

MENINGKATKAN KEMAMPUAN SISWA TENTANG TEKNOLOGI KOMUNIKASI MELALUI MODEL *PROBLEM BASED LEARNING* (PBL) DI SD

ABSTRAK

Penelitian ini dilatar belakangi oleh rendahnya hasil belajar siswa dalam proses pembelajaran IPS yang dilaksanakan di kelas IV Sekolah Dasar Negeri 2 Pamalayan Kecamatan Cijeungjing Kabupaten Ciamis. Hal ini dikarenakan kurangnya motivasi belajar siswa, dan kurang bervariasi guru dalam menggunakan model dalam pembelajaran. Penelitian ini difokuskan terhadap penelaahan tentang kemampuan guru dalam menyusun perencanaan pembelajaran, pelaksanaan pembelajaran, aktivitas siswa dan hasil belajar siswa dengan menggunakan model *problem based learning*. Maka rumusan masalah pada penelitian ini: 1) Bagaimana perencanaan pembelajaran IPS untuk meningkatkan kemampuan siswa tentang teknologi komunikasi melalui model *Problem Based Learning* (PBL)? 2) Bagaimana pelaksanaan pembelajaran IPS untuk meningkatkan kemampuan siswa mengenai teknologi komunikasi melalui model *Problem Based Learning* (PBL)? 3) Bagaimana hasil belajar siswa dalam pembelajaran teknologi komunikasi melalui model *Problem Based Learning* (PBL). Subjek penelitian adalah guru kelas dan siswa Kelas IV yang berjumlah 19 orang yang terdiri dari 10 orang laki-laki dan 9 orang perempuan. Metode yang digunakan dalam penelitian adalah Penelitian Tindakan Kelas (PTK) dengan menggunakan model Kemmis dan Mc.Taggart yang dilaksanakan dalam dua siklus dan masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi dan refleksi. Metode yang digunakan adalah Penelitian Tindakan Kelas, yaitu suatu bentuk penelitian yang bersifat *reflektif* yang dilakukan oleh peneliti, dengan cara melakukan penelitian tindakan yang langsung dilaksanakan di kelas. Tujuannya untuk meningkatkan kualitas pembelajaran khususnya pada pembelajaran IPS di Sekolah Dasar. Berdasarkan analisis dan refleksi yang dilaksanakan dalam dua siklus dengan menggunakan model *Problem Based Learning* (PBL). Bila dibandingkan antara kemampuan awal dengan setelah melakukan tindakan menunjukkan adanya peningkatan. Hal ini dapat dilihat dari nilai mutu sebagai berikut : Kemampuan guru dalam menyusun Rencana pembelajaran di siklus I memperoleh nilai mutu 71,25 %, dan siklus II memperoleh nilai mutu 94%. Kemampuan guru dalam pelaksanaan pembelajaran di siklus I memperoleh nilai mutu 75%, dan siklus II memperoleh nilai mutu 92%. Aktivitas siswa dalam mengikuti pembelajaran di siklus I memperoleh nilai 71%, dan siklus II memperoleh nilai mutu 90,78% . Hasil belajar siswa di siklus I memperoleh nilai rata-rata 69%, dan siklus II memperoleh nilai mutu 79%. Dengan demikian bahwa penggunaan model *Problem Based Learning* (PBL) dalam pembelajaran Ilmu Pengetahuan Sosial dapat meningkatkan kemampuan siswa.

Kata Kunci: Model *problem based learning*, teknologi komunikasi

IMPROVED ABILITY STUDENTS
ABOUT COMMUNICATION TECHNOLOGY
MODEL THROUGH PROBLEM BASED LEARNING (PBL) IN SD

ABSTRACT

The research was motivated by the low achievement of students in the learning process of social studies conducted in the fourth grade Elementary School District 2 Pamalayan Kecamatan Cijeungjing Kabupaten Ciamis. This is due to the lack of student motivation, teacher and less variable in the model of learning. This study focused on a study of the ability of the teacher in preparing lesson plans, teaching practices, student activities and student learning outcomes using the model of problem based learning. The formulation of the problem in this study: 1) How can social studies lesson plans to improve students about communications technology through a model of Problem Based Learning (PBL)? 2) How does carrying out social studies learning to increase the students about communications technology through a model of Problem Based Learning (PBL)? 3) How can student learning outcomes in learning communication technology through the model of Problem Based Learning (PBL). Subjects were classroom teachers and students Class IV totaling 19 people consisting of 10 men and 9 women. The method used in the study was Classroom Action Research (CAR) using a model of Kemmis and Mc.Taggart conducted in two cycles and each one consists of the planning, implementation, observation and reflection. The method used was Classroom Action Research, which is a form of reflective research conducted by the researchers, by means of direct actions carried out research in the classroom. The goal is to improve the quality of learning, especially in learning social studies in elementary school. Based on the analysis and reflection carried out in two cycles using a model of Problem Based Learning (PBL). When compared between the initial capability after taking action to show an increase. It can be seen from the following quality: The ability of teachers in preparing lesson plans in the first cycle of quality scored 71.25%, and the second cycle gained 94% quality score. Teachers in the implementation of learning ability in cycle I gained quality value 75%, and the second cycle gained 92% quality score. Students in participating in learning activities in the cycle I scored 71%, and the second cycle of quality scored 90.78%. Student learning outcomes in the first cycle to obtain an average value of 69%, and the second cycle gained 79% quality score. Thus models that use Problem Based Learning (PBL) in the Social Sciences learning can improve students' skills.

Keywords: Model of problem based learning, communication technology