ABSTRAK

DESTY JAYANTI BR GINTING, NPM: 2015010090. "Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) Terhadap Hasil Belajar Matematika Siswa Materi Pecahan Kelas III SD Negeri 040459 Berastagi."

Hasil belajar siswa yang rendah disebabkan melalui dua faktor yaitu faktor eksternal dan internal. Penelitian ini bertujuan untuk mengetahui Pengaruh Model Pembelajaran Problem Based Learning (PBL) Terhadap Hasil Belajar matematika Siswa Materi Pecahan Kelas III SD Negeri 040459 Berastagi. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian kuantitatif dengan menggunakan metode quasi eksperimen dengan melibatkan pre-test dan post-test. Sampel dalam penelitian ini adalah 58 siswa yang terdiri dari kelas III-A sebanyak 29 siswa dan kelas III-B sebanyak 29 siswa. Instrumen yang digunakan adalah tes hasil belajar matematika materi pecahan. Hasil penelitian menunjukkan nilai rata-rata kelas eksperimen *Pre-test* sebesar 53,10% dan setelah belajar menggunakan model pembelajaran *Problem Based Learning* (PBL) nilai siswa menjadi meningkat dalam hasil menjawab soal *Post-test* menjadi 87,86%. Sedangkan dalam kelas kontrol saat melakukan uji tes *Pre-test* hasil persentase yang didapat siswa sebesar 59,83% dan setelah diadakanya pembelajaran konvensional maka nilai siswa meningkat saat menjawab soal *Post-test* menjadi 78,52%. Hal ini membuktikan bahwa ada perbedaan hasil belajar kelas eksperimen lebih unggul dari kelas kontrol. nilai signifikansi (2-tailed) *post-test* 0,000<0,05. Maka H_0 ditolak dan H_a diterima, Ha= terdapat pengaruh Model Pembelajaran *Problem Based Learning* (PBL) Terhadap hasil Belajar Matematika Siswa Materi Pecahan Kelas III SD Negeri 040459 Berastagi.

Kata Kunci: Model *Problem Based Learning*, Hasil Belajar Pecahan, Matematika

ABSTRAK

DESTY JAYANTI BR GINTING, NPM: 2015010090. "The Influence of the Problem Based Learning (PBL) Learning Model on Students' Mathematics Learning Outcomes on Fraction Material Class III State Elementary School 040459 Berastagi."

Low student learning outcomes are caused by two factors, namely external and internal factors. This research aims to determine the influence of the Problem Based Learning (PBL) learning model on students' mathematics learning outcomes on class III fractions at SD Negeri 040459 Berastagi. The type of research used in this research is quantitative research using a quasi-experimental method involving pre-test and post-test. The sample in this study was 58 students consisting of 29 students in class III-A and 29 students in class III-B. The instrument used was a mathematics learning outcomes test on fractions. The research results showed that the average score for the experimental class Pre-test was 53.10% and after learning using the Problem Based Learning (PBL) learning model, students' scores increased in the results of answering Post-test questions to 87.86%. Meanwhile, in the control class, when carrying out the pre-test test, the percentage results obtained by students were 59.83% and after conventional learning was carried out, the students' scores increased when answering post-test questions to 78.52%. This proves that there is a difference in the learning outcomes of the experimental class which is superior to the control class. significance value (2-tailed) post-test $0.000 < 0.05$. So H0 is rejected and Ha is accepted, Ha= there is an influence of the Problem Based Learning (PBL) Learning Model on the Mathematics Learning Results of Students on Class III Fraction Material at State Elementary School 040459 Berastagi.

Keywords: Problem Based Learning Model, Fraction Learning Results, Mathematics