

**PENGARUH MODEL *DISCOVERY LEARNING* BERBANTUAN
WORDWALL TERHADAP KEMAMPUAN BERPIKIR KRITIS
MATEMATIS MURID SD**

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ABSTRAK

Rendahnya kemampuan berpikir kritis matematis murid menjadi salah satu permasalahan dalam pembelajaran matematika di sekolah dasar. Penelitian ini bertujuan untuk mengetahui: 1) proses implementasi model pembelajaran *Discovery Learning* berbantuan *Wordwall* terhadap kemampuan berpikir kritis matematis dan model *Direct Instruction*, 2) perbedaan kemampuan berpikir kritis matematis menggunakan model *Discovery Learning* berbantuan *Wordwall* dengan murid yang menggunakan model *Direct Instruction*, dan 3) seberapa besar pengaruh model *Discovery Learning* berbantuan *Wordwall* terhadap kemampuan berpikir kritis matematis murid SD. Metode penelitian yang digunakan yaitu *quasi experiment* dengan desain *nonequivalent control group design*. Sampel penelitian ini berjumlah 54 murid, terdiri atas 27 murid kelas IV-C dan 27 murid kelas IV-D. Instrumen penelitian menggunakan observasi, wawancara, dan dokumentasi. Data dianalisis menggunakan statistik deskriptif dan inferensial dengan bantuan *IBM SPSS Statistics 29*. Hasil penelitian menunjukkan bahwa proses implementasi model *Discovery Learning* berbantuan *Wordwall* membuat murid lebih aktif dan antusias dalam mengamati, berdiskusi, dan mengerjakan kuis interaktif dibandingkan dengan kelas kontrol yang menggunakan model *Direct Instruction*. Hal tersebut terlihat dari hasil observasi pada kelas eksperimen dengan persentase aktivitas pendidik dan murid sebesar 90%, sedangkan kelas kontrol sebesar 85%. Hasil uji *Independent Sample t-Test* menunjukkan nilai sig. $0,003 < 0,05$ dan nilai *effect size Cohen's d* sebesar 0,834 termasuk kategori efek besar.

Kata Kunci: Model *Discovery Learning*, *Wordwall*, Berpikir Kritis Matematis

**THE EFFECT OF THE *DISCOVERY LEARNING* MODEL ASSISTED
WITH *WORDWALL* ON THE MATHEMATICAL CRITICAL THINKING
ABILITY OF ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

The low level of students' mathematical critical thinking skills is one of the problems in mathematics learning at the elementary school level. This study aimed to determine: 1) the implementation process of the Discovery Learning model assisted by Wordwall on students' mathematical critical thinking skills and the Direct Instruction model, 2) the differences in mathematical critical thinking skills between students taught using the Discovery Learning model assisted by Wordwall and those taught using the Direct Instruction model, and 3) the magnitude of the effect of the Discovery Learning model assisted by Wordwall on elementary school students' mathematical critical thinking skills. The study employed a quasi-experimental method with a nonequivalent control group design. The sample consisted of 54 students, including 27 students from class IV-C and 27 students from class IV-D. The research instruments used in this study were observation, interviews, and documentation. The data were analyzed using descriptive and inferential statistics with the assistance of IBM SPSS Statistics 29. The results showed that the implementation of the Discovery Learning model assisted by Wordwall made students more active and enthusiastic in observing, discussing, and completing interactive quizzes compared to the control class using the Direct Instruction model. Based on the observation data, the experimental class recorded an activity percentage of 90%, compared to 85% in the control class. The results of the Independent Sample t-Test showed a significance value of $0,003 < 0,05$, and the Cohen's d effect size value of 0,834 was categorized as a large effect.

Keywords: Discovery Learning Model, Wordwall, Mathematical Critical Thinking Ability

**PANGARUH MODÉL *DISCOVERY LEARNING* DIBANTU KU
WORDWALL KANA KAMAHÉRAN MIKIR KRITIS MATEMATIS
MURID SAKOLA DASAR**

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ABSTRAK

Handapna kamahéran mikir kritis matematis murid téh jadi salah sahiji pasualan dina pangajaran matematika di sakola dasar. Ieu panalungtikan miboga tujuan pikeun mikanyaho: 1) prosés palaksanaan modél *Discovery Learning* dibantu ku *Wordwall* kana kamahéran mikir kritis matematis dibandingkeun jeung modél *Direct Instruction*, 2) béda kamahéran mikir kritis matematis antara murid anu ngagunakeun modél *Discovery Learning* dibantu ku *Wordwall* jeung murid anu ngagunakeun modél *Direct Instruction*, sarta 3) sabaraha gedéna pangaruh modél *Discovery Learning* dibantu ku *Wordwall* kana kamahéran mikir kritis matematis murid sakola dasar. Méthode panalungtikan anu digunakeun nyaéta kuasi ékspérimén maké desain kelompok kontrol anu teu sarua. Sampel dina ieu panalungtikan jumlahna 54 murid, ngawengku 27 murid kelas IV-C jeung 27 murid kelas IV-D. Instrumén panalungtikan anu digunakeun nyaéta observasi, wawancara, jeung dokuméntasi. Data dianalisis maké statistik déskriptif jeung inferénsial kalayan bantuan *IBM SPSS Statistics 29*. Hasil panalungtikan némbongkeun yén palaksanaan modél *Discovery Learning* dibantu ku *Wordwall* ngajadikeun murid leuwih giat jeung antusias dina ngamati, diskusi, jeung ngaréngsékeun kuis interaktif dibandingkeun jeung kelas kontrol anu ngagunakeun modél *Direct Instruction*. Ieu katitén tina hasil observasi di kelas ékspérimén kalayan perséntase kagiatan pendidik jeung murid ngahontal 90%, sedengkeun di kelas kontrol ngahontal 85%. Hasil uji *Independent Sample t-Test* némbongkeun nilai signifikansi $0,003 < 0,05$ jeung nilai *effect size Cohen's d* sagedé 0,834 anu kaasup kana kategori pangaruh gedé.

Kecap Pamageuh: Modél *Discovery Learning*, *Wordwall*, Kamahéran Mikir Kritis Matematis