

## **ABSTRAK**

Kumalasari, Amilia Dyah (2015) Peningkatan Keaktifan Dan Prestasi Belajar IPS Siswa Kelas III SDN Jetisharjo Dengan Model Pembelajaran Berbasis Masalah (PBM). Skripsi. Yogyakarta: Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini dilatarbelakangi oleh rendahnya keaktifan dan prestasi belajar IPS siswa kelas III SDN Jetisharjo. Penelitian ini bertujuan untuk: (1) mendeskripsikan penggunaan model Pembelajaran Berbasis Masalah (PBM) dalam upaya meningkatkan keaktifan dan prestasi belajar IPS siswa; (2) meningkatkan keaktifan belajar siswa melalui penerapan Model PBM; (3) meningkatkan prestasi belajar siswa pada mata pelajaran IPS kelas III SDN Jetisharjo melalui penerapan Model PBM.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam 2 siklus dengan 4 kali pertemuan. Subjek penelitian ini adalah siswa kelas III SDN Jetisharjo yang berjumlah 31 siswa. Teknik pengumpulan data dalam penelitian adalah observasi, wawancara, dokumentasi, dan tes tertulis. Analisis data dilakukan secara deskriptif-kuantitatif.

Hasil penelitian menunjukkan bahwa: (1) upaya peningkatan keaktifan dan prestasi belajar IPS siswa kelas III SD Negeri Jetisharjo menggunakan Model PBM telah dapat dilakukan dengan langkah-langkah sebagai berikut: a) Pengajuan masalah, b) Penyelidikan, c) Kerjasama tim, d) Menghasilkan produk dan memamerkannya; (2) Penerapan Model PBM dapat meningkatkan keaktifan belajar IPS siswa kelas III SDN Jetisharjo. Hal ini ditunjukkan oleh adanya peningkatan jumlah siswa yang aktif, dari kondisi awal 18 % siswa yang aktif meningkat menjadi 76% pada siklus I, dan menjadi 87,83 % siswa aktif pada siklus II; (3) Penerapan Model PBM dapat meningkatkan prestasi belajar IPS siswa kelas III SDN Jetisharjo. Hal ini ditunjukkan oleh adanya peningkatan nilai rata-rata kelas, dari kondisi awal 65 menjadi 83,12 pada siklus I, dan menjadi 84,98 pada siklus II. Persentase siswa yang mencapai KKM (73) dari kondisi awal 38,71% meningkat menjadi 77,4% pada siklus I, dan menjadi 100% pada siklus II.

Kata kunci : Model Pembelajaran Berbasis Masalah, Keaktifan, Prestasi Belajar, dan mata pelajaran IPS.

## ABSTRACT

### THE IMPROVEMENT OF ACTIVENESS AND LEARNING ACHIEVEMENT OF THE 3<sup>RD</sup> GRADE STUDENTS OF JETISHARJO NATIONAL ELEMENTARY SCHOOL ON STUDYING SOCIAL SCIENCE THROUGH PROBLEM-BASED LEARNING MODEL

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This research was initiated by the 3<sup>rd</sup> grade SDN Jetisharjo student's lack of achievement and motivation to be more active in their study. This research aims to (1) describe the use of Problem-Based Learning (PBL) model in the spirit of enhancing the activity and achievement of students' social studies program; (2) enhance the students' activeness on studying through the implementation of Problem-Based Learning (PBL) model; (3) enhance the performance of the 3<sup>rd</sup> grade students of Jetisharjo National Elementary School on social science through the implementation of Problem-Based Learning (PBL) model.

This research is a Class Action Research that was held in two cycles. Each of the cycles consists of four meetings. The subjects of this research were the 3<sup>rd</sup> grade students of Jetisharjo National Elementary School that were comprised of 31 students. The data was collected through observation, interviews, documentation, and written test. The data analysis was using the descriptive-quantitative method.

The results of this research indicates that (1) the effort of enhancing students' performance and activeness on studying social science using Problem-Based Learning (PBL) model can be done in several steps a) proposing problems b) inquiries c) team cooperation d) produce and exhibit a result; (2) the implementation of Problem-Based Learning (PBL) model can enhance the activeness of the 3<sup>rd</sup> grade students of Jetisharjo National Elementary School on studying social science. This argument is proven by the increase on the number of the students who are actively studying social science, from the early condition of 18% students who were active, the percentage increase up to 76% in the first cycle and became 87,83% in the second cycle. (3) the implementation of Problem-Based Learning (PBL) model can increase the performance of the 3<sup>rd</sup> grade students of Jetisharjo National Elementary School on studying social studies. This is shown by the raise of average score of the students from the early condition of 65 to 83,12 in the first cycle and 84,98 in the second cycle. The percentage of students whose score reach the Minimum Completeness Criteria (73) from the early condition 38,71% raised to 77,4% in the first cycle and became 100% in the second cycle.

Key words: Problem-Based Learning (PBL) model, activeness, studying performance, and social studies program.