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ABSTRAK

Penelitian ini bertujuan untuk mengetahui adakah pengaruh pembelajaran matematika dengan menggunakan Model *Problem Based Learning (PBL)* Berbasis Etnomatematika Terhadap Hasil Belajar Matematika Bangun Datar Kelas 1 SDN Kenjeran 248 Surabaya. Penelitian ini merupakan penelitian kuantitatif. Desain penelitian yang digunakan dalam penelitian ini adalah design *Quasi Experimental Design* dengan jenis *non - equivalent control group design*. Penelitian ini menggunakan 40 siswa sebagai sampel yaitu 20 siswa di kelas eksperimen dan 20 siswa di kelas kontrol. Teknik pengumpulan data menggunakan tes, angket, dan observasi. Tahapan yang digunakan adalah uji validitas, reliabilitas, taraf kesukaran soal, normalitas, homogenitas, uji t independen, dan uji gain ternormalisasi. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan berdasarkan hasil perhitungan uji t Independen posttest $T_{hitung} = 3,571$ dan $T_{tabel} = 2,024$ dengan taraf signifikan sebesar $\alpha = 5\%$ dan uji Gain Ternormalisasi pada kelas kontrol dan eksperimen terjadi peningkatan rata – rata nilai sebesar 0,20. Sesuai dengan kaidah pengujian $T_{hitung} > T_{tabel}$ maka H_0 ditolak dan ada perbedaan yang signifikan kelas eksperimen yang menggunakan Model *Problem Based Learning (PBL)* Berbasis Etnomatematika dengan kelas kontrol menggunakan pembelajaran konvensional terhadap kemampuan siswa dalam pemecahan masalah bangun datar kelas 1 SDN Kenjeran 248 Surabaya. Hasil respon siswa diperoleh 93% dan nilai rata – rata mencapai 74% dapat disimpulkan bahwa respon siswa pada pembelajaran menggunakan Model *Problem Based Learning (PBL)* Berbasis Etnomatematika sangat baik.

Yeti Budi Aisyah. 2019. *The Effect of Ethnomatematics Based Problem Based Learning etnomatematics based on matematics learning outcomes are flat (SDN Kenjeran 248 Surabaya)*. Undergraduate Thesis, Elementary School Teacher, Faculty of Teacher Treaning and Education, Trunojoyo University, Madura. Advisors: (I) Umi Hanik, S.Pd., M.Pd (II) Nilamsari Damayanti Fajrin, S.Pd., M.Pd

ABSTRACT

This study aims to determine whether there is an effect of mathematics learning by using Ethnomatemics Basic Learning (PBL) etnomatematics based on matematics learning outcomes are flat Class 1 Problems at SDN Kenjeran 248 Surabaya. This research is a quantitative research. The research design used in this study is the Quasi Experimental Design with non-equivalent control group design. This study used 40 students as a sample, 20 students in the experimental class and 20 students in the control class. Data collection techniques using tests, questionnaires, and observations. The stages used are validity, reliability, difficulty level, normality, homogeneity, independent t test, and normalized gain test. The results showed that there were significant differences based on the results of the calculation of Independent t test posttest $T_{hitung} = 3.571$ and $T_{table} = 2.024$ with a significant level of $\alpha = 5\%$ and Normalized Gain test in the control and experimental classes an increase in the average value of 0.20. In accordance with the rules of testing $T_{hitung} > T_{table}$ then H_0 is rejected and there is a significant difference in the experimental class using the Ethnomatemics Based Based Learning Model (PBL) with the control class using conventional learning on the ability of students in solving flatter problems in grade 1 SDN Kenjeran 248 Surabaya. The results of student responses were obtained 93% and the average value reached 74%, it can be concluded that the students' responses to learning using the Based Problems Learning Model (PBL) based on Ethnomatematics are very good.