

ABSTRAK

Marcella Eka Susanti (2026). *Pengaruh Model Pembelajaran Discovery Learning Terintegrasi Deep Learning Terhadap Kemampuan Pemecahan Masalah Matematika Siswa Kelas IV Sekolah Dasar*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Dr. Fida Rahmatika Hadi, M.Pd., (II) Dr. Lingga Nico Pradana, M.Pd.

Penelitian ini bertujuan untuk menguji pengaruh model pembelajaran *Discovery Learning* terintegrasi *Deep Learning* terhadap kemampuan pemecahan masalah matematika siswa kelas IV SD. Penelitian menggunakan metode kuantitatif dengan desain *quasi experiment* tipe *nonequivalent control group design*. Sampel terdiri atas 58 siswa, dengan kelas IV C sebagai kelas eksperimen dan kelas IV B sebagai kelas kontrol. Data dikumpulkan melalui tes pre-test dan post-test, kemudian dianalisis menggunakan uji normalitas, homogenitas, dan *Independent Samples T-Test*. Hasil penelitian menunjukkan bahwa kelas eksperimen memperoleh rata-rata post-test 87,07 dengan N-Gain 73,63%, sedangkan kelas kontrol memperoleh rata-rata 77,41 dengan N-Gain 54,77%. Hasil uji hipotesis menunjukkan nilai signifikansi $0,001 < 0,05$, sehingga model *Discovery Learning* terintegrasi *Deep Learning* berpengaruh signifikan dan lebih efektif dalam meningkatkan kemampuan pemecahan masalah matematika siswa dibandingkan pembelajaran konvensional.

Kata Kunci: *Discovery Learning*, *Deep Learning*, Pemecahan Masalah Matematika, Sekolah Dasar.

ABSTRACT

Marcella Eka Susanti (2026). *The Effect of the Discovery Learning Model Integrated with Deep Learning on the Mathematical Problem-Solving Ability of Fourth-Grade Elementary School Students*. Undergraduate Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Fida Rahmatika Hadi, M.Pd., (II) Dr. Lingga Nico Pradana, M.Pd.

This study aimed to examine the effect of the Discovery Learning model integrated with Deep Learning on the mathematical problem-solving ability of fourth-grade elementary school students. This research employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The sample consisted of 58 students, with Class IV C serving as the experimental group and Class IV B as the control group. Data were collected through pre-test and post-test instruments and analyzed using normality and homogeneity tests, followed by an Independent Samples t-test. The results indicated that the experimental group achieved a mean post-test score of 87.07 with an N-Gain of 73.63%, while the control group obtained a mean score of 77.41 with an N-Gain of 54.77%. The hypothesis testing showed a significance value of 0.001 (< 0.05), indicating that the Discovery Learning model integrated with Deep Learning had a significant effect and was more effective in improving students' mathematical problem-solving ability than the conventional learning model.

Keywords: Discovery Learning, Deep Learning, Mathematical Problem-Solving Ability, Elementary School