

PENGARUH PENERAPAN MODEL PEMBELAJARAN *MEANINGFUL INSTRUCTIONAL DESIGN* (MID) BERBANTUAN E-MODUL BERMUATAN MASALAH KONTEKSTUAL TERHADAP KEMAMPUAN PEMECAHAN MASALAH MATEMATIKA SISWA KELAS VIII DI SMP NEGERI 2 KINTAMANI

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ABSTRAK

Pentingnya kemampuan pemecahan masalah dalam pembelajaran matematika menjadi landasan penelitian ini. Namun, fakta di lapangan menunjukkan bahwa kemampuan pemecahan masalah matematika siswa masih rendah yang disebabkan oleh kurangnya inovasi dalam pembelajaran konvensional. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran *Meaningful Instructional Design* (MID) berbantuan e-modul bermuatan masalah kontekstual terhadap kemampuan pemecahan masalah matematika siswa kelas VIII di SMP Negeri 2 Kintamani. Penelitian ini menggunakan metode eksperimen semu (*quasi experiment*) dengan desain penelitian *post-test only control group design*. Populasi penelitian mencakup seluruh siswa kelas VIII SMP Negeri 2 Kintamani tahun ajaran 2026/2027 yang terbagi ke dalam 5 kelas dengan jumlah keseluruhan sebanyak 144 siswa. Sampel penelitian ditentukan melalui teknik *cluster random sampling* dengan cara pengundian menggunakan *spinner*, sehingga diperoleh kelas VIII B sebagai kelas eksperimen yang menerapkan model pembelajaran MID berbantuan e-modul bermuatan masalah kontekstual dan kelas VIII D sebagai kelas kontrol yang dibelajarkan dengan pembelajaran konvensional. Instrumen penelitian berupa tes uraian kemampuan pemecahan masalah matematika. Hasil penelitian menunjukkan nilai rata-rata nilai *post-test* siswa pada kelas eksperimen sebesar 77,83, lebih tinggi dari pada kelas kontrol sebesar 68,39. Untuk membuktikan apakah perbedaan rata-rata kedua kelas terjadi secara signifikan, dilakukan uji t (*independent samples test*) dengan taraf signifikansi 5%. Hasil analisis menunjukkan nilai Sig. sebesar $0,001 < 0,05$ sehingga perbedaan kedua kelas dinyatakan signifikan. Dengan demikian, dapat disimpulkan bahwa kemampuan pemecahan masalah matematika siswa yang dibelajarkan menggunakan model pembelajaran MID berbantuan e-modul bermuatan masalah kontekstual lebih baik dibandingkan dengan siswa yang dibelajarkan menggunakan pembelajaran konvensional

Kata kunci: *Meaningful Instructional Design*, e-modul bermuatan masalah kontekstual, kemampuan pemecahan masalah matematika.

**THE EFFECT OF THE IMPLEMENTATION OF THE MEANINGFUL
INSTRUCTIONAL DESIGN (MID) LEARNING MODEL ASSISTED BY AN
E-MODULE CONTAINING CONTEXTUAL PROBLEMS ON THE
MATHEMATICAL PROBLEM-SOLVING ABILITY OF GRADE VIII
STUDENTS AT SMP NEGERI 2 KINTAMANI**

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ABSTRACT

The importance of problem-solving ability in mathematics learning serves as the foundation of this study. However, empirical evidence indicates that students' mathematical problem-solving ability remains low, which is partly caused by the lack of innovation in conventional learning practices. This study aimed to determine the effect of implementing the Meaningful Instructional Design (MID) learning model assisted by an e-module containing contextual problems on the mathematical problem-solving ability of Grade VIII students at SMP Negeri 2 Kintamani. This study employed a quasi-experimental method using a post-test-only control group design. The population consisted of all Grade VIII students of SMP Negeri 2 Kintamani in the 2026/2027 academic year, comprising five classes with a total of 144 students. The sample was selected using a cluster random sampling technique through a spinner-based lottery, resulting in Class VIII B as the experimental group, which received the MID learning model assisted by an e-module containing contextual problems, and Class VIII D as the control group, which was taught using conventional learning. The research instrument was an essay test designed to measure students' mathematical problem-solving ability.

The results showed that the mean post-test score of students in the experimental group was 77.83, which was higher than that of the control group at 68.39. To determine whether the difference between the two means was statistically significant, an independent samples t-test was conducted at a significance level of 5%. The analysis revealed a significance value (Sig.) of $0.001 < 0.05$, indicating that the difference between the two groups was statistically significant. Therefore, it can be concluded that the mathematical problem-solving ability of students taught using the MID learning model assisted by an e-module containing contextual problems was better than that of students taught through conventional learning.

Keywords: *Meaningful Instructional Design, e-module containing contextual problems, mathematical problem-solving ability*