

# **PENGARUH PENDEKATAN *JOYFUL LEARNING* BERBANTUAN MEDIA PEMBELAJARAN INTERAKTIF *GENIALLY* TERHADAP HASIL BELAJAR SISWA PADA MATERI PECAHAN KELAS IV SD**

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## **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan *Joyful Learning* berbantuan media pembelajaran interaktif *Genially* terhadap hasil belajar matematika peserta didik kelas IV SD Gugus II Kecamatan Abiansemal Tahun Ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen semu dan desain *None-equivalent Post-Test Only Control Group Design*. Populasi penelitian adalah seluruh peserta didik kelas IV SD Gugus II Kecamatan Abiansemal yang terdiri atas 8 kelas dari beberapa sekolah dasar dengan jumlah 146 peserta didik. Analisis kesetaraan kemampuan awal peserta didik dilakukan menggunakan Analisis Varians Satu Arah (ANOVA satu jalur). Penentuan sampel dilakukan dengan teknik random sampling, sehingga diperoleh kelas IV SD No. 1 Selat sebagai kelompok eksperimen dan kelas IV SD No. 2 Taman sebagai kelompok kontrol. Kelompok eksperimen diberikan perlakuan berupa penerapan pendekatan *Joyful Learning* berbantuan media pembelajaran interaktif *Genially*, sedangkan kelompok kontrol menggunakan pembelajaran konvensional. Pengumpulan data dilakukan menggunakan tes objektif bentuk pilihan ganda. Analisis data menggunakan statistik deskriptif dan statistik inferensial. Berdasarkan uji prasyarat, data berdistribusi normal dan homogen, sehingga pengujian hipotesis dilakukan menggunakan uji-t *pooled varians*. Hasil analisis menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil belajar peserta didik kelompok eksperimen dan kelompok kontrol. Dengan demikian, dapat disimpulkan bahwa pendekatan *Joyful Learning* berbantuan media pembelajaran interaktif *Genially* berpengaruh signifikan terhadap hasil belajar matematika peserta didik kelas IV SD Gugus II Kecamatan Abiansemal.

Kata kunci: *Joyful Learning*, *Genially*, hasil belajar, pecahan, matematika SD

## **ABSTRACT**

*This study aimed to determine the effect of the joyful learning approach assisted by Genially interactive learning media on the mathematics learning outcomes of fourth-grade students in Cluster II Elementary Schools, Abiansemal District, Academic Year 2025/2026. This study employed a quantitative approach with a quasi-experimental research design using the Nonequivalent Post-Test Only Control Group Design. The population consisted of all fourth-grade students in Cluster II Elementary Schools, Abiansemal District, comprising 8 classes from several elementary schools with a total of 146 students. The analysis of the students' initial ability equivalence was conducted using One-Way Analysis of Variance (One-Way ANOVA). The samples were selected using a random sampling technique, resulting in Grade IV students of SD No. 1 Selat as the experimental group and Grade IV students of SD No. 2 Taman as the control group. The experimental group received treatment through the implementation of the joyful learning approach assisted by Genially interactive learning media, while the control group received conventional learning. Data collection was conducted using an objective multiple-choice test. Data analysis employed descriptive and inferential statistics. Based on the prerequisite tests, the data were normally distributed and homogeneous; therefore, hypothesis testing was carried out using the pooled variance t-test. The results of the analysis indicated a significant difference between the learning outcomes of the experimental group and the control group. Thus, it can be concluded that the joyful learning approach assisted by Genially interactive learning media had a significant effect on the mathematics learning outcomes of fourth-grade students in Cluster II Elementary Schools, Abiansemal District.*

**Keywords:** Joyful Learning, Genially, learning outcomes, fractions, elementary school mathematics

