

ABSTRAK

NURTANZILIA AGUSTIN (2023), Pengembangan Modul Matematika Berbasis *Problem Based Learning* (PBL) Pada Materi Operasi Hitung Pecahan Kelas IV Sekolah Dasar” Program Studi Pendidikan Guru Sekolah Dasar (PGSD) Fakultas Ilmu Pendidikan (FIP) Universitas Hamzanwadi tahun ajaran 2022/2023.

Penelitian pengembangan modul matematika berbasis *Problem Based Learning* (PBL) pada materi pecahan kelas IV sekolah dasar ini bertujuan untuk menghasilkan modul matematika dengan kriteria valid dan praktis. Model penelitian pengembangan ini menggunakan model pengembangan 4-D terdiri dari *define, design, development* dan *disseminate*. Instrumen yang digunakan pada penelitian ini yaitu menggunakan angket lembar validitas ahli media dan materi dan angket lembar praktikalitas oleh siswa. Hasil validasi modul dinyatakan valid dengan nilai rata-rata sebesar 83,65% yang berada diantara 80%-89% dengan kriteria valid. Sedangkan untuk praktikalitas modul memperoleh nilai sebesar 98,06 dengan kriteria sangat praktis yang berada diantara 86-100. Jadi, dapat disimpulkan bahwa modul matematika berbasis *Problem Based Learning* (PBL) pada materi operasi hitung pecahan memenuhi kriteria valid dan praktis digunakan sebagai sumber belajar matematika kelas IV sekolah dasar.

Kata kunci: Modul Matematika, *Problem Based Learning* (PBL), Operasi Hitung Pecahan, Sekolah Dasar

ABSTRAC

NURTANZILIA AGUSTIN (2023), Development of a Problem Based Learning (PBL) Mathematical Module on class IV Elementary School Fractional Computing Operations Elementary School Teacher Educationa study Program Faculty of Education Sciences Hamzanwadi University 2022/2023 academic year.

This research on the development of mathematics module based on Problem Based Learning (PBL) on Fractional Material for grade IV elementary school aims to produce a mathematics module with valid and practical criteria. This development research modul uses a 4-D development model consisting of define, design, development and disseminate. The nstruments used in this study were using a questionnaire for practicality by students. The results of the module validation are declared valid with an average value of 83.65% which is between 80%-89% with valid criteria. As for the practicality of the module ,it gets a score of 98,06 with practicality criteria which is between 86-100. So, it can be concluded that the problem based learning (PBL) based mathematics module on fractional arithmetic operations material meet valid and practical criteria to be used as a source of learning mathematics for grade IV elementary school.

Keyword: Mathematics Module, Problem Based Learning (PBL), Fraction Count Operations, Elementary School