

Hesty Widyaning Tyastuti. 2026. *Pengaruh Media Zep Quiz Dalam Pembelajaran Matematika Dengan Model PBL Terhadap Hasil Belajar Kelas IV SD*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Pembimbing 1: Rika Wulandari S.Pd., M.Pd.

ABSTRAK

Pembelajaran matematika pada materi perkalian masih menjadi tantangan bagi sebagian siswa sekolah dasar. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media interaktif Zep Quiz dengan model *Problem Based Learning* (PBL) terhadap hasil belajar matematika siswa kelas IV UPTD SDN Demangan 1 Bangkalan. Hipotesis penelitian ini adalah H_0 : tidak terdapat perbedaan signifikan hasil belajar antara kelas eksperimen dan kelas kontrol, sedangkan H_1 : terdapat perbedaan signifikan hasil belajar antara kelas eksperimen dan kelas kontrol. Penelitian ini menggunakan metode *quasi experimental* dengan desain *Nonequivalent Control Group Design*. Subjek penelitian berjumlah 72 siswa, terdiri atas kelas IVA sebagai kelas kontrol ($n = 35$) dan kelas IVB sebagai kelas eksperimen ($n = 37$). Instrumen penelitian berupa soal pilihan ganda pretest dan posttest yang diuji cobakan kepada 39 siswa kelas V. Hasil uji validitas menunjukkan empat soal gugur sehingga diperoleh 11 soal valid. Uji reliabilitas menghasilkan koefisien sebesar 0,805 pada pretest dan 0,823 pada posttest. Analisis data menggunakan SPSS 27. Uji normalitas Kolmogorov-Smirnov menunjukkan nilai signifikansi pretest eksperimen 0,184, posttest eksperimen 0,129, pretest kontrol 0,068, dan posttest kontrol 0,052 (seluruhnya $> 0,05$). Uji homogenitas menggunakan *Levene's Test* memperoleh nilai signifikansi $0,671 > 0,05$. Hasil *Independent Sample T-Test* menunjukkan nilai *Levene's Test for Equality of Variances* sebesar $0,674 > 0,05$, t hitung 2,164, $df = 70$, dan *Sig. (2-tailed)* $0,041 < 0,05$. Dengan demikian, H_0 ditolak dan H_1 diterima. Hal ini menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil belajar matematika siswa kelas kontrol yang tidak menggunakan media interaktif Zep Quiz dan kelas eksperimen yang menggunakan media interaktif Zep Quiz pada materi perkalian kelas IV SD.

Kata Kunci: Zep Quiz, Hasil Belajar, Matematika, Model PBL, Perkalian

Hesty Widyaning Tyastuti. 2026. *The Effect of Zep Quiz Media in Mathematics Learning with the PBL Model on Learning Outcomes of Grade IV Elementary School*. Thesis Proposal. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunodjoyo Madura University. Supervisor: Rika Wulandari, S.Pd., M.Pd.

ABSTRACT

Mathematics learning, particularly multiplication concepts at the elementary school level, remains challenging for many students. This study aimed to examine the effect of using the Zep Quiz interactive media integrated with the Problem-Based Learning (PBL) model on the mathematics learning outcomes of fourth-grade students at UPTD SDN Demangan 1 Bangkalan. The research hypotheses were formulated as follows: H_0 : there is no significant difference in learning outcomes between the experimental and control groups; H_1 : there is a significant difference in learning outcomes between the experimental and control groups. This study employed a quasi-experimental method using a Nonequivalent Control Group Design. The participants consisted of 72 fourth-grade students, including 35 students in Class IVA as the control group and 37 students in Class IVB as the experimental group. The research instrument comprised multiple-choice pretest and posttest items, which were piloted on 39 fifth-grade students. The validity test results indicated that four items were excluded, resulting in 11 valid items. Reliability analysis yielded coefficients of 0.805 for the pretest and 0.823 for the posttest. Data were analyzed using SPSS version 27. The Kolmogorov-Smirnov normality test showed significance values of 0.184 for the experimental pretest, 0.129 for the experimental posttest, 0.068 for the control pretest, and 0.052 for the control posttest (all > 0.05). Homogeneity testing using Levene's test yielded a significance value of 0.671 (> 0.05). The Independent Samples t -test showed a Levene's Test for Equality of Variances significance value of 0.674 (> 0.05), a t -value of 2.164, $df = 70$, and a two-tailed significance value of 0.041 (< 0.05). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This indicates that there is a significant difference in mathematics learning outcomes between the control group, which did not use the interactive Zep Quiz media, and the experimental group, which used the interactive Zep Quiz media in learning multiplication for fourth-grade elementary school students.

Keywords: Zep Quiz, Learning Outcomes, Mathematics, PBL Model, Multiplication