

**PENGARUH MODEL *DISCOVERY LEARNING* BERBANTUAN
MEDIA DIGITAL *QUIZIZZ* TERHADAP HASIL BELAJAR
MATEMATIKA MATERI BANGUN RUANG PADA SISWA
KELAS V SDN GUGUS VII KECAMATAN ABIANSEMAL
TAHUN PELAJARAN 2024/2025**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *discovery learning* berbantuan media digital *Quizizz* terhadap hasil belajar matematika materi bangun ruang pada kelas V SDN Gugus VII kecamatan Abiansemal tahun pelajaran 2024/2025. Jenis penelitian yang digunakan adalah penelitian eksperimen semu (*quasi experiment*) dengan rancangan penelitian *Nonequivalent Post Test Only Control Group Design*. Populasi dalam penelitian ini adalah 7 Sekolah Dasar Kelas V di Gugus VII Kecamatan Abiansemal tahun pelajaran 2024/2025 yang terdiri atas 7 kelas dengan jumlah siswa 178 orang. Teknik penentuan sampel dalam penelitian ini adalah teknik *cluster sampling*, diperoleh kelas V SD No. 1 Sedang sebanyak 27 siswa sebagai kelompok eksperimen dan kelas V SD No. 2 Sedang sebanyak 27 siswa sebagai kelompok kontrol. Data hasil belajar matematika materi bangun ruang diperoleh dengan memberikan butir tes pilihan ganda biasa dan dianalisis dengan uji-t *Polled Varians*. Hasil uji hipotesis menunjukkan bahwa hasil $t_{\text{hitung}} = 11,33 > t_{\text{tabel}} = 2,007$. Dengan taraf signifikansi 5% dan $dk = (n_1 + n_2) - 2 = (27 + 27) - 2 = 52$. Hasil analisis menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil belajar matematika materi bangun ruang kelompok siswa yang dibelajarkan dengan model *discovery learning* berbantuan media digital *Quizizz* dan kelompok siswa yang dibelajarkan dengan model pembelajaran konvensional. Dengan demikian, dapat disimpulkan bahwa model *discovery learning* berbantuan media digital *Quizizz* berpengaruh terhadap peningkatan hasil belajar matematika materi bangun ruang kelas V SDN Gugus VII Kecamatan Abiansemal tahun pelajaran 2024/2025.

Kata Kunci: Model *discovery learning*, media digital *Quizizz*, Matematika materi bangun ruang.

**THE EFFECT OF THE DISCOVERY LEARNING MODEL ASSISTED
BY DIGITAL QUIZIZZ MEDIA ON THE LEARNING OUTCOMES
OF MATHEMATICS ON THE MATERIAL OF BUILDING SPACE
IN CLASS V SDN GUGUS VII ABIANSEMAL SUB-DISTRICT
IN THE 2024/2025 ACADEMIC YEAR**

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ABSTRACT

This study aims to determine the effect of the discovery learning model assisted by the digital media Quizizz on mathematics learning outcomes in the subject of spatial figures in Grade V of SDN Gugus VII, Abiansemal District, for the 2024/2025 academic year. The type of research used is a quasi-experimental study with a Nonequivalent Post Test Only Control Group Design. The population in this study consists of 7 fifth-grade classes at SDN Gugus VII in Abiansemal District for the 2024/2025 academic year, comprising 7 classes with a total of 178 students. The sampling technique used in this study was cluster sampling, resulting in Grade 5 of SD No. 1 Sedang with 27 students as the experimental group and Grade 5 of SD No. 2 Sedang with 27 students as the control group. The data on mathematics learning outcomes for spatial geometry were obtained by administering multiple-choice test items and analyzed using the pooled variance t-test. The hypothesis test results showed that the calculated t-value = 11.33 > the table t-value = 2.007. At a significance level of 5% and $df = (n_1 + n_2) - 2 = (27 + 27) - 2 = 52$. The analysis results indicate that there is a significant difference between the mathematics learning outcomes of the spatial geometry material between the group of students taught using the discovery learning model assisted by the digital media Quizizz and the group of students taught using the conventional learning model. Therefore, it can be concluded that the discovery learning model assisted by the digital media Quizizz has an effect on improving mathematics learning outcomes in the spatial geometry subject for fifth-grade students at SDN Gugus VII Abiansemal District in the 2024/2025 academic year.

Keywords: *Discovery learning model, digital media Quizizz, mathematics spatial geometry subject.*