

**PENGARUH *INTECULTURAL LEARNING*  
BERBASIS GEOGEBRA TERHADAP  
PEMAHAMAN MATERI PECAHAN SISWA KELAS  
IV SEKOLAH DASAR**

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**ABSTRAK**

Penelitian ini dilatarbelakangi oleh masih rendahnya pemahaman siswa terhadap materi pecahan yang ditunjukkan melalui kesulitan siswa dalam memahami konsep pecahan, menentukan pecahan senilai, membandingkan pecahan, serta menyelesaikan soal yang berkaitan dengan materi pecahan. Salah satu upaya yang dapat dilakukan untuk mengatasi permasalahan tersebut adalah menerapkan pembelajaran *intercultural learning* berbasis Geogebra. Penelitian ini bertujuan untuk mengetahui pengaruh *intercultural learning* berbasis Geogebra terhadap pemahaman materi pecahan siswa kelas IV SD Gugus III Kecamatan Kuta Selatan. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen semu (*quasi eksperimen*) menggunakan rancangan *non-equivalent control group design*. Populasi penelitian adalah seluruh siswa kelas IV SD Gugus III Kecamatan Kuta Selatan yang berjumlah 162 siswa dari enam sekolah dasar. Sampel penelitian ditentukan menggunakan teknik *cluster random sampling*, sehingga diperoleh kelas IV SD No.9 Jimbaran sebagai kelompok eksperimen dan siswa kelas IV SD No. 12 Jimbaran sebagai kelompok kontrol. Data dikumpulkan menggunakan metode tes berbentuk soal essay yang telah memenuhi uji validitas isi, validitas butir, reliabilitas, tingkat kesukaran, dan daya beda. Data analisis menggunakan statistik deskriptif dan statistik inferensial melalui uji independent sample test setelah memenuhi uji prasyarat berupa uji normalitas dan homogenitas. Hasil penelitian menunjukkan bahwa data kedua kelompok berdistribusi normal dan memiliki varians yang homogen. Hasil uji hipotesis menunjukkan nilai  $t_{hitung}$ , sebesar 5,818 lebih besar dari pada  $t_{tabel}$  sebesar 2,004 pada taraf signifikansi 5 %, sehingga  $H_0$  ditolak dan  $H_1$  diterima. Dengan demikian, dapat disimpulkan bahwa pendekatan *intercultural learning* berbasis Geogebra berpengaruh signifikan terhadap pemahaman materi pecahan siswa kelas IV SD Gugus III Kecamatan Kuta Selatan

**Kata Kunci :** *Intercultural Learning*, Geogebra, Pemahaman konsep, pecahan, sekolah dasar

# THE EFFECT OF GEOGEBRA-BASED INTERCULTURAL LEARNING ON THE UNDERSTANDING OF FRACTION MATERIALS OF FOURTH GRADE ELEMENTARY SCHOOL STUDENTS

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## ABSTRACK

*This research is motivated by the still low understanding of students regarding fraction material, as shown through students' difficulties in understanding fraction concepts, determining equivalent fractions, comparing fractions, and solving problems related to fraction material. One effort that can be made to address this problem is by applying intercultural learning based on Geogebra. This study aims to find out the effect of Geogebra-based intercultural learning on the understanding of fraction material among fourth-grade students in SD Cluster III, South Kuta District. This study is a quantitative study using a quasi-experimental method with a non-equivalent control group design. The research population consists of all fourth-grade students in SD Cluster III, South Kuta District, totaling 162 students from six elementary schools. The research sample was determined using a cluster random sampling technique, resulting in fourth-grade classes. SD No.9 Jimbaran served as the experimental group and fourth-grade students of SD No.12 Jimbaran served as the control group. Data was collected using a test method in the form of essay questions that had met content validity, item validity, reliability, difficulty level, and discriminative power. Data analysis was carried out using descriptive statistics and inferential statistics through an independent sample test after meeting prerequisite tests in the form of normality and homogeneity tests. The results showed that the data of both groups were normally distributed and had homogeneous variance. The hypothesis test results showed a t-count value of 5.818, which is greater than the t-table value of 2.004 at a 5% significance level, so  $H_0$  was rejected and  $H_1$  accepted. Therefore, it can be concluded that the Geogebra-based intercultural learning approach has a significant effect on the understanding of fraction material of fourth-grade students in the Gugus III area of South Kuta District.*

**Keywords** : Intercultural Learning, Geogebra, Concept Understanding, Fractions, Elementary School