

ABSTRAK

Alfiyatul Mukarromah. 2025. *Pengaruh Metode Games Based Learning (GBL) Berbantuan Media Domino Pecahan Terhadap Hasil Belajar Matematika Pada Siswa Kelas 2 SD*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun, Pembimbing (I) Vivi Rulviana, S.Pd., M.Pd. (II) Naniek Kusumawati, S.Pd., M.Pd

Penelitian ini adalah penelitian kuantitatif dengan pendekatan pra eksperimen yang bertujuan untuk menganalisis pengaruh metode *Games Based Learning* (GBL) berbantuan media domino pecahan terhadap hasil belajar matematika siswa kelas 2 SD. Latar belakang penelitian didasari oleh rendahnya pemahaman siswa yang mengakibatkan hasil belajar yang rendah karena pendekatan pembelajaran yang digunakan cenderung bersifat konvensional dan minimnya media pembelajaran konkret yang menarik bagi siswa di tahap berpikir operasional konkret. Subjek penelitian adalah seluruh siswa kelas 2 SDN 1 Sukorejo Kabupaten Ponorogo yang berjumlah 12 siswa. penelitian menggunakan desain *One Group Pretest-Posttest*, di mana siswa diberikan *pretest*, kemudian diberikan perlakuan melalui metode *Games Based Learning* berbantuan media domino pecahan, dan diukur kembali menggunakan tes akhir *posttest*. Instrumen yang digunakan adalah tes pilihan ganda yang telah melalui uji validitas dan reliabilitas. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan terhadap peningkatan hasil belajar siswa setelah diterapkannya metode *Games Based Learning* dengan media domino pecahan. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan terhadap peningkatan hasil belajar siswa setelah diterapkannya metode *Games Based Learning* dengan media domino pecahan. Hal ini dibuktikan melalui uji *paired sample t-test* yang menghasilkan nilai signifikansi $<0,05$. Dengan demikian, pembelajaran matematika menggunakan metode *Games Based Learning* dan media domino pecahan efektif dalam meningkatkan hasil belajar siswa kelas 2 SD.

Kata kunci: *Games Based Learning*, domino pecahan, hasil belajar matematika SD.

ABSTRACT

Alfiyatul Mukarromah. 2025. *The Effect of Games Based Learning (GBL) Method Assisted with Fraction Domino Media on Mathematics Learning Outcomes in Grade 2 Elementary Students*. Thesis. Elementary School Teacher Education Study Program, FKIP, Universitas PGRI Madiun, Supervisor (I) Vivi Rulviana, S.Pd., M.Pd. (II) Naniek Kusumawati, S.Pd., M.Pd.

This research is a quantitative study with a pre-experimental approach that aims to analyze the effect of the *Games Based Learning* (GBL) method assisted by domino fraction media on the mathematics learning outcomes of grade 2 elementary school students. The background of the research is based on the low understanding of students which results in low learning outcomes because the learning approach used tends to be conventional and the lack of concrete learning media that is attractive to students in the concrete operational thinking stage. The research subjects were all grade 2 students of SDN 1 Sukorejo, Ponorogo Regency, totaling 12 students. The research used a *One Group Pretest-Posttest* design, in which students were given a *pretest*, then given treatment through the *Games Based Learning* method assisted by fraction domino media, and measured again using the *posttest* final test. The instrument used is a multiple choice test that has gone through validity and reliability tests. The results showed that there was a significant effect on improving student learning outcomes after the application of the *Games Based Learning* method with fraction domino media. The results showed that there was a significant influence on the improvement of student learning outcomes after the application of the *Games Based Learning* method with fraction domino media. This is evidenced by the *paired sample t-test* which produces a significance value of <0.05 . Thus, learning math using the *Games Based Learning* method and fraction domino media is effective in improving the learning outcomes of grade 2 students.

Keywords: *Games Based Learning*, fraction dominoes, elementary school math learning outcomes.