

PENGARUH MODEL PEMBELAJARAN *INKUIRI TERBIMBING* BERBANTUAN MEDIA
VIDEO *FUNMATH* TERHADAP KEMAMPUAN PEMAHAMAN KONSEP MATEMATIS
SISWA KELAS III

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran inkuiri terbimbing berbantuan media video FunMath terhadap kemampuan pemahaman konsep matematika siswa kelas III SD. Penelitian menggunakan pendekatan kuantitatif dengan desain *quasi experiment* tipe *Nonequivalent Control Group Design*. Sampel penelitian terdiri dari dua kelas, yaitu kelas IIIA sebagai kelas eksperimen dan kelas IIIB sebagai kelas kontrol masing-masing 20 sampel. Instrumen berupa tes pemahaman konsep matematis yang telah memenuhi kriteria validitas dan reliabilitas dengan nilai Cronbach's alpha 0,777. Hasil penelitian menunjukkan bahwa : (1) Terdapat perbedaan kemampuan pemahaman konsep matematis terhadap model pembelajaran I inkuiri terbimbing berbantuan media video *Fun Math*, Uji *paired sample t-test* menunjukkan perbedaan yang signifikan antara pretest dan posttest pada kelas eksperimen ($t = -22,995$; $p < 0,001$). Uji *independent sample t-test* menunjukkan perbedaan signifikan antara kelas eksperimen dan kelas kontrol pada posttest ($p < 0,05$). (2) Terdapat pengaruh model pembelajaran inkuiri terbimbing berbantuan media video *Fun Math* berada pada kategori sedang–kuat dengan nilai *effect size* (Cohen's d) sebesar 1,63. (3) terdapat peningkatan kemampuan pemahaman konsep matematis siswa pada kelas IIIA dari $46,00 \pm 6,92$ menjadi $83,10 \pm 6,55$, sedangkan pada kelas IIIB meningkat dari $48,10 \pm 7,01$ menjadi $74,40 \pm 7,12$. Hasil ini menunjukkan bahwa model pembelajaran inkuiri terbimbing berbantuan media video FunMath efektif meningkatkan kemampuan pemahaman konsep matematika siswa kelas III SD.

Kata kunci: Inkuiri Terbimbing, Video FunMath, Pemahaman Konsep

THE EFFECT OF GUIDED INQUIRY LEARNING MODEL USING FUNMATH VIDEO MEDIA ON THE CONCEPT UNDERSTANDING ABILITY OF GRADE III STUDENTS

ABSTRACT

This study aims to determine the effect of the guided inquiry learning model assisted by FunMath video media on the mathematical concept understanding ability of third-grade elementary school students. The study used a quantitative approach with a quasi-experimental design of the Nonequivalent Control Group Design type. The study sample consisted of two classes, namely class IIIA as the experimental class and class IIIB as the control class, each with 20 samples. The instrument was a mathematical concept understanding test that had met the validity and reliability criteria with a Cronbach's alpha value of 0.777. The results of the study showed that: (1) There was a difference in the ability to understand mathematical concepts towards the guided inquiry learning model assisted by FunMath video media. The paired sample t-test showed a significant difference between the pretest and posttest in the experimental class ($t = -22.995$; $p < 0.001$). The independent sample t-test showed a significant difference between the experimental class and the control class in the posttest ($p < 0.05$). (2) The guided inquiry learning model assisted by Fun Math video media has a moderate-strong effect with an effect size (Cohen's d) of 1.63. (3) There is an increase in students' mathematical concept understanding ability in class IIIA from 46.00 ± 6.92 to 83.10 ± 6.55 , while in class IIIB it increases from 48.10 ± 7.01 to 74.40 ± 7.12 . These results indicate that the guided inquiry learning model assisted by FunMath video media is effective in improving students' mathematical concept understanding ability in class III of elementary school. Keywords: Guided Inquiry, FunMath Video, Concept Understanding