

## ABSTRAK

**Agatha Ulina Silalahi, NIM 4173111003 (2021). Analisis Pengaruh Model Pembelajaran *Problem Based Learning* Terhadap Kemampuan Literasi Matematis Siswa SMP**

Penelitian ini bertujuan untuk (1) mengetahui peningkatan kemampuan literasi matematis siswa yang diajar dengan model pembelajaran *problem based learning*, (2) mengetahui pengaruh model pembelajaran *problem based learning* terhadap kemampuan literasi matematis siswa, (3) mengetahui kelebihan dari model pembelajaran *problem based learning* berdasarkan hasil temuan penelitian, (4) mengetahui kekurangan dari model pembelajaran *problem based learning* berdasarkan hasil temuan penelitian. Metode yang digunakan dalam penelitian ini adalah studi literatur (penelitian kepustakaan). Data yang dikumpulkan merupakan data sekunder berupa hasil penelitian dari jurnal ilmiah. Data tersebut dianalisis dengan analisis data kualitatif model Miles dan Huberman. Hasil penelitian menunjukkan bahwa (1) Penerapan model pembelajaran *problem based learning* yang diajarkan kepada siswa pada saat pembelajaran matematika dapat meningkatkan kemampuan literasi matematis siswa. Hal ini diperoleh berdasarkan rata-rata peningkatan berada pada kategori sedang serta pencapaian kemampuan literasi matematis siswa berada pada level 3 dan level 4. Proses evaluasi dalam konten proses literasi matematis dapat didukung dengan sikap teliti dan tekun yang merupakan karakteristik *habits of mind*. Karakteristik *habits of mind* sejalan dengan tiga komponen proses yang dimiliki oleh kemampuan literasi matematis. (2) Model pembelajaran *problem based learning* berpengaruh sangat besar terhadap kemampuan literasi matematis siswa dengan perolehan nilai rata-rata *effect size* sebesar 1,34. Hal ini menunjukkan pengaruh yang diperoleh berada pada kategori sangat besar..

**Kata Kunci :** studi literatur, model pembelajaran *problem based learning*, literasi matematis



## ABSTRACT

**Agatha Ulina Silalahi, NIM 4173111003 (2021). Analysis of the Effect of Problem Based Learning Learning Model on Mathematical Literacy Ability of Junior High School Students**

This study aims to (1) determine the improvement of students' mathematical literacy skills who are taught with problem based learning learning models, (2) determine the effect of problem based learning learning models on students' mathematical literacy abilities, (3) find out the advantages and disadvantages of problem based learning models based on the results of research findings, (4) knowing the shortcomings of the problem based learning model based on the research findings. The method used in this research is literature study (library research). The data collected is secondary data in the form of research results from scientific journals. The data were analyzed by using qualitative data analysis model of Miles and Huberman. The results of the study show that (1) The application of the problem based learning model that is taught to students when learning mathematics can improve students' mathematical literacy skills. This is obtained based on the average increase in the medium category and the achievement of students' mathematical literacy skills at level 3 and level 4. The evaluation process in the content of the mathematical literacy process can be supported by a thorough and diligent attitude which is a characteristic of habits of mind. The characteristics of habit of mind are in line with the three process components possessed by mathematical literacy abilities. (2) The problem based learning model has a very large effect on students' mathematical literacy skills with the acquisition of an average effect size value of 1.34. This shows that the effect obtained is in the very large category.

**Keywords :** study of literature, problem based learning model, mathematical literacy skills

