

ABSTRAK

Rachmansyah, A.C. 2021. Pengaruh Model *Discovery Learning* Terhadap Kemampuan Belajar Matematika Siswa Kelas V di SDN 7 Ranomeeto. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Sultan Agung Semarang. Pembimbing I: Jupriyanto, S.Pd., M.Pd. Pembimbing II: Sari Yustiana, S.Pd., M.Pd.

Dalam proses pembelajaran guru menggunakan metode pembelajaran konvensional atau hanya menggunakan whatsapp group sehingga penjelasan terkait materi sangat minim sekali, sehingga siswanya menjadi pasif, banyak siswa yang tidak memperhatikan penjelasan guru dan kurangnya kemandirian belajar siswa, hal itu terlihat ketika guru menjelaskan dan memberikan soal, namun banyak siswa yang kurang percaya diri dalam mengerjakan soal sehingga selalu orangtuanya yang mengerjakan tugas yang diberikan dari guru. Selain itu, ditemukan pula pemanfaatan sumber belajar dan fasilitas belajar di sekolah masih kurang dan siswa tidak percaya diri dalam mengerjakan soal matematika. Penelitian ini bertujuan untuk mengetahui pengaruh model *discovery learning* terhadap kemampuan belajar matematika siswa pada materi volume bangun ruang kelas V SD N 7 Ranomeeto. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif dalam bentuk *Quasy Experimental Design* (eksperimen semu). Desain yang digunakan dalam penelitian ini *Nonrandomized pretest-posttest control group design*. Hasil analisis data diperoleh kesimpulan bahwa Model *discovery learning* memberikan pengaruh yang lebih baik terhadap kemampuan belajar matematika siswa dibandingkan dengan pembelajaran konvensional. Hal ini dibuktikan dengan uji *paired t-test* hasil *posttest* kelas eksperimen bahwa nilai signifikansi menunjukkan angka $0,00 < 0,05$. Ini membuktikan bahwa terdapat pengaruh model *discovery learning* (X1) terhadap kemampuan belajar matematika siswa (Y1). Sedangkan *paired t-test* hasil *posttest* kelas kontrol dilihat bahwa nilai signifikansi menunjukkan angka $0,200 > 0,05$. Ini membuktikan bahwa tidak terdapat pengaruh pembelajaran konvensional terhadap kemampuan belajar matematika siswa. Sementara itu, hasil dari uji *independent test* nilai signifikansi menunjukkan angka $0,00 < 0,05$. Ini membuktikan bahwa terdapat perbedaan rata-rata kemampuan belajar matematika di kelas eksperimen dan kelas kontrol setelah diberikan pembelajaran. Hal ini menunjukkan bahwa rata-rata kemampuan belajar matematika siswa di kelas eksperimen lebih baik dibandingkan dengan rata-rata kemampuan belajar matematika siswa di kelas kontrol. Kesimpulannya yaitu; 1) terdapat pengaruh model *discovery learning* terhadap kemampuan belajar matematika siswa kelas V SDN 7 Ranomeeto; dan 2) model *discovery learning* memberikan pengaruh yang signifikan terhadap kemampuan belajar matematika siswa kelas V SDN 7 Ranomeeto dibandingkan dengan pembelajaran konvensional.

Kata Kunci: *Discovery Learning*, Kemampuan Belajar, Matematika

ABSTRACT

Rachmansyah, A.C. 2021. The Influence of the Discovery Learning Model on the Mathematics Learning Ability of Class V Students at SDN 7 Ranomeeto. Faculty of Teacher Training and Education, Sultan Agung Islamic University Semarang. Advisor I: Jupriyanto, S.Pd., M.Pd. Supervisor II: Sari Yustiana, S.Pd., M.Pd.

In the learning process the teacher uses conventional learning methods or only uses WhatsApp group so that the explanation regarding the material is very minimal, so that students become passive, many students do not pay attention to the teacher's explanation and lack of student learning independence, this can be seen when the teacher explains and gives questions, however Many students lack confidence in working on the questions so that their parents always do the assignments given from the teacher. In addition, it was also found that the use of learning resources and learning facilities in schools was still lacking and students were not confident in doing math problems. This study aims to determine the effect of the discovery learning model on students' mathematics learning ability in the material of volume building class V SD N 7 Ranomeeto. The research method used in this research is a quantitative method in the form of Quasy Experimental Design (quasi-experimental). The design used in this study was nonrandomized pretest-posttest control group design. The results of data analysis concluded that the discovery learning model has a better effect on students' mathematics learning ability compared to conventional learning. This is evidenced by the paired t-test results of the experimental class posttest that the significance value shows the number $0.00 < 0.05$. This proves that there is an influence of the discovery learning model (X1) on students' mathematics learning ability (Y1). While the paired t-test results of the posttest control class show that the significance value shows the number $0.200 > 0.05$. This proves that there is no effect of conventional learning on students' mathematics learning ability. Meanwhile, the results of the independent test showed a significance value of $0.00 < 0.05$. This proves that there is a difference in the average learning ability of mathematics in the experimental class and the control class after being given learning. This shows that the average mathematics learning ability of students in the experimental class is better than the average mathematics learning ability of students in the control class. The conclusion is; 1) there is an effect of the discovery learning model on the mathematics learning ability of the fifth grade students of SDN 7 Ranomeeto; and 2) the discovery learning model has a significant influence on the mathematics learning ability of grade V SDN 7 Ranomeeto students compared to conventional learning.

Keywords: Discovery Learning, Learning Ability, Mathematics