

Nurin, Arindyah Putri. (2024). Pengaruh Model Pembelajaran *Joyfull Learning* Terhadap Kemampuan Numerasi Materi Pecahan Siswa Kelas III SDN Banyuajuh 3. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar. Dosen Pembimbing: Rika Wulandari, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *joyfull learning* terhadap kemampuan numerasi materi pecahan siswa. Pada penelitian ini digunakan metode kuantitatif dengan model *Quasi Experiment* dalam bentuk desain penelitian yang digunakan *Nonequivalent Control Group Design*. Kemampuan numerasi sebagai variabel terikat sementara itu model pembelajaran *joyfull learning* sebagai variabel bebas. Subjek penelitian adalah siswa kelas 3 SDN Banyuajuh 3, dengan teknik *nonprobability sampling*. Teknik pengumpulan data yang digunakan berupa observasi dan wawancara. Berdasarkan hasil analisis melalui independent t test dua variabel diketahui bahwa $t_{hitung} > t_{tabel}$ atau $3.028 > 1.739$, maka dapat dinyatakan H_0 ditolak dan H_a diterima. Hasil tersebut berarti terdapat perbedaan kemampuan numerasi antara kelas eksperimen dan kelas kontrol, sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan pembelajaran dengan model pembelajaran *joyfull learning* terhadap kemampuan numerasi materi pecahan siswa kelas III SDN Banyuajuh 3.

Kata kunci : *joyfull learning, numerasi, pecahan*

Nurin, Arindyah Putri. (2024). The Influence Of The Joyfull Learning Model On The Numeration Ability Of Fraction Material Of Class Iii Students Of SDN Banyuajuh 3. Thesis. Primary School Teacher Education Study Program, Faculty of Education, University of Trunojoyo Madura, Supervisor: Rika Wulandari, S.Pd., M.Pd.

ABSTRACT

This research aims to determine the effect of the joyful learning model on students' numeration abilities in fraction material. In this research, a quantitative method was used with a Quasi Experiment model in the form of a research design using Nonequivalent Control Group Design. Numeracy ability is the dependent variable, while the joyful learning model is the independent variable. The research subjects were three grade students at SDN Banyuajuh 3, using a non-probability sampling technique. The data collection technique used is a observations and interviews. Based on the results of the analysis using the independent t test for two variables, it is known that $t_{count} > t_{table}$ atau $3.028 > 1.739$ then it can be stated that H_o is rejected and H_a is accepted. These results mean that there are differences in numeracy abilities between the experimental class and the control class. So it can be concluded that there is a significant influence of learning with the joyful learning model on the numeration ability of class three students at SDN Banyuajuh 3.

Keywords: *joyfull learning, numeracy, fraction*