

ABSTRAK

Gulo, Alfa S.N. 2025. Analisis Hambatan Guru Dalam Penerapan Model *Problem Based Learning* Pada Pembelajaran Matematika di UPTD SMP Negeri 1 Ulu Moro'o, Skripsi. Pembimbing: Ratna Natalia Mendrofa, S.Pd., M.Pd

Model *Problem Based Learning* merupakan pendekatan inovatif yang menekankan pada keterlibatan aktif siswa namun dalam praktiknya, banyak guru mengalami hambatan dalam penerapan model ini, khususnya pada pembelajaran Matematika. Penelitian ini bertujuan untuk mendeskripsikan hambatan-hambatan yang dialami guru dalam menerapkan model *Problem Based Learning*, menganalisis faktor-faktor internal dan eksternal yang mempengaruhinya, serta mengidentifikasi strategi yang digunakan guru untuk mengatasinya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian adalah tiga orang guru Matematika di UPTD SMP Negeri 1 Ulu Moro'o yang dipilih dengan teknik sampel jenuh. Pengumpulan data dilakukan melalui observasi dan wawancara mendalam. Instrumen penelitian berupa lembar observasi dan pedoman wawancara yang dikembangkan berdasarkan indikator penerapan model *Problem Based Learning*. Hasil penelitian menunjukkan bahwa hambatan utama dalam penerapan model *Problem Based Learning* meliputi: (1) kesulitan dalam merancang masalah kontekstual dan langkah pembelajaran, (2) keterbatasan waktu pelaksanaan, (3) rendahnya pemahaman guru terhadap tahapan *Problem Based Learning*, (4) keterbatasan perangkat ajar dan pelatihan profesional, serta (5) rendahnya kemandirian dan partisipasi aktif siswa. Guru berupaya mengatasi hambatan tersebut melalui adaptasi strategi pembelajaran, kolaborasi dengan sesama guru, dan pendekatan campuran antara *Problem Based Learning* dan metode konvensional. Penelitian ini merekomendasikan penguatan kapasitas guru melalui pelatihan *Problem Based Learning* serta dukungan kebijakan sekolah dalam penyediaan sarana pembelajaran yang memadai.

Kata Kunci: Hambatan Guru, *Problem Based Learning*, Pembelajaran Matematika, Kurikulum Merdeka

ABSTRACT

Gulo, Alfa S.N. 2025. *An Analysis of Teachers' Challenges in Implementing the Problem Based Learning Model in Mathematics Instruction at UPTD SMP Negeri 1 Ulu Moro'o*, Undergraduate Thesis. Advisor: Ratna Natalia Mendrofa, S.Pd., M.Pd.

The Problem Based Learning model is an innovative approach that emphasizes active student engagement; however, in practice, many teachers encounter obstacles in implementing this model, particularly in Mathematics instruction. However, its implementation, particularly in mathematics instruction, often faces numerous obstacles at the classroom level. This study aims to describe the challenges encountered by teachers in applying the Problem Based Learning model, analyze both internal and external contributing factors, and identify strategies employed to overcome these challenges. The research employed a qualitative descriptive approach. The participants consisted of three mathematics teachers at UPTD SMP Negeri 1 Ulu Moro'o, selected using a saturated sampling technique. Data were collected through classroom observations and in-depth interviews. Research instruments included observation sheets and interview guides, developed based on established Problem Based Learning implementation indicators. The findings reveal that key challenges in implementing Problem Based Learning include: (1) difficulty in designing contextual problems and instructional steps, (2) limited instructional time, (3) insufficient understanding of Problem Based Learning phases, (4) lack of instructional materials and professional training, and (5) low student autonomy and active participation. To address these issues, teachers adapted instructional strategies, collaborated with peers, and integrated conventional methods with Problem Based Learning. The study recommends enhancing teacher capacity through targeted Problem Based Learning training and institutional support, including adequate teaching resources and school-level policy reinforcement.

Keywords: Teacher Challenges, Problem Based Learning, Mathematics Instruction, Independent Curriculum