

RINGKASAN

Penelitian ini dilatarbelakangi oleh kesulitan siswa sekolah dasar dalam memahami materi bangun ruang yang bersifat abstrak. serta pembelajaran yang masih berpusat pada guru sehingga keterlibatan siswa kurang optimal. Untuk mengatasi hal tersebut, MI Ma'arif NU 1 Pasir Wetan menerapkan model *Project Based Learning* (PjBL) dalam pembelajaran matematika materi bangun ruang. Oleh karena itu, penelitian ini dilakukan untuk mendeskripsikan penggunaan model *Project Based Learning* (PjBL) dalam pembelajaran matematika materi bangun ruang pada siswa kelas V MI Ma'arif NU 1 Pasir Wetan.

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subjek penelitian terdiri atas guru kelas V dan delapan siswa kelas V MI Ma'arif NU 1 Pasir Wetan. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa penggunaan model *Project Based Learning* (PjBL) dalam pembelajaran matematika materi bangun ruang dilaksanakan melalui enam tahapan, yaitu penentuan pertanyaan mendasar, penyusunan perencanaan proyek, penyusunan jadwal, pemantauan pelaksanaan proyek, penilaian hasil proyek, dan evaluasi pengalaman belajar. Dalam pelaksanaannya, siswa membuat proyek berupa model bangun ruang kubus dan balok menggunakan bahan sederhana yang tersedia di lingkungan sekitar. Keterlibatan siswa terlihat dari partisipasi mereka dalam mengikuti kegiatan proyek, mengerjakan tugas, berdiskusi, dan mempresentasikan hasil proyek. Faktor pendukung penggunaan model PjBL meliputi dukungan guru, ketersediaan bahan proyek yang mudah diperoleh, dan antusiasme siswa dalam mengikuti pembelajaran. Adapun kendala yang ditemukan meliputi keterbatasan waktu pembelajaran dan perbedaan kemampuan siswa dalam menyelesaikan proyek.

Kata Kunci: *Project Based Learning* (PjBL), Pembelajaran Matematika, Bangun Ruang.

SUMMARY

This research was motivated by elementary school students' difficulties in understanding abstract geometric shapes. Furthermore, teacher-centered learning practices, resulting in suboptimal student engagement, are still considered. To address this issue, MI Ma'arif NU 1 Pasir Wetan implemented the Project-Based Learning (PjBL) model in mathematics instruction on geometric shapes. Therefore, this study aimed to describe the use of the Project-Based Learning (PjBL) model in mathematics instruction on geometric shapes for fifth-grade students at MI Ma'arif NU 1 Pasir Wetan.

This study employed a descriptive qualitative approach. The subjects consisted of a fifth-grade teacher and eight fifth-grade students at MI Ma'arif NU 1 Pasir Wetan. Data collection techniques included observation, interviews, and documentation. Data analysis involved data reduction, data presentation, and conclusion drawing.

The results showed that the use of the Project-Based Learning (PjBL) model in mathematics instruction on geometric shapes was implemented through six stages: defining fundamental questions, developing a project plan, developing a schedule, monitoring project implementation, assessing project outcomes, and evaluating the learning experience. During the project, students created projects in the form of cube and cuboid models using simple materials available locally. Student engagement was evident in their participation in project activities, assignments, discussions, and presentations. Supporting factors for the use of the Project-Based Learning (PjBL) model included teacher support, readily available project materials, and student enthusiasm for the learning process. Challenges identified included limited learning time and differences in student ability in completing the projects.

Keywords: *Project-Based Learning (PjBL), Mathematics Learning, Spatial Models.*