ABSTRAK

ANGELINA VERONICA HUTASOIT. Pengaruh Model Pembelajaran *Problem Based Learning* Terhadap Keterampilan Proses Sains Anak Usia 5-6 Tahun di TK Immanuel Kids. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan. 2026.

Penelitian ini bertujuan untuk megetahui pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap keterampian proses sains anak usia 5-6 tahun. Penelitian ini dilakukan di TK Immanuel Kids. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *one group pretest-posttest*. Populasi dalam penellitian ini berjumlah 45 anak, dengan sampel sebanyak 20 anak. Teknik pengumpulan data dilakukan melalui tes keterampilan proses sains yang diberikan sebelum (*pretest*) dan sesudah (*posttest*) penerapan model pembelajaran PBL. Data yang diperoleh dianalisis menggunakan statistik deskriptif dan uji nonparametrik *Wilcoxon Signed-Rank Test* dengan bantuan program SPSS. Hasil statistik deskriptif menunjukkan bahwa nilai rata-rata keterampilan proses sains anak mengalami peningkatan dari 15,2 pada *pretest* menjadi 30,5 pada *posttest*. Hasil uji *Wilcoxon* menunjukkan nilai *Asymp*. *Sig*. (2-*tailed*) sebesar 0.000 (<0,05), sehingga hipotesis nol ditolak dan hipotesis alternatif diterima. Hal ini menunjuukan bahwa terdapat pengaruh yang signifikan dari penerapan model pembelajaran *Problem Based learning* terhdap keterampilan proses sains anak usia 5-6 tahun. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa model pembelajaran *Problem Based Learning* efektif digunakan untuk meningkatkan keterampilan proses sains anak usia karena mampu melibatkan anak secara aktif dalam proess pembelajaran melalui kegiatan pemecahan masalah yang kontekstual dan bermakna.

Kata Kunci: *Problem Based Learning*, Keterampilan Proses Sains

ABSTRACT

ANGELINA VERONICA HUTASOIT. The Influence of Problem Based Learning Model on Science Process Skills of 5-6 Year Old Children at Immanuel Kids Kindergarten. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

This study aims to examine the effect of the Problem Based Learning (PBL) model on the science process skills of children aged 5–6 years. The research was conducted at Immanuel Kids Kindergarten. The research employed a quantitative approach with a one group pretest–posttest design. The population consisted of 45 children, with a sample of 20 children. Data were collected through a science process skills test administered before (pretest) and after (posttest) the implementation of the PBL model. The data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test with the assistance of SPSS software. The descriptive statistical results showed that the mean score of children's science process skills increased from 15.2 in the pretest to 30.5 in the posttest. The Wilcoxon test results indicated an Asymp. Sig. (2-tailed) value of 0.000 (< 0.05), meaning that the null hypothesis was rejected and the alternative hypothesis was accepted. These findings indicate that the Problem Based Learning model has a significant effect on improving the science process skills of children aged 5–6 years. Based on the results of this study, it can be concluded that the Problem Based Learning model is effective in enhancing early childhood science process skills, as it actively engages children in meaningful and contextual problem-solving learning activities.

Keywords: Problem Based Learning, Science Process Skills