

**PENGARUH MODEL PEMBELAJARAN *PBL* BERBANTUAN MEDIA
PUZZLE TERHADAP KOMPETENSI PENGETAHUAN MATEMATIKA
SISWA KELAS V SD**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kompetensi pengetahuan matematika siswa kelas V pada materi pecahan di Gugus V Kecamatan Mengwi, dimana dari 181 siswa terdapat 39 siswa yang memperoleh nilai di bawah standar BSKAP, sehingga siswa masih mengalami kesulitan memahami konsep pecahan. Penelitian ini bertujuan untuk mengkaji pengaruh model *Problem Based Learning (PBL)* berbantuan media Puzzle 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 *Puzzle* dan kelompok kontrol dengan pembelajaran konvensional. Subjek penelitian adalah seluruh siswa kelas V SD Gugus V Kecamatan Mengwi yang menerapkan Kurikulum Merdeka. Data dikumpulkan melalui tes, observasi dan wawancara. Rata-rata kompetensi pengetahuan matematika siswa pada kelompok eksperimen (82,03) lebih tinggi dibandingkan kelompok kontrol (72,32), kemudian dianalisis menggunakan statistik deskriptif dan uji-t *polled varians*. Hasil analisis menunjukkan bahwa *t*-hitung (5,958) lebih besar daripada *t*-tabel (2,01), sehingga terdapat perbedaan kompetensi pengetahuan matematika pada kelompok yang dibelajarkan dengan model *Problem Based Learning* berbantuan media *puzzle* dan kelompok yang dibelajarkan dengan pembelajaran konvensional. Dengan demikian, penerapan model *Problem Based Learning* berbantuan media *puzzle* berpengaruh signifikan terhadap kompetensi pengetahuan matematika siswa kelas V SD.

Kata Kunci: *PBL*; *Puzzle*; Matematika

ABSTRACT

This research is motivated by the low mathematical knowledge competence of fifth-grade students on fractions in Cluster V, Mengwi District, where out of 181 students, 39 students obtained scores below the BSKAP standard, so students still have difficulty understanding the concept of fractions. This study aims to examine the effect of the *Problem Based Learning (PBL)* model assisted by Puzzle media on students' mathematical knowledge competence. The study used a quantitative approach with an experimental method involving two groups, namely the experimental group taught with *PBL* assisted by *Puzzle* media and the control group with conventional learning. The research subjects were all fifth-grade students of Elementary School Cluster V, Mengwi District, which implemented the Independent Curriculum. Data were collected through tests, observations and interviews. The average *mathematical* knowledge competence of students in the experimental group (82.03) was higher than the control group (72.32), then analyzed using descriptive statistics and a pooled variance t-test. The results of the analysis show that the t-count (5.958) is greater than the t-table (2.01), so there is a difference in mathematical knowledge competency in the group taught with the *Problem Based Learning* model assisted by *puzzle* media and the group taught with conventional learning. Thus, the application of the *Problem Based Learning* model assisted by *puzzle* media has a significant effect on the mathematical knowledge competency of fifth grade elementary school students.

Keywords: *PBL*; *Puzzle*; *Mathematics*

