

ABSTRACT

Trisiwi Gitarani, 2026. Pengaruh Model Kooperatif Tipe *Numbered Head Together* (NHT) Berbantu Media Ular Tangga Terhadap Hasil Belajar Kognitif Materi Pembagian Pada Siswa Kelas III Sekolah Dasar. Pendidikan Guru Sekolah Dasar, Fakultas Keguruan Ilmu Pendidikan Universitas PGRI Madiun. Pembimbing (I) Hartini, S.Sn., M.Pd. (II) Eka Nofri Ari Yanto, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe *Numbered Head Together* (NHT) berbantu media ular tangga terhadap hasil belajar kognitif materi Pembagian pada siswa kelas III SDN Bangunsari 02 Kabupaten Madiun. Penelitian ini menggunakan metode kuasi eksperimen (*quasi eksperimen*) dengan desain *Nonequivalent Control Group Design* . Sampel penelitian terdiri atas dua kelas, yaitu kelas eksperimen yang mendapatkan pembelajaran menggunakan model NHT berbantuan media ular tangga dan kelas kontrol yang menggunakan pembelajaran konvensional. Pengumpulan data dilakukan melalui tes berupa pretest dan posttest, sedangkan analisis data menggunakan uji validitas, reliabilitas, normalitas, homogenitas, dan uji *Independent Sample t-test* . Hasil penelitian menunjukkan bahwa penggunaan model pembelajaran NHT berbantu media ular tangga memberikan pengaruh positif dan signifikan terhadap hasil belajar kognitif siswa pada materi Pembagian. Siswa menjadi lebih aktif dalam berdiskusi, bekerja sama, berani menyampaikan pendapat, serta lebih mudah memahami konsep Pembagian melalui kegiatan belajar sambil bermain. Dengan demikian, model pembelajaran NHT berbantu media ular tangga dapat dijadikan sebagai salah satu alternatif pembelajaran yang efektif untuk meningkatkan hasil belajar matematika siswa kelas III sekolah dasar.

Kata Kunci: Model *Numbered Head Together* (NHT), media ular tangga, hasil belajar kognitif, Pembagian, matematika sekolah dasar.

ABSTRACT

Trisiwi Gitarani, 2026. The Effect of the Numbered Heads Together (NHT) Cooperative Learning Model Assisted by Snakes and Ladders on Cognitive Learning Outcomes of Division in Third-Grade Elementary School Students. Elementary School Teacher Training Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Supervisors: (I) Hartini, S.Sn., M.Pd. (II) Eka Nofri Ari Yanto, S.Pd., M.Pd.

This study aims to determine the effect of the Numbered Heads Together (NHT) cooperative learning model assisted by snakes and ladders on cognitive learning outcomes in division in third-grade students of SDN Bangunsari 02, Madiun Regency. This study used a quasi-experimental method with a Nonequivalent Control Group Design. The research sample consisted of two classes: an experimental class that received learning using the NHT model assisted by snakes and ladders and a control class that used conventional learning. Data collection was conducted through pretests and posttests, while data analysis used validity, reliability, normality, homogeneity, and the Independent Sample t-test. The results showed that the use of the Numbered Heads Together (NHT) learning model, aided by the snakes and ladders model, had a positive and significant impact on students' cognitive learning outcomes in division. Students became more active in discussions, collaborated, expressed their opinions, and more easily understood the concept of division through playful learning activities. Therefore, the Numbered Heads Together (NHT) learning model, snakes and ladders model, cognitive learning outcomes, division, elementary school mathematics.

Keywords: Numbered Heads Together (NHT) model, snakes and ladders model, cognitive learning outcomes, division, elementary school mathematics.