

**PENERAPAN MODEL PROBLEM BASED LEARNING UNTUK
MENINGKATKAN KEAKTIFAN DAN HASIL BELAJAR
SISWA PADA SUBTEMA KEBIASAAN
MAKANANKU**

**(Penelitian Tindakan Kelas pada Siswa Kelas IV Sekolah Dasar Negeri 1 Cimareme
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ABSTRACK

This research is based on the low activity and learning result of students during the learning process. The low activity and the students' learning result is influenced by the lack of understanding on the learning materials because the delivery of the material is still centered on the teacher so that the learning becomes boring and the students become passive in following the learning. This study aims to improve keaktifan and student learning outcomes through the implementation of problem-based learning model in thematic learning on the subtheme of my food habits. Classroom action research was conducted in the fourth grade of SDN 1 Cimareme which is not active in the learning because teachers often use conventional lectures, whereas with other learning models especially problem based learning model that has never been implemented. This research uses Classroom Action Research method (PTK) Kemmis dan Mc. Taggart which uses a cycle system consisting of planning, implementation, observation, analysis and reflection. This study was conducted in 3 cycles. In each cycle carried out activities by applying the model of learning-based learning problems consisting of 5 stages: 1. Student Orientation To Problems, 2. Organizing Students for Learning, 3. Guiding Individual and Group Investigation, 4. Developing and Presenting Results of Work, 5 Analyze and Evaluate Problem Solving Processes. The evaluation technique used in this research is test and non test technique. Technique of test to know result of student learning, and technique of non test to know student activity and use of problem based learning model can improve student activity and learning result. It can be seen from the average rating of the students' activity emergence from cycle I to cycle III, that is, in cycle I, it appears that 6.23 is categorized as medium, cycle II is 7.32 with medium category and cycle III is 9,6 with high category. The conclusion obtained from this research is that the application of problem based learning model is very supportive to the increase of activity and student learning outcomes in my food habit subtema in fourth grade of elementary school. Thus, the application of problem-based learning model can be used as one of the learning models to be applied to thematic learning.

Keywords : model problem based learning, liveliness, learning outcomes.