

ABSTRAK

Purwaningsih, L. (2024). “*Penerapan Model Problem Based Learning Berbantuan YouTube untuk Meningkatkan Keterampilan Menulis Teks Eksplanasi dan Efikasi Diri Siswa Sekolah Dasar*”. Latar belakang permasalahan dalam penelitian ini adalah kurangnya keterampilan menulis Teks Eksplanasi dan efikasi diri siswa sekolah dasar disebabkan oleh penggunaan media belajar dan model pembelajaran yang terkesan biasa dan kurang menarik perhatian siswa serta kurangnya membaca sehingga berdampak pada keterampilan menulisnya. Rumusan masalah pada penelitian ini adalah 1) bagaimana proses penerapan Model *Problem Based Learning* berbantuan YouTube untuk meningkatkan keterampilan menulis Teks Eksplanasi dan Efikasi diri siswa sekolah dasar? 2) Apa saja kendala yang dihadapi guru dan siswa dalam penerapan model ini? 3) Apakah penerapan Model *Problem Based Learning* berbantuan YouTube efektif dalam meningkatkan keterampilan menulis dan efikasi diri siswa, dilihat dari hasil belajar dan peningkatan keterampilan siswa? Metode penelitian yang digunakan, yaitu Metode Campuran (*Mixed Method*) dengan desain penelitian *The Exploratory Sequential Design*. Desain penelitian ini diawali dengan pengumpulan data kualitatif kemudian dilanjutkan dengan pengumpulan data kuantitatif. Subjek penelitian ini adalah siswa kelas 6 SD Negeri Cipaku 2, Kota Bogor tahun pelajaran 2023/2024 yang berjumlah 32 orang terdiri dari 15 orang perempuan dan 17 orang laki-laki. Berdasarkan hasil penelitian, diperoleh simpulan bahwa siswa menunjukkan peningkatan efikasi diri, 59% berada pada kategori baik, 34% efikasi diri cukup, dan 7% efikasi diri kurang. Selain itu, terdapat hasil yang menunjukkan bahwa sebagian besar siswa mempunyai peningkatan keterampilan menulis baik, 66% termasuk dalam kategori baik, 31% memiliki keterampilan menulis cukup, dan hanya 1% yang memiliki keterampilan menulis kurang. Sebanyak 78% siswa telah dinyatakan tuntas, sedangkan 22% belum tuntas dalam menulis Teks Eksplanasi. Hal ini menunjukkan bahwa penerapan Model *Problem Based Learning* berbantuan YouTube dapat mempengaruhi siswa dalam meningkatkan keterampilan menulis Teks Eksplanasi dan efikasi diri dan di sekolah dasar.

Kata Kunci : Model *Problem Based Learning*, You Tube, Keterampilan Menulis Teks Eksplanasi, Efikasi Diri.

ABSTRACT

Purwaningsih, L. (2024). “ Application of the YouTube-Assisted Problem Based Learning Model to Improve Elementary School Student’s Explanatory Text Writing Skills and Self-Efficacy”. The background to the problem in this research is the lack of explanatory text writing skills and self-efficacy of elementary school students caused by the use of learning media and learning models that seem ordinary and do not attract student’s attention as well as a lack of reading which has an impact on their writing skills. The formulation of the problem in this research is 1) How is the process of implementing the YouTube-assisted Problem Based Learning Model to improve the writing skills of Explanatory Texts and Self-Efficacy of elementary school students? 2) What are the obstacles faced by teachers and students in implementing this model? 3) Is the implementation of the YouTube-assisted Problem Based Learning Model effective in improving students’ writing skills and self-efficacy, seen from the learning outcomes and improvement of students’ skills? The research method used is Mixed Method with Exploratory Sequential Design research design. This research design begins with collecting qualitative data then continues with collecting quantitative data. The subject of this research were 32 grade 6 students at SD Negeri Cipaku 2, Bogor City for the 2023/2024 school year, consisting of 15 girls and 17 boys. Based on the research results, it was concluded that students showed increased self-efficacy, 59% were in the good category, 34% had sufficient self-efficacy, and 7% had poor self efficacy. Apart from that, there are results showing that the majority of students have improved writing skills, 66% are in the good category, 31% have sufficient writing skills, and only 1% have poor writing skills. As many as 78% of students have been declared complete, while 22% have not yet completed writing Explanatory Text. This shows that the application of the YouTube-assisted Problem Based Learning Model can influence students in improving their writing skills in Explanatory Texts and self-efficacy in elementary schools.

Keywords: *Problem Based Learning Model, Youtube, Explanatory Text Writing Skills, Self-Efficacy.*