

ABSTRAK

Oktaviani Melly Wicecari. 2026. Efektivitas Pemanfaatan *Wordwall* Pada Model *Problem Based Learning* Terhadap Kemampuan Kognitif Siswa Kelas IV Sekolah Dasar. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas PGRI Madiun. Pembimbing (I) Dr. Fida Rahmantika Hadi, M.Pd., Pembimbing (II) Dr. Octarina Hidayatus Shalikhah, M.Pd.

Kemampuan kognitif siswa sekolah dasar pada materi pecahan kerap menjadi tantangan tersendiri, terutama ketika pendekatan pembelajaran yang digunakan masih bersifat konvensional dan berpusat pada guru. Penelitian ini bertujuan untuk menguji efektivitas pemanfaatan media *Wordwall* dalam model *Problem Based Learning* (PBL) terhadap kemampuan kognitif siswa kelas IV Sekolah Dasar, khususnya pada materi pecahan. Pendekatan yang digunakan adalah kuantitatif dengan desain quasi eksperimen tipe Nonequivalent Control Group Design. Subjek penelitian terdiri dari 46 siswa kelas IV SDN Pilangbango Kota Madiun yang dibagi menjadi dua kelompok: kelas eksperimen (23 siswa) yang mendapatkan pembelajaran PBL berbantuan *Wordwall*, dan kelas kontrol (23 siswa) yang menggunakan metode ceramah konvensional. Instrumen penelitian berupa tes pilihan ganda yang telah diuji validitas, reliabilitas, daya beda, dan tingkat kesukarannya. Data dianalisis menggunakan uji normalitas *Shapiro-Wilk*, uji homogenitas *Levene's Test*, uji keseimbangan, dan uji hipotesis *Independent Sample t-Test* melalui SPSS. Hasil penelitian menunjukkan bahwa rata-rata nilai posttest kelas eksperimen (85,39) secara signifikan lebih tinggi dibandingkan kelas kontrol (67,61), dengan nilai Sig. (2-tailed) sebesar $0,000 < 0,05$. Dengan demikian, H_1 diterima, yang berarti pemanfaatan *Wordwall* pada model PBL terbukti efektif dalam meningkatkan kemampuan kognitif siswa kelas IV pada materi pecahan.

Kata kunci: *Wordwall*, *Problem Based Learning*, Kemampuan Kognitif, Pecahan, Sekolah Dasar

ABSTRACT

Oktaviani Melly Wicecari. 2026. The Effectiveness of Using Wordwall in a Problem Based Learning Model on the Cognitive Ability of Fourth-Grade Elementary School Students. Thesis. Elementary School Teacher Education Program, Faculty of Teacher Training and Education (FKIP), Universitas PGRI Madiun. Supervisor (I) Dr. Fida Rahmantika Hadi, M.Pd., Supervisor (II) Dr. Octarina Hidayatus Shalikhah, M.Pd.

The cognitive ability of elementary school students on fraction material often presents a challenge, especially when the instructional approach remains conventional and teacher-centered. This study aims to examine the effectiveness of using the Wordwall media within a Problem Based Learning (PBL) model on the cognitive ability of fourth-grade elementary students, specifically on fraction material. The study used a quantitative approach with a quasi-experimental design of the Nonequivalent Control Group type. The research subjects consisted of 46 fourth-grade students from SDN Pilangbango, Madiun City, divided into two groups: the experimental class (23 students) which received PBL instruction supported by Wordwall, and the control class (23 students) which used conventional lecture methods. The research instrument was a multiple-choice test that had been tested for validity, reliability, discrimination power, and difficulty level. Data were analyzed using the Shapiro–Wilk normality test, Levene’s Test for homogeneity, equivalence test, and the hypothesis test with an Independent Samples t-test using SPSS. The results showed that the mean posttest score of the experimental class (85.39) was significantly higher than that of the control class (67.61), with Sig. (2-tailed) = 0.000 < 0.05. Thus, H_1 is accepted, meaning that the use of Wordwall in the PBL model is proven effective in improving the cognitive ability of fourth-grade students on fraction material.

Keywords: Wordwall, Problem Based Learning, Cognitive Ability, Fractions, Elementary School