

ABSTRAK

Maya Krisna Wahyuni. 2026. *Peningkatan Motivasi Dan Hasil Belajar Dengan Menggunakan Pendekatan Deep Learning Pada Pelajaran Ipas (Ilmu Pengetahuan Alam Dan Sosial) Kelas Iii Sdn Sidomulyo 2 Kecamatan Puncu Kabupaten Kediri.* Tesis. Madiun: Program Studi Magister Pendidikan Ilmu Pengrtahuan Sosial, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Pror. Dr. H. Parji, M. Pd., (II) Dr. Sudarmiani, M.Pd.

Kata Kunci: *deep learning, motivasi belajar, hasil belajar, IPAS.*

Penelitian ini dilatarbelakangi oleh rendahnya motivasi dan hasil belajar peserta didik pada mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) kelas III SDN Sidomulyo 2 Kecamatan Puncu Kabupaten Kediri. Pembelajaran yang masih berpusat pada guru menyebabkan peserta didik kurang aktif, kurang termotivasi, dan belum mencapai ketuntasan belajar yang diharapkan. Penelitian ini bertujuan untuk mendeskripsikan penerapan pendekatan deep learning, meningkatkan motivasi belajar, serta meningkatkan hasil belajar peserta didik pada mata pelajaran IPAS. Penelitian menggunakan pendekatan Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus, masing-masing meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 20 peserta didik kelas III SDN Sidomulyo 2. Teknik pengumpulan data meliputi observasi, angket, tes, dan dokumentasi, sedangkan analisis data dilakukan secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan pendekatan deep learning yang mengintegrasikan prinsip mindful learning, meaningful learning, dan joyful learning mampu meningkatkan kualitas proses pembelajaran. Rata-rata motivasi belajar meningkat dari 59,72% pada pra siklus menjadi 76,39% pada Siklus I dan mencapai 89,58% pada Siklus II. Hasil belajar juga mengalami peningkatan, ditunjukkan oleh rata-rata nilai dari 66,50 pada pra siklus menjadi 76,75 pada Siklus I dan 88,50 pada Siklus II, dengan ketuntasan belajar klasikal meningkat dari 30% menjadi 70% dan akhirnya mencapai 90%. Dapat disimpulkan bahwa pendekatan deep learning efektif meningkatkan motivasi dan hasil belajar IPAS peserta didik kelas III SDN Sidomulyo 2 Kecamatan Puncu Kabupaten Kediri.

ABSTRACT

Maya Krisna Wahyuni. 2026. Increasing Motivation and Learning Outcomes Through the Use of a Deep Learning Approach in Integrated Science and Social Studies (IPAS) for Grade 3 at SDN Sidomulyo 2, Puncu Subdistrict, Kediri Regency. Thesis. Madiun: Master of Education in Social Science Education, Postgraduate School, Universitas PGRI Madiun. Advisor Prof. Dr. H. Parji, M.Pd., Co-Advisor Dr. Sudarmiani, M.Pd.

Keywords: Deep Learning; learning motivation; learning outcomes; Natural and Social Sciences (IPAS)

This study was motivated by the low learning motivation and learning outcomes of third-grade students in the Natural and Social Sciences (IPAS) subject at Sidomulyo 2 State Elementary School, Puncu District, Kediri Regency, Indonesia. Learning activities were predominantly teacher-centered, resulting in limited student participation, low motivation, and unsatisfactory academic achievement. This study aimed to describe the implementation of the Deep Learning approach, improve students' learning motivation, and enhance their learning outcomes in the Natural and Social Sciences (IPAS) subject. The study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, which consisted of two cycles involving planning, action, observation, and reflection. The participants were 20 third-grade students of Sidomulyo 2 State Elementary School. Data were collected through observation, questionnaires, achievement tests, interviews, and documentation and analyzed using descriptive quantitative and qualitative techniques. The findings revealed that implementing the Deep Learning approach through the integration of mindful learning, meaningful learning, and joyful learning significantly improved the quality of the learning process. Students' average learning motivation increased from 59.72% in the pre-cycle to 76.39% in Cycle I and 89.58% in Cycle II. Likewise, the average learning outcomes improved from 66.50 in the pre-cycle to 76.75 in Cycle I and 88.50 in Cycle II. Classical learning mastery also increased from 30% in the pre-cycle to 70% in Cycle I and reached 90% in Cycle II. These findings indicate that the Deep Learning approach is effective in improving students' learning motivation and learning outcomes in the Natural and Social Sciences (IPAS) subject at the elementary school level.