

PENGARUH MODEL PEMBELAJARAN *STAD* BERBANTUAN VIDEO PEMBELAJARAN TERHADAP KOMPETENSI PENGETAHUAN MATEMATIKA SISWA KELAS V SDN GUGUS PATTIMURA

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran *STAD* berbantuan video terhadap kompetensi pengetahuan matematika siswa sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *quasi experimental* berupa *pre-test post-test non-equivalent control group design*. Populasi penelitian adalah seluruh siswa kelas V SDN Gugus Pattimura Tahun Ajaran 2025/2026. Sampel penelitian ditentukan dengan teknik *cluster random sampling* sehingga diperoleh kelompok eksperimen yaitu siswa kelas V SD Negeri 3 Sasetan sebanyak 37 siswa dan kelompok kontrol yaitu siswa kelas V SD Negeri 1 Sasetan sebanyak 34 siswa. Data kompetensi pengetahuan matematika dikumpulkan menggunakan metode tes objektif berbentuk pilihan ganda sebanyak 25 butir soal. Data dianalisis menggunakan statistik deskriptif dan inferensial yang meliputi uji normalitas *Kolmogorov-Smirnov*, uji homogenitas varians dengan uji *Fisher*, serta uji hipotesis menggunakan uji-t *Polled Varians* pada taraf signifikansi 5%. Hasil analisis menunjukkan bahwa rata-rata *post-test* kelompok eksperimen 87,14 dan rata-rata *post-test* kelompok kontrol 74,12. Hasil uji hipotesis menunjukkan nilai $t_{hitung} = 8,464$ lebih besar daripada $t_{tabel} = 1,995$ sehingga H_0 ditolak dan H_1 diterima. Dengan demikian terdapat perbedaan yang signifikan kompetensi pengetahuan matematika siswa antara kelompok eksperimen dan kelompok kontrol, maka dapat disimpulkan bahwa penerapan model pembelajaran *STAD* berbantuan video berpengaruh signifikan terhadap kompetensi pengetahuan matematika siswa kelas V SDN Gugus Pattimura Tahun Ajaran 2025/2026.

Kata Kunci: *STAD*; video pembelajaran; kompetensi pengetahuan matematika; sekolah dasar.

**THE INFLUENCE OF THE STAD LEARNING MODEL ASSISTED WITH
VIDEO LEARNING ON THE MATHEMATICS KNOWLEDGE
COMPETENCY OF CLASS V STUDENTS OF SDN GUGUS PATTIMURA**

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ABSTRACT

This research aims to determine the effect of implementing the video-assisted STAD learning model on elementary school students' mathematical knowledge competency. This research uses a quantitative approach with a quasi experimental design in the form of a pre-test post-test non-equivalent control group design. The research population was all fifth grade students at SDN Gugus Pattimura for the 2025/2026 academic year. The research sample was determined using a cluster random sampling technique so that the experimental group was obtained, namely 37 students in class V of SD Negeri 3 Sesetan and the control group, namely 34 students in class V of SD Negeri 1 Sesetan. Mathematical knowledge competency data was collected using an objective test method in the form of multiple choice with 25 questions. Data were analyzed using descriptive and inferential statistics which included the Kolmogorov-Smirnov normality test, homogeneity of variance test using Fisher's test, and hypothesis testing using the Polled Variance t-test at a significance level of 5%. The results of the analysis showed that the post-test average for the experimental group was 87.14 and the average post-test for the control group was 74.12. The results of the hypothesis test show that the value of $t_{count} = 8.464$ is greater than $t_{table} = 1.995$ so that H_0 is rejected and H_1 is accepted. Thus, there is a significant difference in students' mathematical knowledge competency between the experimental group and the control group, so it can be concluded that the application of the video-assisted STAD learning model has a significant effect on the mathematics knowledge competency of class V students at Gugus Pattimura Elementary School for the 2025/2026 academic year.

Key Words: STAD; learning videos; mathematical knowledge competency; elementary school.