

## ABSTRAK

**Sahril Zakeus, NIM. 4173311089 (2022), Peningkatan Kemampuan Komunikasi Matematis Siswa Melalui Penerapan Model Pembelajaran *Problem Based Learning* di SMPN 2 Pancur Batu**

Tujuan dalam penelitian berikut yakni mengetahui bagaimana peningkatan kemampuan komunikasi matematis siswa melalui penerapan model pembelajaran *problem based learning* di SMPN 2 Pancur Batu. Jenis penelitian berikut yakni Penelitian Tindakan Kelas (PTK) yang ditandai dengan adanya tindakan yang bertujuan agar meningkatkan proses belajar mengajar pada kelas. Adapun subjek pada penelitian berikut yakni siswa kelas VIII-5 yang berjumlah sebanyak 32 orang. Berdasarkan hasil penelitian, sebanyak 31 dari 34 siswa memenuhi ketuntasan kemampuan komunikasi matematis pada siklus II (91.19%), meningkat pesat dibandingkan dengan pada siklus I yang hanya sebanyak 9 dari 34 siswa (26.47%). Penambahan tingkat nilai rata-rata tes melalui siklus I menuju siklus II senilai 90.24%, yakni dari 40.196 ke 76.47. Terdapat lebih dari 80% siswa yang mencapai ketuntasan minimal pada kategori cukup pada siklus II, yaitu sebesar 91.19%. Hal ini menunjukkan bahwa secara keseluruhan LKPD yang dikembangkan termasuk kategori baik untuk meningkatkan kemampuan komunikasi matematis siswa.

**Kata Kunci :** LKPD, Pembelajaran Matematika, Problem based learning



## ABSTRACT

**Sahril Zakeus, NIM. 4173311089 (2022). The Improvement of Students' Mathematical Communication Ability Through the Implementation of a Problem-Based Learning Model at SMPN 2 Pancur Batu**

The goal of this research is to find out how to improve students' mathematical communication skills through applying the problem based learning at SMPN 2 Pancur Batu. The following types of studies are Class Action Research (PTK) which is characterized by actions that aim to improve the learning process in class. The subjects in the following study are class VIII-5 students who are as many as 32 people. Based on the results of the study, 31 out of 34 students fulfilled their mathematical communication skills in cycle II (91.19%), increasing rapidly compared to cycle I which is only 9 out of 34 students (26.47%). Addition of the average test rate through cycle I to cycle II is 90.24%, which is from 40.196 to 76.47. There are available. more than 80% of students who achieve minimal satisfaction in the category are sufficient in cycle II, which is 91.19%. This shows that the overall LKPD developed includes good categories to improve students' mathematical communication skills.

**Keyword :** LKPD, Pembelajaran Matematika, Problem Based Learning

