

ABSTRAK

Sri Ramadiani, NIM 4173311099 (2022). Analisis Pengaruh Model Pembelajaran *Problem Based Learning* dan Gender Terhadap Kemampuan Komunikasi Matematis Siswa

Penelitian ini bertujuan untuk menganalisis hasil penelitian dari sumber literatur yang relevan terkait: (1) Pengaruh model pembelajaran *Problem Based Learning* terhadap kemampuan komunikasi matematis siswa, (2) Interaksi antara model pembelajaran dan gender terhadap kemampuan komunikasi matematis siswa, (3) Mengetahui kelebihan model pembelajaran *Problem Based Learning* terhadap kemampuan komunikasi matematis siswa dan (4) Mengetahui kelemahan model pembelajaran *Problem Based Learning* terhadap kemampuan komunikasi matematis siswa. Jenis penelitian ini berupa deskriptif kualitatif, dengan metode penelitian yaitu studi kepustakaan. Data yang diperoleh berupa kumpulan literatur seperti jurnal penelitian yang relevan dengan topik bahasan, dilaksanakan di Digital Library Universitas Negeri Medan. Teknik analisis data yang digunakan adalah teknik analisis Miles dan Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa: (1) Model pembelajaran *Problem Based Learning* memberikan pengaruh positif terhadap kemampuan komunikasi matematis siswa. (2) Tidak terdapat interaksi antara model pembelajaran *Problem Based Learning* dan gender siswa terhadap peningkatan kemampuan komunikasi matematis siswa. (3) Kelebihan model pembelajaran PBL yaitu memberikan dampak positif bagi siswa dalam mengkonstruksi pengetahuannya untuk menyelesaikan masalah yang dihadapinya dalam kehidupan sehari-hari, dapat menjadikan siswa terbiasa untuk mengkomunikasikan suatu masalah ke dalam bahasa matematika sesuai pengetahuan yang telah dimiliki sebelumnya, serta menciptakan suasana pembelajaran yang bermakna agar siswa terlibat secara aktif dalam pembelajarannya, baik dalam hal mengomunikasikan ide matematisnya maupun dalam menyajikan hasil pembelajaran yang mereka peroleh. (4) Kelemahan model pembelajaran PBL yaitu siswa membutuhkan waktu yang cukup lama dalam mengamati dan memahami masalah yang diberikan sehingga pembelajaran di dalam kelas kurang optimal dan sulit dilaksanakan dalam kelas yang terbiasa dengan model pembelajaran konvensional.

Kata Kunci: Kemampuan Komunikasi Matematis, Model Pembelajaran *Problem Based Learning*, Gender

ABSTRACT

Sri Ramadiani, NIM 4173311099 (2022). Analysis of the Influence of *Problem Based Learning* Models and Gender to Ability Students' Mathematical Communication Ability

This study aims to analyze the results of research from relevant literature sources related to: (1) The effect of the *Problem Based Learning* model on students' mathematical communication skills, (2) The interaction between learning models and gender on students' mathematical communication skills, (3) Knowing the advantages of the *Problem Based Learning* model on students' mathematical communication skills and (4) Knowing the weaknesses of the *Problem Based Learning* model on students' mathematical communication skills. This type of research is descriptive qualitative, with a research method that is literature study. The data obtained in the form of a collection of literature such as research journals that are relevant to the topic of discussion, carried out at the Digital Library of Medan State University. The data analysis technique used is the Miles and Huberman analysis technique which consists of data collection, data reduction, data presentation and drawing conclusions. The results of this study indicate that: (1) *Problem Based Learning learning* model has a positive influence on students' mathematical communication skills. (2) There is no interaction between the *Problem Based Learning* model and the gender of students to increase students' mathematical communication skills. (3) The advantages of the PBL model are that it has a positive impact on students in constructing their knowledge to solve problems they face in everyday life, can make students accustomed to communicating a problem into mathematical language according to their previous knowledge, and create a learning atmosphere. which means that students are actively involved in their learning, both in terms of communicating their mathematical ideas and in presenting the learning outcomes they get. (4) The weakness of the PBL model is that students need a long time to observe and understand the problems given so that learning in the classroom is less than optimal and difficult to implement in classes that are accustomed to conventional learning models.

Keywords: Mathematical Communication Ability, *Problem Based Learning* Model, Gender