

**UPAYA PENINGKATAN KETERAMPILAN PEMECAHAN MASALAH
PENYIMPANGAN SOSIAL MELALUI PENERAPAN MODEL *PROBLEM
BASED INSTRUCTION* (PBI) DALAM PEMBELAJARAN IPS**

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ABSTRAK

Penelitian ini bertolak dari asumsi siswa mengenai pembelajaran IPS yang cenderung membosankan karena lebih menitikberatkan pada kemampuan berpikir tingkat rendah yaitu berupa hafalan. Hal tersebut disebabkan karena pembelajaran IPS yang masih bersifat *transfer* pengetahuan dari guru ke siswa. Terlebih lagi guru lebih banyak menggunakan metode ceramah, sehingga tidak sepenuhnya mendorong keterlibatan siswa untuk belajar aktif. Melihat keadaan tersebut maka perlu dilakukan perbaikan dalam pembelajaran IPS yang mampu meningkatkan keterampilan berpikir tingkat tinggi, salah satunya yaitu keterampilan pemecahan masalah. Meninjau permasalahan yang diteliti berkaitan dengan proses pembelajaran, maka peneliti memilih Penelitian Tindakan Kelas (PTK) dengan desain penelitian model Kemmis & Taggart (1988) yang terdiri dari : *planning* (perencanaan), *acting & observing* (pelaksanaan dan pengamatan), serta *reflecting* (refleksi). Model pembelajaran yang dianggap tepat untuk meningkatkan keterampilan pemecahan masalah adalah model pembelajaran *Problem Based Instruction* (PBI). Pelaksanaan proses pembelajaran melalui model *Problem Based Instruction* (PBI) dengan menggunakan media LKS berbasis masalah dalam meningkatkan keterampilan pemecahan masalah dapat dikatakan berhasil setelah melalui empat siklus, pencapaian tujuan yang diharapkan pada akhirnya tergambar pada peningkatan hasil belajar siswa yang terdiri dari penilaian LKS, penilaian presentasi maupun diskusi, serta penilaian capaian indikator keterampilan pemecahan masalah. Kesimpulannya, penerapan model pembelajaran *Problem Based Instruction* (PBI) sangat efektif untuk meningkatkan keterampilan pemecahan masalah penyimpangan sosial dalam pembelajaran IPS.

Kata Kunci : Keterampilan Pemecahan Masalah, Model pembelajaran *Problem Based Instruction* (PBI), Pembelajaran IPS.

THE WAY OF IMPROVEMENT PROBLEM SOLVING SKILLS OF SOCIAL DIVERGENT THROUGH THE APPLICATION OF PROBLEM BASED INSTRUCTION MODEL IN TEACHING SOCIAL STUDIES

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ABSTRACT

This research is worked from the student assumption about teaching social studies which is tended to be bored because it stressed on lack logic skills which is recitation. This is caused by the learning process in social studies still transferred the knowledge of social studies from the teacher to students. In addition, the teacher used speech method more, so it could not urge the involvement of students be active learning. In this situation, learning process in social studies need improved that be able improved students thinking ability which one was problem solving skills. The problem of the research related to learning process, therefore an action classroom research is selected by the researcher which is the cycle model is expanded by Kemmis & Taggart (1988) consisted of: Planning, Acting & Observing, also Reflecting. The model is considered the best way to develop students problem solving skills was Problem Based Instruction model of learning. On learning process, this modelis carried out with media worksheet based problems which is developed students decision making skills was success. The achievement of objective which is expected after four cycles, finally it defined on the improvement of students results consisted of assessment of students worksheets; assessment of presentation also discussion then assessment indicator of achievement problem solving skills. It can be concluded students problem solving skills can be improved by applying problem based instruction model towards social divergent solving on the social studies learning process.

Keywords: Problem Solving Skills, Problem Based Instruction Model, Social Studies Learning Process.