

## ABSTRAK

### PENERAPAN MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN PROSES DAN HASIL BELAJAR OPERASI HITUNG SISWA SD

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Penelitian ini dilatarbelakangi oleh rendahnya proses dan hasil belajar peserta didik pada mata pelajaran matematika tentang mengubah pecahan biasa menjadi bentuk persen dan desimal serta sebaliknya. Hal tersebut dapat dilihat bahwa lebih dari 60% hasil nilai peserta didik belum mencapai nilai KKM yang telah ditentukan yaitu 70. Penelitian ini dilakukan untuk mengetahui proses dan hasil belajar operasi hitung siswa SD kelas tinggi yang menerapkan model pembelajaran *Problem Based Learning*. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas yang mengadaptasi model Kemmis dan Mc Taggart. Hasil penelitian menunjukkan adanya peningkatan, terlihat dari peserta didik mulai aktif bekerjasama dalam kelompok dan pada siklus I, nilai rata – rata peserta didik mencapai 67,10 dengan presentase 63,15% , pada siklus II, mencapai 84,73 dengan presentase 89,47% dan sudah mencapai kriteria ketuntasan belajar yaitu 85%. Dapat disimpulkan bahwa kemampuan operasi hitung tentang pecahan siswa SD dapat meningkat melalui penerapan model pembelajaran *problem based learning*. Adapun saran peneliti antara lain: 1)bagi guru, dapat mencoba menggunakan model pembelajaran *problem based learning* dalam melaksanakan kegiatan belajar mengajar. 2)bagi kepala sekolah, diharapkan dapat memotivasi guru untuk menguasai berbagai model pembelajaran. 3)bagi peneliti lain, diharapkan mampu melakukan penelitian melalui model pembelajaran *problem based learning* dengan lebih baik.

**Kata kunci :** *Model Pembelajaran Problem Based Learning, Proses Belajar, Hasil Belajar, Operasi Hitung.*

## ABSTRACT

### **APPLICATION MODEL *PROBLEM BASED LEARNING* FOR IMPROVING LEARNING PROCESS AND RESULTS OF OPERATIONS CALCULATE STUDENT ELEMENTARY SCHOOL**

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This research is motivated by the low process and the learning results of students in mathematics about turning the ordinary into the shape percent fractions and decimals and vice versa. It can be seen that more than 60% of the value of learners KKM has not reached the predetermined value, namely 70. This study was conducted to determine the process and outcomes of learning arithmetic operation of high grade primary school students who apply learning model Problem Based Learning. The method used in this research is the Classroom Action Research adapt the model Kemmis and Mc Taggart. The results showed an increase, as seen from the students began to actively cooperate in groups and in the first cycle, value - average learners achieve 67.10 with a percentage of 63.15%, in the second cycle, the percentage reached 84.73 89.47 % and has reached mastery learning criteria at 85%. It can be concluded that the ability of arithmetic operations on fractions elementary students can be increased through the application of learning model problem based learning. As for the suggestion of researchers, among others: 1) for teachers, can try to use problem-based learning learning model in implementing learning activities. 2) for principals, is expected to motivate teachers to master a variety of learning models. 3) for other researchers, are expected to do research through problem-based learning model with better learning.

**Keywords:** *Model Problem Based Learning, Learning, Learning Results, Operation Count.*