



The Effect of an Activity-Based Problem Based Learning Model on Learning Outcomes and Learning Interest in the IPAS Subject for Fifth Grade Students SDN Tulung Agung

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ABSTRACT	ARTICLE INFO
<i>This study was motivated by the low learning outcomes and learning interest of fifth-grade elementary school students in the IPAS (Natural and Social Sciences) subject. Instruction that remained teacher-centered resulted in students being less active during the learning process. This study aimed to determine the effect of an activity-based Problem-Based Learning model on students' learning outcomes and learning interest, both individually approach was employed using a quasi-experimental method with a non-equivalent control group design. The research sample consisted of 70 students from classes VA and VB at SD Negeri 1 Kedungwaru, Tulungagung Regency. Data collection techniques included tests, questionnaires, and documentation, while data analysis was performed using the MANOVA test. The results indicated that: (1) the activity-based Problem-Based Learning model had a significant effect on student learning outcomes (significance value $0.000 < 0.05$); (2) the model had a significant effect on student learning interest (significance value $0.000 < 0.05$); and (3) the model had a significance values of $0.000 < 0.05$ across Pillai's Trace, Wilks's Lambda, Hotelling's Trace, and Roy's Largest Root statistics. Thus, the activity-based Problem-Based Learning model can serve as an alternative instructional approach to improve the learning outcomes and learning interest of fifth-grade elementary school students in the IPAS subject.</i> © 2026 Jurnal Pedagogik Pendidikan Dasar 	Article History: Submitted/Received 26 Jun 2026 First Revised 04 Aug 2026 Accepted 10 Aug 2026 First Available online 31 Aug 2026 Publication Date 01 Nov 2026 Keyword: Learning outcomes; Natural and Social Sciences (IPAS); Learning interest; Activity-based Problem-Based Learning

1. INTRODUCTION

Education is a conscious and planned effort to create a learning environment and a learning process so that students actively develop their potential, enabling them to have the intelligence, skills, and character needed in community, national, and state life ([Law Number 20 of 2003](#)). The success of the educational process can be seen from the learning outcomes achieved by students after participating in the learning process. According to [Sutarsih et al. \(2022\)](#), learning outcomes are the abilities gained by students after participating in learning activities, covering cognitive, affective, and psychomotor aspects. One of the factors that influence learning outcomes is learning interest. [Sandi et al. \(2024\)](#) states that learning interest is the feeling of curiosity and desire of students to engage in learning activities. High learning interest can encourage students to be more active, which positively impacts the learning outcomes they achieve.

Based on the observations conducted at SD Negeri 01 Kedungwaru, the learning process is still dominated by lecture methods and is teacher-centered. The teacher acts as the main source of information, while students tend to just listen and take notes on the material presented. This situation causes students to be less active, easily bored, and less involved in the learning process. The low student involvement affects their interest in learning, which is shown through a lack of attention, participation, and enthusiasm during lessons. As a result, students' learning outcomes in the IPAS subject are still considered low.

Science and Social Studies (IPAS) in elementary school require students to understand concepts related to natural and social phenomena in an integrated way. Learning IPAS isn't just about mastering concepts; it also focuses on critical thinking, problem-solving, and applying knowledge in everyday life. In line with the Merdeka Curriculum, IPAS lessons are designed to give students meaningful learning experiences through active involvement in various learning activities ([Ministry of Education and Culture, 2022](#)).

Looking at their developmental characteristics, fifth-grade elementary students are in the concrete operational stage, which is when students start to be able to think logically about real objects and events ([Piaget et al., 1970](#)). At this stage, students are very curious and find it easier to understand material through hands-on experiences, group work, and problem-solving activities related to everyday life. That's why learning that actively involves students fits their developmental traits better than passive, one-way teaching.

Activities are an important part of learning that can boost student engagement. According to [Paratiwi et al. \(2023\)](#), meaningful learning activities can provide a more memorable learning experience and help students understand the material more deeply. [Dewey and Bruner \(1960\)](#) also stated that students' active involvement in the learning process can spark interest in learning because they feel directly engaged in the learning activities. So, well-designed learning activities can help increase both students' interest in learning and their learning outcomes.

One learning model that can accommodate students' learning activities is Problem Based Learning (PBL). According to [Sari et al. \(2023\)](#), PBL is a learning model that starts with presenting real problems to encourage students to investigate and find solutions to the given issues. Through this model, students are trained to think critically, collaborate, discuss, and express their opinions in solving problems. The implementation of Activity-based Problem Based Learning is expected to increase student engagement in learning, which in turn impacts their interest and learning outcomes. Therefore, this study aims to find out the effect of Activity-

based Problem Based Learning on the learning outcomes and interest of fifth-grade students at SD Negeri 01 Kedungwaru in the IPAS (Integrated Science and Social Studies) subject.

2. RESEARCH METHODOLOGY

This study uses a quantitative approach with a quasi-experimental method. The research design used is a Nonequivalent Control Group Design, which involves two groups: an experimental class and a control class that are not randomly selected. The experimental class is given treatment in the form of learning using an Activity-based Problem Based Learning (PBL) model, while the control class uses conventional learning. Both groups are given pretests and posttests to measure learning outcomes, as well as questionnaires before and after the treatment to measure students' learning interest. The study was conducted at SD Negeri 01 Kedungwaru in the even semester of the 2025/2026 academic year.

The research was carried out at SD Negeri 1 Kedungwaru in Tulungagung Regency. The research sample consisted of 5th grade students from classes VA and VB, totaling 70 students, with 36 students from class VA and 34 students from class VB. The sampling technique used was saturated sampling (total sampling), meaning all members of the population were included as the research sample.

Data collection techniques include tests, questionnaires, interviews, and documentation. Test instruments are used to measure students' learning outcomes in IPAS subjects, while questionnaires are used to measure students' learning interest. Before being used, research instruments are tested for validity and reliability to ensure their suitability as data collection tools.

Data analysis was carried out through prerequisite tests, which included a normality test using the Shapiro-Wilk test and a homogeneity test using the Homogeneity of Covariance Matrices Test. Next, hypothesis testing was done using Multivariate Analysis of Variance (MANOVA) with the help of the Jamovi version 2.6.44 application to find out the effect of the Activity-based Problem Based Learning model on students' learning outcomes and interest, both partially and simultaneously, at a 0.05 significance level.

3. RESULT AND DISCUSSION

3.1. Descriptive Statistics

Descriptive statistics are used to give an overview of students' learning outcomes and learning interest in the experimental and control classes after being given treatment. Descriptive statistical data include the sample size, average score (mean), and standard deviation, which are presented in Table 1.

Table 1. Description of Learning Outcomes Data and Learning Interests

	CLASS	RESULTS	INTEREST
N	Experiment	34	34
	Control	36	36
Missing	Experiment	0	0
	Control	0	0
Mean	Experiment	75.2	75,6
	Control	67.0	69.0
Median	Experiment	80	78
	Control	70	69

Standard Deviation	Experiment	16.5	12.0
	Control	16.3	11.3
Minimum	Experiment	80	75
	Control	60	60
Maximum	Experiment	100	96
	Control	90	88

Based on Table 1, the average learning outcomes and learning interest of students in the experimental class were higher compared to the control class after being given treatment in the form of an Activity-based Problem Based Learning (PBL) model. For the learning outcomes variable, the experimental class scored an average of 75.2, while the control class scored 67.0. Meanwhile, for the learning interest variable, the experimental class scored an average of 75.6, and the control class scored 69.0. These results show that applying the Activity-based Problem Based Learning model can increase student involvement in the learning process, which impacts the improvement of both learning outcomes and learning interest.

3.2. Normality test

Normality testing is done as one of the prerequisite tests before testing hypotheses using Multivariate Analysis of Variance (MANOVA). This test aims to find out whether students' learning outcomes and learning interest data in the experimental class and the control class are normally distributed. In this study, normality testing was carried out using the Shapiro-Wilk test with a significance level of 0.05. The data is considered normally distributed if the significance value (p-value) is greater than 0.05. The results of the normality test for students' learning outcomes and learning interest are presented in Table 2.

Table 2. Data Normality Test

Shapiro-Wilk Multivariate Normality Test	
W	p
0.967	0.062

Based on Table 2, the Shapiro-Wilk statistic was 0.967 with a significance value (p-value) of 0.062. This significance value is greater than 0.05 ($0.062 > 0.05$), so it can be concluded that the research data is multivariately normally distributed. Therefore, one of the assumptions required for MANOVA analysis has been met and the data is suitable to proceed to the next testing stage.

3.3. Homogeneity Test

The homogeneity test is also conducted as a requirement for using MANOVA analysis. The purpose of the homogeneity test is to find out whether the variance of data from the experimental group and the control group have the same or homogeneous level of variation. Similar variance between groups is important to ensure that differences in the research variables are caused by the treatment given, not because of differences in data characteristics between groups. The results of the homogeneity test on students' learning outcomes and learning interest are presented in Table 3.

Table 3. Homogeneity Test

Box's Homogeneity of Covariance Matrices Test

χ^2	df	p
2.95	3	0.400

Based on Table 3, the significance value is greater than 0.05. This result shows that the learning outcomes and student interest data in the experimental and control classes have homogeneous variance. In other words, the level of data variability in both groups is relatively the same, so it meets the homogeneity assumption. Fulfilling the homogeneity assumption indicates that the data is suitable for use in MANOVA analysis. Therefore, hypothesis testing can be continued to find out the effect of the Activity-Based Problem Based Learning model on students' learning outcomes and interest.

3.4. Hypothesis Test

Hypothesis testing was carried out using Multivariate Analysis of Variance (MANOVA). MANOVA analysis was used to find out the effect of the Activity-based Problem Based Learning model on two dependent variables simultaneously, namely learning outcomes and students' learning interest. The use of MANOVA in this study aims to provide a more comprehensive picture of the effect of the treatment on both research variables at the same time. The MANOVA test results are presented in Table 4.

Table 4. MANOVA Test Results

Multivariate Tests

		value	F	df1	df2	p
KELAS	Pillai's Trace	0.284	13.3	2	67	<.001
	Wilks' Lambda	0.716	13.3	2	67	<.001
	Hotelling's Trace	0.397	13.3	2	67	<.001
	Roy's Largest Root	0.397	13.3	2	67	<.001

Based on Table 4, the significance values for the criteria Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root are all < 0.001. These values are smaller than the 0.05 significance level, indicating that there is a significant difference between the experimental group and the control group. This result suggests that implementing the Activity-based Problem Based Learning model has a significant impact on students' learning outcomes and interest in learning simultaneously. Therefore, the hypothesis stating that the Activity-based Problem Based Learning model affects students' learning outcomes and interest in learning is accepted.

To find out the effect of the Activity-based Problem Based Learning (PBL) model on each dependent variable, namely student learning outcomes and learning interest, an analysis of Tests of Between-Subjects Effects was conducted. The analysis results are presented in Table 5.

Table 5. Test of Between-Subjects Effects

Univariate Tests

	Dependent Variable	Sum of Squares	df	Mean Square	F	p
KELAS	Minat Belajar	2843	1	2843	27.0	<.001
	Hasil Belajar	4484	1	4484	20.2	<.001
Residuals	Minat Belajar	7171	68	105		
	Hasil Belajar	15066	68	222		

Based on Table 5, the significance value for the learning outcome variable is $p < 0.001$, which is smaller than 0.05. This result shows that the Activity-Based Problem Based Learning model has a significant effect on the learning outcomes of fifth-grade students at SD Negeri 01 Kedungwaru. Therefore, the first hypothesis, which states that there is an effect of the Activity-Based Problem Based Learning model on students' learning outcomes, is accepted.

In addition, for the learning interest variable, a significance value of $P < 0.001$ was obtained, which is also smaller than 0.05. These results show that the Activity-based Problem Based Learning model has a significant effect on students' learning interest. Therefore, the second hypothesis stating that there is an effect of the Activity-based Problem Based Learning model on students' learning interest is accepted.

3.5. Discussion

The Influence of Activity-Based Problem Based Learning Model on learning Outcomes IPAS Subjects of Fifth Grade Elementary School Students

The research results show that the Activity-based Problem Based Learning (PBL) model has a significant effect on students' learning outcomes in IPS subjects, with a significance value of $p < 0.001$. These results indicate that students who participate in learning using the Activity-based PBL model achieve better learning outcomes compared to students who follow conventional learning. Implementing the PBL model gives students the chance to actively engage in problem-solving processes, helping them understand learning concepts more deeply. This study aligns with Hmelo-Silver's (2004) theory, which states that PBL helps students build concept understanding through inquiry processes. This finding is also supported by Alfina Nur Aini's (2024) research, which shows that the PBL model can improve students' learning outcomes in IPS subjects.

The Influence of Activity-Based Problem Based Learning Model on the Interest in Learning IPAS Subjects of Fifth Grade Elementary School Students

The research results show that the Activity-based Problem Based Learning model has a significant effect on students' learning interest, with a significance value of $p < 0.001$. Learning that involves observation activities, group discussions, and problem-solving can create a more engaging learning atmosphere, which increases students' interest in participating in lessons. This finding aligns with Sekarwangi's (2024) theory, which states that learning interest arises from feeling attracted to and enjoying learning activities. This research is also supported by Husain's (2021) study, which shows that applying the PBL model positively influences elementary school students' learning interest.

The Influence of Activity-Based Problem Based Learning Model on Learning Interest and Learning Outcomes in Social Science Subjects for 5th Grade Elementary School

The results of the MANOVA test showed that the Activity-Based Problem-Based Learning model has a significant simultaneous effect on students' learning outcomes and interest in learning, with a significance value of $p < 0.001$. This finding suggests that student-centered learning through problem-solving activities not only improves students' understanding of the material but also increases their interest in participating in lessons. This result aligns with Slameto's theory, which states that learning interest is one of the factors that affect students' learning success. This finding is also supported by research from [Purba and Susilo et al. \(2024\)](#), which showed that implementing the PBL model can improve students' interest in learning and learning outcomes compared to conventional learning.

4. CONCLUSION

Based on the research that has been conducted, it can be concluded that the Activity-Based Problem Based Learning (PBL) model has a significant impact on the learning outcomes and interest of fifth-grade students at SD Negeri 01 Kedungwaru in the IPAS subject. Using the Activity-Based PBL model gives students the chance to actively engage in the learning process through problem-solving activities, group discussions, observations, and investigations, allowing them to gain more meaningful learning experiences.

The research results show that the Activity-based Problem Based Learning model has a significant effect on students' learning outcomes, as indicated by a significance value of $p < 0.001$. In addition, the Activity-based Problem Based Learning model also has a significant effect on students' interest in learning with a significance value of $p < 0.001$. The MANOVA test results show that the Activity-based Problem Based Learning model significantly affects both learning outcomes and students' interest in learning simultaneously, with a significance value of $p < 0.001$.

This research finding shows that student-centered learning supported by meaningful learning activities can enhance student engagement in the learning process. This increased engagement, in turn, fosters students' interest in learning, which ultimately helps improve learning outcomes. Therefore, an Activity-based Problem-Based Learning model can be considered one effective alternative teaching model to apply in IPAS subjects to improve the quality of both the learning process and outcomes in elementary schools.

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