

ABSTRAK

Venus Sandro Marosgun, 2026. Pengaruh Model Inquiry-Based Learning Berbantuan Animasi Interaktif Terhadap Hasil Belajar Siswa Kelas III Pada Pembelajaran Matematika. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Dr. Elly's Mersina Mursidik, S.Pd., M.Pd. , (II) Dr. Rissa Prima Kurniawati, M.Pd.

Hasil belajar merupakan perubahan kemampuan, pengetahuan, sikap, dan keterampilan yang diperoleh seseorang setelah mengikuti proses belajar atau pembelajaran. Model pembelajaran Inquiry-Based Learning merupakan salah satu model yang dapat menunjang hasil belajar matematika siswa. Selain itu media animasi interaktif juga dapat menunjang hasil belajar matematika siswa kelas III. Penelitian ini menggunakan penelitian kuantitatif dengan menggunakan metode penelitian True Experimental Design berbentuk Posttest-Only Control Design. Populasi dalam penelitian ini adalah seluruh siswa kelas III Sekolah Dasar Negeri di wilayah Kecamatan Wonoasri. Sampel sebanyak 44 siswa yang diambil dari kelas III SDN Buduran 02 dan SDN Ngadirejo 02. Dalam penelitian ini menggunakan tes objektif berupa posttest untuk pengumpulan data responden. Teknik pengambilan sampel penelitian ini menggunakan Cluster Sampling. Peneliti menggunakan Independent Samples T-Test untuk menganalisis data. Hasil penelitian menunjukkan bahwa 1) Ada pengaruh penerapan model Inquiry Based Learning terhadap peningkatan hasil belajar matematika siswa kelas III dengan nilai rata-rata kelas eksperimen (78,86) > kelas kontrol (68,86); 2) Ada pengaruh penggunaan media Animasi Interaktif terhadap peningkatan hasil belajar matematika siswa kelas III dengan nilai rata-rata kelas eksperimen (78,86) > kelas kontrol (68,86); 3) Ada pengaruh model Inquiry-Based Learning berbantuan Animasi Interaktif terhadap hasil belajar siswa kelas III pada pembelajaran matematika dengan nilai signifikansi Sig. (2-tailed) (0,030) < (0,05), menghasilkan H_1 diterima dan H_0 ditolak.

Kata Kunci: *Inquiry Based Learning*, Animasi Interaktif, Hasil Belajar, Matematika.

ABSTRACT

Venus Sandro Marosgun, 2026. *The Effect of an Inquiry-Based Learning Model Supported by Interactive Animations on the Learning Outcomes of Third-Grade Students in Mathematics*. Thesis. Elementary School Teacher Education Program, Faculty of Teacher Training and Education, UNIVERSITAS PGRI MADIUN. Advisors: Dr. Elly's Mersina Mursidik, S.Pd., M.Pd., Co-Advisor: Dr. Rissa Prima Kurniawati, M.Pd.

Key Terms: Inquiry Based Learning, Interactive Animation, Learning Outcomes, Mathematics.

Learning outcomes are changes in ability, knowledge, attitudes, and skills acquired by an individual after participating in a learning process or instruction. The Inquiry-Based Learning model is one of the models that can support students' mathematics learning outcomes. In addition, interactive animation media can also support the mathematics learning outcomes of third-grade students. This study employed a quantitative research design using the True Experimental Design research method in the form of a Posttest-Only Control Design. The population in this study consisted of all third-grade students at public elementary schools in the Wonoasri subdistrict. The sample comprised 44 students selected from third-grade classes at SDN Buduran 02 and SDN Ngadirejo 02. In this study, an objective posttest was used to collect data from the respondents. The sampling technique used in this study was cluster sampling. The researcher used an independent samples t-test to analyze the data. The results of the study indicate that 1) The implementation of the Inquiry-Based Learning model on the improvement of third-grade students' mathematics learning outcomes, with the average score of the experimental class (78.86) > the control class (68.86); 2) There is an effect of the use of interactive animation media on the improvement of third-grade students' mathematics learning outcomes, with the average score of the experimental class (78.86) > the control class (68.86); 3) There is an effect of the Inquiry-Based Learning model supported by Interactive Animation on third-grade students' learning outcomes in mathematics, with a significance value Sig. (2-tailed) (0.030) < (0.05), resulting in the hypothesis being H_1 accepted and H_0 rejected.