

ABSTRAK

KEMAMPUAN *COMPUTATIONAL THINKING* DALAM
PEMBELAJARAN MATEMATIKA KELAS V SD

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Penelitian ini bertujuan untuk mendeskripsikan profil kemampuan *Computational Thinking* siswa kelas V SD dalam pembelajaran matematika, serta menganalisis capaian siswa pada setiap indikator *Computational Thinking* yang meliputi dekomposisi, pengenalan pola, abstraksi, dan algoritma. Jenis penelitian ini adalah kuantitatif deskriptif dengan metode tes pilihan ganda. Populasi penelitian mencakup seluruh siswa kelas V-A dan V-C di SD Marsudirini II Bekasi, dengan teknik pengambilan sampel menggunakan *purposive sampling* berpatokan pada tabel Krejcie dan Morgan sehingga diperoleh sampel sebanyak 48 siswa. Data penelitian dikumpulkan melalui instrumen tes pilihan ganda berbasis empat indikator *Computational Thinking* yang didistribusikan secara digital melalui *Google Forms*. Instrumen tes telah melalui uji validasi isi dan muka oleh validator ahli. Hasil penelitian menunjukkan bahwa gambaran awal capaian siswa pada masing-masing indikator menunjukkan rata-rata tertinggi pada aspek **abstraksi** (9,37), diikuti oleh **pengenalan pola** (9,06), serta **dekomposisi** dan **algoritma** (masing-masing 8,95). Temuan ini membuktikan bahwa siswa telah mampu menggunakan kerangka berpikir komputasional secara terstruktur dalam memecahkan masalah matematika.

Kata kunci : *Computational Thinking*, Pembelajaran Matematika, Sekolah Dasar.

ABSTRACT

**COMPUTATIONAL THINKING SKILLS IN FIFTH-GRADE MATHEMATICS
LEARNING AT ELEMENTARY SCHOOL**

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*This study aims to describe the computational thinking ability profiles of fifth-grade elementary school students in mathematics learning, as well as to analyze student achievement on each computational thinking indicator, which includes decomposition, pattern recognition, abstraction, and algorithms. This is a descriptive quantitative study using a multiple-choice test. The study population included all students in fifth-grade classes V-A and V-C at Marsudirini II Elementary School in Bekasi. The sampling technique used purposive sampling based on the Krejcie and Morgan table, resulting in a sample of 48 students. Research data were collected using a multiple-choice test instrument based on the four Computational Thinking indicators, which was distributed digitally via Google Forms. The test instrument underwent content and face validity testing by expert validators. The results showed that the initial assessment of student achievement on each indicator revealed the highest average score in the **abstraction aspect** (9.37), followed by **pattern recognition** (9.06), and **decomposition and algorithms** (8.95 each). These findings demonstrate that students were able to apply a structured computational thinking framework to solve mathematical problems.*

Keywords : Computational Thinking, Mathematics Education, Elementary School.