ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media pembelajaran animasi berbasis Artificial Intelligence (AI) terhadap hasil belajar Ilmu Pengetahuan Alam dan Sosial (IPAS) siswa kelas V pada materi Sistem Pencernaan Manusia di MIN 4 Lhokseumawe. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian quasi eksperimen dan desain Nonequivalent Control Group Design. Sampel penelitian berjumlah 46 siswa yang terdiri atas 21 siswa kelas eksperimen dan 25 siswa kelas kontrol. Teknik pengumpulan data dilakukan melalui tes hasil belajar berupa pretest dan posttest. Data dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, uji homogenitas Levene's Test, dan uji hipotesis menggunakan Independent Samples t-Test. Hasil penelitian menunjukkan bahwa nilai rata-rata posttest kelas eksperimen sebesar 88,81, sedangkan nilai rata-rata posttest kelas kontrol sebesar 75,00. Hasil uji hipotesis menunjukkan nilai signifikansi (Sig. 2-tailed) sebesar 0,000 yang lebih kecil dari 0,05 (0,000 < 0,05), sehingga H_0 ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan media pembelajaran animasi berbasis Artificial Intelligence (AI) berpengaruh signifikan terhadap hasil belajar IPAS siswa kelas V pada materi Sistem Pencernaan Manusia di MIN 4 Lhokseumawe. Oleh karena itu, media pembelajaran animasi berbasis AI dapat digunakan sebagai salah satu alternatif media pembelajaran yang mendukung proses pembelajaran IPAS di sekolah dasar.

Kata Kunci: Media Pembelajaran Animasi Berbasis AI, Hasil Belajar, IPAS, Sistem Pencernaan Manusia.

ABSTRACT

This study aimed to determine the effect of using Artificial Intelligence (AI)-based animated learning media on the Natural and Social Sciences (IPAS) learning outcomes of fifth-grade students on the Human Digestive System topic at MIN 4 Lhokseumawe. This study employed a quantitative approach with a quasi-experimental method using a Nonequivalent Control Group Design. The sample consisted of 46 students, including 21 students in the experimental class and 25 students in the control class. Data were collected through learning achievement tests administered in the form of pretests and posttests. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, Levene's Test of homogeneity, and hypothesis testing using the Independent Samples t-Test. The results showed that the mean posttest score of the experimental class was 88.81, while the mean posttest score of the control class was 75.00. The hypothesis testing result indicated a significance value (Sig. 2-tailed) of 0.000, which was lower than 0.05 (0.000 < 0.05), leading to the rejection of H_0 and acceptance of H_a. Therefore, it can be concluded that the use of Artificial Intelligence (AI)-based animated learning media has a significant effect on the IPAS learning outcomes of fifth-grade students on the Human Digestive System topic at MIN 4 Lhokseumawe. Thus, AI-based animated learning media can be utilized as an alternative instructional medium to support the learning process of IPAS in elementary schools.

Keywords: *AI-Based Animated Learning Media, Learning Outcomes, Natural and Social Sciences (IPAS), Human Digestive System.*