

## ABSTRAK

### **MENINGKATKAN KETERAMPILAN PROSES MELALUI PENERAPAN MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* PADA SISWA KELAS V SEKOLAH DASAR**

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Pelaksanaan penelitian dilatarbelakangi oleh rendahnya keterampilan proses siswa yaitu pada aspek mengamati, menafsirkan, berhipotesis, menerapkan konsep, dan mengomunikasikan. Penelitian ini bertujuan untuk mendeskripsikan: (1) Rencana Pelaksanaan Pembelajaran (RPP) dengan menerapkan model pembelajaran *Problem Based Learning* untuk meningkatkan keterampilan proses pada siswa kelas V SD, (2) Proses pembelajaran dengan menerapkan model pembelajaran *Problem Based Learning* untuk meningkatkan keterampilan proses pada siswa kelas V SD, dan (3) Peningkatan keterampilan proses siswa kelas V SD dengan menerapkan model pembelajaran *Problem Based Learning*. Berdasarkan masalah tersebut, dilakukan penelitian tindakan kelas yang mengadaptasi model Kemmis dan Mc. Taggart yang terdiri dari dua siklus. Lokasi penelitian dilaksanakan di salah satu SD swasta di Kota Bandung. Partisipan pada penelitian ini adalah siswa kelas V yang berjumlah 20 orang. Instrumen penelitian yang digunakan adalah lembar observasi keterampilan proses siswa. Hasil penelitian menunjukkan adanya peningkatan keterampilan proses melalui menerapkan model pembelajaran *Problem Based Learning*. Rata-rata keterampilan proses aspek mengamati pada siklus I adalah 71% meningkat pada siklus II menjadi 96%. Rata-rata aspek menafsirkan siklus I sebesar 70% dan meningkat pada siklus II menjadi 89%. Rata-rata aspek berhipotesis pada siklus I sebesar 65% dan meningkat pada siklus II menjadi 88%. Rata-rata aspek menerapkan konsep pada siklus I sebesar 71% meningkat pada siklus II menjadi 93%. Begitupun rata-rata aspek mengomunikasikan pada siklus I sebesar 67% dan meningkat pada

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siklus II menjadi 86%. Sehingga dari hasil penelitian yang dilakukan dapat disimpulkan bahwa penerapan model *Problem Based Learning* dapat meningkatkan lima keterampilan proses tersebut.

**Kata Kunci:** *Keterampilan Proses, Problem Based Learning*

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# INCREASING PROCESS SKILL THROUGH IMPLEMENTATION PROBLEM BASED LEARNING LEARNING MODEL IN V GRADE ELEMANTARY SCHOOL STUDENT

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The implementation of the research is motivated by the low process skills of the students that are on the aspects of observing, interpreting, hypothesizing, applying concepts, and communicating. This research explains the effort of increasing process skill through implementing *Problem Based Learning* model in V grade elementary school student. This study aims to describe: (1) Lesson plan by implementing *Problem Based Learning* model to increase process skills in the fifth grade students, (2) Learning process by implementing *Problem Based Learning* model to increase process skill in the fifth grade students, and (3) Increasing the process skills in the fifth grade grade students by implementing *Problem Based Learning* model. Based on the problem, a classroom action research was conducted that adapted the Kemmis and Mc. Taggart models which consisted of two cycles. The location of the research was conducted in one of the private elementary schools in Bandung. Participants in this study were 20 students. The research instrument used is observation sheet of students process skill. The result of the research shows the improvement of process skill through implementing *Problem Based Learning* model. The average aspect process skill observed in cycle I was 71% increase to 96% in cycle II. Average aspects of interpreting cycle I are 70% and increased to 89% in cycle II. The average aspect hypothesized in cycle I was 65% and increased to 88% in cycle II. Average aspects of applying the concept in cycle I by 71% increase to 93% in cycle II. As well the average aspects of communicating on the first cycle of 67% and increased in cycle II to 86%. So from the results of research conducted can be concluded that

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the implementation of *Problem Based Learning* model can increase the five process skills.

Key words: *Process Skill, Problem Based Learning*

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