

**PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE STAD
BERBANTUAN *POWERPOINT* INTERAKTIF PADA KOMPETENSI
PENGETAHUAN MATEMATIKA SISWA KELAS IV GUGUS VII DI
KECAMATAN GIANYAR**

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ABSTRAK

Rendahnya kompetensi pengetahuan matematika siswa sekolah dasar menjadi permasalahan yang perlu segera diatasi melalui pembelajaran yang inovatif, interaktif, dan bermakna. Pembelajaran matematika di sekolah dasar, guru cenderung menggunakan pembelajaran konvensional dengan variasi model dan media yang terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran kooperatif tipe STAD berbantuan *PowerPoint* interaktif terhadap kompetensi pengetahuan matematika siswa kelas IV. Penelitian ini merupakan penelitian eksperimen semu (*quasi experiment*) dengan desain *non-equivalent control group design*. Populasi penelitian berjumlah 140 siswa kelas IV. Sampel penelitian ditentukan menggunakan teknik *cluster random sampling*. Metode pengumpulan data menggunakan tes kompetensi pengetahuan matematika berbentuk pilihan ganda yang telah diuji validitas, reliabilitas, tingkat kesukaran, dan daya beda soal. Data dianalisis menggunakan statistik deskriptif dan statistik inferensial melalui uji-t. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan kompetensi pengetahuan matematika antara siswa yang dibelajarkan menggunakan model pembelajaran STAD berbantuan *PowerPoint* interaktif dengan siswa yang dibelajarkan menggunakan pembelajaran konvensional. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan model pembelajaran STAD berbantuan *PowerPoint* Interaktif memberikan pengaruh positif terhadap kompetensi pengetahuan matematika siswa. Siswa yang mengikuti pembelajaran menggunakan model STAD berbantuan *PowerPoint* interaktif memperoleh hasil kompetensi pengetahuan matematika yang lebih tinggi dibandingkan siswa yang mengikuti pembelajaran konvensional. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa model pembelajaran kooperatif tipe STAD berbantuan *PowerPoint* interaktif berpengaruh signifikan terhadap kompetensi pengetahuan matematika siswa kelas IV. Implikasi penelitian ini menunjukkan bahwa penerapan model pembelajaran kooperatif yang dipadukan dengan media interaktif mampu menciptakan pembelajaran yang lebih aktif, menarik, dan bermakna sehingga meningkatkan kompetensi pengetahuan matematika siswa secara optimal.

Kata Kunci: Model Pembelajaran Kooperatif Tipe STAD, *PowerPoint* Interaktif, Kompetensi Pengetahuan Matematika

**THE EFFECT OF THE STAD-TYPE COOPERATIVE LEARNING MODEL
ASSISTED BY INTERACTIVE POWERPOINT ON THE MATHEMATICS
KNOWLEDGE COMPETENCE OF FOURTH-GRADE STUDENTS IN
CLUSTER VII, GIANYAR DISTRICT**

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ABSTRACT

The low level of mathematics knowledge competence among elementary school students has become a problem that needs to be addressed immediately through innovative, interactive, and meaningful learning. In elementary school mathematics instruction, teachers tend to employ conventional teaching methods with limited variations in models and media. This study aimed to analyze the effect of the STAD-type cooperative learning model assisted by interactive PowerPoint on the mathematics knowledge competence of fourth-grade students in Cluster VII, Gianyar District. This study was a quasi-experimental research employing a non-equivalent control group design. The population of this study consisted of 140 fourth-grade elementary school students in Cluster VII, Gianyar District. The sample was determined using the cluster random sampling technique. The data collection method used a multiple-choice mathematics knowledge competence test that had been tested for validity, reliability, difficulty level, and discriminating power. The data were analyzed using descriptive statistics and inferential statistics through a t-test. The results of the study showed that there was a significant difference in mathematics knowledge competence between students who were taught using the STAD-type cooperative learning model assisted by interactive PowerPoint and those who were taught using conventional learning. The research results indicate a significant difference, showing that the STAD learning model assisted by interactive PowerPoint has a positive effect on students' mathematical knowledge competence. Students who participated in learning using the STAD-type cooperative learning model assisted by interactive PowerPoint obtained higher mathematics knowledge competence scores compared to students who participated in conventional learning. Based on these findings, it can be concluded that the STAD-type cooperative learning model assisted by interactive PowerPoint had a significant effect on the mathematics knowledge competence of fourth-grade students in Cluster VII, Gianyar District. The implication of this study indicates that the implementation of a cooperative learning model combined with interactive media is able to create a more active, engaging, and meaningful learning process, thereby improving students' mathematics knowledge competence optimally.

Keywords: STAD-Type Cooperative Learning Model, Interactive PowerPoint, Mathematics Knowledge Competence