

ABSTRAK

Zulrifqa Rofiqqa Ali. 2024. Pengaruh Model *Project Based Learning* Terhadap Aktivitas, Hasil Belajar, dan Nilai Karakter kerjasama pada Pembelajaran IPS siswa Kelas V Sekolah Dasar Gugus 1 Kec. Parangloe Kab. Gowa. Dibimbing oleh Idawati dan Suardi.

Penelitian ini bertujuan untuk menguji pengaruh model pembelajaran *Project Based Learning* (PjBL) terhadap aktivitas, hasil belajar dan Nilai Karakter kerjasama siswa pada Pembelajaran IPS di Gugus I Kecamatan Parangloe, Kabupaten Gowa. Metode penelitian menggunakan eksperimen semu dengan desain penelitian *Nonequivalent Control Group Design*. Populasi penelitian adalah siswa kelas V dari sembilan sekolah dasar di Gugus I Kecamatan Parangloe, Kabupaten Gowa. Sampel penelitian diambil dari SD Inpres Pakkolompo dan SD Inpres Jenemadinging menggunakan teknik random sampling, dengan total 41 siswa. Data dikumpulkan melalui observasi dan tes, kemudian dianalisis dengan analisis statistik deskriptif dan inferensial. Hasil analisis menunjukkan pengaruh signifikan dari penerapan model PjBL terhadap aktivitas siswa, hasil belajar dan nilai karakter kerjasama mereka. Berdasarkan nilai signifikansi (α) yang diperoleh 0,038 untuk aktivitas, 0,013 untuk hasil belajar, dan 0,018 untuk karakter kerjasama, yang lebih kecil dari nilai α yang umumnya digunakan 0,05, disimpulkan bahwa penerapan model PjBL secara signifikan memengaruhi aktivitas siswa, Hasil belajar dan karakter kerjasama. Hal ini menunjukkan efektivitas model pembelajaran *Project Based Learning* (PjBL) dalam meningkatkan keterlibatan siswa, memperkuat kerjasama, dan meningkatkan pencapaian akademik mereka. Penelitian ini merekomendasikan penerapan model PjBL dalam meningkatkan keterlibatan siswa, meningkatkan hasil belajar dan memperkuat kerjasama, siswa pada pembelajaran IPS di sekolah dasar.

Kata kunci: *Project Based Learning*, Aktivitas, Hasil Belajar, dan Nilai Karakter kerjasama

ABSTRACT

Zulrifqa Rofiqah Ali, 2024. The Influence of the Project-Based Learning Model on Activities, Learning Outcomes, and the Value of Cooperation Character in Social Studies Learning for Grade V Students in Cluster 1 of Parangloe District, Gowa Regency. Supervised by Idawati and Suardi.

This study aimed to examine the Influence of the Project-Based Learning (PjBL) model on students' activities, learning outcomes, and cooperation character values in Social Studies learning in Cluster I, Parangloe District, Gowa Regency. The research method used was a quasi-experiment with a Non-equivalent Control Group Design. The population of the study consisted of fifth-grade students from nine elementary schools in Cluster I, Parangloe District, Gowa Regency. The sample was drawn from SD Inpres Pakkolompo and SD Inpres Jenemading using random sampling, with a total of 41 students. Data were collected through observation and tests, then analyzed using descriptive and inferential statistical analysis. The analysis results showed a significant Influence of the PjBL model on students' activities, learning outcomes, and cooperation character values. Based on the obtained significance values (sig) of 0.038 for activities, 0.013 for learning outcomes, and 0.018 for cooperation character, which were smaller than the commonly used alpha value of 0.05. It was concluded that the application of the PjBL model significantly influences students' activities, learning outcomes, and cooperation character. This indicated the Influenceiveness of the Project-Based Learning (PjBL) model in enhancing student engagement, strengthening cooperation, and improving their academic achievement. This study recommends the implementation of the PjBL model to improve student engagement, learning outcomes, and cooperation in Social Studies learning at the elementary school level.

Keywords: *Project-Based Learning, Activities, Learning Outcomes, and Cooperation Character Values.*



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