PENGARUH MODEL *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN PROSES LITERASI MATEMATIS SISWA SEKOLAH DASAR

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas model *Problem Based Learning* (PBL) dalam meningkatkan proses literasi matematis siswa sekolah dasar. Penelitian dilakukan di SDN Talagasari 1 dengan subjek sebanyak 31 siswa kelasV. Desain penelitian yang digunakan adalah *One Group Pretest-Posttest Design* dengan pendekatan kuantitatif. Instrumen yang digunakan berupa tes uraian proses literasi matematis. Instrumen yang digunakan berupa tes uraian literasi matematis sebanyak enam butir soal yang telah divalidasi. Data diperoleh melalui tes *Pretest* dan *posttest*, lalu dianalisis secara deskriptif dan inferensial. Hasil analisis menunjukkan bahwa terdapat peningkatan signifikan pada skor *posttest* dibandingkan dengan *Pretest*. Rata-rata nilai meningkat dari 51,77 menjadi 84,65, dengan nilai signifikansi < 0,001 berdasarkan uji Paired Sample T-Test. Peningkatan capaian proses literasi matematis siswa setelah pembelajaran menunjukkan bahwa model PBL mampu membantu siswa mengembangkan pemahaman, penerapan, dan penalaran terhadap konsep-konsep matematika dalam situasi kontekstual yang bermakna.

Kata kunci: proses literasi matematis, problem based learning, sekolah dasar

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ABSTRACT

This study aims to determine the effectiveness of the Problem-Based Learning (PBL) model in improving the mathematical literacy process of elementary school students. The research was conducted at SDN Talagasari 1 with 31 fifth-grade students as subjects. The research design used was a One Group Pretest-Posttest Design with a quantitative approach. The instrument used was a mathematical literacy process essay test. The instrument used was a mathematical literacy essay test consisting of six validated questions. Data were collected through Pretest and posttest assessments and analyzed descriptively and inferentially. The analysis results indicated a significant increase in posttest scores compared to Pretest scores. The average score increased from 51.77 to 84.65, with a significance value of < 0.001 based on the Paired Sample T-Test. The improvement in students' mathematical literacy process achievement after learning shows that the PBL model can help students develop understanding, application, and reasoning of mathematical concepts in meaningful contextual situations.

Keywords: mathematical literacy process, problem-based learning, elementary school