

ABSTRAK

Atril Kiratul 2026 “Penerapan Model *Problem Based Learning* (PBL) Untuk Menumbuhkan Sikap Peduli Lingkungan Dalam Pembelajaran IPAS Materi Pemilahan Sampah Organik Dan Anorganik”. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Program Sarjana Universitas Tribhuwana Tunggaladewi. Pembimbing (1) Siti Ni'matul Fitriyah, M.Pd M.Pd (2) Chusnul Chotimah S.Pd, M.Pd

Kata Kunci: *Problem Based Learning*, Sikap Peduli Lingkungan, IPAS, Pemilahan Sampah.

Penerapan model *Problem Based Learning* (PBL) dalam pembelajaran IPAS merupakan salah satu alternatif pembelajaran inovatif yang berpusat pada peserta didik melalui kegiatan pemecahan masalah nyata di lingkungan sekitar. Penelitian ini dilatarbelakangi oleh rendahnya sikap peduli lingkungan peserta didik, terutama dalam pengelolaan sampah di sekolah yang masih kurang optimal. Kurangnya pembelajaran yang mengaitkan konsep dengan kehidupan sehari-hari menyebabkan peserta didik belum memahami pentingnya pemilahan sampah organik dan anorganik sebagai bentuk tanggung jawab lingkungan.

Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus untuk mendeskripsikan penerapan model *Problem Based Learning* (PBL) dalam pembelajaran IPAS serta dampaknya terhadap sikap peduli lingkungan peserta didik. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi di kelas 3 SDN Merjosari 3. Instrumen yang digunakan berupa pedoman observasi, pedoman wawancara, dan dokumentasi kegiatan pembelajaran.

Hasil penelitian menunjukkan bahwa penerapan model *Problem Based Learning* (PBL) mampu meningkatkan partisipasi aktif peserta didik dalam pembelajaran, terutama saat mengidentifikasi permasalahan sampah di lingkungan sekolah dan merumuskan solusi melalui kerja kelompok. Selain itu, terjadi perubahan positif pada sikap peduli lingkungan peserta didik yang terlihat dari kebiasaan memilah sampah, menjaga kebersihan kelas, serta meningkatnya kesadaran akan pentingnya pengelolaan lingkungan secara bertanggung jawab.

Kesimpulannya adalah bahwa model *Problem Based Learning* (PBL) efektif diterapkan dalam pembelajaran IPAS untuk menumbuhkan sikap peduli lingkungan siswa sekolah dasar. Melalui pendekatan pembelajaran berbasis masalah, siswa menjadi lebih aktif, memiliki kemampuan berpikir kritis, serta menunjukkan tanggung jawab terhadap lingkungan sekitar.

ABSTRACT

Atril Kiratul. 2026. *“The Implementation of Problem Based Learning (PBL) Model to Foster Environmental Care Attitudes in IPAS Learning on the Topic of Organic and Inorganic Waste Sorting”*. Undergraduate Thesis. Elementary School Teacher Education Study Program, Faculty of Education, Tribhuwana Tunggaladewi University. Advisors: (1) Siti Ni'matul Fitriyah, M.Pd, (2) Chusnul Chotimah, S.Pd., M.Pd.

Keywords: *Problem Based Learning, Environmental Care Attitude, IPAS Learning, Waste Sorting.*

The implementation of the Problem Based Learning (PBL) model in IPAS learning is an innovative learning alternative that centers on students through real problem-solving activities. This study was motivated by the low environmental awareness among elementary school students, particularly in waste management practices that are still not optimal. The lack of learning activities that connect concepts with real-life contexts causes students to have limited understanding of the importance of sorting organic and inorganic waste as a form of environmental responsibility.

This study used a qualitative method with a case study approach to describe the implementation of the Problem Based Learning (PBL) model in IPAS learning and its impact on students' environmental care attitudes. Data were collected through observation, interviews, and documentation in Grade of SDN (Merjosari 3). The instruments used included observation guidelines, interview guidelines, and documentation of learning activities.

The results of the study indicate that the implementation of the Problem Based Learning (PBL) model increases students' active participation in learning, especially in identifying waste-related problems in the school environment and formulating solutions through group discussions. In addition, positive changes were observed in students' environmental care attitudes, reflected in their habits of sorting waste, maintaining classroom cleanliness, and increasing awareness of responsible environmental management.

In conclusion, the Problem Based Learning (PBL) model is effective in fostering environmental care attitudes among elementary school students in IPAS learning. Through problem-based learning activities, students not only gain knowledge but also develop environmental awareness through real experiences.