ABSTRAK

Maria Iswiani Harsina 2026. Upaya Meningkatkan Hasil Belajar Siswa Sekolah Dasar pada Materi Ekosistem Melalui Pendekatan *Deep Learning*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Program Studi Pendidikan Guru Sekolah Dasar, Program Sarjana Universitas Tribhuwana Tunggadewi, Pembimbing (1) Kardiana Metha Rozhana, S.Pd., M.Pd. Pembimbing (2) Siti Ni'matul Fitriyah, S.Pd., M.Pd.

Kata Kunci**:** Pendekatan *Deep Learning,* Hasil belajar, Ekosistem

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa kelas III SDN Merjosari 1 pada materi ekosistem melalui penerapan pendekatan *Deep Learning.* Permasalahan yang ditemukan pada tahap pra-siklus menunjukkan bahwa hasil belajar siswa masih rendah, ditandai dengan nilai rata-rata kelas sebesar 64,82 dan persentase ketuntasan belajar 46,42%. Oleh karena itu, diperlukan suatu tindakan pembelajaran yang mampu mendorong pemahaman konseptual secara mendalam dan meningkatkan keterlibatan aktif siswa dalam proses pembelajaran.

Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus. Setiap siklus terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas III SDN Merjosari 1. Teknik pengumpulan data dilakukan melalui tes hasil belajar dan observasi aktivitas siswa. Data dianalisis secara kuantitatif menggunakan perhitungan rata-rata dan persentase ketuntasan belajar, serta secara kualitatif melalui analisis hasil observasi.

Hasil penelitian menunjukkan adanya peningkatan hasil belajar siswa pada setiap siklus. Pada siklus I, nilai rata-rata kelas meningkat menjadi 79,82 dengan persentase ketuntasan 78,57%. Pada siklus II, nilai rata-rata kembali meningkat menjadi 93,70 dengan persentase ketuntasan mencapai 100%. Peningkatan tersebut menunjukkan bahwa penerapan pendekatan Deep Learning mampu meningkatkan pemahaman siswa terhadap materi ekosistem serta meningkatkan keterlibatan siswa dalam pembelajaran.

Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan pendekatan *Deep Learning* efektif dalam meningkatkan hasil belajar siswa kelas III SDN Merjosari 1 pada materi ekosistem. Pendekatan ini mampu mendorong siswa untuk memahami konsep secara mendalam, berpikir kritis, dan mengaitkan materi dengan konteks kehidupan nyata sehingga berdampak pada peningkatan nilai rata-rata kelas dan ketuntasan belajar secara klasikal.

ABSTRACT

Maria Iswiani Harsina.2026. *Efforts to Improve Elementary School Students' Learning Outcomes on Ecosystem Material through a Deep Learning Approach. Undergraduate Thesis, Elementary School Teacher Education Study Program, Bachelor's Degree Program,* Universitas Tribhuwana Tunggadewi. *Advisors* (1) Kardiana Metha Rozhana, S.Pd., M.Pd. Advisor (2) Siti Ni'matul Fitriyah, S.Pd., M.Pd.

Keywords: Deep Learning, ecosystem, Learning outcomes

This study aims to improve the learning outcomes of third-grade students at Merjosari 1 *Elementary School in ecosystems through the application of a Deep Learning approach. Problems identified in the pre-cycle phase indicated low student learning outcomes, characterized by a class average score of 64,82 and a learning completion percentage of 46,42%. Therefore, a learning action is needed that can foster in-depth conceptual understanding and increase student active engagement in the learning process.*

This study used the Classroom Action Research (CAR) model, modeled after Kemmis and McTaggart, and was implemented in two cycles. Each cycle consisted of planning, action implementation, observation, and reflection. The subjects were third-grade students at Merjosari 1 *Elementary School. Data collection techniques included learning achievement tests and observations of student activities. Data were analyzed quantitatively using the calculation of the average and learning completion percentage, and qualitatively through analysis of the observation results.*

The results showed an improvement in student learning outcomes in each cycle. In the first cycle, the class average score increased to 79,82, with a completion percentage of 78,57%. In cycle II, the average score increased again to 93,70, with a completion rate of 100%. This improvement indicates that the implementation of the Deep Learning approach improved students' understanding of ecosystems and increased student engagement in learning.

Based on the research results, it can be concluded that the implementation of the Deep Learning approach was effective in improving the learning outcomes of third-grade students at SDN Merjosari 1 *in ecosystems. This approach encouraged students to understand concepts deeply, think critically, and relate the material to real-life contexts, resulting in an increase in the class average score and overall learning completion.*