

ABSTRAK

PENGEMBANGAN DESAIN PEMBELAJARAN MODEL *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN KEMAMPUAN PESERTA DIDIK KELAS IV SD ALAM ALKARIM LAMPUNG

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Tujuan dari penelitian ini adalah untuk mengembangkan model pembelajaran berbasis masalah untuk siswa kelas IV SD dalam rangka meningkatkan kemampuan komunikasi mereka. Penelitian ini merupakan penelitian dan pengembangan (R&D) yaitu penelitian Borg dan Gall yang diperkuat dengan model pengembangan desain ADDIE. Jenis penelitian yang dilakukan adalah penelitian True Experimental dengan desain post-test only control group design. Teknik pengumpulan data meliputi tes dan non tes. Keefektifan model pembelajaran berbasis masalah ditentukan melalui analisis data menggunakan uji-t. Hasil penelitian menunjukkan bahwa t hitung $>$ t tabel ($9,84 > 2,012$) ditolak pada taraf signifikansi 5%, sedangkan H_a diterima dan didukung oleh observasi kemampuan komunikasi siswa pada enam pelajaran yang menunjukkan rata-rata 80,07 persen dari 24 siswa di kategori sangat baik. Dengan demikian, dapat disimpulkan bahwa model desain pembelajaran berbasis masalah efektif dalam meningkatkan kemampuan komunikasi.

Kata Kunci: Desain Pembelajaran, Kemampuan komunikasi, *Problem based learning*

ABSTRACT

THE DEVELOPMENT OF A PROBLEM-BASED LEARNING DESIGN MODEL TO IMPROVE STUDENT' COMMUNICATION SKILLS IN GRADE 4 SD ALAM AL KARIM LAMPUNG

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The purpose of this study was to develop a problem-based learning model for fourth grade elementary school students in order to improve their communication skills. This research is a research and development (R&D) research by Borg and Gall which is strengthened by the ADDIE design development model. The type of research that was conducted was True Experimental research with a post-test only control group design. Data collection techniques included tests and non-tests. The effectiveness of the problem-based learning model was determined through data analysis using the t-test. The results indicated that $t_{\text{arithmetic}} > t_{\text{table}}$ ($9.84 > 2.012$) was rejected at a 5% significance level, while H_a was accepted and supported by observations of student communication skills in six lessons, which revealed an average of 80.07 percent of 24 students in the very good category. As a result, it can be concluded that the design model for problem-based learning is effective at improving communication skills.

Keywords: Learning Design, Communication Skills, Problem based learning