PENGARUH MODEL *INQUIRY LEARNING* BERBANTUAN PERMAINAN EDUKASI TERHADAP KEMAMPUAN *COMPUTATIONAL THINKING* SISWA KELAS V DALAM PEMBELAJARAN MATEMATIKA

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ABSTRAK

Kemampuan *computational thinking* merupakan keterampilan kunci abad ke-21 yang berperan penting dalam membantu siswa memecahkan masalah secara logis. Namun, praktik pembelajaran di sekolah yang masih didominasi oleh pembelajaran konvensional yang kurang memberi ruang bagi siswa untuk aktif menyebabkan kemampuan *computational thinking* siswa tidak berkembang secara optimal. Penelitian ini bertujuan untuk mengetahui pengaruh model *inquiry learning* berbantuan permainan edukasi terhadap kemampuan *computational thinking* siswa kelas V dalam pembelajaran matematika di Gugus III Mengwi Tahun Ajaran 2025/2026. Penelitian ini menggunakan rancangan penelitian eksperimen semu dengan desain *nonequivalent pretest posttest control group design.* Subjek penelitian terdiri atas siswa kelas V yang dibagi ke dalam kelas eksperimen dan kelas kontrol yang masing-masing berjumlah 20 orang siswa. Data dikumpulkan dari hasil *pretest* dan *posttest* menggunakan instrumen berupa 15 soal pilihan ganda yang dikembangkan berdasarkan dimensi *computational thinking.* Data kemudian dianalisis menggunakan statistik deskriptif dan statistik inferensial. Hasil analisis data menunjukkan bahwa nilai *posttest* kelompok eskperimen lebih tinggi dibandingkan dengan rata-rata *posttest* kelompok kontrrol, sehingga menunjukkan adanya perbedaan hasil antara kedua kelompok. Perbedaan tersebut selanjutnya diperkuat melalui hasil uji statistik yang menunjukkan bahwa $t_{hitung} = 2,909 > t_{tabel} = 2,204$ pada taraf signifikansi 0,05 sehingga H_0 ditolak dan H_1 diterima yang menyatakan bahwa terdapat perbedaan yang signifikan kemampuan *computational thinking* siswa yang dibelajarkan dengan model *inquiry learning* berbantuan permainan edukasi dan siswa yang hanya dibelajarkan dengan pembelajaran konvensional. Hal ini menunjukkan bahwa terdapat pengaruh yang signifikan penerapan model *inquiry learning* berbantuan permainan edukasi terhadap kemampuan *computational thinking* siswa.

Kata Kunci: Model Inkuiri, *Unplugged Coding*, Berpikir Komputasi

ABSTRACT

The lack of computational thinking ability among students had become one of the major challenges in meeting the demands of 21st-century skills. The lack of students' computational thinking ability can be attributed to elementary school learning practices that are still dominated by conventional instruction, which provides limited opportunities for students to actively explore and construct knowledge independently. To address this issue, this study aimed to analyze the influence of inquiry learning model integrated by educational games on fifth-grade students' computational thinking ability in mathematics learning. This study employed a quasi-experimental method using a non-equivalent pretest posttest control group design. This study involved fifth-grade students who were divided into an experimental group and a control group, with 20 students in each group. Data were collected through pretests and posttests using a 15-item multiple-choice test developed based on computational thinking dimensions. The data were analyzed using both descriptive and inferential statistical techniques. The findings indicate that posttest mean score of the experimental group exceeded that of the control group, which obtained a mean score of 56, suggesting a difference in outcomes between the two groups. This difference was further confirmed through hypothesis testing, which revealed that the calculated t-value (t = 2.909) was greater than the critical t-value (t = 2.204) at the 0.05 significance level. These results demonstrate a statistically significant difference between the experimental and control groups. The result showed that students who participated in inquiry learning supported by educational games had greater improvement in computational thinking skills compared to those who received conventional instruction. These findings indicate that the inquiry learning model integrated by educational games can effectively foster the development of students' computational thinking ability.

Keyword: Inquiry Learning, Unplugged Coding, Computational Thinking