

ABSTRAK

**PENINGKATAN MOTIVASI DAN PRESTASI BELAJAR IPS
PADA MATERI TOKOH-TOKOH KEMERDEKAAN INDONESIA DAN
MENGHARGAI JASA TOKOH KEMERDEKAAN MELALUI MODEL
PEMBELAJARAN BERBASIS MASALAH**

Studi Kasus Pada Siswa Kelas V di SD Kanisius Condongcatur
Semester Genap Tahun Pelajaran 2010/2011

Agnes Astika Perdaning Utami
Universitas Sanata Dharma
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Penelitian ini bertujuan untuk 1) mendeskripsikan peningkatan motivasi belajar IPS siswa dengan menggunakan model Pembelajaran Berbasis Masalah (PBM). 2) Mendeskripsikan peningkatan prestasi belajar IPS siswa dengan menggunakan model Pembelajaran Berbasis Masalah (PBM).

Penelitian ini merupakan Penelitian Tindakan Kelas yang dilaksanakan dalam 2 siklus. Dalam Penelitian ini subyek yang dipakai adalah siswa kelas V yang berjumlah 32 siswa. Metode penelitian ini meliputi empat tahapan yaitu perencanaan, pelaksanaan, observasi dan refleksi. Data dikumpulkan dengan menggunakan wawancara, kuesioner, tes, observasi dan refleksi. Dalam penelitian ini analisis data menggunakan analisis deskriptif dan komparatif.

Hasil analisis data dalam penelitian ini menunjukkan bahwa model pembelajaran berbasis masalah dapat meningkatkan motivasi belajar IPS siswa kelas V di SD Kanisius Condongcatur tahun pelajaran 2010/2011, khususnya pada materi tokoh-tokoh kemerdekaan Indonesia dan menghargai jasa tokoh kemerdekaan. Peningkatan motivasi belajar siswa terlihat dari rata-rata skor motivasi belajar siswa pada kondisi awal 70,9 dan meningkat pada akhir siklus II menjadi 74,74 atau meningkat 5,41%. Peningkatan prestasi belajar siswa terlihat dari nilai rata-rata pada kondisi awal 62,03 pada siklus I menurun menjadi 61,90 atau menurun 0,20%, namun pada siklus II meningkat menjadi 69,75 atau meningkat 12,68%. Pada kondisi awal siswa yang mencapai KKM sebanyak 65,63%, pada akhir siklus I mengalami sedikit penurunan menjadi 62,5%, dan pada akhir siklus II meningkat sebesar 84,37%.

Kata kunci: motivasi belajar, prestasi belajar, Pembelajaran Berbasis Masalah.

ABSTRACT

**ENHANCING LEARNING MOTIVATION AND LEARNING
ACHIEVEMENT OF SOCIAL KNOWLEDGE ON INDONESIAN
INDEPENDENT FIGURES SUBJECT AND RESPECTING
INDEPENDENT FIGURES SERVICE SUBJECT THROUGH PROBLEM
BASED LEARNING MODEL**

A Case Study on Fifth Grade Students of Kanisius Condongcatur Elementary
School

Even semester of academic year 2010/2011

Agnes Astika Perdaning Utami
Sanata Dharma University
2011

The research was aimed to 1) to describe students' learning motivation on social science using Problem Based Learning (PBL) model. 2) To describe students' learning achievement on social science using Problem Based Learning (PBL) model.

This research was a Classroom Action Research (CAR) which conducted in two cycles. The subjects of this research were fifth grade students of Kanisius Condongcatur Elementary school as much as 32 students. The method of this research employed four cycles. Those cycle were planning, conducting, observing and reflecting. The data were gathered through interview, questionnaire, testing, observation, and reflection. Data analysis in this research are descriptive and comparative analysis.

The result of data analyzed showed that Problem Based Learning (PBL) model could enhance social knowledge learning motivation toward fifth grade students of Kanisius Condongcatur elementary school on even semester of academic year 2010/2011 especially on the subject of Indonesian independent figures and respecting independent figures services. The enhancement of students learning motivation could be seen from the average score of students learning motivation at the first condition as much as 70,9 and it increased at the end of the second cycle. It was 74,74 or 5,41%. The enhancement of students' learning achievement could be seen from the average score at the first condition. It was as much as 62,03. On the first cycle, it decreased into 61,90 or 0,20%. But it increased 69,75 or 12,68% on the second cycle. At the first condition, as much as 65,63% of the student who could reach Minimum Standard Criterion. But, at the end of the second cycle, it decreased into 62,5% and at the end of the second cycle increased as much as 84,37%.

Keyword: learning motivation, learning achievement, Problem Based Learning