

**PENGARUH MODEL PEMBELAJARAN *TALKING STICK*
BERBANTUAN MEDIA PERAHU PENGAPIT TERHADAP HASIL
BELAJAR MATEMATIKA MATERI PEMBAGIAN SISWA KELAS IV
GUGUS VIII MENGWI TAHUN AJARAN 2024/2025**

Oleh

Ni Made Siska Widya Marantika, NIM 2111031002

Jurusan Pendidikan Dasar

ABSTRAK

Rendahnya penguasaan konsep pembagian pada siswa kelas IV SD menunjukkan perlunya penerapan model pembelajaran inovatif yang dapat meningkatkan pemahaman dan motivasi belajar matematika. Tujuan penelitian ini adalah untuk menganalisis efektivitas model pembelajaran *Talking Stick* yang dibantu dengan media perahu pengapit dalam meningkatkan hasil belajar matematika siswa pada materi pembagian di kelas IV SD. Penelitian ini merupakan penelitian eksperimen semu (*quasi experiment*) dengan menggunakan desain *nonequivalent control group design*. Populasi penelitian 199 siswa kelas IV SD, sampel 49 siswa dari dua kelas terpilih lewat cluster random sampling setelah uji kesetaraan awal dengan Anava satu jalur. Statistik deskriptif dan uji-t dua sampel bebas digunakan untuk menganalisis perbedaan hasil belajar siswa dengan pengujian prasyarat normalitas dan homogenitas pada signifikansi 5%. Hasil uji-t menunjukkan $t_{hitung} 5,00 > t_{tabel} 2,01$ pada signifikansi 5%, sehingga terdapat perbedaan signifikan hasil belajar matematika antara kelompok eksperimen dengan kelompok kontrol. Kesimpulannya, model pembelajaran *Talking Stick* berbantuan media perahu pengapit efektif meningkatkan hasil belajar matematika siswa kelas IV SD. Implikasinya, guru dapat mengadopsi model dan media pembelajaran tersebut untuk meningkatkan pemahaman dan motivasi belajar matematika secara lebih interaktif dan menyenangkan.

Kata Kunci: Model *Talking Stick*, Media Perahu Pengapit, Hasil Belajar, Pembagian, Matematika

**THE EFFECT OF TALKING STICK LEARNING MODEL ASSISTED BY
PERAHU PENGAPIT MEDIA ON MATHEMATICS LEARNING
OUTCOMES ON DIVISION OF GRADE IV STUDENTS OF GUGUS VIII
MENGWI IN THE 2024/2025 ACADEMIC YEAR**

By

Ni Made Siska Widya Marantika, NIM 2111031002

Elementary Education Department

ABSTRACT

The low mastery of the concept of division in grade IV elementary school students indicates the need for the application of innovative learning models that can improve understanding and motivation to learn mathematics. The purpose of this study was to analyze the effectiveness of the Talking Stick learning model assisted by the media of the boat clamp in improving students' mathematics learning outcomes on division material in grade IV elementary school. This study is a quasi-experimental study using a nonequivalent control group design. The study population was 199 grade IV elementary school students, a sample of 49 students from two classes were selected through cluster random sampling after the initial equivalence test with one-way ANOVA. Descriptive statistics and two-sample t-tests were used to analyze differences in student learning outcomes with the prerequisite test of normality and homogeneity at 5% significance. The t-test results showed $t_{count} 5.00 > t_{table} 2.01$ at 5% significance, so there was a significant difference in mathematics learning outcomes between the experimental group and the control group. In conclusion, the Talking Stick learning model assisted by the clamping boat media is effective in improving the mathematics learning outcomes of fourth-grade elementary school students. The implication is that teachers can adopt these learning models and media to improve understanding and motivation to learn mathematics more interactively and enjoyably.

Keywords: *Talking Stick Model, Clamping Boat Media, Learning Outcomes, Division, Mathematics*