

**PENGARUH MODEL *DISCOVERY LEARNING* BERBANTUAN MEDIA
WORDWALL TERHADAP KEMAMPUAN BERHITUNG PERKALIAN MURID
SEKOLAH DASAR**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berhitung perkalian murid sekolah dasar serta penggunaan model dan media pembelajaran yang kurang variatif. Penelitian ini bertujuan untuk mengetahui gambaran pembelajaran, pengaruh, dan besarnya pengaruh model *Discovery Learning* berbantuan media *Wordwall* terhadap kemampuan berhitung perkalian murid sekolah dasar. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain *nonequivalent control group design*. Sampel penelitian terdiri atas 26 murid kelas eksperimen dan 26 murid kelas kontrol pada salah satu sekolah dasar di Kabupaten Bandung. Data dikumpulkan melalui observasi, *Pretest*, dan *Posttest*. Hasil penelitian menunjukkan bahwa pembelajaran menggunakan model *Discovery Learning* berbantuan media *Wordwall* berlangsung lebih aktif dibandingkan pembelajaran menggunakan model *Problem Based Learning* (PBL), juga terdapat perbedaan kemampuan berhitung perkalian yang signifikan antara murid yang menggunakan model *Discovery Learning* berbantuan media *Wordwall* dan murid yang menggunakan model *Problem Based Learning* (PBL), yang dibuktikan melalui hasil uji Independent Samples T-Test dengan nilai Sig. (2-tailed) < 0,001 (< 0,05); dan besarnya pengaruh model *Discovery Learning* berbantuan media *Wordwall* terhadap kemampuan berhitung perkalian murid ditunjukkan oleh nilai *Effect Size* (Cohen's d) sebesar 3,314 yang termasuk kategori besar (*large*). Dengan demikian, model *Discovery Learning* berbantuan media *Wordwall* berpengaruh signifikan terhadap kemampuan berhitung perkalian murid sekolah dasar.

Kata Kunci : *Discovery Learning*, Media *Wordwall*, Kemampuan Berhitung Perkalian, Murid Sekolah Dasar

**THE EFFECT OF DISCOVERY LEARNING MODEL ASSISTED BY
WORDWALL MEDIA ON MULTIPLICATION ARITHMETIC ABILITY OF
ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

This study was motivated by the low multiplication skills of elementary school students and the lack of variation in learning models and instructional media. The purpose of this study was to describe the learning process, determine the effect, and measure the magnitude of the effect of the Discovery Learning model assisted by Wordwall media on elementary school students' multiplication skills. This study used a quasi-experimental method with a nonequivalent control group design. The sample consisted of 26 students in the experimental class and 26 students in the control class from an elementary school in Bandung Regency. Data were collected through observation, Pretest, and Posttest. The results showed that learning using the Discovery Learning model assisted by Wordwall media was more active compared to learning using the Problem Based Learning (PBL) model there was a significant difference in students' multiplication skills between those taught using the Discovery Learning model assisted by Wordwall media and those taught using the Problem Based Learning (PBL) model, as shown by the Independent Samples T-Test result with a Sig. (2-tailed) value of < 0.001 (< 0.05) and the magnitude of the effect of the Discovery Learning model assisted by Wordwall media was indicated by a Cohen's d Effect Size value of 3.314, which is classified as large. Therefore, the Discovery Learning model assisted by Wordwall media has a significant effect on elementary school students' multiplication skills.

Keywords : *Discovery Learning, Wordwall Media, Multiplication Arithmetic Ability, Elementary School Students*

**PANGARUH MODEL *DISCOVERY LEARNING* DIBANTU MÉDIA
WORDWALL KANA KAMAMPUAN NGITUNG PERKALIAN MURID
SAKOLA DASAR**

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ABSTRAK

Panalungtikan ieu dilaksanakeun dumasar kana masih handapna kamampuh ngitung perkalian murid sakola dasar sarta kurangna variasi dina ngagunakeun modél jeung média pangajaran. Tujuan tina panalungtikan ieu nyaéta pikeun ngadéskripsikeun prosés pangajaran, mikanyaho pangaruh, sarta ngukur gedéna pangaruh modél *Discovery Learning* anu dibantuan ku média *Wordwall* kana kamampuh ngitung perkalian murid sakola dasar. Métode panalungtikan anu digunakeun nyaéta *quasi experiment* kalawan desain *nonequivalent control group design*. Sampel panalungtikan diwangun ku 26 murid kelas ékspérimén jeung 26 murid kelas kontrol di salah sahiji sakola dasar di Kabupatén Bandung. Data dikumpulkeun ngaliwatan observasi, *Pretest*, jeung *Posttest*. Hasil panalungtikan némbongkeun yén pangajaran ngagunakeun modél *Discovery Learning* dibantuan ku média *Wordwall* lumangsung leuwih aktif dibandingkeun jeung pangajaran ngagunakeun modél *Problem Based Learning* (PBL), sarta aya béda anu signifikan dina kamampuh ngitung perkalian antara murid anu ngagunakeun modél *Discovery Learning* dibantuan ku média *Wordwall* jeung murid anu ngagunakeun modél *Problem Based Learning* (PBL), dumasar kana hasil uji Independent Samples T-Test kalayan nilai Sig. (2-tailed) < 0,001 (< 0,05) sarta gedéna pangaruh modél *Discovery Learning* dibantuan ku média *Wordwall* dituduhkeun ku nilai *Effect Size* (Cohen's d) nyaéta 3,314 anu kaasup kana kategori gedé (*large*). Ku kituna, modél *Discovery Learning* dibantuan ku média *Wordwall* miboga pangaruh anu signifikan kana kamampuh ngitung perkalian murid sakola dasar.

Kecap Pamageuh : *Discovery Learning*, Média *Wordwall*, Kamampuan Ngitung Perkalian, Murid Sakola Dasar