

**PENGARUH GAME BASED LEARNING TERHADAP KEMAMPUAN
NUMERASI SISWA KELAS III UPT SD NEGERI 060938 MEDAN
JOHOR T.P 2024/2025**

ABSTRAK

Penelitian ini dilatar belakangi oleh rendahnya kemampuan numerasi siswa di Kota Medan, di mana hanya mencapai 50% hingga 65% yang memiliki kemampuan numerasi yang memadai. Salah satu faktor penyebabnya adalah metode pembelajaran yang kurang tepat dan bervariasi, sehingga memengaruhi pencapaian siswa dalam numerasi. Penelitian ini bertujuan untuk melihat pengaruh *Game based learning* terhadap kemampuan numerasi siswa kelas III di UPT SD Negeri 060938 Medan Johor. Penelitian dilaksanakan pada 18-19 November 2024 dengan populasi seluruh siswa kelas III-A dan III-B sebanyak 40 siswa, yang semuanya menjadi sampel penelitian. Metode yang digunakan adalah kuantitatif dengan desain eksperimen semu (Quasi-Experimental), yaitu desain pretest-posttest kelompok kontrol. Kelompok eksperimen (kelas III-A) menggunakan model *Game based learning*, sedangkan kelompok kontrol (kelas III-B) tanpa menggunakan model tersebut. Hasil pretest menunjukkan rata-rata nilai kelas III-A adalah 35 dan kelas III-B adalah 37,5. Setelah perlakuan, hasil posttest meningkat menjadi 81 pada kelas III-A dengan kategori kemampuan numerasi (baik) dan 60 pada kelas III-B kemampuan numerasi (cukup baik). Uji hipotesis menghasilkan $t_{hitung} (2,9558) > t_{tabel} (2,0243)$, menunjukkan H_0 ditolak dan H_1 diterima, sehingga terdapat pengaruh signifikan penggunaan *game based learning* terhadap kemampuan numerasi siswa. Kesimpulannya, terdapat pengaruh penggunaan model *game based learning* terhadap kemampuan numerasi siswa kelas III di UPT SD Negeri 060938 Medan Johor.

Kata Kunci: *Game based learning*, *Quasi-Experimental*, kemampuan numerasi

THE INFLUENCE OF GAME BASED LEARNING ON THE NUMERACY SKILLS OF THIRD GRADE STUDENTS AT UPT SD NEGERI 060938 MEDAN JOHOR IN THE 2024/2025 ACADEMIC YEAR

ABSTRACT

This research is motivated by the low numeracy skills of students in Medan City, where only 50% to 65% have adequate numeracy skills. One of the contributing factors is the lack of appropriate and varied teaching methods, which affects students' numeracy achievement. This study aims to examine the influence of game-based learning on the numeracy skills of third-grade students at UPT SD Negeri 060938 Medan Johor. The research was conducted on November 18-19, 2024, with a population consisting of all third-grade students in classes III-A and III-B, totaling 40 students, who all served as the research sample. The method used is quantitative with a quasi-experimental design, specifically a pretest-posttest control group design. The experimental group (class III-A) applied the game-based learning model, while the control group (class III-B) did not. The pretest results showed that the average score of class III-A was 35, and class III-B was 37.5. After the treatment, the posttest results increased to 81 in class III-A, categorized as good numeracy skills, and 60 in class III-B, categorized as fairly good numeracy skills. Hypothesis testing resulted in $t\text{-value} (2.9558) > t\text{-table} (2.0243)$, indicating that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This demonstrates a significant effect of game-based learning on students' numeracy skills. In conclusion, the use of the game-based learning model significantly influences the numeracy skills of third-grade students at UPT SD Negeri 060938 Medan Johor.

Keywords: Game-based learning, Quasi-Experimental, numeracy skills