

**PENGARUH MODEL *PROBLEM BASED LEARNING*
DENGAN PENDEKATAN TPACK TERHADAP
KEMAMPUAN NUMERASI SISWA KELAS V DI SD
GUGUS VIII KECAMATAN ABIANSEMAL TAHUN
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* dengan pendekatan TPACK terhadap kemampuan numerasi siswa kelas V di Gugus VIII Kecamatan Abiansemal tahun ajaran 2022/2023. Penelitian ini menggunakan desain penelitian eksperimen semu dengan rancangan desain penelitian *Non-Equivalent Pre-Test Post-Test Control Group Design* dan rancangan analisis data *Independent Sample T-Test*. Populasi dalam penelitian ini sebanyak 201 orang siswa dari 8 sekolah negeri yang berbeda. Seluruh populasi disetarakan dengan Uji Anava, setelah populasi dinyatakan setara, untuk pengambilan sampel ditentukan dengan teknik *Cluster Random Sampling*, lalu diperoleh kelompok eksperimen yaitu kelas V SD No. 1 Sibanggede sebanyak 30 orang siswa, dan kelompok kontrol yaitu kelas V SD No. 2 Sibangkaja sebanyak 32 orang siswa. Metode pengumpulan data menggunakan tes berbentuk objektif, benar salah, dan menjodohkan. Data hasil penelitian dianalisis dengan teknik analisis statistik deskriptif dan teknik analisis statistik inferensial menggunakan Uji *-T Polled Varians*. Hasil analisis hipotesis diperoleh nilai $T_{hitung} = 6.55 > T_{tabel} = 2.00$ dengan dk penyebut yaitu 60 dan dk pembilang yaitu 1 pada $\alpha = 0.05$ sehingga H_0 ditolak dan H_1 diterima yaitu terdapat perbedaan yang signifikan kemampuan numerasi siswa yang dibelajarkan dengan model *Problem Based Learning* dengan Pendekatan TPACK dan kemampuan numerasi siswa yang tidak dibelajarkan dengan model *Problem Based Learning* dengan Pendekatan TPACK. Dengan demikian dapat disimpulkan bahwa model *Problem Based Learning* dengan Pendekatan TPACK berpengaruh terhadap Kemampuan Numerasi Siswa kelas V di SD Gugus VIII Kecamatan Abiansemal Tahun ajaran 2022/2023.

Kata Kunci: *Problem Based Learning*, Pendekatan TPACK, Kemampuan Numerasi Siswa.

ABSTRACT

This study aims to determine the effect of the Problem Based Learning model with the TPACK approach on the numeracy abilities of fifth grade students in Cluster VIII, Abiansemal District, 2022/2023 academic year. This study used a quasi-experimental research design with a Non-Equivalent Pre-Test Post-Test Control Group Design and an Independent Sample T-Test data analysis design. The population in this study were 201 students from 8 different state schools. The entire population was equated with the Anava Test, after the population was declared equal, the sampling was determined using the Cluster Random Sampling technique, then the experimental group was obtained, namely class V SD No. 1 Sibanggede as many as 30 students, and the control group is class V SD No. 2 Sibangkaja as many as 32 students. Methods of data collection using tests in the form of objective, true false, and matching. The research data were analyzed using descriptive statistical analysis techniques and inferential statistical analysis techniques using Polled Variance -T Test. The results of the hypothesis analysis showed that the value of $T_{count} = 6.55 > T_{table} = 2.00$ with the denominator dk of 60 and the numerator dk of 1 at $\alpha = 0.05$ so that H_0 was rejected and H_1 was accepted, that is, there was a significant difference in the numeracy abilities of students who were taught using the Problem Based Learning model with the TPACK approach and students' numeracy abilities that were not taught using the Problem Based Learning model with the TPACK Approach. Thus it can be concluded that the Problem Based Learning model with the TPACK Approach has an effect on the Numeracy Ability of Class V Students at SD Gugus VIII, Abiansemal District, Academic Year 2022/2023.

Keywords: Problem Based Learning, TPACK Approach, Students' Numerical Ability.

