

**PENGARUH MODEL PEMBELAJARAN *PROBLEM BASED LEARNING*
(PBL) BERBANTUAN MULTIMEDIA INTERAKTIF TERHADAP HASIL
BELAJAR MATEMATIKA SISWA KELAS III SD GUGUS VIII MENGWI
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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar matematika siswa pada materi panjang dan berat, pembelajaran masih didominasi metode konvensional dan kurangnya pemanfaatan media interaktif. Penelitian ini bertujuan (1) perbedaan hasil belajar matematika siswa model PBL multimedia interaktif dan pembelajaran konvensional, serta (2) pengaruh signifikan model PBL terhadap peningkatan hasil belajar matematika siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *quasi-experimental* tipe *non-equivalent control group design*. Populasi adalah seluruh siswa kelas III SD Gugus VIII Mengwi. Sampel ditentukan dengan teknik *cluster random sampling*, diperoleh SD No. 1 Mengwi (27 siswa) sebagai kelompok eksperimen dan SD No. 2 Mengwi (27 siswa) sebagai kelompok kontrol. Data dikumpulkan melalui tes pilihan ganda. Analisis data menggunakan uji ANCOVA dengan taraf signifikansi 0,05. Hasil penelitian menunjukkan bahwa (1) terdapat perbedaan hasil belajar matematika yang signifikan antara kelompok eksperimen dan kelompok kontrol, dengan rata-rata *post-test* kelompok eksperimen (80,37) lebih tinggi daripada kelompok kontrol (59,63); dan (2) model PBL berpengaruh signifikan ($\text{Sig. } 0,000 < 0,05$). Dengan demikian, penerapan model *Problem Based Learning* berbantuan multimedia interaktif efektif meningkatkan hasil belajar matematika siswa kelas III SD. Penelitian ini merekomendasikan agar guru mengimplementasikan model PBL berbantuan multimedia interaktif sebagai alternatif pembelajaran inovatif.

Kata kunci: Model *Problem Based Learning*, Multimedia Interaktif, Hasil Belajar Matematika

***THE EFFECT OF THE PROBLEM-BASED LEARNING (PBL) MODEL
ASSISTED BY INTERACTIVE MULTIMEDIA ON THE MATHEMATICS
LEARNING OUTCOMES OF THIRD-GRADE STUDENTS AT
ELEMENTARY SCHOOLS IN CLUSTER VIII MENGWI, ACADEMIC YEAR
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ABSTRACT

This study was conducted to address the low mathematics learning outcomes of third-grade students on the topics of length and weight, which were associated with conventional teaching methods and limited use of interactive media. It aimed to (1) examine differences in mathematics learning outcomes between students taught using the Problem-Based Learning (PBL) model assisted by interactive multimedia and those receiving conventional instruction, and (2) determine the effect of the PBL model on students' mathematics learning outcomes. This quantitative study employed a quasi-experimental method with a non-equivalent control group design. The sample consisted of 54 third-grade students selected through cluster random sampling, including 27 students in the experimental group and 27 in the control group. Data were collected using a multiple-choice test and Analyzed using ANCOVA at a 0.05 significance level. The findings revealed a significant difference in mathematics learning outcomes between the two groups, with the experimental group obtaining a higher post-test mean score (80.37) than the control group (59.63). The PBL model also had a significant effect on learning outcomes (Sig. = 0.000 < 0.05). Therefore, the PBL model assisted by interactive multimedia effectively improved students' mathematics learning outcomes.

Keywords: *Problem-Based Learning, Interactive Multimedia, Mathematics Learning Outcomes*