

ABSTRACT

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THE IMPLEMENTATION OF PROBLEM BASED LEARNING MODEL IN SCIENCE TO IMPROVE THE PROCESS SKILLS, LEARNING MOTIVATION AND LEARNING ACHIEVEMENTS OF GRADE IV STUDENTS AT XYZ SCHOOL

(xiv + 121 pages; 18 tables; 7 figures; 2 attachments)

In this study, teacher takes improvement action by using problem based learning to solve the students' process skills, learning motivation and learning achievements problems. This study aims to: (1) describe the implementation of problem based learning to improve students' process skills, learning motivation and students' learning achievements; (2) analyze the development of students' process skills, learning motivation and learning achievements; (3) identify the obstacles during the implementation process and how to solve them. This study is called a Classroom Action Research (CAR) carried out in three cycles. There were 20 students of class IV XYZ School. Data was collected by using observation, field notes, interviews, written test, and analyzed with descriptive qualitative. The result showed: the learning process is based on the the implementation of problem based learning model was done according to the steps; the achievement of students' process skills cycle 1 is 71%, cycle 2 is 81%, cycle 3 is 87%. The achievement of students' learning motivation cycle 1 is 71%, cycle 2 is 82%, cycle 3 is 88%. The result of students' learning achievements cycle 1 is 77%, cycle 2 is 90%, cycle 3 is 90,75%. The problem faced during the implementation were students who don't work actively in groups, students who still not get used to in applying the steps of process skills, students who have less motivation and learning achievements. The problems could be solved by focusing on the most important material, controlling the discussion process, and motivating the students to involve actively.

Key word: problem based learning (PBL), students' process skills, student's learning motivation, students' learning achievements, Science.

References: 54 (1992-2016)

ABSTRAK

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IMPLEMENTASI MODEL *PROBLEM BASED LEARNING* PADA PELAJARAN IPA UNTUK MENINGKATKAN KETERAMPILAN PROSES, MOTIVASI BELAJAR DAN PRESTASI BELAJAR SISWA KELAS IV SD XYZ

(xiv + 121 halaman; 18 tabel; 7 gambar; ; 2 lampiran)

Pada penelitian ini guru melakukan tindakan perbaikan dengan mengimplementasikan *Problem Based Learning* (PBL) untuk mengatasi permasalahan keterampilan proses, motivasi belajar dan prestasi belajar siswa. Penelitian ini bertujuan untuk: (1) mendeskripsikan implementasi *Problem Based Learning* (PBL) untuk meningkatkan keterampilan proses, motivasi belajar dan prestasi belajar siswa; (2) menganalisis perkembangan keterampilan proses, motivasi belajar dan prestasi belajar siswa; (3) mengidentifikasi kendala selama proses implementasi dan cara mengatasinya. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) tiga siklus, dengan subyek penelitian adalah 20 orang siswa kelas IV Sekolah Dasar XYZ. Pengumpulan data dilakukan dengan teknik observasi, catatan lapangan, wawancara, dan tes tertulis serta dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan bahwa tindakan perbaikan yang dilakukan sesuai dengan langkah-langkah *Problem Based Learning* (PBL); keterampilan proses siklus 1 mencapai 71%, siklus 2 mencapai 81%, siklus 3 mencapai 87%. Perkembangan motivasi belajar siswa siklus 1 mencapai 71%, siklus 2 mencapai 82%, siklus 3 mencapai 88%. Peningkatan prestasi belajar siswa siklus 1 mencapai 77%, siklus 2 mencapai 90%, siklus 3 mencapai 90,75%. Kendala-kendala yang dihadapi yaitu siswa yang masih belum terbiasa melakukan tahapan keterampilan proses, siswa yang kurang aktif dalam kelompok, siswa yang memiliki motivasi dan prestasi belajar yang masih rendah. Hal ini dapat diatasi oleh guru dengan berfokus pada materi yang penting, aktif memantau proses diskusi, dan memotivasi siswa untuk terlibat aktif dalam kegiatan pembelajaran.

Kata Kunci: *Problem Based Learning* (PBL), keterampilan proses, motivasi belajar, prestasi belajar, IPA.

Referensi: 54 (1992-2016)