

**PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL)
BERBANTUAN VIDEO ANIMASI TERHADAP PENINGKATAN HASIL
BELAJAR MATEMATIKA PESERTA DIDIK SEKOLAH DASAR**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar matematika peserta didik di SDN Sukanagara 01, di mana 51,86% peserta didik belum mencapai Kriteria Ketuntasan Tujuan Pembelajaran (KKTP) pada materi pecahan. Permasalahan utama meliputi kesulitan peserta didik dalam memahami konsep pecahan, rendahnya motivasi belajar, dan pembelajaran yang masih berpusat pada guru. Penelitian ini bertujuan mengkaji pengaruh model Problem Based Learning (PBL) berbantuan video animasi terhadap peningkatan hasil belajar matematika peserta didik. Rumusan masalah meliputi: (1) bagaimana gambaran proses pembelajaran dengan model PBL berbantuan video animasi, (2) apakah terdapat perbedaan hasil belajar yang signifikan, (3) seberapa besar peningkatan hasil belajar, dan (4) seberapa besar efektivitas model PBL berbantuan video animasi. Penelitian menggunakan metode kuantitatif dengan desain quasi-experimental tipe nonequivalent control group design pada 54 peserta didik kelas IV yang dibagi menjadi kelas eksperimen (27 siswa) dan kelas kontrol (27 siswa). Instrumen penelitian berupa tes hasil belajar matematika materi pecahan yang telah divalidasi dengan reliabilitas 0,858 (sangat baik). Hasil penelitian menunjukkan: (1) implementasi model PBL berbantuan video animasi berjalan sangat baik dengan rata-rata aktivitas guru 86,325% dan peserta didik 88,15%; (2) terdapat perbedaan hasil belajar yang sangat signifikan ($p=0,001<0,05$) dengan rata-rata kelas eksperimen 82,41 dan kelas kontrol 49,26; (3) peningkatan hasil belajar kelas eksperimen mencapai 74,91% (kategori tinggi) sedangkan kelas kontrol hanya 23,19% (kategori rendah); (4) efektivitas model PBL berbantuan video animasi tergolong sangat tinggi dengan effect size 3,901 (kategori besar). Temuan ini menunjukkan bahwa kombinasi model PBL dan video animasi efektif meningkatkan hasil belajar matematika peserta didik sekolah dasar.

Kata kunci: *Problem Based Learning*, Video Animasi, Hasil Belajar Matematika, Sekolah Dasar, Pecahan

**THE INFLUENCE OF PROBLEM BASED LEARNING MODEL ASSISTED
BY ANIMATION VIDEO ON IMPROVING MATHEMATICS LEARNING
OUTCOMES OF ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

This research was motivated by the low mathematics learning outcomes of students at SDN Sukanagara 01, where 51.86% of students had not reached the Learning Objective Achievement Criteria (KKTP) on fraction material. The main problems include students' difficulties in understanding fraction concepts, low learning motivation, and teacher-centered learning. This study aims to examine the effect of the Problem Based Learning (PBL) model assisted by animated videos on improving students' mathematics learning outcomes. The problem formulation includes: (1) how is the description of the learning process with the PBL model assisted by animated videos, (2) is there a significant difference in learning outcomes, (3) how much improvement in learning outcomes, and (4) how effective is the PBL model assisted by animated videos. The study used a quantitative method with a quasi-experimental design of nonequivalent control group design type on 54 fourth-grade students divided into experimental class (27 students) and control class (27 students). The research instrument was a validated mathematics learning outcomes test on fraction material with reliability of 0.858 (very good). The results showed: (1) the implementation of the PBL model assisted by animated videos went very well with an average teacher activity of 86.325% and students 88.15%; (2) there was a very significant difference in learning outcomes ($p=0.001<0.05$) with an average experimental class of 82.41 and control class of 49.26; (3) the improvement in learning outcomes of the experimental class reached 74.91% (high category) while the control class was only 23.19% (low category); (4) the effectiveness of the PBL model assisted by animated videos was very high with an effect size of 3.901 (large category). These findings indicate that the combination of PBL model and animated videos effectively improves elementary school students' mathematics learning outcomes.

Keywords: *Problem Based Learning, Animated Video, Mathematics Learning Outcomes, Elementary School, Fractions*

**PANGARUH MODEL PROBLEM BASED LEARNING (PBL) DIBANTU
PIDÉO ANIMASI KANA PANINGKATAN HASIL DIAJAR MATEMATIKA
MURID SAKOLA DASAR**

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ABSTRAK

Panalungtikan ieu dilatarbelakangi ku handapna hasil diajar matématika murid di SDN Sukanagara 01, dimana 51,86% murid can ngahontal Kritéria Katuntasan Tujuan Pangajaran (KKTP) dina matéri pécahan. Masalah utamana nyaéta kasusahan murid dina paham konsép pécahan, handapna motivasi diajar, jeung pangajaran anu masih museur ka guru. Panalungtikan ieu boga tujuan pikeun nalungtik pangaruh modél Problem Based Learning (PBL) berbantuan vidéo animasi kana paningkatan hasil diajar matématika murid. Rumusan masalahna nyaéta: (1) kumaha gambaran prosés pangajaran maké modél PBL berbantuan vidéo animasi, (2) naha aya béda hasil diajar anu signifikan, (3) sabaraha gedé paningkatan hasil diajar, jeung (4) sabaraha gedé éféktivitas modél PBL berbantuan vidéo animasi. Panalungtikan ngagunakeun métode kuantitatif jeung desain quasi-experimental tipe nonequivalent control group design ka 54 murid kelas IV anu dibagi jadi kelas ékspérimén (27 siswa) jeung kelas kontrol (27 siswa). Instrumen panalungtikanna nyaéta tés hasil diajar matématika matéri pécahan anu geus divalidasi jeung réliabilitas 0,858 (kacida hadéna). Hasil panalungtikan némbongkeun: (1) impléméntasi modél PBL berbantuan vidéo animasi jalan kacida hadéna jeung rata-rata aktivitas guru 86,325% jeung murid 88,15%; (2) aya béda hasil diajar anu kacida signifikan ($p=0,001<0,05$) jeung rata-rata kelas ékspérimén 82,41 jeung kelas kontrol 49,26; (3) paningkatan hasil diajar kelas ékspérimén nepi ka 74,91% (kategori luhur) sedengkeun kelas kontrol ngan 23,19% (kategori handap); (4) éféktivitas modél PBL berbantuan vidéo animasi kagolong kacida luhurna jeung effect size 3,901 (kategori gedé). Papanggihan ieu némbongkeun yén kombinasi modél PBL jeung vidéo animasi éféktif ningkatkeun hasil diajar matématika murid sakola dasar.

Kecap Konci: *modél proble based learning, vidéo animasi, hasil diajar matématika*