

ABSTRAK

ANALISIS IMPLEMENTASI MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* (PBL) DALAM PELAJARAN MATEMATIKA PADA SISWA KELAS 1 DI SD NEGERI 3 KAWAN

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Penelitian ini bertujuan untuk menganalisis implementasi model pembelajaran Problem Based Learning (PBL) dalam pembelajaran matematika pada siswa kelas 1 di SD Negeri 3 Kawan. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Fokus utama dari penelitian ini adalah pada tiga aspek penting dalam proses pembelajaran yaitu: perencanaan, pelaksanaan, dan evaluasi. Hasil penelitian menunjukkan bahwa guru telah merancang modul ajar berbasis PBL yang kontekstual dan sesuai dengan perkembangan kognitif siswa. Pelaksanaan pembelajaran menunjukkan keterlibatan aktif siswa dalam proses diskusi dan pemecahan masalah. Evaluasi dilakukan melalui refleksi bersama serta perbaikan pembelajaran oleh guru berdasarkan hasil pengamatan. Secara keseluruhan, implementasi PBL memberikan dampak positif terhadap pemahaman konsep matematika dan keterampilan berpikir kritis siswa kelas 1.

Kata kunci: Problem Based Learning, matematika, sekolah dasar, kelas 1, pembelajaran aktif

ABSTRACT

ANALYSIS OF THE IMPLEMENTATION OF THE PROBLEM BASED LEARNING (PBL) LEARNING MODEL IN MATHEMATICS LESSONS FOR GRADE 1 STUDENTS AT STATE ELEMENTARY SCHOOL 3 KAWAN

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This think about points to analyze the usage of the Issue Based Learning (PBL) show in science instruction for first-grade understudies at SD Negeri 3 Kawan. The inquire about utilized a subjective clear approach with information collected through perception, interviews, and documentation. The ponder centered on three key perspectives of learning: arranging, execution, and assessment. The discoveries show that the educator created a PBL-based educating module that's relevant and fitting for the cognitive advancement of first-grade understudies. Amid the execution, understudies were effectively included in gather discourses and problem-solving forms. Assessment was conducted through lesson reflection and guidelines enhancements made by the educator. By and large, the execution of PBL had a positive affect on students' understanding of numerical concepts and their basic considering abilities.

Keywords : Issue Based Learning, arithmetic, rudimentary school, to begin with review, dynamic learning