

ABSTRAK

Dea Nurma Aini, 2026. Efektivitas Model PBL Berbasis Concrete-Pictorial-Abstract Berbantuan Media Toy Theater Terhadap Kemampuan Pemecahan Masalah Matematika Pada Siswa Kelas IV Sekolah Dasar. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun, Pembimbing (I) Dr. Fida Rahmantika Hadi, M.Pd., (II) Dr. Octarina Hidayatus Sholikhah, M.Pd.

Penelitian ini bertujuan untuk mengetahui efektivitas model *Problem Based Learning* (PBL) berbasis *Concrete-Pictorial-Abstract* (CPA) berbantuan media *Toy Theater* terhadap kemampuan pemecahan masalah matematika siswa kelas IV pada materi pecahan. Penelitian menggunakan pendekatan kuantitatif dengan metode *quasi experimental design* dan desain *nonequivalent control group design*. Penelitian dilaksanakan di SDN Jabung 2 dan SDN Ngiliran 1 Kabupaten Magetan pada semester genap tahun pelajaran 2025/2026. Sampel penelitian terdiri atas 52 siswa yang terbagi menjadi 26 siswa kelas eksperimen dan 26 siswa kelas kontrol. Teknik pengumpulan data menggunakan tes kemampuan pemecahan masalah matematika yang diberikan melalui pretest dan posttest. Analisis data dilakukan menggunakan uji keseimbangan, uji normalitas, uji homogenitas, dan uji hipotesis dengan *Independent Sample t-test*. Hasil penelitian menunjukkan bahwa nilai signifikansi sebesar 0,001 lebih kecil dari 0,05 sehingga H_0 ditolak dan H_1 diterima. Hasil tersebut menunjukkan bahwa model PBL berbasis CPA berbantuan media *Toy Theater* efektif terhadap kemampuan pemecahan masalah matematika siswa kelas IV pada materi pecahan. Penerapan model ini memberikan pengalaman belajar yang lebih bermakna melalui kegiatan pemecahan masalah yang didukung representasi konkret, gambar, dan abstrak secara bertahap.

Kata Kunci: *Problem Based Learning, Concrete-Pictorial-Abstract, Toy Theater*, kemampuan pemecahan masalah matematika.

ABSTRACT

Dea Nurma Aini. 2026. The Effectiveness of the Concrete–Pictorial–Abstract (CPA)-Based Problem Based Learning (PBL) Model Assisted by Toy Theater Media on the Mathematical Problem-Solving Ability of Fourth-Grade Elementary School Students. Undergraduate Thesis. Department of Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisor I: Dr. Fida Rahmantika Hadi, M.Pd. Advisor II: Dr. Octarina Hidayatus Sholikhah, M.Pd.

This study aimed to determine the effectiveness of the Problem Based Learning (PBL) model based on the Concrete–Pictorial–Abstract (CPA) approach assisted by Toy Theater media in improving the mathematical problem-solving ability of fourth-grade students on the topic of fractions. This study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The research was conducted at SDN Jabung 2 and SDN Ngiliran 1, Magetan Regency, during the second semester of the 2025/2026 academic year. The sample consisted of 52 students, including 26 students in the experimental class and 26 students in the control class. Data were collected through a mathematical problem-solving test administered as both a pretest and a posttest. The data were analyzed using the balance test, normality test, homogeneity test, and hypothesis testing with the Independent Samples t-test. The results showed a significance value of 0.001, which was lower than 0.05, indicating that H_0 was rejected and H_1 was accepted. These findings demonstrate that the CPA-based PBL model assisted by Toy Theater media is effective in improving the mathematical problem-solving ability of fourth-grade students on the topic of fractions. The implementation of this model provides students with more meaningful learning experiences through problem-solving activities supported by gradual concrete, pictorial, and abstract representations.

Keywords: Problem Based Learning, Concrete–Pictorial–Abstract, Toy Theater, mathematical problem-solving ability.