

ABSTRAK

Arniati Syarifuddin. Pengaruh Model Pembelajaran *Problem Based Learning* Dan *Group Investigation* Terhadap Minat Dan Hasil Belajar IPS Siswa Kelas V SD Wilayah II Kecamatan Barru Kabupaten Barru. Dibimbing oleh **Hidayah Quraisy** dan **Muhammad Nawir**.

Tujuan penelitian adalah untuk mengetahui 1) Pengaruh model pembelajaran *Problem Based Learning* terhadap minat belajar IPS siswa kelas V; 2) Pengaruh model pembelajaran *Problem Based Learning* terhadap hasil belajar IPS siswa kelas V; 3) Pengaruh model pembelajaran *Group Investigation* terhadap minat belajar IPS siswa kelas V; 4) Pengaruh model pembelajaran *Group Investigation* terhadap hasil belajar IPS siswa kelas V; 5) Perbedaan pengaruh model *Problem Based Learning* dan *Group Investigation* terhadap minat dan hasil belajar IPS siswa SD Wilayah II Kecamatan Barru Kabupaten Barru. Jenis penelitian ini *pretest-posttest control group design*. Jumlah sampel dalam penelitian ini adalah 19 orang, yang terdiri dari 15 orang kelas PBL dan 14 orang kelas GI. Metode pengumpulan data yang digunakan yaitu tes hasil belajar untuk mengukur hasil belajar, kuesioner untuk mengukur minat belajar, dan dokumentasi. Tehnik analisis data yang digunakan yaitu pendekatan statistik deskriptif dan analisis inferensial, dan uji hipotesis. Hasil penelitian yang didapatkan adalah 1) minat belajar siswa adalah $0,004 < 0,05$ yang berarti bahwa H_1 diterima H_0 ditolak, yaitu terdapat pengaruh model pembelajaran PBL terhadap minat belajar IPS siswa kelas V SDN 4 Barru; 2) hasil belajar siswa adalah $0,045 < 0,05$ yang berarti bahwa H_1 diterima H_0 ditolak, yaitu terdapat pengaruh model pembelajaran PBL terhadap hasil belajar IPS siswa kelas V SDN 4 Barru; 3) minat belajar siswa adalah $0,047 > 0,05$ yang berarti bahwa H_1 diterima H_0 ditolak, yaitu terdapat pengaruh model pembelajaran GI terhadap minat belajar IPS siswa kelas V SDN 11 Barru; 4) hasil belajar siswa adalah $0,009 > 0,05$ yang berarti bahwa H_1 diterima H_0 ditolak, yaitu terdapat pengaruh model pembelajaran GI terhadap hasil belajar IPS siswa kelas V SDN 11 Barru; dan 5) Uji hipotesis manova adalah $0,189 > 0,05$ yang berarti bahwa H_1 ditolak H_0 diterima yaitu tidak terdapat perbedaan model PBL dan GI terhadap minat, dan hasil belajar IPS siswa SD Wilayah II Kecamatan Barru Kabupaten Barru. Maka dapat disimpulkan bahwa pembelajaran dengan menggunakan model pembelajaran PBL dan GI dapat mempengaruhi minat dan hasil belajar IPS siswa kelas V Kecamatan Barru Kabupaten Barru.

Kata kunci: model pembelajaran *Problem Based Learning*; *Group Investigation*; minat belajar, hasil belajar

ABSTRACT

Arniati Syarifuddin, 2023. The Effect of Problem-Based Learning and Group Investigation Learning Models on the Interests and Learning Outcomes of Social Sciences Class V Elementary School Region II Barru District, Barru Regency. Supervised by Hidayah Quraisy and Muhammad Nawir.

The aims of the research were to find out 1) The effect of the Problem Based Learning model on students' interest in learning social studies in fifth grade students; 2) The effect of the Problem Based Learning model on social studies learning outcomes for fifth grade students; 3) The effect of the Group Investigation learning model on interest in learning social studies for fifth grade students; 4) The effect of the Group Investigation learning model on social studies learning outcomes for fifth grade students; 5) The Differences effect of the Problem Based Learning and Group Investigation models on the interests and learning outcomes of Social Sciences students in SD Region II, Barru District, Barru Regency. This type of research was pretest-posttest control group design. The number of samples in this study were 19 students, consisted of 15 students from the PBL class and 14 students from the GI class. The data collection method used was a learning achievement test to measure learning outcomes, a questionnaire to measure learning interest, and documentation. Data analysis techniques used were descriptive statistical approaches and inferential analysis, and hypothesis testing. The research results obtained were 1) students' interest in learning was $0.004 < 0.05$ which means that H1 is accepted Ho is rejected, that is, there is any effect of the PBL learning model on students' interest in learning social studies in class V SDN 4 Barru; 2) student learning outcomes are $0.045 < 0.05$, which means that H1 is accepted Ho is rejected, means, there is any effect of the PBL learning model on social studies learning outcomes for fifth grade students at SDN 4 Barru; 3) students' interest in learning is $0.047 > 0.05$, which means that H1 is accepted Ho is rejected, that is, there is any effect of the GI learning model on students' interest in learning social studies in class V SDN 11 Barru; 4) student learning outcomes are $0.009 > 0.05$, which means that H1 is accepted Ho is rejected, that is, there is any effect of the GI learning model on social studies learning outcomes for fifth grade students at SDN 11 Barru; and 5) The Manova hypothesis test is $0.189 > 0.05$ which means that H1 is rejected Ho is accepted, that is, there is no difference in the PBL and GI models on interest, and social studies learning outcomes for SD Region II Elementary School District, Barru District, Barru Regency. So, it can be concluded that learning using the PBL and GI learning models can affect the interest and learning outcomes of social studies class V students, Barru District, Barru Regency.

Keywords: *Problem Based-Learning model; Investigation Group; Interest in Learning, Learning Outcomes.*

