

Hesty Widyawati. 2024. Pengaruh Metode Drill Soal Terintegrasi Etnomatematika Pada Materi Volume Terhadap Hasil Belajar Siswa Kelas IV SDN Gili Barat. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Rika Wulandari, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan metode drill soal terintegrasi etnomatematika pada materi volume terhadap hasil belajar siswa Kelas IV SDN Gili Barat. Pada penelitian ini digunakan metode kuantitatif dengan model *Quasi Experimental Design* dalam bentuk *Nonequivalent Control Group Design* sebagai metode penelitian. Hasil belajar sebagai variabel terikat sementara metode drill soal sebagai variabel bebas. Subjek penelitian adalah siswa kelas 4 SDN Gili Barat Kecamatan Kamal Kabupaten Bangkalan, dengan teknik sampling yaitu total sampling. Teknik pengumpulan data yang digunakan berupa tes dan observasi. Berdasarkan hasil analisis melalui *Independent Sample t Test* nilai *pretest* diketahui bahwa $t_{hitung} = 0,390 < t_{tabel} = 2,016$ dan didapatkan nilai Sig. (2-tailed) = $0,699 > 0,05$ yang artinya tidak ada perbedaan antara nilai kelas eksperimen dan kelas kontrol. Setelah diberikan perlakuan diketahui bahwa $t_{hitung} = 3,149 > t_{tabel} = 2,016$ dan diperoleh nilai Sig.(2-tailed) = $0,003 < 0,05$ maka H_0 ditolak dan H_a diterima. Hasil tersebut berarti terdapat perbedaan yang signifikan nilai *posttest* antara kelas eksperimen dan kelas kontrol. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan metode drill soal terintegrasi etnomatematika pada materi volume terhadap hasil belajar siswa Kelas IV SDN Gili Barat Kecamatan Kamal Kabupaten Bangkalan.

Kata kunci: metode drill soal, etnomatematika, hasil belajar

Hesty Widyawati. 2024. The Influence of the Drill Method for Integrated Ethnomathematics Questions in Volume Material on the Learning Outcomes of Class IV Students at SDN Gili Barat. Thesis. Primary School Teacher Education Study Program, Faculty of Education, Trunojoyo University Madura. Thesis guide: Rika Wulandari, S.Pd., M.Pd.

ABSTRACT

This research aims to determine the significant influence of the ethnomathematics integrated question drill method on volume material on the learning outcomes of Class IV students at SDN Gili Barat. In this research, a quantitative method was used with a Quasi Experimental Design model in the form of Nonequivalent Control Group Design as a research method. Learning outcomes are the dependent variable while the question drill method is the independent variable. The research subjects were 4th grade students at SDN Gili Barat, Kamal District, Bangkalan Regency, with a sampling technique, namely total sampling. The data collection techniques used are tests and observations. Based on the results of the analysis using the Independent Sample t Test, the pretest value shows that $t_{count} = 0.390 < t_{table} = 2.016$ and the Sig value is obtained. (2-tailed) = $0.699 > 0.05$, which means there is no difference between the experimental class and control class scores. After being given the treatment, it is known that $t_{count} = 3.149 > t_{table} = 2.016$ and the obtained value is Sig.(2-tailed) = $0.003 < 0.05$, so H_0 is rejected and H_a is accepted. These results mean that there is a significant difference in posttest scores between the experimental class and the control class. So it can be concluded that there is a significant influence of the drill method of integrated ethnomathematics questions on volume material on the learning outcomes of Class IV students at SDN Gili Barat, Kamal District, Bangkalan Regency.

Keywords: *question drill method, ethnomathematics, learning outcomes*