

ABSTRAK

Trisna Setyaningsih. (2015). “Pengaruh Model *Problem Based Learning* Terhadap Kemampuan Penalaran Matematika Kelas IV SDN Umbul Kapuk Kecamatan Taktakan Kota Serang.”

Penelitian yang dilakukan adalah dengan mengaplikasikan model *problem based learning* pada pembelajaran matematika untuk 1) menganalisis pengaruh model *problem based learning* terhadap kemampuan penalaran matematika, 2) menganalisis perbedaan pengaruh kelas yang menggunakan model *problem based learning* terhadap kemampuan penalaran matematika, 3) mengidentifikasi respon siswa terhadap model *problem based learning*. Penelitian dilakukan di SDN Umbul Kapuk, dengan sampel berjumlah 60 siswa yang terbagi menjadi 2 kelas. Desain penelitian yang digunakan adalah *quasi experimental design*. Hasil penelitian menunjukkan bahwa: Pertama, tidak terdapat pengaruh yang signifikan pada kelas yang menggunakan model *problem based learning* ($F=0,002$ dan $Sig.=0,276$; $p>0,05$). Kedua, terdapat perbedaan pengaruh pada kedua kelas yang dijadikan sampel penelitian terhadap kemampuan penalaran matematika siswa ($Sig.=0,000$; $p<0,05$). Ketiga, siswa memberikan respon positif terhadap pembelajaran matematika dengan model *problem based learning*. Jadi, dapat disimpulkan bahwa model *problem based learning* berpengaruh positif terhadap kemampuan penalaran matematika siswa. Oleh karena itu, model *problem based learning* dapat dijadikan referensi bagi guru untuk diterapkan dalam pembelajaran selanjutnya guna meningkatkan kemampuan penalaran matematika siswa.

Kata Kunci: Model *PBL*, penalaran matematika

ABSTRACT

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The research is carried out with apply problem based learning model in mathematic lesson to 1) analyze the effect of problem based learning model for mathematical reasoning skill, 2) analyze the differences effect the class which use problem based learning model and not use problem based learning model for mathematical reasoning skill, 3) identification the students responses to problem based learning model. The research is done in SDN Umbul Kapuk, with total 60 samples that is divide into two class. The design research is used is quasi experimental design. The point of result of the research that: First, not found the significant effect in class which use problem based learning model ($F=0,002$ and $Sig.= 0,276$; $p>0,05$). Second, be found the differences effect in two class that are used as research samples for student mathematical reasoning skill ($Sig.= 0,000$; $p<0,05$). Third, the students give positive responses for mathematic lesson with problem based learning model. So, it can be conclude that problem based learning is give positive effect for students mathematical reasoning skills. That mean is, problem based learning model can used reference for teacher to apply in next lesson to advance the students mathematical reasoning skill.

Keywords: PBL model, mathematical reasoning