

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN MEDIA VIDEO ANIMASI TERHADAP PEMAHAMAN KONSEP MATEMATIKA PESERTA DIDIK KELAS IV SD

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Penelitian ini dilatarbelakangi oleh rendahnya pemahaman konsep matematika peserta didik kelas IV SD. Penelitian ini bertujuan untuk mengetahui pengaruh model *problem based learning* berbantuan media video animasi terhadap pemahaman konsep matematika peserta didik kelas IV SD. Penelitian ini menggunakan metode *Quasi Eksperimen Group Design* dengan jenis *Nonequivalent Control Group Design*. Populasi penelitian berjumlah 42 peserta didik, sekaligus menjadi sampel yang terdiri dari peserta didik kelas IVA dan IVB melalui teknik sampling jenuh. Pengumpulan data dilakukan melalui tes, observasi, dan dokumentasi. Data dianalisis menggunakan uji regresi linier sederhana. Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan penggunaan model *problem based learning* berbantuan media video animasi terhadap pemahaman konsep matematika peserta didik. Hal ini dibuktikan dengan nilai signifikansi pada uji regresi linier sederhana sebesar $0,000 < 0,05$. Dengan demikian dapat disimpulkan bahwa model *problem based learning* berbantuan media video animasi berpengaruh terhadap kemampuan pemahaman konsep matematika peserta didik kelas IV SD.

Kata Kunci: pemahaman konsep matematika, *problem based learning*, video animasi.

ABSTRACT

THE EFFECT OF PROBLEM-BASED LEARNING MODEL ASSISTED BY ANIMATED VIDEO MEDIA ON FOURTH-GRADE STUDENTS' MATHEMATICS CONCEPTUAL UNDERSTANDING

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This study was motivated by the low level of conceptual understanding in mathematics among fourth-grade students. The purpose of this research was to determine the effect of the problem-based learning (PBL) model assisted by animated video media on the mathematical conceptual understanding of fourth-grade elementary school students. This study employed a Quasi-Experimental Group Design using a Nonequivalent Control Group Design. The population consisted of 42 students, who simultaneously served as the sample, comprising students from classes IVA and IVB selected through saturated sampling. Data were collected through tests, observations, and documentation. The results of the study indicated a significant effect of using the problem-based learning model assisted by animated video media on students' mathematical conceptual understanding. This is evidenced by the significance value of the simple linear regression test, which was $0.000 < 0.05$. Therefore, it could be concluded that the problem-based learning model assisted by animated video media had a significant effect on fourth-grade elementary students' ability to understand mathematical concepts.

Keywords: animated video, mathematical conceptual understanding, problem-based learning.