

ABSTRAK

Dyo Ilham Alif Utomo. 2024. penggunaan model *Problem Based Learning* (PBL) berbantuan video animasi Terhadap keterampilan literasi siswa kelas III SDN Sumberdodol 1. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Elly`s Mersina Mursidik, S.Pd., M.Pd. (II) Ir. Moh. Suprijadi Joko Laksana, M.Pd

Menurut penelitian yang dilakukan pada kurikulum kelas III di SDN Sumberdodol 1, pembelajaran pasif siswa adalah hasil dari ketergantungan guru pada teknik ceramah dan jurnal daripada terlibat dalam kegiatan pembelajaran aktif yang mendorong keterampilan literasi (yaitu membaca, bahasa, dan matematika). Peneliti sedang mempertimbangkan untuk memasukkan materi video animasi ke dalam proses pembelajaran berbasis PBL. Penelitian tindakan kelas (PTK) berbasis kurikulum K-13 merupakan metodologi penelitian yang digunakan. 13 siswa kelas tiga SDN Sumberdodol 1 menjadi peserta penelitian. Ada dua Siklus untuk penelitian ini. Merencanakan, melaksanakan, mengamati, dan merefleksikan adalah empat langkah yang terlibat. Pada akhir siklus, hasil tes evaluasi digunakan untuk memperoleh hasil belajar siswa. Hasil penelitian menyimpulkan bahwa hasil belajar klasikal pertama mempunyai persentase 23,1% dan rata-rata 68,3%, oleh karena itu kegiatan siklus 1 dilaksanakan. Operasi siklus pertama meliputi persiapan, pelaksanaan, evaluasi, dan pembekalan. Setelah dilakukan perbaikan pada siklus I persentase ketuntasan siswa mencapai 61.5% artinya 8 siswa mencapai ketuntasan dengan nilai rata-rata 69,5. Artinya peningkatan kemampuan siswa sudah belum mencapai KKM dan mengalami peningkatan. Pada siklus II persentase ketuntasan siswa mencapai 76,9% artinya 10 siswa mencapai ketuntasan dengan nilai rata-rata 76.2. Artinya peningkatan kemampuan siswa sudah mencapai KKM dan mengalami peningkatan.

Kata kunci: Keterampilan literasi, PBL, video animasi

ABSTRAK

Dyo Ilham Alif Utomo. 2024. *Use of the Problem Based Learning (PBL) model assisted by animated videos on the literacy skills of class III students at SDN Sumberdodol 1. Thesis. Primary School Teacher Education Study Program, FKIP, PGRI Madiun University. Supervisor (I) Dr. Elly`s Mersina Mursidik, S.Pd., M.Pd. (II) Ir. Moh. Suprijadi Joko Laksana, M.Pd*

According to research conducted on the Grade III curriculum at SDN Sumberdodol 1, students' passive learning is the result of teachers' reliance on lecture and journal techniques rather than engaging in active learning activities that encourage literacy skills (i.e. reading, language, and mathematics). Researchers are considering incorporating animated video material into the PBL-based learning process. Classroom action research (PTK) based on the K-13 curriculum is the research methodology used. 13 third grade students at SDN Sumberdodol 1 became research participants. There are two cycles for this research. Planning, implementing, observing, and reflecting are the four steps involved. At the end of the cycle, the results of the evaluation test are used to obtain student learning outcomes. The research results concluded that the first classical learning results had a percentage of 23.1% and an average of 68.3%, therefore cycle I activities were carried out. The first cycle of operations includes preparation, implementation, evaluation and provision. After improvements were made in cycle I, the percentage of student completion reached 61.5%, meaning 8 students achieved completeness with an average score of 69.5. This means that the increase in students' abilities has not yet reached the KKM and has increased. In cycle II, the percentage of student completion reached 76.9%, meaning 10 students achieved completeness with an average score of 76.2. This means that students' abilities have reached the KKM and have increased.

Keywords: *Literacy skills, PBL, animated video*