

PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL) BERBANTUAN MEDIA CANVA TERHADAP PENINGKATAN PEMAHAMAN KONSEP MATEMATIS

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ABSTRACT

This research is motivated by the low level of students' mathematical conceptual understanding at SDN 104 Langensari, particularly in the topic of fractions, as well as the lack of variation in learning models that foster active student engagement. The objective of this study is to determine the effect of the Problem based learning (PBL) model assisted by Canva media on improving students' mathematical conceptual understanding. The research employed a quantitative approach with a quasi-experimental method and a Nonequivalent Control Group Design. The subjects consisted of two fifth-grade classes at SDN 104 Langensari Bandung, with class VA as the experimental group and class VB as the control group. Data were collected through mathematical conceptual understanding tests and observations of teacher and student activities, and analyzed using normality tests, homogeneity tests, and t-tests. The results showed a significant improvement in the conceptual understanding of students in the experimental group compared to the control group. The t-test revealed a significance value of $0.000 < 0.05$, and the N-Gain score of the experimental class was 58%, categorized as moderate, while the control class only reached 33%. Based on these results, it can be concluded that the Problem based learning (PBL) model assisted by Canva media has a positive and significant effect on improving the mathematical conceptual understanding of fifth-grade students.

Keywords: *Problem based learning (PBL), Canva, mathematical conceptual understanding, elementary school*