ABSTRAK

Alfian Nur Huda Pratama. 2026. *Analisis Pemahaman Materi IPAS pada Siswa Kelas 5 SDN Kuwiran 02*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, UNIVERSITAS PGRI MADIUN. Pembimbing (I) [Nama Dosen Pembimbing (I), Dr. Dewi Tryanasari, S.Pd., M.Pd. Pembimbing (II) Dr. Sri Lestari, M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan secara mendalam pemahaman konsep materi siklus air serta mengungkap pengalaman belajar siswa kelas V SDN Kuwiran 02 dalam mengonstruksi pemahaman tersebut. Desain penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Sumber data utama terdiri dari 11 siswa kelas V (dikategorikan menjadi 4 siswa kemampuan tinggi, 4 siswa kemampuan sedang, dan 3 siswa kemampuan rendah berdasarkan analisis dokumen hasil belajar), guru wali kelas V, serta dokumen pendukung berupa nilai evaluasi, Lembar Kerja Peserta Didik (LKPD), dan tugas-tugas terstruktur. Pengumpulan data dilaksanakan melalui teknik wawancara semi-terstruktur dan studi dokumentasi. Data dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña yang meliputi tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa tingkat pemahaman konsep siklus air peserta didik bervariasi secara signifikan berdasarkan kemampuan belajarnya: (1) Siswa berkemampuan tinggi (paham) memiliki pemahaman relasional yang utuh, mampu menjelaskan konsep dan mengurutkan tahapan siklus air secara runtut, memahami keterkaitan logis antarproses, serta mampu mengaitkannya dengan fenomena kontekstual sehari-hari. (2) Siswa berkemampuan sedang (tidak sepenuhnya paham) menguasai konsep dasar dan fenomena kontekstual, namun pemahamannya masih parsial, kurang konsisten dalam mengurutkan tahapan, dan belum mampu menjelaskan hubungan antarproses secara mendalam. (3) Siswa berkemampuan rendah (tidak paham) memiliki pemahaman yang sangat terbatas dan mengalami miskonsepsi (seperti anggapan hujan terjadi spontan tanpa penguapan dan awan terbentuk dari asap). Pemahaman konsep ini secara integral dipengaruhi oleh faktor internal (kemampuan kognitif, pengetahuan awal, minat, dan motivasi) serta faktor eksternal (strategi mengajar guru, bimbingan, interaksi diskusi, dan optimalisasi penggunaan media visual/kontekstual).

Kata kunci: pemahaman konsep, siklus air, pembelajaran IPAS, siswa sekolah dasar.

ABSTRACT

Alfian Nur Huda Pratama. 2026. *An Analysis of IPAS Material Understanding of Fifth Grade Students at SDN Kuwiran 02*. Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, UNIVERSITAS PGRI MADIUN. Advisor (I) [Dr. Dewi Tryanasari, S.Pd., M.Pd. Advisor (II) Dr. Sri Lestari, M.Pd.

This study aimed to describe fifth-grade students' conceptual understanding of the water cycle material and reveal their learning experiences in constructing that understanding at SDN Kuwiran 02. The research design employed a qualitative approach with a phenomenological type. The primary data sources consisted of 11 fifth-grade students (categorized into 4 high-ability students, 4 medium-ability students, and 3 low-ability students based on learning outcome analysis), the fifth-grade homeroom teacher, and supporting documents such as evaluation scores, student worksheets (LKPD), and structured assignments. Data collection was carried out through semi-structured interviews and documentation. The data were analyzed using the interactive model by Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing. Data validity was tested through the source and technique of triangulation. The results showed that students' conceptual understanding of the water cycle varied significantly based on their learning abilities: (1) High-ability students (understanding) possessed a complete relational understanding, were able to systematically explain concepts and stages of the water cycle, understood the logical relationships between processes, and connected them with contextual daily phenomena. (2) Medium-ability students (not fully understanding) mastered basic concepts and contextual phenomena, but their understanding remained partial, inconsistent in sequencing the stages, and unable to explain inter-process relations deeply. (3) Low-ability students (not understanding) had very limited understanding and experienced misconceptions (such assuming rain occurs spontaneously without evaporation, and clouds are formed from smoke). Students' conceptual understanding was integrally influenced by internal factors (cognitive ability, prior knowledge, interests, and motivation) and external factors (teacher's teaching strategies, guidance, discussion interactions, and optimization of visual/contextual media).

Keywords: conceptual understanding, water cycle, IPAS learning, phenomenology, elementary school students.