

ABSTRACT

Megawati, 2022. The Effect of Based Learning Problem (PBL) on Cooperation Ability and Social Sciences Learning Results in class IV at SDN Inpres Tammu-Tammu, Moncongloe District, Maros Regency. Supervised by H. Nursalam and Muhajir.

This research was motivated by the low ability of students in participating at social studies learning due to the lack of variations in interesting learning models. Teachers often used conventional learning models with direct teaching, besides that teachers also tend to use textbooks so that questions and answers did not occur, there were no feedbacks between teachers and students, this caused students to be less active and lack student collaboration skills. The purpose of this study was to determine the description of the learning model, learning outcomes and the effect of Problem Based Learning (PBL) learning model on the ability to cooperate and social studies learning outcomes for IV grade students at SDN Inpres Tammu-tammu, Maros Regency.

This study used a quasi-experimental method with a non-equivalent control group design. The population were all students of SDN Inpres Tammu-Tammu, Maros Regency for the academic year 2021/2022 consisted of 58 students and the samples of this study were Class IVa students as the experimental group and Class IVb students as the control group. Data collection techniques were through learning outcomes tests, observation and documentation. The data analysis technique used was descriptive statistical analysis, inferential statistical analysis and hypothesis testing. The data obtained were normally distributed and homogeneous using the normality test and the SPSS homogeneity test.

The application of the Problem Based Learning learning model in this study obtained the results of the Cooperation ability and social studies learning outcomes for fourth grade elementary school students at Moncongloe District was in the high category and experienced an increase after, so there was an effect of using the Problem Based Learning model learning model on cooperation and fourth grade student learning outcomes. Furthermore, at Moncongloe District, it was proven through calculations using the t-test (paired sample t-test) which obtained significant results (2-tailed) 0.000 for the ability to cooperate and learning outcomes. If the significance value is less than 0.05 then H_0 is rejected and H_a is accepted. Because the value of 0.00 is smaller than 0.05, H_a in this study is accepted, which means that there is a significant effect on cooperation and social studies learning outcomes for fourth grade elementary school students in Moncongloe District, Maros Regency.

Keywords: *Problem Based Learning, Cooperation, Learning Outcomes.*



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