

USING LEARNING PROBLEM LEARNING MODEL FOR IMPROVING COOPERATION AND STUDENT LEARNING RESULT IN SUBTHEMES TYPES OF ENERGY RESOURCES

(Classroom Action Research in Class IV of SDN Sirnagalih District Jatinangor Sumedang District)

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ABSTRACT

The problems that exist in the researcher class is the cooperation and the students' learning result is low, because the teacher does not use the appropriate learning model and lacks the interesting activity for the students so the result of the students is less interesting to follow the learning on the subtheme of various energy sources. Therefore, the researcher tries to use PBL learning model which aims to see whether student learning outcomes in the subthemes of various energy sources in grade IV are increased when PBL learning model is used in sub-themes of various energy sources. The research was conducted at SDN Sirnagalih Subdistrict Jatinangor Sumedang Regency with the population of fourth grade students amounted to 29 students. The research conducted is Classroom Action Research (PTK) using Kemmis and Taggart theory consisting of 3 cycles with stages of planning, action implementation, observation and reflection. On the assessment of cooperation, the average value of cycle I is 65.5% while the second cycle reaches 68.9% and the third cycle reaches 100%. The result of learning cycle I is 66,9% and result of learning in cycle II that is 72,4% and result of learning cycle III that is 93,1%. This shows that the use of Problem Based Learning (PBL) model can improve cooperation and student learning outcomes in the subtheme of various energy sources in the fourth grade of SDN Sirnagalih. Seeing the results achieved proves that learning by using the model of learning PBL used by educators is appropriate. Evidenced by the increase percentage in each cycle.

Keywords: *Problem Based Learning*, Cooperation, and Learning Outcomes