

**PENGARUH MODEL PBL BERBANTUAN MEDIA VIDEO ANIMASI
TERHADAP KOMPETENSI PENGETAHUAN MATEMATIKA SISWA
KELAS IV SD GUGUS I ABIANSEMAL TAHUN AJARAN 2025/2026**

Oleh

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kompetensi pengetahuan matematika siswa kelas IV pada materi pecahan di Gugus I Abiansemal, dimana dari 138 siswa terdapat 86 siswa yang memperoleh nilai di bawah standar BSKAP dengan rata-rata 60,3, sedangkan nilai yang diharapkan adalah 80, sehingga siswa masih mengalami kesulitan memahami konsep pecahan. Penelitian ini bertujuan untuk mengkaji pengaruh model *Problem Based Learning* (PBL) berbantuan media video animasi terhadap kompetensi pengetahuan matematika siswa. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen yang melibatkan dua kelompok, yaitu kelompok eksperimen yang dibelajarkan dengan PBL berbantuan media video animasi dan kelompok kontrol dengan pembelajaran konvensional. Subjek penelitian adalah seluruh siswa kelas IV SD Gugus I Abiansemal yang menerapkan Kurikulum Merdeka. Data dikumpulkan melalui tes, observasi, dan wawancara, kemudian dianalisis menggunakan statistik deskriptif dan uji-t *polled varians*. Hasil analisis menunjukkan bahwa t-hitung (2,24) lebih besar daripada t-tabel (2,01), sehingga terdapat perbedaan signifikan antara kedua kelompok. Implikasi penelitian ini menunjukkan bahwa PBL berbantuan media video animasi efektif meningkatkan kompetensi pengetahuan matematika siswa, serta berkontribusi sebagai referensi inovasi pembelajaran berbasis masalah dan teknologi untuk meningkatkan kualitas pembelajaran matematika di sekolah dasar.

Kata Kunci: PBL; Video Animasi; Matematika

THE EFFECT OF THE PBL MODEL ASSISTED BY ANIMATED VIDEO MEDIA ON THE MATHEMATICS KNOWLEDGE COMPETENCE OF GRADE IV STUDENTS OF SD GROUP I ABIANSEMAL FOR THE 2025/2026 SCHOOL YEAR

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ABSTRACT

*This study was motivated by the low level of mathematical knowledge among fourth-grade students in the Abiansemal Cluster I, where 86 out of 138 students scored below the BSKAP standard with an average of 60.3, while the expected score was 80, indicating that students still had difficulty understanding the concept of fractions. This study aims to examine the effect of the Problem-Based Learning (PBL) model assisted by animated videos on students' mathematical knowledge competency. This study uses a quantitative approach with an experimental method involving two groups, namely the experimental group taught with PBL assisted by animated videos and the control group with conventional learning. The research subjects were all fourth-grade students at Gugus I Abiansemal Elementary School who implemented the Merdeka Curriculum. Data were collected through tests, observations, and interviews, then analysed using descriptive statistics and pooled variance *t*-tests. The results of the analysis showed that the *t*-count (2.24) was greater than the *t*-table (2.01), indicating a significant difference between the two groups. The implications of this study show that PBL assisted by animated video media is effective in improving students' mathematical knowledge competency and contributes as a reference for problem-based and technology-based learning innovations to improve the quality of mathematics learning in primary schools.*

Keywords: *PBL; Animated Videos; Mathematics*