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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemecahan masalah matematis siswa kelas IV SDIT Asshomadiyah, khususnya pada pembelajaran matematika. Siswa mengalami kesulitan dalam memahami soal cerita, menentukan langkah penyelesaian, serta menerapkan konsep matematika dalam situasi nyata. Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) terhadap kemampuan pemecahan masalah siswa kelas IV pada materi luas persegi dan persegi panjang. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *nonequivalent control group design*. Populasi penelitian adalah seluruh siswa kelas IV SDIT Asshomadiyah yang berjumlah 44 siswa. Teknik sampling yang digunakan yaitu sampling jenuh, dengan kelas IV-A sebagai kelas eksperimen dan kelas IV-B sebagai kelas kontrol. Teknik pengumpulan data menggunakan tes, observasi, dan dokumentasi. Instrumen penelitian berupa soal uraian pretest dan posttest kemampuan pemecahan masalah. Data dianalisis menggunakan uji prasyarat normalitas dan uji hipotesis Independent Sample T-test. Hasil penelitian menunjukkan bahwa penerapan model *Problem Based Learning* (PBL) memberikan pengaruh terhadap kemampuan pemecahan masalah siswa. Hal tersebut ditunjukkan dari peningkatan hasil kemampuan pemecahan masalah siswa pada kelas eksperimen lebih baik dibandingkan kelas kontrol. Dengan demikian, model *Problem Based Learning* (PBL) dapat dijadikan sebagai alternatif model pembelajaran untuk meningkatkan kemampuan pemecahan masalah matematis siswa pada materi luas persegi dan persegi panjang.

Kata Kunci: Kemampuan Pemecahan Masalah, Matematika, Problem Based Learning

ABSTRACT

This study was motivated by the low mathematical problem-solving ability of fourth-grade students at SDIT Asshomadiyah, particularly in mathematics learning. Students experienced difficulties in understanding word problems, determining appropriate solution strategies, and applying mathematical concepts to real-life situations. This study aimed to determine the effect of the Problem-Based Learning (PBL) model on the problem-solving abilities of fourth-grade students in the topic of the area of squares and rectangles. This research employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The population consisted of all fourth-grade students at SDIT Asshomadiyah, totaling 44 students. The sampling technique used was saturated sampling, with Class IV-A serving as the experimental group and Class IV-B as the control group. Data were collected through tests, observations, and documentation. The research instruments consisted of pretest and posttest essay questions designed to measure students' problem-solving abilities. The data were analyzed using the normality test as a prerequisite test and the Independent Samples t-test for hypothesis testing. The results showed that the implementation of the Problem-Based Learning (PBL) model had a significant effect on students' problem-solving abilities. This was indicated by the greater improvement in problem-solving performance among students in the experimental group compared to those in the control group. Therefore, the Problem-Based Learning (PBL) model can be used as an alternative instructional approach to improve students' mathematical problem-solving abilities, particularly in the topic of the area of squares and rectangles.

Keywords: *Problem-Solving Ability, Mathematics, Problem-Based Learning.*