

Hanisah Rica Nurrahma. 2026. Pengaruh Model Pembelajaran Problem Based Learning (PBL) Terhadap Kemampuan Pemecahan Masalah Siswa Kelas V di Sekolah Dasar. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Pembimbing: Mohammad Edy Nurtamam, S.Pd., M.Si.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap kemampuan pemecahan masalah siswa kelas V di SDN Bulak Rukem I/258 Surabaya. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *Quasi Experimental Design* dan desain *Nonequivalent Control Group Design*. Teknik pengambilan sampel menggunakan *purposive sampling*. Sampel penelitian berjumlah 56 siswa yang terdiri atas 28 siswa kelas V-B sebagai kelas eksperimen dan 28 siswa kelas V-D sebagai kelas kontrol. Teknik pengumpulan data menggunakan tes, angket, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa nilai signifikansi uji hipotesis menggunakan *Independent Sample t-test* pada data posttest sebesar $0,023 < 0,05$. Hasil tersebut menunjukkan bahwa H_0 ditolak dan H_a diterima. Dengan demikian, terdapat pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap kemampuan pemecahan masalah siswa kelas V di SDN Bulak Rukem I/258 Surabaya pada materi luas dan keliling persegi, persegi panjang, serta bangun gabungannya.

Kata Kunci: *Problem Based Learning (PBL), kemampuan pemecahan masalah, matematika, luas dan keliling persegi, persegi panjang, dan bangun gabungannya.*

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ABSTRACT

This study aimed to determine the effect of the Problem Based Learning (PBL) model on the problem-solving abilities of fifth-grade students at SDN Bulak Rukem I/258 Surabaya. This study employed a quantitative approach with a Quasi-Experimental Design using the Nonequivalent Control Group Design. The sampling technique used was purposive sampling. The research sample consisted of 56 students, including 28 students from class V-B as the experimental group and 28 students from class V-D as the control group. Data were collected through tests, questionnaires, observations, and documentation. The results showed that the significance value of the hypothesis test using the Independent Sample t-test on the posttest data was $0.023 < 0.05$. This result indicated that H_0 was rejected and H_a was accepted. Therefore, the Problem Based Learning (PBL) model had a significant effect on the problem-solving abilities of fifth-grade students at SDN Bulak Rukem I/258 Surabaya in the topic of area and perimeter of squares, rectangles, and composite shapes.

Keywords: *Problem Based Learning (PBL), problem-solving ability, area and perimeter of squares, rectangles, and composite shapes.*