

## ABSTRAK

**Rahmawati**, 2026. *Pengaruh Model Discovery Learning Terhadap Hasil Belajar Matematika Pada Materi Pecahan Siswa Kelas Iv SD MIS Nurul Huda*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh bapak Nasrun dan bapak Sirajuddin.

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model *Discovery Learning* terhadap hasil belajar matematika pada materi penjumlahan pecahan siswa kelas IV MIS Nurul Huda. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis *Pre-Experimental* dalam bentuk *One Group Pretest-Posttest Design*. Sampel penelitian berjumlah 23 siswa kelas IV MIS Nurul Huda. Instrumen yang digunakan berupa tes hasil belajar dalam bentuk *pretest* dan *posttest* pada materi penjumlahan pecahan biasa dan pecahan campuran. Teknik pengumpulan data dilakukan melalui pemberian tes sebelum dan sesudah perlakuan. Data yang diperoleh dianalisis menggunakan statistik deskriptif dan uji *Wilcoxon Signed Ranks Test* dengan bantuan program SPSS versi 25.

Hasil penelitian menunjukkan bahwa rata-rata nilai pretest sebesar 21,74 dengan kategori sangat rendah dan seluruh siswa (100%) belum mencapai KKM 75. Setelah penerapan model, rata-rata nilai posttest meningkat menjadi 83,70 dengan kategori tinggi dan sebanyak 19 siswa (82,61%) mencapai ketuntasan belajar. Selain itu, hasil observasi menunjukkan bahwa aktivitas siswa didominasi kategori cukup aktif (47,82%), diikuti aktif (30,43%), sangat aktif (13,04%), dan kurang aktif (8,69%), yang mengindikasikan adanya peningkatan keterlibatan siswa selama proses pembelajaran. Hasil uji *Wilcoxon* menunjukkan nilai signifikansi  $0,000 < 0,05$ , sehingga dapat disimpulkan bahwa terdapat pengaruh signifikan penerapan model *Discovery Learning* terhadap hasil belajar matematika siswa.

**Kata Kunci:** *Discovery Learning*, Hasil Belajar, Matematika, Materi Pecahan.

## ABSTRACT

**Rahmawati**, 2026. *The Effect of the Discovery Learning Model on Mathematics Learning Outcomes in Fractions for Fourth-Grade Students of MIS Nurul Huda Elementary School. Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Mr. Nasrun and Mr. Sirajuddin.*

*This study aims to determine the effect of implementing the Discovery Learning model on mathematics learning outcomes in fraction addition for fourth-grade students of MIS Nurul Huda. This study used a quantitative approach with a Pre-Experimental type in the form of a One Group Pretest-Posttest Design. The research sample consisted of 23 fourth-grade students of MIS Nurul Huda. The instrument used was a learning outcome test in the form of a pretest and posttest on the addition of ordinary fractions and mixed fractions. Data collection techniques were carried out through administering tests before and after the treatment. The data obtained were analyzed using descriptive statistics and the Wilcoxon Signed Ranks Test with the help of SPSS version 25.*

*The results showed that the average pretest score was 21.74, categorized as very low, and all students (100%) had not achieved the Minimum Competency (KKM) of 75. After implementing the Discovery Learning model, the average posttest score increased to 83.70, categorized as high, and 19 students (82.61%) achieved learning completion. Furthermore, observations showed that student activity was dominated by the moderately active category (47.82%), followed by active (30.43%), very active (13.04%), and less active (8.69%), indicating increased student engagement during the learning process. The Wilcoxon test showed a significance value of  $0.000 < 0.05$ , thus concluding that the implementation of the Discovery Learning model had a significant effect on students' mathematics learning outcomes.*

**Keywords:** *Discovery Learning, Learning Outcomes, Mathematics, Fractions.*