

ABSTRAK

Martiningtyas, E. 2022. *Pengaruh Model Pembelajaran Means Ends Analysis (MEA) Terhadap Hasil Belajar IPA Siswa Kelas IV SDN Kepunten*. Program Studi Pendidikan Guru Sekolah Dasar. Fakultas Pedagogi dan Psikologi. Universitas PGRI Adi Buana Surabaya. Pembimbing (1) Drs. Triman Juniarso, M.Pd. Pembimbing (2) Cholifah Tur Rosidah, S.Pd., M.Pd.
Kata Kunci: Model Pembelajaran *Means Ends Analysis*, hasil belajar siswa

Penelitian ini dilatarbelakangi oleh kemampuan berpikir kritis, aktif, dan rasa ingin tahu siswa yang masih rendah. Penyebabnya adalah siswa kurang mengeksplorasi kemampuannya dalam memahami masalah secara kreatif, kritis, aktif, serta kurangnya pemanfaatan benda yang terdapat di lingkungan sekitar saat pembelajaran. Dengan demikian guru harus memilih model pembelajaran yang tepat untuk mengatasi permasalahan tersebut. Penelitian ini bertujuan untuk mengetahui adakah pengaruh model pembelajaran MEA terhadap hasil belajar IPA siswa kelas IV SDN Kepunten.

Penelitian ini merupakan penelitian *quasi experimental* dengan menggunakan *nonequivalent control group design*. Populasinya seluruh siswa kelas IV SDN Kepunten. Melalui teknik *purposive sampling*, terpilih kelas IV-A sebagai kelas eksperimen dan kelas IV-B sebagai kelas kontrol. Metode yang digunakan adalah tes berupa *pre test* dan *post test*. Teknik analisis data yang digunakan adalah Uji *Independent Sampel Test*, yang sebelumnya diuji prasyarat.

Hasil penelitian didapatkan nilai *pre test* dan *post test* terdapat perbedaan hasil belajar siswa sebelum dan setelah diberikan perlakuan menggunakan model pembelajaran MEA. Hal tersebut ditinjau dari perolehan $t_{hitung} > t_{tabel}$ ($2,929 > 2,000$) dan signifikansi $0,005 < 0,05$ sehingga H_0 ditolak. Kesimpulan dari penelitian menunjukkan bahwa ada pengaruh model pembelajaran MEA terhadap hasil belajar IPA siswa kelas IV SDN Kepunten.

ABSTRACT

Martiningtyas, E. 2022. *The Influence of the Means Ends Analysis (MEA) Learning Model on the Science Learning Result of Class IV Students at Elementary School Kepunten*. Elementary School Teacher Education Department. Faculty of Pedagogy and Psychology. PGRI Adi Buana University, Surabaya. Supervisor (1) Drs. Triman Juniarso, M.Pd. Supervisor (2) Cholifah Tur Rosidah, S.Pd., M.Pd.

Keywords: Means Ends Analysis (MEA) Learning Model, student learning result

This research is motivated by the ability to think critically, active, and also the curiosity of students who are still low. The reason is that students do not explore their ability to understand problems creatively, critically, actively, the lack of use objects in the environment during learning. Thus the teacher must choose the right learning model to overcome these problems. This study aims to determine whether there is an effect of the MEA learning model on science learning outcomes for fourth grade students at Elementary School Kepunten.

This study is a quasi-experimental study using a none equivalent control group design. The population is all fourth grade students at Elementary School Kepunten. Through purposive sampling technique, class IV-A was chosen as the experimental class and class IV-B as the control class. The method used is a test in the form of pre-test and post-test. The data analysis technique used is the Independent Sample Test, which was previously tested for prerequisites.

The results showed that the pretest and posttest scores showed differences in student learning outcomes before and after being given treatment using the MEA learning model. This is seen from the acquisition of $t_{count} > t_{table}$ ($2,929 > 2,000$) and the significance $0.005 < 0.05$ so that H_o is rejected. The conclusion of the study shows that there is an effect of the MEA learning model on the science learning outcomes of fourth grade students at Elementary School Kepunten.