ABSTRAK

Widya Luki Pebriana. 2026. Efektivitas Model Pembelajaran *Game Based Learning* (Gbl) Terintregrasi *Deep Learning* Terhadap Numerasi Siswa. 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 dilatarbelakangi oleh rendahnya kemampuan numerasi siswa dan penggunaan pembelajaran konvensional yang monoton, sehingga kurang mendorong keterlibatan dan pemahaman konsep secara bermakna. Penelitian ini bertujuan untuk menganalisis efektivitas model pembelajaran *Game Based Learning* (GBL) terintegrasi *Deep Learning* terhadap kemampuan numerasi siswa kelas III SDN 01 Taman Kota Madiun.Penelitian ini menggunakan pendekatan kuantitatif dengan metode *Quasi Experimental* berdesain *pre-test post-test control group design*, dengan melibatkan 54 siswa yang dipilih melalui teknik *purposive sampling*, sampel dibagi menjadi kelas III C sebagai kelompok eksperimen (27 siswa) yang menggunakan model GBL terintegrasi *Deep Learning*, dan kelas III B sebagai kelompok kontrol (27 siswa) dengan pembelajaran konvensional.Data menggunakan tes numerasi pilihan ganda sebanyak 20 soal dan dianalisis data menggunakan uji nonparametrik *Mann-Whitney U* dengan program SPSS.Hasil penelitian menunjukkan bahwa kemampuan awal numerasi kedua kelompok adalah seimbang, dibuktikan dengan uji *Mann-Whitney* pada data *pre-test* sebesar 0,760 > 0,05. Hasil uji hipotesis *Wilcoxon Signed Rank Test* membuktikan adanya peningkatan kemampuan numerasi yang sangat signifikan pada kelompok eksperimen dengan nilai *Asymp. Sig.* sebesar 0,000 < 0,05. Sebaliknya, kelompok kontrol tidak menunjukkan peningkatan yang signifikan (Sig. 0,107 > 0,05). Rata-rata nilai secara keseluruhan juga meningkat dari 11,83 menjadi 13,74.Dengan demikian model pembelajaran Game Based Learning terintegrasi Deep Learning terbukti efektif dalam meningkatkan kemampuan numerasi siswa sekolah dasar melalui pengalaman belajar yang lebih interaktif, bermakna, serta mampu mendorong berpikir kritis dan pemahaman konsep matematika yang lebih mendalam.

Kata Kunci: *Game Based Learning*, *Deep Learning*, Kemampuan Numerasi, Sekolah Dasar, *Quasi Experimental*.

ABSTRACT

Widya Luki Pebriana. 2026. *The Effectiveness of the Game Based Learning (GBL) Model Integrated with Deep Learning on Student Numeracy. Undergraduate Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisor (I) Dr. Fida Rahmatika Hadi, M.Pd., (II) Dr. Lingga Nico Pradana, M.Pd.*

This study was motivated by students' low numeracy skills and the use of monotonous conventional teaching methods, which have not effectively encouraged active engagement or meaningful conceptual understanding. The study aimed to analyze the effectiveness of the Game-Based Learning (GBL) model integrated with Deep Learning in improving the numeracy skills of third-grade students at SDN 01 Taman Kota Madiun This research employed a quantitative approach using a quasi-experimental method with a pre-test–post-test control group design. The study involved 54 students selected through purposive sampling, consisting of Class III C as the experimental group (27 students), which received the GBL model integrated with Deep Learning, and Class III B as the control group (27 students), which received conventional instruction. Data were collected using a 20-item multiple-choice numeracy test and analyzed using the Mann–Whitney U nonparametric test with SPSS software. The results showed that the initial numeracy abilities of both groups were equivalent, as indicated by the Mann–Whitney U test on the pre-test data (Sig. = 0.760 > 0.05). Furthermore, the Wilcoxon Signed Rank Test revealed a highly significant improvement in the experimental group's numeracy skills (Asymp. Sig. = 0.000 < 0.05), whereas the control group did not show a significant improvement (Sig. = 0.107 > 0.05). In addition, the overall mean score increased from 11.83 to 13.74. Therefore, the Game-Based Learning model integrated with Deep Learning was proven to be effective in enhancing elementary school students' numeracy skills by providing a more interactive and meaningful learning experience while promoting critical thinking and a deeper understanding of mathematical concepts.

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Keywords: *Game Based Learning, Deep Learning, Numeracy Skills, Elementary School, Quasi-Experimental*