

**MENINGKATKAN HASIL BELAJAR IPA MELALUI MODELPAKEM PADA
SISWA KELAS V SDN CIPINANG MELAYU 010 PAGI JAKARTA TIMUR**
(Penelitian Tindakan Kelas di SDN Cipinang Melayu 010 Pagi)
(2015)

Devi Elza Taruli

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan hasil belajar IPA melalui model PAKEM pada siswa kelas V. Subjek penelitian ini adalah siswa kelas V SDN Cipinang Melayu 010 Pagi Jakarta Timur yang berjumlah 40 siswa. Penelitian tindakan kelas ini dilaksanakan dengan menggunakan model Kemmis dan Mc. Taggart. Adapun prosedur penelitiannya merupakan siklus yang meliputi perencanaan (*plan*), tindakan (*action*), observasi (*observe*), dan refleksi (*reflect*). Pada siklus I, siswa yang mendapat nilai ≥ 70 mencapai 55%, sedangkan pada siklus II mencapai 90% dari jumlah siswa. Sedangkan hasil pengamatan aktivitas guru dan siswa melalui model PAKEM pada siklus I mencapai 70,8% dan mengalami peningkatan menjadi 89,55% pada siklus II. Hasil tersebut menunjukkan bahwa model PAKEM dalam pembelajaran Ilmu Pengetahuan Alam siswa kelas V SDN Cipinang Melayu 010 Pagi Jakarta Timur. Oleh sebab itu, guru perlu mengetahui kemampuan dan kebutuhan siswa sehingga dapat merancang kegiatan yang bervariasi dengan model PAKEM untuk dapat mengembangkan hasil belajar siswa.

Kata Kunci: Model PAKEM, Hasil belajar IPA.

**IMPROVEMENT LEARNING OUTCOMES SCIENCE OF THROUGH
JOYFUL LEARNING APPROACH IN GRADE 5 STUDENTS OF SDN
CIPINANG MELAYU 010 PAGI EAST JAKARTA**

*(Classroom Action Research on the SDN Cipinang Melayu 010 Pagi)
(2015)*

Devi Elza Taruli

ABSTRACT

This research was intended n grade 5 students of Cipinang Melayu 010 Pagi East Jakarta. The subjects of this research were 40 students at the Cipinang Melayu 010 Pagi East Jakarta. The method used is classroom action research, with the model proposed by Kemmis & Taggart. Data were collected through observation, tests, making field notes, and documentation through photographs. Data were analyzed by reflecting the activities that have been performed on each cycle. In the first cycle, students who scored ≥ 70 reached 55%, while in the second cycle reached 90% of the number of students. Whereas observations of teachers and student activities through joyful learning in the first cycle reached 70.8% and increased to 89.55% in the second cycle. These results showed that joyful learning approaches in teaching Sciences of grade 5 student of the SDN Cipinang Melayu 010 Pagi East Jakarta. Therefore, teachers need to know the capabilities and needs of students so that they can devise activities that vary with joyful learning to develop student learning outcomes.

Keywords: Joyful Learning Approach, Learning outcomes Science.