

**IMPROVE STUDENT LEARNING RESULTS IN SUBTEMIAL  
ENVIRONMENTAL CONSERVATION WITH THE MODEL *PROBLEM  
BASED LEARNING***

**(Classroom Action Research in Class V SDN Lemahmukti 1 Karawang  
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**By  
Risma Amalia Periw  
135060152**

***ABSTRACT***

*Classroom action research was triggered by the reality on the ground that teachers rarely use learning model, student learning outcomes are still low. The method used in this research is the method of action research (PTK), the research done in the class itself with the aim of improving performance as a teacher, so that further improved learning outcomes. This classroom action research conducted with 3 cycles, in each cycle consists of two learning. The results of this study indicate that the use of the model Problem Based Learning (PBL) can improve student learning outcomes. It can be seen from the increase in the average value of student learning outcomes either affective, cognitive and psychomotor from the first cycle to the third cycle. The assessment of affective or attitude of the first cycle are 55% of the students have a caring attitude was good, the second cycle students has slightly increased to 73% and in the third cycle is an improvement from the second cycle care attitude of students has increased to 87%. The increase for assessment of student learning outcomes contained 24% of students reached KKM, on the second cycle of students has slightly increased by 55% Students Achieve KKM and the third cycle increased by 88% of students reached the KKM. As for the Psychomotor or skills assessment in the first cycle there are 48% of students who have good skills, on the second cycle experienced a slight increase to 67%, while for the third cycle Psychomotor student success rate reaches 94%. The obstacles in learning by using the PBL model is that it takes a long time and efforts to overcome these obstacles teachers must conditioned class well. research results can be concluded that the application of the model PBL can improve student learning outcomes in environmental preservation in class V subtemail environmental conservation. This can be evidenced by the increasing student learning outcomes in each cycle. Thus the teacher can make a model of PBL as a learning model that can be used to improve student learning outcomes in a subtheme of Environmental Protection in Class V.*

*Keywords: Problem Based Learning, Learning Outcomes, Obstacles and efforts*