

**PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE STAD
BERBANTUAN MEDIA ANIMASI TERHADAP HASIL
BELAJAR SISWA KELAS IV
SDN 060972 MEDAN
T.A 2025/2026**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe *Student Teams Achievement Division* (STAD) berbantuan media animasi terhadap hasil belajar matematika siswa kelas IV SDN 060972 Medan pada materi pecahan Tahun Pelajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (*quasi experiment*) dan desain *pretest-posttest control group design*. Subjek penelitian terdiri dari dua kelas, yaitu kelas IV A sebagai kelas eksperimen dan kelas IV B sebagai kelas kontrol, dengan jumlah keseluruhan siswa sebanyak 52 orang. Teknik pengumpulan data menggunakan tes hasil belajar berupa pretest dan posttest. Data dianalisis melalui uji normalitas, uji homogenitas, dan uji hipotesis menggunakan uji-t. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest siswa kelas IV A sebesar 40,8 dan kelas IV B sebesar 57,6. Setelah diberikan perlakuan, nilai rata-rata posttest kelas eksperimen meningkat menjadi 85,19, sedangkan kelas kontrol memperoleh nilai rata-rata 77,07. Hasil uji normalitas dan homogenitas menunjukkan bahwa data berdistribusi normal dan homogen. Berdasarkan hasil uji-t, diperoleh bahwa terdapat pengaruh yang signifikan penerapan model pembelajaran kooperatif tipe STAD berbantuan media animasi terhadap hasil belajar matematika siswa. Simpulan penelitian menunjukkan bahwa model pembelajaran kooperatif tipe STAD berbantuan media animasi berpengaruh secara signifikan terhadap hasil belajar matematika siswa kelas IV SD N 00972 Medan. Model pembelajaran ini dapat dijadikan sebagai alternatif pembelajaran yang efektif untuk meningkatkan hasil belajar matematika, khususnya pada materi pecahan.

Kata kunci : model pembelajaran STAD, media animasi, hasil belajar, matematika, sekolah dasar.

***The Effect of the STAD-Type Cooperative Learning Model Assisted
by Animation Media on the Learning Outcomes of
Fourth-Grade Students at SDN 060972
Medan in the Academic
Year 2025/2026.”***

ABSTRACT

This study aims to determine the effect of the Student Teams Achievement Division (STAD) cooperative learning model assisted by animation media on students mathematics learning outcomes in fraction material for fourth-grade students of SDN 060972 Medan in the 2025/2026 academic year. This research employed a quantitative approach using a quasi-experimental method with a pretest-posttest control group design. The research subjects consisted of two classes : class IV A as the experimental class and class IV B as the control class, with a total of 52 students. Data analysis was conducted using normality tests, homogeneity tests, and hypothesis testing with a t-test. The results showed that the average pretest score of class IV A was 40,8, while class IV B obtained an average score of 57,6. After the treatment, the average posttest score of the experimental class increased to 85,19, whereas the contro class achieved an average score of 77,07. The results of the normality and homogeneity test indicated that the data were normally distributed and homogeneous. Based on the results of the t-test, it was concluded that the application of the STAD cooperative learning model assisted by animation media had a significant effect on students mathematics learning outcomes. The conclusion of this study indicates that the STAD cooperative learning model assisted by animation media significantly affects the mathematics learning outcomes of fourth-grade students at SDN 060972 Medan. Therefore, this learning model is recommended as an effective alternative to improve students mathematics learning outcomes, particularly in fraction material.

Keywords : STAD cooperative learning model, animation media, learning outcomes, mathematics, elementary school.