

ABSTRAK

PENINGKATAN KARAKTER EMPATI DAN HASIL BELAJAR MATERI PECAHAN SENILAI DENGAN MODEL PEMBELAJARAN PBL SISWA KELAS IV SDK SENGKAN

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Penelitian ini dilatarbelakangi oleh hasil wawancara, observasi dan penyebaran kuesioner kepada siswa kelas IV SDK Sengkan. Rata-rata karakter empati siswa dalam kategori rendah, hasil belajar materi pecahan senilai belum memenuhi KKTP sekolah sebesar 66,00. Penelitian ini bertujuan untuk membantu siswa kelas IV SDK Sengkan meningkatkan karakter empati dan hasil belajar menggunakan model *Problem Based Learning* pada materi pecahan senilai.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK). Subjek penelitian ini siswa kelas IV SDK Sengkan tahun pelajaran 2025/2026. Teknik pengumpulan data mencakup observasi, kuesioner, wawancara dan tes. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kuantitatif dan kualitatif.

Berdasarkan analisis hasil penelitian dapat disimpulkan bahwa: (1) model *Problem Based Learning* (PBL) dapat meningkatkan karakter empati dan hasil belajar melalui lima sintaks meliputi: a) Orientasi, b) mengorganisasikan untuk belajar, c) membimbing, d) menyajikan data, e) analisis dan evaluasi proses pemecahan masalah. (2) Karakter empati dan hasil belajar peserta didik meningkat berdasarkan rata-rata karakter empati kondisi awal 48,46 (rendah) menjadi 56,84 (cukup) pada siklus I dan 79,20 (tinggi) pada siklus II. Rata-rata hasil belajar peserta didik pada kondisi awal 63,8, siklus I 65,33 dan siklus II menjadi 72,52. (3) Penggunaan Model *Problem Based Learning* terbukti cukup efektif pada penelitian, dilihat berdasarkan *n-gain* skor yang berada pada kategori “sedang” pada karakter empati sebesar 0,5934 dengan persentase 59,34% kategori “cukup efektif” kemudian *n-gain* skor dengan kategori “tinggi” sebesar 0,7111 dengan persentase 71,10% kategori “cukup efektif” pada hasil belajar

Kata Kunci : Karakter Empati, hasil belajar, Model *Problem Based Learning* (PBL)

ABSTRACT

IMPROVING EMPATHY CHARACTER AND LEARNING OUTCOMES ON EQUIVALENT FRACTIONS MATERIAL THROUGH THE PROBLEM-BASED LEARNING (PBL) MODEL IN FOURTH-GRADE STUDENTS OF SDK SENGGAN

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This study was motivated by the results of interviews, observations, and questionnaires administered to fourth-grade students of SDK Sengkan. The findings indicated that students' empathy character was generally categorized as low, and learning outcomes on equivalent fractions had not met the school's Minimum Mastery Criteria (KKTP) of 66.00. Therefore, this research aimed to improve students' empathy character and learning outcomes through the implementation of the Problem Based Learning (PBL) model in equivalent fraction material.

This study employed Classroom Action Research (CAR) involving fourth-grade students of SDK Sengkan in the 2025/2026 academic year. Data were collected through observation, questionnaires, interviews, and tests. Both quantitative and qualitative data analysis techniques were applied.

Based on the analysis of the research findings, it can be concluded that: (1) the Problem Based Learning model effectively enhanced students' empathy character and learning outcomes through five learning phases, namely orientation, organizing students for learning, guiding investigation, presenting data, and analyzing and evaluating the problem-solving process; (2) students' average empathy character scores improved from 48.46 (low) in the initial condition to 56.84 (fair) in Cycle I and 79.20 (high) in Cycle II. Meanwhile, the average learning outcomes increased from 63.80 in the initial condition to 65.33 in Cycle I and 72.52 in Cycle II; (3) the application of the PBL model was moderately effective, as indicated by an N-gain score of 0.5934 (59.34%) for empathy character and 0.7111 (71.10%) for learning outcomes.

Keywords: *Empathy character, learning outcomes, Problem Based Learning*