

**THE INFLUENCE OF THE *PROBLEM BASED LEARNING* (PBL)
MODEL TO IMPROVE PRIMARY SCHOOL STUDENTS'
UNDERSTANDING OF STORY QUESTION CONCEPTS**

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ABSTRACT

The background to this research is that the cognitive learning outcomes and understanding of students at SDN 210 Babakan Sinyar are still low, especially in class III. This research aims to determine the effect of the Problem Based Learning (PBL) model to improve conceptual understanding of story questions at SDN 210 Babakan Sinyar Elementary School students. This research uses quantitative methods with a quasi-experimental nonequivalent control group design type approach. The population of this study was 26 students in class III A (experiment) and 24 students in class III B (control) at SDN 210 Babakan Sinyar. The treatment given to class III A (experiment) was the Problem Based Learning (PBL) model and the treatment given to class III B (control) was the conventional model. The data collection technique used is through pretest and posttest, observation sheets, interviews. Data processing techniques are carried out using normality tests, homogeneity tests, independent sample t-tests, effect size tests, n-gain tests. Based on the results of this study, the average score of the experimental posttest was 86.70 and the control class was 72.10, that there was an influence from the results of the independent sample t-test which produced a significance value of 0.000, and there was an increase between the experimental class and the control class as seen from the results of the n-gain score test of 0.6 in the experimental class and 0.4 in the control class. So it can be concluded that there is an influence between classes that use the Problem Based Learning (PBL) model and classes that use the conventional model. And there was a significant increase in the experimental class before and after using the Problem Based Learning (PBL) model.

Keywords: Problem Based Learning (PBL), Concept Understanding, Elementary School Students