

ABSTRAK

Hernin Diah Permata Pertiwi. 2024. Efektivitas Model pembelajaran *Problem Based Learning* (PBL) Berbantuan *Ethnofun* Terhadap Hasil Belajar Ditinjau dari *Computational Thinking* Siswa. Skripsi. Program Studi Pendidikan Matematika, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Swasti Maharani, M.Pd. , (II) Dr. Darmadi, S.Si, M.Pd.

Computational Thinking adalah keterampilan penting untuk membantu siswa memecahkan masalah kompleks dengan cara yang sederhana. *Computational Thinking* mempengaruhi hasil belajar matematika siswa. Namun, *computational thinking* dan hasil belajar siswa masih rendah, sehingga perlu adanya perencanaan pembelajaran yang relevan dan mampu meningkatkan hasil belajar siswa. Salah satunya dengan menerapkan model pembelajaran *Problem Based Learning* berbantuan *Ethnofun*. Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran *Problem Based Learning* berbantuan *Ethnofun* terhadap hasil belajar ditinjau dari *Computational Thinking* siswa. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII di SMPN 2 Geger. Sampel dalam penelitian ini diambil dengan menggunakan simple random sampling sehingga dipilih kelas VIII C dan VIII E. Data dalam penelitian ini dianalisis menggunakan ANAVA dua jalan sel tak sama. Hasil penelitian ini adalah bahwa *Problem Based Learning* berbantuan *Ethnofun* lebih baik daripada *Problem Based Learning* yang dapat dilihat dari $F_{obs} = 15,75$ lebih dari $F_{table} = 4,06$ menunjukkan bahwa H_0A ditolak, artinya terdapat perbedaan hasil belajar matematika siswa antara kelas model pembelajaran *Problem Based Learning* berbantuan *Ethnofun* dan *Problem Based Learning*. Dari uji lanjut pasca ANAVA disimpulkan bahwa hasil belajar matematika siswa dengan model pembelajaran *Problem Based Learning* berbantuan *Ethnofun* lebih baik dibandingkan dengan model pembelajaran *Problem Based Learning*.

Kata kunci : model pembelajaran, *problem based learning*, *ethnofun*, *computational thinking* siswa

ABSTRACT

Hernin Diah Permata Pertiwi. 2024. The Effectiveness of the *Ethnofun-Assisted Problem Based Learning (PBL) Learning Model* on Learning Outcomes Reviewed from *Students' Computational Thinking*. Thesis. Mathematics Education Study Program, FKIP, PGRI Madiun University. Supervisor (I) Dr. Swasti Maharani, M.Pd., (II) Dr. Darmadi, S.Si, M.Pd.

Computational Thinking is an essential skill to help students solve complex problems in a simple way. *Computational Thinking* affects students' mathematics learning outcomes. However, *computational thinking* and student learning outcomes are still low, so there is a need for relevant learning planning and be able to improve student learning outcomes. One of them is by applying the *Problem Based Learning learning model* assisted by *Ethnofun*. This study aims to determine the effectiveness of the *Ethnofun-assisted Problem Based Learning learning model* on learning outcomes reviewed from students' *Computational Thinking*. The population in this study is all grade VIII students at SMPN 2 Geger. The sample in this study was taken using simple random sampling so that classes VIII C and VIII E were selected. The results of this study are that *Ethnofun-assisted Problem Based Learning* is better than *Problem Based Learning*, which can be seen from $F_{obs} = 15.75$ more than $F_{table} = 4.06$ indicating that H_0A is rejected, meaning that there is a difference in students' mathematics learning outcomes between *Etnofun-assisted Problem Based Learning* and *Problem Based Learning* learning model classes. From the post-ANAVA follow-up test, it was concluded that the mathematics learning outcomes of students with *the Problem Based Learning* learning model assisted by *Ethnofun* were better than the *Problem Based Learning learning model*.

Keywords: learning model, *problem based learning*, *ethnofun*, *computational thinking* siswa