

ABSTRAK

Yuliyanti Astuti, (2020). Pembelajaran IPA Melalui Model *Project Based Learning* pada Siswa Kelas V SDN 004 Cisaranten Kulon kota Bandung.

Penelitian ini dilatar belakangi oleh masih rendahnya kemampuan berfikir kritis siswa SDN 004 Cisaranten Kulon sehingga diperlukan model pembelajaran untuk mengatasi masalah tersebut. Tujuan penelitian ini untuk mengetahui skenario, implementasi pembelajaran IPA melalui model *Project Based Learning* (PjBL), respon guru dan siswa serta kesulitan setelah melaksanakan pembelajaran. Metode penelitian yang digunakan adalah metode penelitian deskriptif kualitatif. Subjek penelitian adalah siswa Kelas V SDN 004 Cisaranten Kulon Bandung berjumlah 30 siswa. Teknik pengumpulan data yaitu observasi, wawancara dan dokumentasi. Penelitian ini menggambarkan skenario dan implementasi pembelajaran, respon guru dan siswa terhadap pembelajaran, dan kesulitan-kesulitan yang dialami siswa dalam pembelajaran IPA menggunakan melalui model PjBL. Tahapan pembelajaran siswa diberikan pemahaman tentang siklus air, penentuan proyek, perancangan proyek, penyusunan jadwal, penyelesaian proyek, penyampaian hasil, evaluasi. Kesimpulan hasil penelitian, respon siswa dan guru terhadap pembelajaran IPA menggunakan model pembelajaran PjBL sangat baik, siswa lebih percaya diri, aktif, tanggung jawab, pembelajaran lebih menyenangkan, dan efektif. Dalam penerapannya masih terdapat kekurangan siswa terkendala masalah alokasi waktu, biaya dan kemampuan siswa dalam mempresentasikan hasil produk masih kurang optimal.

Kata kunci: Siklus Air dan Produk, Model PjBL

ABSTRACT

Yuliyanti Astuti, (2020). Natural Science Learning Through a Project Based Learning Model in Class V Students of SDN 004 Cisaranten Kulon, Bandung.

This research is motivated by the low critical thinking skills of students at SDN 004 Cisaranten Kulon so that a learning model is needed to overcome this problem. The purpose of this study was to determine the scenario, the implementation of science learning through the Project Based Learning (PjBL) model, teacher and student responses and difficulties after implementing learning. The research method used is descriptive qualitative research methods. The research subjects were students of Class V SDN 004 Cisaranten Kulon Bandung totaling 30 students. Data collection techniques are observation, interview and documentation. This study describes scenarios and implementation of learning, teacher and student responses to learning, and the difficulties students experience in learning science using the PjBL model. The stages of student learning are given an understanding of the water cycle, project determination, project design, schedule preparation, project completion, delivery of results, evaluation. The conclusion of the research results, the response of students and teachers to science learning using the PjBL learning model is very good, students are more confident, active, responsible, learning is more fun, and effective. In its application, there is still a shortage of students, constrained by the problem of allocating time, costs and the ability of students to present product results which are still not optimal.

Keywords: Water and Product Cycles, PjBL Model