

ABSTRAK

Siswoyo, Teguh. 2025. *Penerapan Model Pembelajaran Problem Based Learning (PBL) Materi Menulis Teks Deskripsi Kelas V SD Negeri Sugihwaras III Kecamatan Sugihwaras Kabupaten Bojonegoro*. Tesis. Universitas PGRI Madiun. Pembimbing, (1)._Dr.Lulus Irawati, S.S.,M.Pd (2) Dr.Muhammad Binur Huda, M.Pd.

Kata Kunci: *Problem Based Learning, Menulis Teks Deskripsi*

Penelitian ini bertujuan untuk mendeskripsikan pendekatan *Pembelajaran Problem Based Learning* dalam pembelajaran menulis teks deskripsi di kelas V Sekolah Dasar. ditinjau dari aktivitas siswa, guru, respon siswa, dan hasil belajar siswa. Metode yang digunakan dalam penelitian ini ialah deskriptif kualitatif dengan menjabarkan aktivitas siswa, aktivitas guru dan hasil belajar siswa berdasarkan pengamatan langsung di lapangan. Sedangkan data yang diperoleh dari penelitian ini ialah peserta didik kelas V Sekolah Dasar.

Berdasarkan hasil observasi terhadap aktivitas guru, terlihat bahwa dari 11 indikator yang diamati, sebanyak 80% (8 indikator) menunjukkan kategori Baik, sementara 20% (3 indikator) berada dalam kategori Cukup, dan tidak ada indikator yang masuk dalam kategori Kurang. Dengan nilai rata-rata 95 dan kriteria Sangat Baik, secara keseluruhan aktivitas guru telah memenuhi standar pembelajaran yang efektif, meskipun masih ada ruang untuk perbaikan di beberapa aspek.

Berdasarkan hasil observasi aktivitas siswa, terlihat bahwa dari enam indikator yang diamati, mayoritas siswa menunjukkan kategori Baik dalam memperhatikan guru saat menjelaskan materi (9 siswa), menanggapi pendapat atau ide guru atau siswa lain (10 siswa), dan berdiskusi dengan guru atau antar siswa (9 siswa). Namun, terdapat beberapa aspek yang lebih banyak berada dalam kategori Cukup, seperti memperhatikan guru saat memberikan contoh (7 siswa), membuat teks deskripsi yang ditugaskan oleh guru (5 siswa), dan melakukan refleksi terhadap pembelajaran (6 siswa). Dengan rata-rata skor keseluruhan 84 dan kriteria Baik, aktivitas siswa secara umum sudah menunjukkan partisipasi yang baik dalam pembelajaran, meskipun diperlukan peningkatan pada aspek refleksi pembelajaran dan pembuatan teks deskripsi agar keterlibatan siswa lebih optimal.

Berdasarkan hasil tes penilaian siswa pada materi menulis teks deskripsi, rata-rata nilai keseluruhan mencapai 85,5 yang termasuk dalam kriteria Baik. Dari 11 siswa, dua siswa memperoleh nilai tertinggi 95 dengan kriteria Sangat Baik, sedangkan satu siswa mendapatkan nilai 75 dengan kriteria Cukup. Penilaian dilakukan berdasarkan lima aspek, yaitu kesesuaian isi, kejelasan dan kelengkapan deskripsi, penggunaan bahasa, struktur teks, serta kerapian dan kebersihan tulisan.

ABSTRACT

Siswoyo, Teguh. 2025. Application of the Problem-Based Learning (PBL) Model to Writing Descriptive Texts for Fifth Grade Students of Sugihwaras III Elementary School, Sugihwaras District, Bojonegoro Regency. Thesis. PGRI Madiun University. Supervisors: (1) Dr. Lulus Irawati, S.S., M.Pd. (2) Dr. Muhammad Binur Huda, M.Pd.

Keywords: Problem-Based Learning, Writing Descriptive Text

This study aims to describe the *Problem-Based Learning* approach to descriptive text writing in fifth-grade elementary school, examining student activities, teacher responses, and student learning outcomes. The method used in this study is descriptive qualitative, describing student activities, teacher activities, and student learning outcomes based on direct field observations. The data obtained from this study were from fifth-grade elementary school students.

Based on observations of teacher activities, it was observed that of the 11 indicators observed, 80% (8 indicators) were categorized as Good, while 20% (3 indicators) were categorized as Sufficient, and no indicators were categorized as Poor. With an average score of 95 and the Very Good criterion, overall, teacher activities met the standards for effective learning, although there was still room for improvement in several aspects.

Based on observations of student activities, it was observed that of the six indicators observed, the majority of students demonstrated a Good category in paying attention to the teacher when explaining the material (9 students), responding to the opinions or ideas of the teacher or other students (10 students), and discussing with the teacher or with other students (9 students). However, several aspects fell more in the Fair category, such as paying attention to the teacher when giving examples (7 students), creating descriptive texts assigned by the teacher (5 students), and reflecting on learning (6 students). With an average overall score of 84 and meeting the Good criteria, student activities generally demonstrated good participation in learning, although improvements are needed in the aspects of learning reflection and descriptive text creation for optimal student engagement.

Based on the results of the student assessment test on writing descriptive texts, the average overall score reached 85.5, which falls within the Good criteria. Of the 11 students, two students earned the highest score of 95, falling within the Very Good criteria, while one student earned a score of 75, falling within the Fair criteria. The assessment was based on five aspects: appropriateness of content, clarity and completeness of descriptions, language use, text structure, and neatness and cleanliness of writing.