

IMPLEMENTASI PEMBELAJARAN IPAS BERBASIS MASALAH TERHADAP KEMANDIRIAN BELAJAR SISWA KELAS 4 SDN TEMBALANG

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui implementasi pembelajaran IPAS berbasis masalah terhadap kemandirian belajar siswa kelas IV dan untuk kemandirian belajar siswa setelah penerapan pembelajaran IPAS berbasis masalah. Penelitian ini menggunakan metode kualitatif deskriptif, dengan subjek penelitian guru kelas IV, kepala sekolah dan siswa kelas IV yang terdiri dari 19 siswa. Data penelitian dihasilkan dari wawancara, observasi, angket, dokumentasi dan dianalisis dengan model analisis Miles dan Huberman. Hasil penelitian menunjukkan bahwa implementasi pembelajaran IPAS berbasis masalah pada siswa kelas 4 SDN Tembalang berjalan dengan efektif. Hal ini didasarkan pada hasil pengamatan aktivitas guru mendapatkan presentase 96,87% dan aktivitas siswa mendapat presentase 92,5%. Kemandirian siswa setelah penerapan metode pembelajaran IPAS berbasis masalah menunjukkan kriteria sangat mandiri dengan persentase sejumlah 86% siswa bertanggung jawab, 75% berbuat aktif dan kreatif dalam belajar, 78% mampu memecahkan problem belajar, dan 61% kontinu dalam belajar. Hal ini sesuai dengan data angket yang menunjukkan persentase setiap aspek kemandirian belajar, antara lain aspek tanggung jawab memperoleh persentase 91,75%, keterlibatan aktif dalam pembelajaran 92,98%, kemampuan menyelesaikan masalah 89,82%, dan keberlanjutan belajar, 92,98%.

Kata Kunci: Pembelajaran Berbasis Masalah, Kemandirian Belajar, IPAS

Abstract

This study aims to determine the implementation of problem-based science learning on the learning independence of fourth-grade students and for student learning independence after the implementation of problem-based science learning. This study uses a descriptive qualitative method, with research subjects of fourth-grade teachers, principals and fourth-grade students consisting of 19 students. Research data were generated from interviews, observations, questionnaires, documentation and analyzed using the Miles and Huberman analysis model. The results of the study indicate that the implementation of problem-based science learning in fourth-grade students of SDN Tembalang runs effectively. This is based on the results of observations of teacher activities getting a percentage of 96.87% and student activities getting a percentage of 92.5%. Student independence after the implementation of problem-based science learning methods shows very independent criteria with a percentage of 86% of students being responsible, 75% being active and creative in learning, 78% being able to solve learning problems, and 61% being continuous in learning. This is in accordance with the questionnaire data which shows the percentage of each aspect of learning independence, including the aspect of responsibility obtaining a percentage of 91.75%, active involvement in learning 92.98%, problem-solving ability 89.82%, and learning sustainability, 92.98%.

Keywords : *Problem-Based Learning, Learning Independence, Science*