

ABSTRACT

Miftakhul, Alimah. 2015. *Model Problem Based Learning For Improved Learning Outcomes Sub-theme Indonesian Nations Rich Science And Indonesian Payload.* The is Primary School Teacher Education Faculty of Teacher Training and Education Muria Kudus University. Advisor (I) Drs.Moh.Kanzunnudin, M.Pd. (II) Yuni Ratnasari, S.Si.,M.Pd.

Key words: Learning Outcomes, Model *Problem Based Learning*, Science Indonesian.

This research is motivated because by the learning achievement of student science and social subject in fourth grade of SD 1 Kandangmas in following thematic learning. The low student learning achievement in learning because teachers still use conventional teaching methods. Such learning led to a lack of interest of students during learning activities take place. This is evidenced by the results of Deuteronomy Daily values with mastery learning in science payload of 5 students (42,84%), while in charge of by 5 students (35,78%). Therefore, researchers take corrective action by the problem solving. Formulation of the problem in this research is how the implementation of learning by applying the problem solving can improve learning achievement and learning skills of teachers in charge of my parents work subtheme Sub-theme Indonesian Nations Rich Science And Indonesian Payload. The purpose of this study was to determine the increase in learning achievement and skills of teachers in the teaching and learning of the problem solving in the learning mode my parents subtheme Sub-theme Indonesian Nations Rich Science And Indonesian Payload.

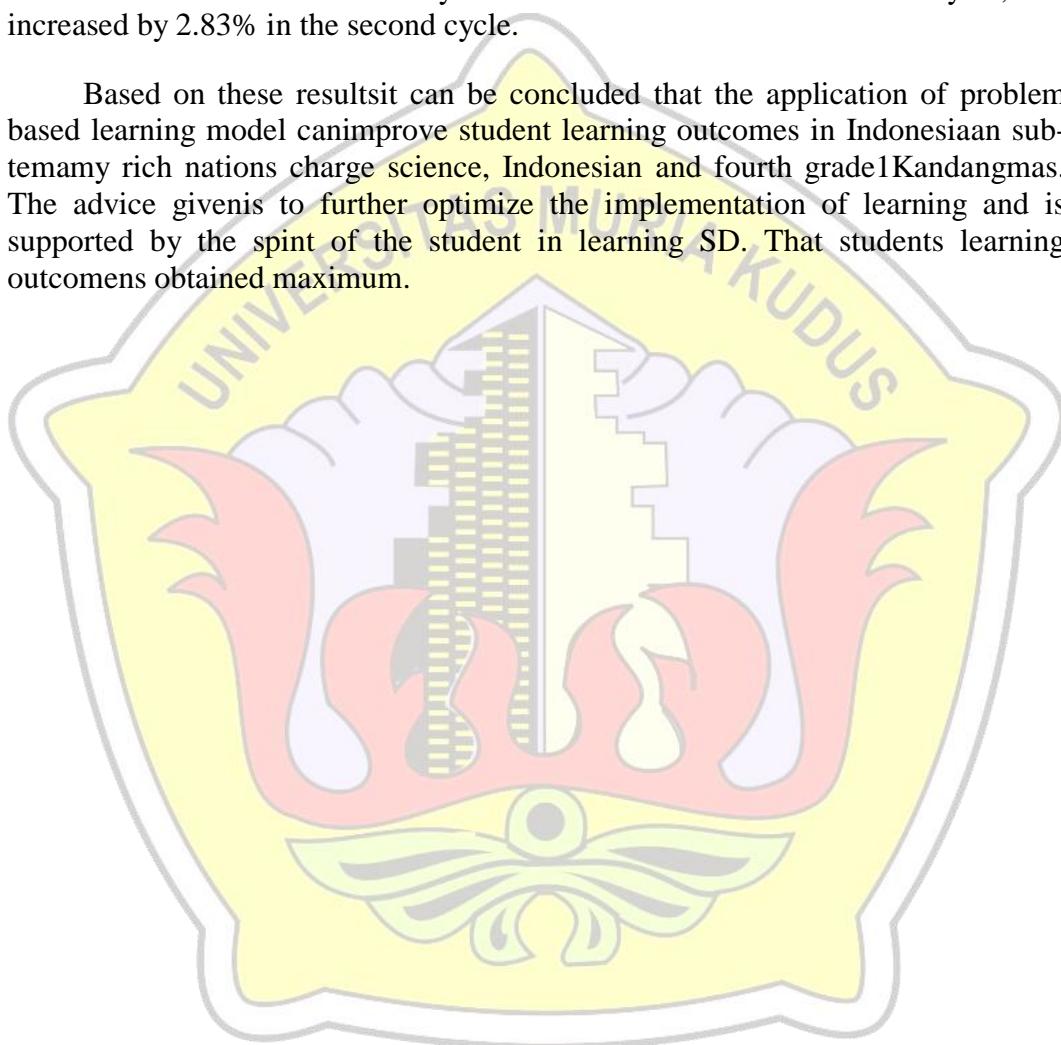
Learning with problem based learning model consists of five stage. Stage 1: orientation of students on contextual issues, stage 2: organizing studenst to learn, stage 3: guidsing the Investigation of individual or group, stage 4: develop and present the works, stage 5: analyze and evaluate the problem solving . Indonesian sub-theme of my learning outcomes rich nations charge science, and Indonesian is a change in the ability of studenst in the form of achivemens of the leaning process Indonesian sub-theme of my learning outcomes rich nations.

Subjects numbered 14 students, consisting of 5 boys and 9 girls. This study usesa Class Action Research conducted for 2 cycles. Each cycle is performed during 3 meetings. Research procedures conducted each cycle through four stages: planning, implementation, observation, and reflection. Data spiritual attitudes, social attitudes, the student's knowledge, skill of studenst and teaching.

Results obtained from this action research include learning outcomes with the first cycle charge science percentage of 71,4%, and increased in the second cycle becomes 85.7%, and the percentage of first cycle Indonesian cargo by 42.48%, and increased in the second cycle into 71.00%. The spiritual attitude of 84.78% was obtained meeting 1, meeting 2 63.20%, 78.26% and 3 meeting, in the

first cycle with sufficient criteria and increased to 64.28% meeting 1, meeting 2 78.50%, and 3 meeting 71.47%, in the second cycle with both criteria. 1 meeting spiritual attitude gained 84.75%, 74.44% 2 meeting, and the meeting of 3 84.75% in cycle 1 with sufficient criteria and increased to a meeting 1 62.28% 92.85% 2 meetings, and meetings 3 78.58%, with both criteria in the second cycle. Science thorough knowledge gained 71.4%, 35.7% Indonesian, in the first cycle and increased to 86% science completed, Language Indonesia 71% in the second cycle. Skills 2.00 students with sufficient criteria in the first cycle, and increase of 3.40 with both criteria in the second cycle. Skills teacher 2.53% in the first cycle, and increased by 2.83% in the second cycle.

Based on these results it can be concluded that the application of problem based learning model can improve student learning outcomes in Indonesiaan subtemam rich nations charge science, Indonesian and fourth grade 1 Kandangmas. The advice given is to further optimize the implementation of learning and is supported by the spirit of the student in learning SD. That students learning outcomes obtained maximum.



ABSTRAK

Miftakhul,Alimah 2015. *Model Problem Based Learning Untuk Peningkatan Hasil Belajar Subtema Indonesiaku Bangsa Yang Kaya Muatan IPA Dan Bahasa Indonesian* Skripsi. Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing (I) Drs.Moh.Kanzunnudin,M.Pd. (II) Yuni Ratnasari,S.Si.,M.Pd.

Kata kunci: *Hasil Belajar, Model Problem Based Learning, IPA, Bahasa Indonesia.*

Penelitian ini dilatarbelakangi karena masih rendahya hasil belajar siswa kelas IV SD 1 Kandangmas dalam mengikuti pembelajaran tematik. Rendahnya hasil belajar siswa dikarenakan dalam pembelajaran guru masih menggunakan metode mengajar yang bersifat konvensional. pembelajaran yang demikian menyebabkan kurangnya minat siswa selama kegiatan pembelajaran berlangsung. Hal ini dibuktikan dengan nilai hasil Ulangan Harian dengan ketuntasan belajar pada muatan IPA sebesar 6 siswa (42,84%) sedangkan pada muatan Bhasa Indonesia hanya sebesar 5 siswa (35,78%). Oleh karena itu, peneliti melakukan tindakan perbaikan dengan menerapkan model pembelajaran problem based learning. Rumusan masalah pada penelitian ini adalah bagaimakah pelaksanaan pembelajaran dengan menerapkan model pembelajaran problem based learning dapat meningkatkan hasil belajar dan keterampilan guru pada pembelajaran subtema pekerjaan orang tuaku muatan IPA dan Bahasa Indonesia. Tujuan penelitian ini adalah mengetahui peningkatan hasil belajar dan keterampilan guru dalam penerapan pembelajaran model pembelajaran problem based learning pada pembelajaran subtema Indonesiaku bangsa yang kaya muatan IPA dan Bahasa Indonesia

Subjek penelitian berjumlah 14 siswa, terdiri atas 5 siswa laki-laki dan 9 siswa perempuan. Penelitian ini menggunakan metode Penelitian Tindakan Kelas yang dilakukan selama 2 siklus. Setiap siklusnya dilakukan selama 3 kali pertemuan. Prosedur penelitian masing-masing siklus dilakukan melalui empat tahap yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi.Data sikap spiritual, sikap sosial, pengetahuan siswa, keterampilan siswa dan guru.

Hasil yang diperoleh dari penelitian tindakan kelas ini meliputi hasil belajar dengan persentase siklus I muatan IPA sebesar 71,4% dan mengalami peningkatan pada siklus II menjadi 85,7% dan pada persentase siklus I muatan Bahasa Indonesia sebesar 42,48% dan mengalami peningkatan pada siklus II menjadi 71,00%. Adapun sikap spiritual diperoleh pertemuan 1 84,78%, pertemuan 2 63,20% dan petemuan 3 78,26% pada siklus I dengan criteria cukup dan meningkat menjadi pertemuan 1 64,28%, pertemuan 2 78,50% dan pertemuan 3 71,47% pada siklus II dengan criteria baik. Sikap spiritual diperoleh pertemuan 1

84,75%, pertemuan 2 74,44% dan pertemuan 3 84,75% pada siklus 1 dengan criteria cukup dan meningkat menjadi pertemuan 1 62,28%, pertemuan 2 92,85% dan pertemuan 3 78,58% dengan criteria baik pada siklus II. Pengetahuan diperoleh IPA tuntas 71,4%, Bahasa Indonesia 35,7% pada siklus I dan meningkat menjadi IPA tuntas 86%, Bahasa Indonesia 71% pada siklus II. Ketrampilan siswa 2,00 dengan kriteria cukup pada siklus I dan meningkat 3,40 dengan kriteria baik pada siklus II. Ketrampilan guru 2,53% pada siklus I dan meningkat 2,83% pada siklus II.

Berdasarkan hasil tersebut dapat disimpulkan bahwa penerapan model *Problem Based Learning* dapat meningkatkan hasil belajar siswa pada subtema Indonesiaku bangsa yang kaya muatan IPA dan Bahasa Indonesia kelas IV SD 1 Kandangmas. Adapun saran yang diberikan yaitu lebih mengoptimalkan pelaksanaan pembelajaran serta didukung oleh semangat siswa dalam belajar sehingga hasil belajar yang diperoleh siswa maksimal.

