

ABSTRAK

PENINGKATAN KONSENTRASI DAN HASIL BELAJAR MENGGUNAKAN MODEL *PBL* MATERI SISTEM PERNAPASAN MANUSIA SISWA KELAS V SD KANISIUS SENGGAN

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Penelitian ini dilatarbelakangi oleh hasil wawancara dengan guru, observasi pembelajaran, serta penyebaran kuesioner kepada siswa kelas V SD Kanisius Sengkan. Data awal menunjukkan bahwa rata-rata konsentrasi siswa masih pada kategori rendah, serta hasil belajar materi sistem pernapasan manusia masih belum memenuhi KKTP yang telah ditetapkan sekolah, yaitu sebesar 75.00. Penelitian ini bertujuan untuk meningkatkan konsentrasi dan hasil belajar siswa kelas V SD Kanisius Sengkan melalui penerapan model *Problem Based Learning* (PBL) pada materi sistem pernapasan manusia.

Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas V SD Kanisius Sengkan tahun ajaran 2025/2026 dengan subjek penelitian kelas V-C sebanyak 32 siswa. Teknik pengumpulan data dilakukan melalui kegiatan observasi, penyebaran kuesioner, wawancara dan tes. Teknik analisis data yang digunakan meliputi analisis data kuantitatif dan kualitatif.

Hasil penelitian menunjukkan bahwa: 1) Upaya meningkatkan konsentrasi dan hasil belajar siswa kelas V SD dilakukan dengan langkah-langkah *Problem Based Learning* (PBL) yang meliputi: a) memberikan orientasi siswa pada masalah; b) mengorganisasikan siswa dalam kelompok belajar; c) membimbing penyelidikan siswa secara mandiri maupun kelompok; d) mengembangkan dan mempresentasikan hasil karya; dan e) menganalisis serta mengevaluasi proses pemecahan masalah siswa bersama guru. 2) Penggunaan model *Problem Based Learning* (PBL) dapat meningkatkan konsentrasi dan hasil belajar siswa. Nilai rata-rata konsentrasi pada kondisi awal sebesar 41,49 (rendah) meningkat menjadi 46,76 (cukup) pada siklus I dan meningkat menjadi 80 (tinggi) pada siklus II. Sementara itu, nilai rata-rata hasil belajar siswa pada kondisi awal sebesar 70,6, meningkat menjadi 72,64 pada siklus I dan meningkat menjadi 85,62 pada siklus II. 3) Peningkatan konsentrasi siswa mencapai skor N-Gain sebesar 0,6358, yang termasuk dalam kategori “sedang”, dengan persentase N-Gain sebesar 63,57% yang berada pada kategori cukup efektif. Sedangkan peningkatan hasil belajar mencapai skor N-Gain sebesar 0,7619, yang termasuk dalam kategori “tinggi”, dengan persentase N-Gain sebesar 76,19% yang berada pada kategori “Sangat tinggi”.

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

ABSTRACT

IMPROVING CONCENTRATION AND LEARNING OUTCOMES USING THE PBL MODEL ON THE HUMAN RESPIRATORY SYSTEM MATERIAL FOR GRADE V STUDENTS OF KANISIUS SENGGAN ELEMENTARY SCHOOL

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This research was motivated by the results of interviews with teachers, learning observations, and the distribution of questionnaires to fifth-grade students at Kanisius Sengkan Elementary School. Preliminary data indicated that the average student concentration was still in the low category, and learning outcomes for the human respiratory system did not meet the school's minimum competency criteria (KKTP) of 75.00. This study aimed to improve the concentration and learning outcomes of fifth-grade students at Kanisius Sengkan Elementary School through the application of the Problem-Based Learning (PBL) model to the human respiratory system.

The research used Classroom Action Research (CAR). The subjects were fifth-grade students at Kanisius Sengkan Elementary School in the 2025/2026 academic year, with 32 students from classes V-C. Data collection techniques included observation, questionnaire distribution, interviews, and tests. Data analysis techniques used included quantitative and qualitative data analysis.

The results showed that: 1) Efforts to improve the concentration and learning outcomes of fifth-grade students were carried out through Problem-Based Learning (PBL) steps, which included: a) providing students with problem-oriented learning; b) organizing students in study groups; c) guiding students' investigations independently and in groups; d) developing and presenting the results of their work; and e) analyzing and evaluating students' problem-solving processes with the teacher. 2) The use of the Problem Based Learning (PBL) model can improve students' concentration and learning outcomes. The average concentration score in the initial condition was 41.49 (low) increasing to 46.76 (sufficient) in cycle I and increasing to 80 (high) in cycle II. Meanwhile, the average value of students' learning outcomes in the initial condition was 70.6, increasing to 72.64 in cycle I and increasing to 85.62 in cycle II. 3) The increase in students' concentration reached an N-Gain score of 0.6358, which is included in the "moderate" category, with an N-Gain percentage of 63.57% which is in the quite effective category. Meanwhile, the increase in learning outcomes reached an N-Gain score of 0.7619, which is included in the "high" category, with an N-Gain percentage of 76.19% which is in the "Very high" category.

Keywords: Concentration, learning outcomes, Problem Based Learning (PBL) model