

ABSTRAK

ROY SIANTURI. NIM: 8216122011. PENGEMBANGAN BAHAN AJAR MATEMATIKA BERBASIS *PROBLEM BASED LEARNING* KELAS V SEKOLAH DASAR. TESIS, UNIVERSITAS NEGERI MEDAN 2025.

Penelitian ini bertujuan untuk mengembangkan bahan ajar berupa Lembar Kerja Peserta Didik (LKPD) berbasis Problem Based Learning (PBL) pada mata pelajaran Matematika materi bangun ruang di kelas V Sekolah Dasar. Pengembangan ini didasarkan pada rendahnya hasil belajar siswa dan keterbatasan bahan ajar yang mampu mendorong keterlibatan aktif siswa dalam proses pembelajaran.

Model pengembangan yang digunakan adalah model ADDIE, validasi oleh ahli materi 82% kategori sangat valid, validasi ahli media 88% kategori sangat valid dan validasi ahli desain 83% kategori sangat valid. Dari persentase tingkat efektifitas bahan ajar LKPD berbasis PBL sebesar 77% dikategorikan sangat efektif.

Dari hasil tersebut disimpulkan bahwa LKPD berbasis *Problem Based Learning* yang dikembangkan layak digunakan sebagai bahan ajar dalam pembelajaran Matematika di sekolah dasar untuk meningkatkan pemahaman, keterlibatan siswa dan hasil belajar siswa.

Kata Kunci: Pengembangan Bahan Ajar, LKPD, Problem Based Learning, Matematika, Bangun Ruang

ABSTRACT

ROY SIANTURI. Student ID: 8216122011. DEVELOPMENT OF MATHEMATICS TEACHING MATERIALS BASED ON PROBLEM-BASED LEARNING FOR GRADE V ELEMENTARY SCHOOL. THESIS, STATE UNIVERSITY OF MEDAN 2025.

This research aims to develop teaching materials in the form of Student Worksheets (LKPD) based on Problem-Based Learning (PBL) for Mathematics on spatial geometry in fifth grade elementary schools. This development is based on low student learning outcomes and the limited teaching materials capable of encouraging active student involvement in the learning process.

The development model used is the ADDIE model, with validation by material experts 82% in the very valid category, validation by media experts 88% in the very valid category, and validation by design experts 83% in the very valid category. The percentage effectiveness level of the PBL-based LKPD teaching materials is 77%, categorized as very effective.

The results conclude that the developed Problem-Based Learning (LKPD) is suitable for use as teaching materials in elementary school mathematics to improve student understanding, engagement, and learning outcomes.

Keywords: Teaching Material Development, LKPD, Problem-Based Learning, Mathematics, Geometric Shapes

