

ABSTRAK

Bria, Fransiska Ansila. 2026 “*Penerapan Model Problem Based Learning Berbantuan Media Kincir Angin Pada Mata Pelajaran Pancasila untuk meningkatkan Hasil Belajar Siswa SD*”. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Program Sarjana Universitas Tribhuwana Tungadewi. Pembimbing: (I). Moh. Farid Nurul Anwar, S.Pd., M.Pd (2) Moh. Fauzy Emqi S.Pd., M.Pd

Kata Kunci: *Problem Based Learning*, Media Kincir Angin, Hasil Belajar

Penelitian ini bertujuan untuk meningkatkan hasil belajar peserta didik pada materi “Mengenal Pancasila” melalui penerapan model *Problem Based Learning (PBL)* berbantuan media kincir Angin. Model ini mendorong keterlibatan aktif, kemampuan berpikir kritis, dan kemandirian dalam memecahkan masalah. Penelitian juga mengkaji peningkatan aktivitas peserta didik dan guru selama proses pembelajaran berlangsung.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus, masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian berjumlah 34 peserta didik kelas III SDN 1 Landungsari semester genap tahun ajaran 2026. Teknik pengumpulan data meliputi observasi, tes hasil belajar, dan dokumentasi dengan instrumen berupa lembar observasi aktivitas guru dan peserta didik serta soal evaluasi. Data dianalisis menggunakan metode deskriptif kuantitatif.

Hasil menunjukkan adanya peningkatan hasil belajar peserta didik dari nilai rata-rata awal sebesar 65,00 dengan ketuntasan 45,45%, meningkat menjadi 72,27 (63,64%) pada siklus I, dan mencapai 84,55 (90,91%) pada siklus II. Selain itu, aktivitas pembelajaran juga menunjukkan perubahan positif dengan peserta didik yang lebih aktif, serta guru yang lebih optimal dalam memfasilitasi proses pembelajaran.

Model *Problem Based Learning* berbantuan Media Kincir Angin mendukung proses pembelajaran yang lebih menarik, interaktif, dan kontekstual. Kombinasi antara pemecahan masalah dan media visual mempermudah peserta didik memahami materi, meningkatkan fokus dan motivasi belajar, serta menciptakan suasana kelas yang lebih hidup dan kolaboratif

ABSTRACT

Bria, Fransiska Ansila. 2026. *The Implementation of the Problem Based Learning Model Assisted by Windmill Media in the Pancasila Subject to Improve Elementary Students' Learning Outcomes*. Undergraduate Thesis. Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Tribhuwana Tunggaladewi. Advisors: (1) Moh. Farid Nurul Anwar, S.Pd., M.Pd.; (2) Moh. Fauzy Emqi, S.Pd., M.Pd.

Keywords: Problem Based Learning, Windmill Media, Learning Outcomes

This study aimed to improve students' learning outcomes on the topic "Understanding Pancasila" through the implementation of the Problem Based Learning (PBL) model assisted by Windmill Media. The model promotes active participation, critical thinking skills, and independent problem-solving abilities. The research also examined the improvement of both student and teacher activities during the learning process.

This research employed Classroom Action Research conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. The participants were 34 third-grade students of SDN 1 Landungsari in the second semester of the 2026 academic year. Data were collected through observation, learning outcome tests, and documentation. The instruments included observation sheets for teacher and student activities as well as evaluation test items. The data were analyzed using descriptive quantitative methods.

The findings indicated a significant improvement in students' learning outcomes. The initial average score of 65.00 with 45.45% learning mastery increased to 72.27 (63.64%) in Cycle I and reached 84.55 (90.91%) in Cycle II. Furthermore, learning activities showed positive development, with students becoming more active and teachers more effective in facilitating the learning process.

The implementation of the Problem Based Learning model assisted by Windmill Media supported a more engaging, interactive, and contextual learning environment. The integration of problem-solving activities with visual media helped students better understand the material, enhanced their focus and motivation, and created a more dynamic and collaborative classroom atmosphere.