

## ABSTRAK

**FELIANDO NOMENSEN. Pengaruh Model Pembelajaran *Role Playing* Berbasis Kearifan Lokal Terhadap Hasil Belajar IPAS Siswa Kelas IV SDN 174552 Tambunan. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan. 2025.**

Penelitian ini didasari oleh rendahnya hasil belajar IPAS siswa kelas IV SDN 174552 Tambunan. Hal ini disebabkan oleh proses pembelajaran yang bersifat konvensional yang berpusat kepada guru, kurangnya keterlibatan siswa dalam pembelajaran serta minimnya integrasi kearifan lokal dalam pembelajaran. Penelitian ini menggunakan model pembelajaran *role playing* berbasis kearifan lokal yang didasarkan oleh teori belajar konstruktivisme yang menekankan proses pembelajaran yang berpusat kepada peserta didik dengan membangun pengetahuan melalui pengalaman dan interaksi sosialnya. Penelitian ini menggunakan desain *nonequivalent control group* dengan sampel 46 peserta didik (kelas eksperimen 22 peserta didik dan kelas kontrol 24 peserta didik). Instrumen penelitian berupa tes pilihan ganda yang telah diuji cobakan. Data dianalisis menggunakan uji normalitas (Shapiro-Wilk), homogenitas (Levene), dan uji hipotesis (Paired Sample T-Test). Hasil penelitian menunjukkan bahwa model pembelajaran *role playing* berbasis kearifan lokal berpengaruh signifikan terhadap peningkatan hasil belajar IPAS (nilai sig.  $0,001 < 0,05$ ). Nilai rata-rata posttest kelas eksperimen (84,09) lebih tinggi dibandingkan nilai rata-rata kelas kontrol (60,42). Temuan ini menunjukkan bahwa model pembelajaran *role playing* berbasis kearifan lokal dapat meningkatkan hasil belajar peserta didik.

**Kata Kunci : Model Pembelajaran *Role Playing* Berbasis Kearifan Lokal, Hasil Belajar**

## **ABSTRACT**

**FELIANDO NOMENSEN. The Effect of the Role Playing Learning Model Based on Local Wisdom on the Science and Science Learning Outcomes of Class IV Students at SDN 174552 Tambunan. Skripsi. Medan: Faculty of Education. Universitas Negeri Medan. 2025.**

This study is based on the low learning outcomes of fourth grade students of SDN 174552 Tambunan. This is caused by the conventional learning process that is centered on the teacher, the lack of student involvement in learning and the minimal integration of local wisdom in learning. This study uses a role playing learning model based on local wisdom based on constructivism learning theory that emphasizes the learning process that is centered on students by building knowledge through experience and social interaction. This study uses a nonequivalent control group design with a sample of 46 students (22 students in the experimental class and 24 students in the control class). The research instrument is a multiple-choice test that has been tested. Data were analyzed using normality tests (Shapiro-Wilk), homogeneity (Levene), and hypothesis testing (Paired Sample T-Test). The results showed that the role playing learning model based on local wisdom had a significant effect on improving learning outcomes of science (sig. value  $0,001 < 0,05$ ). The average posttest score of the experimental class (84,09) was higher than the average score of the control class (60,42). This finding shows that the local wisdom-based role playing learning model can improve student learning outcomes.

**Keywords : Role Playing Learning Model Based on Local Wisdom, Learning Outcomes**

