THE EFFECT OF PROBLEM-BASED LEARNING MODEL ASSISTED BY CANVA MEDIA ON MATHEMATICAL PROBLEM-SOLVING ABILITIES OF ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aims to examine the effect of applying the problem-based learning (PBL) model supported by Canva media on the mathematical problem-solving abilities of elementary school students. This study uses a quasi-experimental design with control and experimental groups. The sample of this study is fifth-grade students of SDN 295 Griya Bumi Antapani. Data collection was carried out through problem-solving tests before and after treatment. Based on the calculation results obtained by the author, it is known that the Posttest Control with Experiment is 77.26739, where the Cohen's effect size value is between $0.50 < ES < 0.80$, which is interpreted as Moderate. Therefore, it can be concluded that there is an effect, and the calculation using the Mann-Whitney test on the posttest results of the control and experimental classes shows a significant difference in mathematical problem-solving abilities with a value of Asymp. Sig $0.59 < 0.05$. The results of the data analysis show that there is an effect and a significant difference between the experimental group using PBL assisted by Canva and the control group. Students in the experimental group experienced better improvements in mathematical problem-solving abilities compared to the control group. This indicates that the PBL model assisted by Canva is effective in improving the mathematical problem-solving abilities of elementary school students.

Keywords: Problem-Based Learning, Canva, mathematical problem-solving abilities