

**PENGARUH MODEL *DISCOVERY LEARNING* BERBASIS
PENDEKATAN MULTIMODAL TERHADAP KOMPETENSI
PENGETAHUAN MATEMATIKA SISWA KELAS III DI GUGUS IV**

KUTA

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kompetensi pengetahuan Matematika siswa kelas III pada materi perkalian dan pembagian. Hasil observasi menunjukkan bahwa dari 218 siswa, hanya 113 siswa yang mencapai Kriteria Ketuntasan Tingkat Pencapaian (KKTP) yang berada pada kisaran 68–72, sedangkan 105 siswa belum mencapai standar tersebut. Permasalahan ini disebabkan oleh penggunaan model pembelajaran yang kurang bervariasi dan pendekatan pembelajaran yang masih berpusat pada guru. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Discovery Learning* berbasis pendekatan multimodal terhadap kompetensi pengetahuan Matematika siswa kelas III di Gugus IV Kuta. Penelitian ini merupakan penelitian eksperimen semu (quasi experiment) dengan desain non-equivalent control group design. Populasi penelitian berjumlah 218 siswa kelas III dari empat sekolah dasar di Gugus IV Kuta. Sampel ditentukan menggunakan teknik cluster random sampling, sehingga diperoleh siswa kelas III SD Nomor 3 Tuban sebagai kelompok eksperimen dan siswa kelas III SD Nomor 3 Kedonganan sebagai kelompok kontrol, masing-masing berjumlah 28 siswa. Data dikumpulkan menggunakan tes objektif pilihan ganda. Hasil penelitian menunjukkan bahwa rata-rata skor pre-test kelompok eksperimen sebesar 50,21 (kategori rendah) dan meningkat menjadi 86,21 (kategori tinggi) setelah perlakuan. Hasil uji-t menunjukkan nilai $t_{hitung} = 14,70$ dan $t_{tabel} = 1,674$ pada taraf signifikansi 5% dengan $dk = 54$. Karena $t_{hitung} > t_{tabel}$, H_0 ditolak dan H_1 diterima. Dengan demikian, model pembelajaran *Discovery Learning* berbasis pendekatan multimodal berpengaruh signifikan terhadap kompetensi pengetahuan Matematika siswa kelas III di Gugus IV Kuta.

Kata Kunci : Model *Discovery Learning*, Pendekatan Multimodal, Kompetensi Pengetahuan Siswa, Matematika, Sekolah Dasar

**THE EFFECT OF THE DISCOVERY LEARNING MODEL BASED ON THE
MULTIMODAL APPROACH TOWARDS THE COMPETENCE OF
MATHEMATICS KNOWLEDGE OF CLASS III STUDENTS IN CLUSTER
IV KUTA**

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ABSTRACT

This study was motivated by the low mathematics knowledge competency of third-grade students in multiplication and division topics. The results of the preliminary observation showed that out of 218 students, only 113 students achieved the Minimum Achievement Criteria (KKTP), which ranged from 68 to 72, while 105 students had not met the required standard. This problem was caused by the use of less varied learning models and teacher-centered learning approaches. Therefore, this study aimed to determine the effect of the Discovery Learning model based on a multimodal approach on the mathematics knowledge competency of third-grade students in Cluster IV Kuta. This study employed a quasi-experimental design using a non-equivalent control group design. The population consisted of 218 third-grade students from four elementary schools in Cluster IV Kuta. The sample was selected through cluster random sampling, resulting in 28 students from SD Number 3 Tuban as the experimental group and 28 students from SD Number 3 Kedonganan as the control group. Data were collected using a multiple-choice objective test. The results showed that the mean pre-test score of the experimental group was 50.21, which was categorized as low, and increased to 86.21, categorized as high, after the treatment. The results of the t-test analysis revealed that $t_{count} = 14.70$ and $t_{table} = 1.674$ at the 5% significance level with 54 degrees of freedom. Since t_{count} was greater than t_{table} ($14.70 > 1.674$), H_0 was rejected and H_1 was accepted. Thus, it can be concluded that the Discovery Learning model based on a multimodal approach had a significant effect on the mathematics knowledge competency of third-grade students in Cluster IV Kuta.

Keywords: *Discovery Learning Model, Multimodal Approach, Students Knowledge Competence, Mathematics, Elementary School.*