

**USE OF MODEL PROBLEM BASED LEARNING (PBL) TO
IMPROVE RESULTS LEARN OF STUDENTS IN LEARNING IPS
MATERIAL IN DIVERSITY APPEARANCE NATURE**

**(Classroom Action Research in Class IV SDN Cipaku 03 Paseh District of
Bandung District)**

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ABSTRACT

The background of this study by the research findings that the process of learning social studies in elementary schools showed the symptoms of lack of student interest in the study of social studies. Aside from the lack of interest of students towards learning IPS, student also lack understanding of the lessons to be learned IPS. It shows that teachers do not provide the final information to do a teacher as early knowledge of the matter further. Unfamiliarity of the material IPS learning divercuty apparence nature known that a contributing factor is the factor of the students themselves and the factors of classroom teachers, which are (1) students tend to be less active, (2) the results of the evaluation showed the students have difficulty in understanding the material divercuty apparence nature, so that the value Low evaluation, the value of students who completed 13.8%, and 86.2% were incomplete, with the average value 41. The research method used is classroom action research developed by Sanford and Kemmis. In the implementation of the research conducted two cycles in which the subject is that students of class IV the number of 29 students. The instrument used is the observation sheet activities of teacher / researchers and students, interviews, students' worksheet (LKS), and test evaluation form and questionnaire results of student responses. This study aims to Improve results learn of Students Through The Use Model Problem Based Learning (PBL) in Learning IPS on material divercuty apparence of in Class IV SDN Cipaku 03 District of Bandung regency.

The results showed that the use of the Model Problem Based Learning (PBL) can enhance students' understanding of the concept. In the first cycle the average level of improve results learn of students in the learning process is 60. In the second cycle level of improve results learn of the average student in the learning process is 80, which means it has exceeded the value specified KKM is 65. Thus, the cycle can stopped. This affects the amount of student mastery after learning process. I cycle students who have completed reached as much as 41.37% KKM. While Cycle II was increased as much as 86%. Student become more active, daring to ask and issuing opinions and learning process be more fun.