

ABSTRAK

Fredyansyah Astrianto 2025. Peningkatan Pemahaman Siswa Fase B Menggunakan Model *Role Playing* Berbantuan Kartu Peran Dalam Pembelajaran IPAS Materi Siklus Makhluk Hidup. Skripsi. Program Studi Pendidikan Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Dewi Tryanasari, S.Pd., M.Pd, (II) Dr. Sri Lestari, M. Pd.

Penelitian ini bertujuan untuk meningkatkan pemahaman siswa Fase B dalam mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) pada materi siklus makhluk hidup melalui penerapan model pembelajaran *role playing* berbantuan media kartu peran. Penelitian ini dilaksanakan di kelas III pada semester genap tahun ajaran 2024/2025 dengan jumlah subjek sebanyak 7 siswa. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri atas tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui tes, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa terjadi peningkatan signifikan dalam pemahaman siswa setelah diterapkannya model *role playing* berbantuan kartu peran. Pada tahap pra-siklus, siswa masih mengalami kesulitan memahami konsep siklus makhluk hidup. Setelah penerapan tindakan pada siklus I dan dilanjutkan ke siklus II, pemahaman siswa meningkat secara bertahap. Model *role playing* memungkinkan siswa untuk terlibat aktif, berpikir kritis, serta memahami konsep secara kontekstual. Dengan demikian, dapat disimpulkan bahwa penerapan model *role playing* berbantuan media kartu peran efektif dalam meningkatkan pemahaman siswa pada materi siklus makhluk hidup.

Kata kunci: PEMAHAMAN SISWA, *ROLE PLAYING*, KARTU PERAN, IPAS, SIKLUS MAKHLUK HIDUP.

ABSTRACT

Fredyansyah Astrianto 2025. Improving Phase B Students' Understanding Using Role Playing Models Assisted by Role Cards in Science Learning on the Life Cycle Material. Thesis. Elementary School Education Study Program, FKIP, PGRI Madiun University. Supervisors (I) Dr. Dewi Tryanasari, S.Pd., M.Pd, (II) Dr. Sri Lestari, M. Pd.

This study aims to improve Phase B students' understanding of the life cycle of living things through the application of a role-playing learning model assisted by role cards. This study was conducted in grade III in the even semester of the 2024/2025 academic year with a total of 7 students as subjects. The method used was Classroom Action Research (CAR) which was implemented in two cycles. Each cycle consisted of planning, implementation, observation, and reflection stages. Data were collected through tests, observations, and documentation. The results showed that there was a significant increase in students' understanding after the application of the role-playing model assisted by role cards. In the pre-cycle stage, students still had difficulty understanding the concept of the life cycle of living things. After the application of the action in cycle I and continued to cycle II, students' understanding increased gradually. The role-playing model allows students to be actively involved, think critically, and understand concepts contextually. Thus, it can be concluded that the application of the role-playing model assisted by role cards is effective in improving students' understanding of the life cycle of living things.

Keywords: STUDENTS' UNDERSTANDING, ROLE PLAYING, ROLE CARDS, SCIENCE, LIVING THINGS CYCLE.