ABSTRAK

Latar belakang yang mendasari penelitian ini adalah rendahnya pemahaman konsep terutama dalam pembelajaran IPA. Penelitian ini bertujuan untuk mengetahui peningkatan pemamaham konsep IPA siswa kelas V sekolah dasar dengan menggunakan model *problem based learning,* kesulitan siswa dalam meningkatkan pemahaman konsep IPA dan kendala yang dihadapi guru ketika menerapkan model *problem based learning* pada siswa kelas V SD. Metode penelitian yang digunakan adalah *mix methods* dengan desain *explanatory sequential.* Subjek dalam penelitian ini berjumlah 22 siswa dengan jumlah siswa laki-laki 10 orang dan siswa perempuan 12 orang. Proses pengumpulan data diperoleh dari tes, angket dan wawancara. Hasil penelitian menunjukkan bahwa dengan menggunakan model *problem based learning* memperoleh kategori cukup efektif sebesar 65%, serta dapat berpengaruh terhadap nilai rata-rata siswa dari *pretest* dan *posttest* sebesar 47,27 menjadi 77,5. Hal ini menunjukkan terjadi peningkatan yang signifikan pada pemahaman konsep IPA siswa. Kesulitan siswa kelas V SD dalam meningkatkan pemahaman konsep IPA motivasi belajar siswa yang menurun dan kurang minatnya siswa dalam belajar berkelompok. Adapun kendala yang dihadapi guru seperti perlu menyesuaikan materi pembelajaran IPA dengan kebutuhan model *problem based learning,* waktu pelaksanaan menggunakan model *problem based learning* cukup terbatas, tidak semua materi terdapat permasalahan, dan fasilitas yang kurang memadai.

Kata kunci : Model *Problem Based Learning,* Pemahaman Konsep, Pembelajaran IPA

ABSTRACT

The background underlying this research is the low understanding of concepts, especially in science learning. This research aims to determine the increase in understanding of science concepts for fifth grade elementary school students using the problem based learning model, the difficulties in improving understanding of science concepts and the obstacles faced by teachers when implementing the problem based learning model for fifth grade elementary school students. The research method used is mix methods with a sequential explanatory design. The subjects in this research were 22 students with 10 male students and 12 female students. The data collection process was obtained from tests, questionnaires and interviews. The results of the research show that using the problem based learning model achieves a fairly effective category of 65%, and can influence students' average scores from the pretest and posttest from 47.27 to 77.5. This shows that there has been a significant increase in students' understanding of science concepts. The difficulty of fifth grade elementary school students in increasing their understanding of science concepts is decreasing student learning motivation and students' lack of interest in studying in groups. The obstacles faced by teachers include the need to adapt science learning material to the needs of the problem based learning model, the implementation time using the problem based learning model is quite limited, not all the material has problems, and the facilities are inadequate.

Keywords: Problem Based Learning Model, Concept Understanding, Science Learning