ABSTRACT

Fitriyanti. 16124101. "Improving Scientific Thinking Skills of Class V Students of SDN 32 Langgai, Pesisir Selatan District through the Problem Based Learning Model in Integrated Thematic Learning". Padang State University Postgraduate Thesis.

This research is based on the researcher's experience when teaching in grade V SDN 32 Langgai, Pesisir Selatan Regency. Students have difficulty analyzing a problem and students are also unable to reason scientifically so that it has an impact on students' low scientific thinking skills in learning. This is due to the inadequate selection of learning strategies, the teacher is less in guiding students to be able to argue scientifically, and learning is dominated by teachers so that students are passive in learning. One of the efforts that can be made to improve the learning process is to use the Problem Based Learning (PBL) model. The purpose of this study was to describe the efforts to improve students' scientific thinking skills using the Problem Based Learning model in integrated thematic learning in class V SDN 32 Langgai, Pesisir Selatan Regency.

The research used was Classroom Action Research (CAR), which was carried out in two cycles, each cycle consisting of four stages of research, namely planning, action, observation and reflection. To obtain research data, instruments in the form of observation sheets were used, and test sheets were analyzed using qualitative and quantitative data analysis. The research subjects were teachers and students of grade V SDN 32 Langgai, Pesisir Selatan Regency.

The results showed that learning using the Problem Based Learning (PBL) model could improve the scientific thinking skills of the fifth grade students of SDN 32 Langgai, Pesisir Selatan Regency. In the first cycle the students' scientific thinking skills reached (74%) and increased in the second cycle to (90%)) which is declared complete, so that students' scientific thinking skills have increased as much as 16% in integrated thematic learning using the Problem Based Learning model.

ABSTRAK

Fitriyanti. 16124101. "Peningkatan Keterampilan Berpikir Ilmiah Siswa Kelas V SDN 32 Langgai Pesisir Selatan Melalui Model *Problem Based Learning* Pada Pembelajaran Tematik Terpadu". Tesis Pascasarjana Universitas Negeri Padang.

Penelitian ini dilatarbelakangi berdasarkan pengalaman peneliti saat mengajar di kelas V SDN 32 Langgai Kabupaten Pesisir Selatan. Siswa kesulitan dalam melakukan analisis terhadap suatu permasalahan dan siswa juga tidak mampu menalar secara ilmiah sehingga berdampak pada rendahnya keterampilan berpikir ilmiah siswa dalam pembelajaran. Hal ini disebabkan oleh pemilihan strategi pembelajaran yang kurang tepat, guru kurang dalam membimbing siswa agar dapat berargumentasi secara ilmiah, dan pembelajaran didominasi oleh guru sehingga siswa pasif dalam belajar. Salah satu upaya yang dapat dilakukan untuk memperbaiki proses pembelajaran adalah dengan menggunakan model *Problem Based Learning* (PBL). Tujuan penelitian ini untuk mendeskripsikan upaya peningkatan keterampilan berpikir ilmiah siswa dengan menggunakan model *Problem Based Learning* pada pembelajaran tematik terpadu di kelas V SDN 32 Langgai Kabupaten Pesisir Selatan.

Penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK), yang dilakukan dalam dua siklus, masing-masing siklus terdiri dari empat tahap penelitian, yaitu perencanaan (planning), pelaksanaan tindakan (action), pengamatan (observation) dan refleksi (reflecting). Untuk memperoleh data penelitian digunakan instrumen berupa lembar pengamatan, dan lembar tes yang dianalisis dengan menggunakan analisis data kualitatif dan kuantitatif. Subjek penelitian adalah guru dan siswa kelas V SDN 32 Langgai Kabupaten Pesisir Selatan.

Hasil penelitian menunjukan bahwa pembelajaran dengan menggunakan model *Problem Based Learning* (PBL) dapat meningkatkan keterampilan berpikir ilmiah siswa kelas V SDN 32 Langgai Kabupaten Pesisir Selatan.Pada siklus I keterampilan berpikir ilmiah siswa mencapai (74%) dan meningkat pada siklus II menjadi (90%) yang dinyatakan tuntas, sehingga keterampilan berpikir ilmiah siswa mengalami peningkatan sebanyak 16% dalam pembelajaran tematik terpadu dengan menggunakan model *Problem Based Learning.*