**THE APPLICATION OF *PROBLEM BASED LEARNING* MODEL OF LEARNING IN SOCIAL SCIENCE ABOUT THE SOCIAL AND CULTURAL DIVERSITY BASED ON NATURAL FEATURES TO INCREASE CORIOSITY AND STUDENT LEARNING**

 **OUTCOMES**

(Classroom Action Research In Class IV Public Elementary School Districts Klari Belendung II Karawang)

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**ABTRACT**

This research aims to improve the results of curiosity and learning outcomes of fourth grade students of SDN Belendung II to the IPS study on the socio-cultural diversity of the material is based on natural features, using a model of problem-based learning that is motivated by the low curiosity and learning results only 2,27% is above the KKM. In addition to seeing the teachers who are still learning how to use the lecture method and less innovative. the design of this study, using a model of classroom action research mengadaptsi Kemmis & Mc Taggart models consisting of two cycles. Each cycle includes the stages of planning, action, observation and reflection. The results of this study show that an increase in curiosity and student learning outcomes are seen from every cycle. Assessment curiosity of students of each cycle indicates the percentage of curiosity increased, which in the first cycle of 67,57% active student expression, and on the second cycle increased to 84,54%. Increased curiosity of students in this study was 16,97%. Besides curiosity test results showed students who reach the KKM only amounted to 24.24%, while the results of the test first cycle showed an increase 54,54%. The first cycle of the pretest results showed an increase amounted to 30,3% of the initial test. The beginning of the second cycle test results showed a significant increase, in the second cycle students who reach the KKM as much as 93,93%, an increase of 39,39% from the beginning of the first cycle of the test results. This proves that the model prolem based learning can raise the curiosity of students that have an impact on student learning outcomes. Thus the conclusion of this research is to increase curiosity and student learning outcomes from initial tests to test the implementation of the first cycle and the second cycle test showed a pretty good improvement, the results of the implementation of the second test showed the students reach KKM amounted to 93,93% that exceeds target set by the author of 80%.

**Keyword : Problem Based learning, Curiosity, Learning Outcomes.**