

ABSTRAK

Hafika, Nurul. (2023). *Implementasi Model Problem Based Learning dengan Pendekatan Teaching at The Right Level untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis Siswa Kelas VIII SMP*. Skripsi. Tanjungpinang: Program Studi Pendidikan Matematika, Universitas Maritim Raja Ali Haji. Pembimbing I : Dr. Nur Izzati, S.Pd., M.Si. Pembimbing II: Dr. Desi Rahmatina, S.Pd., M.Sc.

Kata Kunci : *Model Problem Based Learning, Teaching at the Right Level, Pemecahan Masalah Matematis*

Penelitian ini bertujuan untuk mengetahui kemampuan pemecahan masalah matematis siswa yang mendapatkan pembelajaran menggunakan model *Problem Based Learning* dengan pendekatan *Teaching at The Right Level* dan mengetahui perbedaan siswa yang belajar dengan pembelajaran menggunakan model *Problem Based Learning* dengan pendekatan *Teaching at The Right Level* dengan siswa yang belajar dengan menerapkan menggunakan model *Problem Based Learning* tanpa pendekatan *Teaching at The Right Level* kelas VIII pada materi Statistika. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis kuasi eksperimen. Teknik pengumpulan data yang digunakan yaitu tes dan observasi. Instrumen yang digunakan yaitu instrument utama yang terdiri atas lembar tes serta intrumen pendukung terdiri atas modul ajar, lembar kerja siswa, dan lembar observasi. Data yang dianalisis meliputi data kualitatif kegiatan pembelajaran dan data kuantitatif kemampuan pemecahan masalah *pretest* dan *posttest* pada kelas eksperimen dan kontrol. Hasil penelitian menunjukkan bahwa berdasarkan uji Wilcoxon, terdapat peningkatan kemampuan pemecahan masalah matematis siswa yang menggunakan model *Problem Based Learning* dengan pendekatan *Teaching at The Right Level* dengan nilai signifikansi 0,0005 ($\alpha=5\%$). Selain itu, berdasarkan uji Independent Sample T-Test pada data N-gain, kemampuan pemecahan masalah matematis siswa yang belajar menggunakan model *Problem Based Learning* dengan pendekatan *Teaching at The Right Level* lebih tinggi dibandingkan tanpa pendekatan tersebut dengan nilai signifikansi 0,0005 ($\alpha=5\%$).

ABSTRACT

Hafika, Nurul. (2023). *Implementation of Problem Based Learning Model with Teaching at the Right Level Approach to Improve Mathematical Problem Solving Ability of Grade VIII Junior High School Students*. Thesis Tanjungpinang: Faculty of Teacher Training and Education, Raja Ali Haji Maritime University. Advisor I : Dr. Nur Izzati, S.Pd., M.Si. Advisor II: Dr. Desi Rahmatina, S.Pd., M.Sc.

Kata Kunci : Problem Based Learning Model, Teaching at the Right Level, Mathematical Problem Solving

This study aims to determine the mathematical problem-solving ability of students who received learning using the Problem Based Learning model with the Teaching at The Right Level approach and to identify the differences between students who learned using the Problem Based Learning model with the Teaching at The Right Level approach and students who learned using the Problem Based Learning model without the Teaching at The Right Level approach in grade VIII on Statistics material. This research employed a quantitative approach with a quasi-experimental design. The data collection techniques used were tests and observations. The instruments used consisted of main instruments comprising test sheets and supporting instruments consisting of teaching modules, student worksheets, and observation sheets. The data analyzed included qualitative data on learning activities and quantitative data on problem-solving abilities from pretest and posttest in both experimental and control classes. The research results showed that based on the Wilcoxon test, there was an improvement in students' mathematical problem-solving ability using the Problem Based Learning model with the Teaching at The Right Level approach with a significance value of 0.0005 ($\alpha=5\%$). Furthermore, based on the Independent Sample T-Test on N-gain data, the mathematical problem-solving ability of students who learned using the Problem Based Learning model with the Teaching at The Right Level approach was significantly higher compared to those without this approach, with a significance value of 0.0005 ($\alpha=5\%$).