

ABSTRAK
PENINGKATAN KEAKTIFAN DAN HASIL BELAJAR IPA
SISWA KELAS IVA SD NEGERI NOGOPURO
MELALUI PENERAPAN MODEL PEMBELAJARAN
PROBLEM BASED LEARNING (PBL)

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Penelitian ini dilatar belakangi rendahnya keaktifan dan hasil belajar siswa kelas IVA SDN Nogopuro. Penelitian bertujuan untuk: 1) mendeskripsikan upaya peningkatan keaktifan dan hasil belajar menggunakan model *PBL* siswa kelas IVA SDN Nogopuro pada pembelajaran IPA; 2) meningkatkan keaktifan belajar pada pembelajaran IPA menggunakan model *PBL*; dan 3) meningkatkan hasil belajar pada pembelajaran IPA menggunakan model *PBL*.

Jenis penelitian ini adalah Penelitian Tindakan Kelas model Kemmis dan Mc Taggart, berlangsung selama dua siklus, setiap siklusnya terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas IVA SDN Nogopuro, tahun pelajaran 2017/2018 berjumlah 30 siswa. Objek penelitian adalah peningkatan keaktifan dan hasil belajar siswa. Teknik pengumpulan data diperoleh dengan observasi, kuesioner, dan tes tertulis. Hasil uji coba instrumen tes tertulis menunjukkan bahwa 5 soal valid pada setiap siklus, hasil reliabilitas untuk siklus I 0,713 dan siklus II 0,451. Data penelitian dianalisis dengan program SPSS 16.0. Analisis data penelitian menggunakan analisis deskriptif kuantitatif dan kualitatif.

Hasil penelitian menunjukkan (1) upaya peningkatan keaktifan dan hasil belajar dengan menggunakan model *PBL* melalui langkah-langkah: orientasi siswa pada masalah, mengorganisasi siswa untuk belajar, membimbing penyelidikan individual maupun kelompok, mengembangkan dan menyajikan hasil karya, dan menganalisis dan mengevaluasi proses pemecahan masalah; (2) model pembelajaran *PBL* dapat meningkatkan keaktifan belajar. Hal ini tampak pada peningkatan skor keaktifan belajar dari kondisi awal 61 (cukup aktif), siklus I 70 (aktif), kemudian siklus II menjadi 72 (aktif); (3) model pembelajaran *PBL* dapat meningkatkan hasil belajar. Hal ini tampak pada peningkatan nilai rata-rata ulangan dari kondisi awal 69,5, siklus I 76,7, kemudian siklus II meningkat menjadi 81. Persentase jumlah siswa yang mencapai KKM (75) dari kondisi awal sebesar 33,3%, siklus I 63,3%, dan siklus II menjadi 82,7%.

Kata kunci: keaktifan, hasil belajar, *Problem Based Learning (PBL)*

ABSTRACT

*INCREASING ACTIVITY AND LEARNING RESULT SAINS
FOR THE FOURTH A GRADE STUDENTS OF ELEMENTARY SCHOOL
NOGOPURO
USING LEARNING MODEL PROBLEM BASED LEARNING (PBL)*

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The research is based on the background of low activity and learning result of fourth grade elementary school Nogopuro. The research aims to (1) describe the effort of increasing the activity and learning result for fourth grade elementary school Nogopuro using problem based learning (PBL) model on science learning; (2) increase learning activity in science learning using PBL model; (3) improve the learning results on science learning using PBL model

This research was a Classroom Active Research (CAR) model Kemmis and Mc. Taggart that consists of two cycles. Each cycle consists of plan, action, observation, and reflection. The subject of this research was the fourth grade students of elementary school Nogopuro, in academic year 2017/2018 consists of 30 students. The object of this research was increasing students' activity and finding the learning result of student. The techniques of the data collection were observation, interview, and written test. The trial result of the instruments showed that 5 items valid in two cycle, the reliability was 0,713 cycle I and 0,451 cycle II. The data were analyzed by using SPSS program version 16.0. The techniques of research analysis were descriptive quantitative and qualitative.

The results of the research showed: (1) the effort to increase the activity and learning result by using problem based learning (PBL) model through the steps as follows: student orientation on problem, organizes the students to study, guide investigation both individuals and groups, develop and presents the results or work, and analyze and evaluate the problem solving process; (2) the PBL model could improve the active involvement. The evident could be seen in the learning activeness score from initial condition 61 (quite active), in the first cycle 70 (active), then on the second cycle up to 72 (active); (3) the PBL model improved the learning result. The evident could be seen in the average repeat value of 69,5, on the first cycle 76,7, on the second cycle up to 81. The persentage the number of students at KKM (65) from baseline of 33,3%, on the first cycle 63,3%, and then on the second cycle up to 82,7%.

Keywords: Active Involvement, Learning Result, Problem Based Learning (PBL) model