MENINGKATKAN HASIL BELAJAR ILMU PENGETAHUAN SOSIAL (IPS) MELALUI MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* DI KELAS III SDN KALISARI 04 PAGI JAKARTA TIMUR
(2015)

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ABSTRAK

Penelitian tindakan kelas ini bertujuan untuk meningkatkan hasil belajar peserta didik kelas III SD melalui model pembelajaran *Problem Based Learning*. Subyek dalam penelitian adalah peserta didik kelas III SDN Kalisari 04 Pagi Jakarta Timur sebanyak 35 orang. Penelitian dilaksanakan dalam II Siklus. Hasil evaluasi setelah dilakukan tindakan pada siklus I hasil belajar Ilmu Pengetahuan Sosial (IPS) baru mencapai 68,57% sedangkan siklus II 91,42%. Adapaun hasil data pemantau tindakan guru menggunakan model pembelajaran *Problem Based Learning* pada siklus I mencapai 70% dan 80% sedangkan pada siklus II mencapai 95% dan 100%. Hasil data pemantau tindakan peserta didik menggunakan model pembelajaran *Problem Based Learning* pada siklus I mencapai 65% dan 75% sedangkan pada siklus II mencapai 90% dan 100%. Hasil penelitian menunjukkan bahwa model pembelajaran *Problem Based Learning* dapat dijadikan sebagai salah satu upaya meningkatkan hasil belajar peserta didik kelas III SD. Oleh sebab itu, guru perlu mengetahui model pembelajaran yang bersifat *student centered* sehingga dapat meningkatkan dan mengembangkan kemampuan belajar peserta didik kelas III SD.

Kata Kunci : Hasil Belajar, Model Pembelajaran *Problem Based Learning*

IMPROVING LEARNING ACHIEVEMENT OF SOCIAL SCIENCE THROUGH PROBLEM BASED LEARNING MODELS OF GRADE 3 STUDENT IN STATE ELEMENTARY SCHOOL 04 PAGI EAST JAKARTA
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ABSTRACT

The classroom action research was intended to improving learning achievement of social science through Problem Based Learning models of grade 3 students Elementary school. The subject of the research was 35 students at Kalisari 04 Pagi Elementary School, East Jakarta. This research was conducted in two cycles. This evaluation result proves, after the first cycle of action in new society study outcomes 68.57% while 91,42% of second cycle. The monitoring actions of teacher use Problem Based Learning models in the first cycle reaches 70% and 80% while 95% and 100% of the second cycle. The monitoring actions of students use Problem Based Learning models in the first cycle reaches 65% and 75% while 90% and 100% of the second cycle. From this research showed that Problem Based Learning models can be to improving of grade 3 students Elementary School. Thus teachers knowing models that are student centered learning until can be improving and develop study skills of grade 3 students Elementary School.

Keywords : Learning Achievement, Problem Based Learning Models