

ABSTRACT

THE INFLUENCE OF THE USE OF PROBLEM BASED LEARNING (PBL) ON PROBLEM SOLVING ABILITY IN THE CONCEPT OF FRACTIONS STUDENT STORY PROBLEMS

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This study aims to determine the effect of using the problem-based learning model on the ability to solve problems in the concept of fractions in fifth grade students at Pertiwi Elementary School, Bandung. This research uses a quasi-experimental research type. The population used in this study were all fifth grade students at Pertiwi Elementary School as many as 64 students. The sample of this study consisted of two groups, namely the VA class of 32 students as the experimental class and the VB class of 32 students as the control class. The treatment applied to the experimental group is a problem based learning model.

The results of this study indicate that the teacher in using problem based learning steps can be seen from the results of the observation sheet that the teacher has carried out PBL steps in accordance with the PBL syntax, the activity of experimental class students in using the problem based learning model in the observation sheet results is much better Compared to the control class which did not use problem based learning, the problem solving abilities of students after using problem based learning for each aspect of problem solving had an average total score that included the "good" category so that it could be said that problem based learning had an effect on aspects of class problem solving. experiment. The average value of mathematics on problem solving abilities when using problem based learning is 83.09 so that it can be categorized as "Good". The problem-based learning model has an effect on the problem-solving ability of fifth-grade elementary school students' fractional concepts. It can be seen from the results of the effect size test of 0.88 with an interpretation in the large category so that it can be said that there is a significant influence on students' problem-solving abilities, and it can be concluded that there is a significant influence significantly on the post-test scores of students' problem solving abilities in the experimental class and control class.

Keywords: Problem Based Learning Model, Problem Solving Ability, Fraction Concept.