

PENGARUH MODEL PEMBELAJARAN *NUMBERED HEAD TOGETHER* BERBANTUAN DOMINO PECAHAN TERHADAP KEMAMPUAN BERPIKIR KRITIS PELAJARAN MATEMATIKA SISWA KELAS V SDN GUGUS 1 PB SUDIRMAN DENPASAR BARAT TAHUN AJARAN 2024/2025

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *Numbered Head Together* berbantuan domino pecahan terhadap kemampuan berpikir kritis siswa kelas V di SDN Gugus 1 PB Sudirman Denpasar Barat Tahun Ajaran 2024/2025. Penelitian ini menggunakan desain penelitian eksperimen semu dengan rancangan desain penelitian *Non-Equivalent Post-test Only Control Group Design* dan rancangan analisis data *Independent Sample T-Test*. Populasi dalam penelitian ini sebanyak 209 orang siswa dari 5 sekolah negeri yang berbeda. Seluruh populasi disetarakan dengan Uji Anava, setelah populasi dinyatakan setara, untuk pengambilan sampel ditentukan dengan teknik *Cluster Random Sampling*, lalu diperoleh kelompok eksperimen yaitu kelas V SD Negeri 5 Dauh Puri sebanyak 30 orang siswa dan kelompok kontrol yaitu kelas V SD Negeri 6 Dauh Puri sebanyak 31 orang siswa. metode pengumpulan data menggunakan tes berbentuk *essay*. Data hasil penelitian dianalisis dengan teknik analisis statistik inferensial menggunakan Uji-T *Polled Varians*. Hasil analisis hipotesis diperoleh bahwa T_{hitung} lebih besar dari T_{tabel} yaitu $4,358 > 2,001$ dengan dk penyebut yaitu 59 dan dk pembilang yaitu 1 pada α 5% sehingga H_0 ditolak dan H_1 diterima yaitu terdapat pengaruh yang signifikan model *Numbered Head Together* berbantuan domino pecahan terhadap kemampuan berpikir kritis siswa kelas V di SDN Gugus 1 PB Sudirman Denpasar Barat Tahun Ajaran 2024/2025.

Kata Kunci: *Numbered Head Together*, Domino Pecahan, Kemampuan Berpikir Kritis Siswa.

**THE EFFECT OF NUMBERED HEAD TOGETHER LEARNING MODEL
USING FRACTION DOMINOES ON CRITICAL THINKING ABILITY IN
MATHEMATICS LESSONS OF GRADE V STUDENTS OF SDN GUGUS 1
PB SUDIRMAN, WEST DENPASAR IN THE 2024/2025 ACADEMIC YEAR**

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ABSTRACT

This study aims to determine the effect of the Numbered Head Together model assisted by fraction dominoes on the critical thinking ability of grade V students at SDN Gugus 1 PB Sudirman, West Denpasar in the 2024/2025 Academic Year. This study uses a quasi-experimental research design with a Non-Equivalent Post-test Only Control Group Design research design and an Independent Sample T-Test data analysis design. The population in this study was 209 students from 5 different public schools. The entire population was equalized using the ANOVA test, after the population was declared equal, the sampling was determined using the Cluster Random Sampling technique, then the experimental group was obtained, namely class V of SD Negeri 5 Dauh Puri as many as 30 students and the control group was class V of SD Negeri 6 Dauh Puri as many as 31 students. the data collection method used an essay test. The research data were analyzed using inferential statistical analysis techniques using the Polled Variance T-Test. The results of the hypothesis analysis showed that T_{count} was greater than T_{table} , namely $4.358 > 2.001$ with a denominator dk of 59 and a numerator dk of 1 at α 5% so that H_0 was rejected and H_1 was accepted, namely there was a significant influence of the Numbered Head Together model assisted by fractional dominoes on the critical thinking skills of class V students at SDN Gugus 1 PB Sudirman Denpasar Barat in the 2024/2025 Academic Year.

Keywords: Numbered Head Together, Domino Fractions, Students' Critical Thinking Skills.