***ABSTRACT***

 *This study aimed to foster an attitude curiosity and creative attitudes students through use problem-based learning models in thematic learning on distribution of operating concept of decimal fractions. Action research conducted in the classroom V SDN Melong Independent 3 South Cimahi. This research is motivated by state students in grade V SDN Melong Independent South Cimahi attitude curiosity and creative in learning process low because teachers often use conventional lectures, whereas models learning that other PBL models in particular have not been implemented.*

 *This study uses Classroom Action Research (CAR) with system that consists a cycle of planning, implementation, analysis and evaluation, and reflection. This study was conducted in two cycles. In each cycle learning activities carried out by PBL model consists of 5 steps: 1 Orientation students to problem, 2 Organize students, 3 Guiding investigation individual groups, 4 Develop and present work, 5. Analyze and evaluate process solving problem. Evaluation techniques used in this study is a test technique to determine student learning outcomes, and non-test techniques to determine attitude growing curiosity and creative students.
 The results showed that the use of the model PBL can foster an attitude curiosity and creative students. This can be seen from increase in average attitude curiosity and creative students from first cycle to second cycle, first cycle appears that attitude curiosity 3.42 with both categories, with 2.94 being creative enough category, second cycle curiosity attitude with excellent category 3.6, and 3.93 with a creative attitude is very good category.*

 *The conclusion of this study that the use of PBL models strongly support growing attitude of curiosity and creative students to concept of decimal fractions division operation in V grade elementary school. Thus, use of PBL models can be used as a model learning to be applied to Thematic learning.*

*Keywords: attitude curiosity and attitude creative, problem-based learning models, concept of decimal fractions division operation.*