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ABSTRAK

Penelitian ini bertujuan untuk mengetahui penerapan model pembelajaran *Accelerated Learning* pada mata pelajaran IPA kelas IV Sekolah Dasar. Metode yang digunakan dalam penelitian ini adalah kualitatif deskriptif. Objek dalam penelitian ini adalah Guru. Subjek dalam penelitian ini adalah kepala sekolah, 5 siswa kelas IV dan guru kelas IV SDN Rowogempol II, Pasuruan. Teknik pengambilan sampelnya adalah *purposive sampling*. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, observasi, dan dokumentasi. Analisis data yang digunakan adalah tiga tahapan yaitu reduksi data, penyajian data, penarikan kesimpulan dan verifikasi data. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran *Accelerated Learning* di SDN Rowogempol II sudah baik bisa dilihat dari pembuatan Rencana Pelaksanaan Pembelajaran (RPP) yang sudah mencakup semua aspek-aspek dari M-A-S-T-E-R. Model pembelajaran *Accelerated Learning* juga berdampak pada aktivitas pembelajaran siswa dimana sebelum guru menerapkan model *Accelerated Learning* siswa terlihat jenuh dan mengantuk akan tetapi setelah guru menerapkan model pembelajaran *Accelerated Learning* siswa antusias dan aktif dalam pembelajaran IPA.

Kata Kunci: *Model Pembelajaran, Accelerated Learning, Perencanaan, Aktivitas Pembelajaran.*

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ABSTRACT

This study aimed to determine the implementation of learning model of Accelerated Learning in subjects of Natural Science of Grade IV Elementary School. The method used in this research was qualitative descriptive. The object in this research was teachers. The subject in this study were the principal, 5 fourth grade students and teachers of grade IV SDN Rowogempol II, Pasuruan. The sampling technique used was purposive sampling. Data collection techniques used in this study were interviews, observation, and documentation. The data analysis used were three stages namely data reduction, data presentation, conclusion and data verification. The results showed that the implementation of learning models of Accelerated Learning in SDN Rowogempol II was already good that could be seen from the making of Learning Implementation Plan (RPP), which already covered all aspects of M-A-S-T-E-R. Learning model of Accelerated Learning also had an impact on students' learning activities where before the teachers implemented the model of Accelerated Learning, students looked bored and sleepy but after the teachers had implemented the learning model of Accelerated Learning, students were enthusiastic and active in the Natural Science learning.

Keywords: *Learning Model, Accelerated Learning, Planning, Learning Activities.*