

**PENGARUH *MODEL PROBLEM BASED LEARNING (PBL)*
BERBANTUAN MEDIA *EDUCAPLAY* TERHADAP
KEMAMPUAN NUMERASI MURID SEKOLAH DASAR**

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ABSTRAK

Penelitian ini dilatar belakangi rendahnya kemampuan numerasi murid kelas II SD Negeri 2 Lembang pada materi pecahan masih tergolong rendah, khususnya dalam memahami operasi hitung, pemecahan masalah, dan penerapan konsep matematika dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk mengetahui, menganalisis, dan mendeskripsikan pengaruh model *Problem Based Learning (PBL)* berbantuan media *Educaplay* terhadap kemampuan numerasi murid sekolah dasar. Penelitian menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen, desain *nonequivalent control group design*. Sampel penelitian terdiri atas 50 murid kelas II SD Negeri 2 Lembang yang dibagi menjadi kelas eksperimen (25 murid) dengan perlakuan model PBL berbantuan *Educaplay* dan kelas kontrol (25 murid) dengan model *Direct Instruction*. Data dikumpulkan melalui tes (pretest dan posttest) serta nontes (observasi dan dokumentasi), kemudian dianalisis menggunakan uji normalitas, uji homogenitas, uji Independent Sample *T-Test*, dan uji *effect size* dengan bantuan IBM SPSS Statistics 29.0. Hasil penelitian menunjukkan nilai rata-rata pretest kelas eksperimen dan kontrol relatif setara (56,24 dan 56,00; Sig. 2-tailed = 0,548 > 0,05), sedangkan nilai rata-rata posttest kelas eksperimen meningkat menjadi 83,40 dan kelas kontrol menjadi 73,24 dengan hasil uji hipotesis Sig. (2-tailed) < 0,001 sehingga H_0 ditolak. Berdasarkan hasil nilai tersebut *effect size* sebesar 4,741 menunjukkan pengaruh yang besar. Disimpulkan bahwa model *Problem Based Learning* berbantuan media *Educaplay* berpengaruh secara signifikan dan dengan kategori pengaruh besar terhadap peningkatan kemampuan numerasi murid sekolah dasar.

Kata Kunci : *Problem Based Learning (PBL)*, *Educaplay*, kemampuan numerasi murid sekolah dasar.

***THE EFFECT OF THE PROBLEM-BASED LEARNING (PBL)
MODEL USED WITH EDUCAPLAY MEDIA ON ELEMENTARY
SCHOOL STUDENTS' NUMERACY ABILITIES***

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ABSTRACT

This study was motivated by the low numeracy skills of second-grade students at SD Negeri 2 Lembang regarding the topic of fractions—specifically in understanding arithmetic operations, problem-solving, and applying mathematical concepts to daily life. The study aimed to determine, analyze, and describe the impact of the Problem-Based Learning (PBL) model, supported by Educaplay media, on the numeracy skills of elementary school students. A quantitative approach was employed using a quasi-experimental method with a non-equivalent control group design. The sample consisted of 50 second-grade students from SD Negeri 2 Lembang, divided into an experimental group (25 students) receiving the PBL model supported by Educaplay and a control group (25 students) receiving the Direct Instruction model. Data were collected through tests (pretest and posttest) and non-test methods (observation and documentation), then analyzed using normality tests, homogeneity tests, Independent Sample T-Tests, and effect size analysis with the aid of IBM SPSS Statistics 29.0. The results showed that the average pretest scores for the experimental and control groups were relatively comparable (56.24 and 56.00; Sig. 2-tailed = 0.548 > 0.05), whereas the average posttest scores rose to 83.40 for the experimental group and 73.24 for the control group; the hypothesis test yielded a Sig. (2-tailed) value of < 0.001, leading to the rejection of the null hypothesis (H_0). Based on these results, the calculated effect size of 4.741 indicates a substantial impact. It is concluded that the Problem-Based Learning model supported by Educaplay media has a significant and substantial effect on improving the numeracy skills of elementary school students.

Keywords: *Problem-Based Learning (PBL), Educaplay, elementary school students' numeracy skills.*

**PANGARUH MODEL DIAJAR BERBASIS MASALAH (PBL) NU
DIANGGO NGAGUNAKEUN MEDIA EDUCAPLAY KANA
KAMAMPUH NUMERASI SISWA SAKOLA DASAR**

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RINGKESAN

Panalungtikan ieu didadasaran ku kurangna kamampuh numerasi siswa kelas dua di SD Negeri 2 Lembang dina materi pecahan—hususna dina hal maham operasi itungan, ngaréngsékeun masalah, sarta nerapkeun konsép matematika dina kahirupan sapopoé. Tujuan panalungtikan nyaéta pikeun nangtukeun, nganalisis, jeung ngadéskripsikeun pangaruh modél Problem-Based Learning (PBL) anu dibarengan ku média Educaplay kana kamampuh numerasi siswa sakola dasar. Pendekatan kuantitatif dipaké kalayan métode kuasi-éksperimén sarta desain non-equivalent control group. Sampel panalungtikan ngawengku 50 siswa kelas dua SD Negeri 2 Lembang, anu dibagi jadi kelompok éksperimén (25 siswa) anu meunang perlakuan modél PBL jeung média Educaplay, sarta kelompok kontrol (25 siswa) anu meunang perlakuan modél Direct Instruction. Data dikumpulkeun ngaliwatan tés (pretest jeung posttest) sarta métode non-tés (observasi jeung dokuméntasi), tuluy dianalisis maké uji normalitas, uji homogénitas, Independent Sample T-Test, jeung analisis effect size kalayan bantuan software IBM SPSS Statistics 29.0. Hasil panalungtikan némbongkeun yén rata-rata skor pretest pikeun kelompok éksperimén jeung kelompok kontrol téh rélatif sarua (56,24 jeung 56,00; Sig. 2-tailed = 0,548 > 0,05), sedengkeun rata-rata skor posttest naék jadi 83,40 pikeun kelompok éksperimén jeung 73,24 pikeun kelompok kontrol; hasil uji hipotesis némbongkeun nilai Sig. (2-tailed) < 0,001, anu hartina hipotesis nol (H_0) ditolak. Dumasar kana hasil éta, nilai effect size nu kacatet nyaéta 4,741, nu nandakeun ayana pangaruh anu gedé. Kacindekanana, modél Problem-Based Learning anu dibarengan ku média Educaplay mibanda pangaruh anu signifikan jeung gedé kana ngaronjatna kamampuh numerasi siswa sakola dasar.

Kecap Pamageuh: *Pembelajaran Berbasis Masalah (PBL), Educaplay, kamampuan numerasi murid sakola dasar.*