

ABSTRAK

Shafiyah Ar Rumaisha, (2022). *The Effect of Problem-Based Learning Model Assisted by Interactive Video on Mathematical Communication Ability and Mathematical Anxiety of Junior High School Student*

One of the learning objectives in content standards and NCTM that have not been successful or not in line with expectations is mathematical communication skills. Problem-Based Learning (PBL) is a learning model based on problems that will make students think critically, with the help of interactive videos helping students take an active role and participate in the learning process. This study aims to: (1) determine whether the increase in mathematical communication skills of students who receive learning with interactive video-assisted PBL model is higher than students who receive PBL learning without interactive video-assisted models; (2) Knowing whether there is an effect of interactive video-assisted PBL model on students mathematical anxiety; (3) Knowing whether there is a correlation between mathematical communication skills and mathematical anxiety of students who receive learning with interactive video-assisted PBL models. The method used in this study is a quasi-experimental design with a pretest-posttest control group. The subjects in this study were seventh grade students of SMPN 48 Bandung which consisted of two classes. In class VII G as an experimental class that received treatment with a PBL model assisted by interactive video and class VII F as a control class that received a PBL model without the aid of interactive video. The object of this research is students' mathematical communication skills and mathematical anxiety. Based on the results of data analysis and hypothesis testing, it can be concluded that: (1) The increase in mathematical communication skills of students who receive learning with the PBL model assisted by interactive video is higher than students who receive learning with the PBL model without the aid of interactive video; (2) There is an effect of interactive video-assisted PBL model on students' mathematical anxiety; (3) There is a correlation with moderate criteria between mathematical communication skills and mathematical anxiety of students who receive learning with interactive video-assisted PBL models.

Keywords: *mathematical communication ability, mathematical anxiety, Problem-Based Learning (PBL) model, interactive video*