

ABSTRAK

DHEA NANDA LAZUARNI. Pengaruh Model *Problem Based Learning* dengan Pendekatan *Culturally Responsive Teaching* Terhadap Hasil Belajar Pendidikan Pancasila Kelas IV SDN 106162 Medan Estate. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan 2026.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Problem Based Learning (PBL) dengan pendekatan Culturally Responsive Teaching (CRT) terhadap hasil belajar Pendidikan Pancasila siswa kelas IV SDN 106162 Medan Estate. Penelitian ini menggunakan metode kuasi eksperimen dengan desain Nonequivalent Control Group Design yang melibatkan dua kelas, yaitu kelas eksperimen dan kelas kontrol. Sampel penelitian berjumlah 74 siswa yang diambil menggunakan teknik total sampling. Teknik pengumpulan data meliputi observasi, wawancara, dokumentasi, serta tes berupa Pretest dan posttest. Data dianalisis melalui uji prasyarat dan uji hipotesis menggunakan bantuan SPSS untuk mengetahui signifikansi pengaruh perlakuan. Hasil penelitian menunjukkan bahwa terdapat peningkatan hasil belajar pada kelas eksperimen dibandingkan kelas kontrol, yang ditunjukkan dari selisih nilai rata-rata Pretest dan posttest yang lebih tinggi. Hasil uji hipotesis menunjukkan nilai signifikansi (Sig.) $0,008 < 0,05$, sehingga H_a diterima dan H_0 ditolak. Hal ini menunjukkan bahwa model pembelajaran Problem Based Learning dengan pendekatan Culturally Responsive Teaching berpengaruh signifikan terhadap hasil belajar siswa. Penerapan model ini mampu meningkatkan keterlibatan siswa, kemampuan berpikir kritis, serta pemahaman konsep secara kontekstual sesuai dengan latar belakang budaya siswa. Dengan demikian, model PBL berbasis CRT efektif digunakan dalam pembelajaran Pendidikan Pancasila di sekolah dasar.

Kata Kunci: Problem Based Learning, Culturally Responsive Teaching, hasil belajar, Pendidikan Pancasila di Sekolah Dasar.

ABSTRACT

DHEA NANDA LAZUARNI. The Effect of a Problem-Based Learning Model Combined with a *Culturally Responsive Teaching* Approach on Learning Outcomes in Pancasila Education for Grade IV Students at SDN 106162 Medan Estate. Skripsi. Medan: Faculty of Education, State University of Medan 2026.

This study aims to determine the effect of the Problem-Based Learning (PBL) model combined with the Culturally Responsive Teaching (CRT) approach on the Pancasila Education learning outcomes of fourth-grade students at SDN 106162 Medan Estate. This study employed a quasi-experimental method using a Nonequivalent Control Group Design involving two classes: an experimental class and a control class. The study sample consisted of 74 students selected using total sampling. Data collection techniques included observation, interviews, documentation, and tests in the form of Pretests and posttests. The data were analyzed through prerequisite tests and hypothesis tests using SPSS to determine the significance of the treatment's effect. The results of the study indicate that there was an improvement in learning outcomes in the experimental class compared to the control class, as evidenced by a higher difference in the mean Pretest and posttest scores. The results of the hypothesis test showed a significance value (Sig.) of $0.008 < 0.05$, so H_a was accepted and H_0 was rejected. This indicates that the Problem-Based Learning (PBL) model with a Culturally Responsive Teaching (CRT) approach has a significant effect on students' learning outcomes. The implementation of this model is able to increase student engagement, critical thinking skills, and contextual conceptual understanding in accordance with the students' cultural backgrounds. Thus, the CRT-based PBL model is effective for use in Pancasila education instruction in elementary schools.

Keywords: Problem-Based Learning, Culturally Responsive Teaching, learning outcomes, Pancasila Education in Elementary Schools.

