pengaruh penggunaan model *Problem Based Learning* (PBL) berbantuan media Bilik Diorama Baca (BIDIBA) terhadap kemampuan pemahaman konsep siswa, hal ini dapat dibuktikan dengan hasil uji regresi linear dengan nilai signifikansi 0,008 < 0,05 H_o di tolak dan H_a diterima. Hasil pada penelitian ini dapat disimpulkan bahwa penggunaan model *Problem Based Learning* (PBL) berbantuan media Bilik Diorama Baca (BIDIBA) berpengaruh terhadap kemampuan pemahaman konsep siswa kelas III.

Kata Kunci : *Problem Based Learning* (PBL); Bilik Diorama Baca (BIDIBA); Pemahaman Konsep

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THE EFFECT OF THE PROBLEM BASED LEARNING MODEL USED BY THE READING DIORAMA ROOM MEDIA ON STUDENTS' CONCEPTUAL UNDERSTANDING ABILITIES

ABSTRACT

The problem in this study is the lack of students' conceptual understanding ability. This study aims to determine the Effect of the Problem Based Learning (PBL) Learning Model assisted by the Reading Diorama Room Media (BIDIBA) on Students' Concept Understanding Ability. This type of research uses a quantitative approach with a Quasi-experimental design in the form of the nonequivalent control group design. The sampling technique in this study uses a purposive sampling method with a purposive sampling technique. The sample of this study was class III A and B of Sidomulyo 04 Public Elementary School. Data collection techniques in this study are test techniques (pre-test and post-test) and non-test (observation, questionnaires, structured interviews, and documentation). The data analysis techniques are normality test, homogeneity test, independent sample t test, and simple linear regression test. The results of the study show that: (1) There is a difference in the use of the Problem Based Learning (PBL) model assisted by the Bilik Diorama Baca (BIDIBA) media on students' conceptual understanding abilities, this can be proven by the results of the independent test until the t test with a significance value of 0.002 <0.05 Ho is rejected and Ha is accepted; and (2) There is an influence of the use of the Problem Based Learning (PBL) model assisted by the Bilik Diorama Baca (BIDIBA) media on students' conceptual understanding abilities, this can be proven by the results of the linear regression test with a significance value of 0.008 <0.05 Ho is rejected and Ha is accepted. The results of this study can be concluded that the use of the Problem Based Learning (PBL) model assisted by the Bilik Diorama Baca (BIDIBA) media has an effect on students' conceptual understanding abilities in grade III.

Keywords *: Problem Based Learning (PBL); Bilik Diorama Baca (BIDIBA); Conseptual Understanding*