

Indarti, Diah Ayu. 2022. *Pengaruh Pembelajaran Matematika Berbasis Etnomatematika Permainan Tradisional Engklek Terhadap Hasil Belajar Siswa Kelas IV SDN Barkot V Pamekasan*. Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing Rika Wulandari, S.Pd.,M.Pd

ABSTRAK

Penelitian ini dilatarbelakangi dengan adanya sebagian siswa kurang konsentrasi pada penjelasan guru mengenai materi bangun datar, sebagian siswa memandang bahwa matematika susah dimengerti khususnya pada menghitung soal keliling dan luas bangun datar, hasil belajar siswa yang belum memenuhi kriteria KKM dan guru dalam menjelaskan materi masih dominan metode ceramah. Tujuan penelitian ini adalah Untuk mengetahui pengaruh pembelajaran matematika berbasis etnomatematika permainan tradisional Engklek materi bangun datar terhadap hasil belajar siswa. Berdasarkan perhitungan uji hipotesis dengan menggunakan uji t independent memperoleh nilai pretest kelompok eksperimen dan kontrol yaitu t_{hitung} sebesar -1,16 dan diperoleh t_{tabel} sebesar 2,048. Berdasarkan tabel distribusi t dari data tersebut dapat disimpulkan jika $-2,048 \leq -1,16 \leq 2,048$ maka H_0 diterima, artinya tidak ada perbedaan nilai pretest antara kelompok eksperimen dan kelompok kontrol yang membuktikan bahwa kemampuan awal siswa sama antara dua kelompok sampel. Sedangkan pada nilai posttest kelompok eksperimen dan kontrol yaitu t_{hitung} sebesar 3,368. Sehingga dapat disimpulkan jika $t_{hitung} > t_{tabel} = 3,368 > 2,048$ maka H_0 ditolak dan H_a diterima, artinya terdapat perbedaan nilai posttest antara kelompok eksperimen dan kontrol . Hal tersebut membuktikan bahwa terdapat pengaruh yang signifikan pada pembelajaran matematika berbasis etnomatematika permainan tradisional engklek terhadap hasil belajar siswa.

Kata Kunci: Etnomatematika, Permainan Tradisional, Engklek, Hasil Belajar

Indarti, Diah Ayu. 2022. *The Effect of Ethnomathematical learning based on traditional engklek games on the learning outcomes of 4th graders at SDN Barkot V Pamekasan*. Faculty of education, Trunojoyo University Madura. Supervisor Rika Wulandari, S.Pd.,M.Pd

ABSTRACT

This research is motivated by the presence of some students lack of concentration on the teacher's explanation of the material of flat shapes, some students view that mathematics is difficult to understand, especially in calculating the circumference and area of flat shapes, student learning outcomes that do not meet the KKM criteria and teachers in explaining the material is still dominant in the lecture method. The purpose of this study was to determine the effect of ethnomathematical learning based on the traditional Engklek game of flat-shaped material on student learning outcomes. Based on the calculation of the hypothesis test using the independent t test obtain the pretest value of the experimental and control groups, namely t_{count} of -1,16 and obtained t_{table} of 2,048. Based on the t distribution table of the data it can be concluded if $-2,048 \leq -1,16 \leq 2,048$ then H_0 is accepted, meaning there is no difference in pretest scores between the experimental group and the group control that proves that the students' initial abilities are the same between the two sample group. While the posttest value of the experimental group and control, namely t_{count} of 3.368. So it can be concluded if $t_{count} > t_{table} = 3.368 > 2.048$ then H_0 is rejected and H_a is accepted, meaning that there is a difference in the value of posttest between the experimental and control groups. This proves that there is a significant influence between learning mathematics

Keywords: Ethnomathematics. Traditional Game, Engklek, Learning outcomes