PENGARUH MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* TERHADAP KEMAMPUAN *COMPUTATIONAL THINKING* SISWA KELAS V SDN GUGUS III KUTA UTARA TAHUN AJARAN 2024/2025

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem based learning* terhadap kemampuan *computational thinking* siswa kelas V SDN Gugus III Kuta Utara pada mata pelajaran Matematika tahun ajaran 2024/2025. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu (*quasi experimental*) tipe *non equivalent control group design*. Sampel penelitian terdiri atas 24 siswa pada kelompok eksperimen dan 30 siswa pada kelompok kontrol yang dipilih melalui teknik *cluster random sampling*. Pengumpulan data dilakukan dengan tes kemampuan *computational thinking* yang mencakup empat indikator, yaitu dekomposisi, pengenalan pola, abstraksi, dan algoritma. Hasil *post-test* menunjukkan bahwa rata-rata kemampuan *computational thinking* siswa pada kelompok eksperimen yang menggunakan model PBL adalah 84,17 dengan standar deviasi 8,56, termasuk dalam kategori tinggi. Sementara itu, kelompok kontrol yang diajar dengan model konvensional memiliki rata-rata 64,83 dengan standar deviasi 11,78, termasuk dalam kategori sedang. Uji prasyarat menunjukkan bahwa data berdistribusi normal dan homogen. Hasil uji-t *polled varians* menunjukkan bahwa thitung sebesar 6,738 lebih besar dari ttabel sebesar 2,006 pada taraf signifikansi 5% (dk = 52), sehingga H0 ditolak dan H1 diterima. Dengan demikian, dapat disimpulkan bahwa model pembelajaran *Problem based learning* berpengaruh secara signifikan terhadap kemampuan *computational thinking* siswa.

Kata kunci: *Problem based learning, computational thinking*, siswa sekolah dasar.

THE EFFECT OF PROBLEM BASED LEARNING MODEL ON COMPUTATIONAL THINKING ABILITY OF GRADE V STUDENTS OF SDN GUGUS III KUTA UTARA IN THE 2024/2025 ACADEMIC YEAR

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ABSTRACT

This study aims to determine the effect of the Problem based learning model on the computational thinking ability of grade V students of SDN Gugus III Kuta Utara in Mathematics subjects in the 2024/2025 academic year. This study uses a quantitative approach with a quasi-experimental design of the non-equivalent control group design type. The research sample consisted of 24 students in the experimental group and 30 students in the control group selected through cluster random sampling techniques. Data collection was carried out using a computational thinking ability test that included four indicators, namely decomposition, pattern recognition, abstraction, and algorithms. The post-test results showed that the average computational thinking ability of students in the experimental group using the PBL model was 84.17 with a standard deviation of 8.56, included in the high category. Meanwhile, the control group taught using the conventional model had an average of 64.83 with a standard deviation of 11.78, included in the moderate category. The prerequisite test showed that the data were normally distributed and homogeneous. The results of the polled variance t-test showed that the t count of 6.738 was greater than the t table of 2.006 at a significance level of 5% (dk = 52), so H0 was rejected and H1 was accepted. Thus, it can be concluded that the Problem based learning model has a significant effect on students' computational thinking abilities.

Keywords*: Problem based learning, computational thinking, elementary school students.*