

ABSTRAK

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PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE *STUDENT TEAM ACHIEVEMENT DIVISION* UNTUK MENINGKATKAN PEMAHAMAN KONSEP HIMPUNAN MURID KELAS VII SLH LABUAN BAJO

(xv + 54 halaman: 2 gambar; 18 tabel; 32 lampiran)

Kemampuan memahami konsep merupakan dasar yang diperlukan murid untuk dapat mencapai tujuan mempelajari matematika. Melalui pemahaman konsep, murid memecahkan masalah-masalah yang berkaitan dengan konsep matematika. Pada kenyataannya, masalah yang sering terjadi di dalam kelas adalah kurangnya kemampuan murid dalam memahami konsep matematika dengan benar. Masalah ini juga terjadi di kelas VII Sekolah Lentera Harapan Labuan Bajo. Berdasarkan hasil tes yang dilakukan sebanyak dua kali, didapati bahwa murid belum mampu membuat contoh himpunan, menyatakan himpunan dengan tiga cara, dan membuat irisan dua himpunan. Untuk mengatasi hal ini, peneliti menerapkan model pembelajaran kooperatif tipe *Student Team Achievement Division* yang bertujuan untuk meningkatkan pemahaman konsep murid dan mengetahui tahapan-tahapan penerapan model pembelajaran kooperatif tipe *Student Team Achievement Division*.

Metode penelitian yang digunakan adalah penelitian tindakan kelas menurut Pelton yang dilakukan sebanyak dua kali penerapan. Penelitian ini dilaksanakan pada 8 – 23 Oktober 2018 di Sekolah Lentera Harapan Labuan Bajo dengan subyek penelitian murid kelas VII. Sumber data yang digunakan antara lain rencana pelaksanaan pembelajaran, umpan balik, observasi (*checklist*), jurnal refleksi, dan tes.

Hasil dari penelitian ini menunjukkan bahwa model pembelajaran kooperatif tipe *Student Team Achievement Division* meningkatkan pemahaman konsep murid kelas VII. Pada penerapan I persentase hasil tes pemahaman konsep murid mencapai 73% sedangkan pada penerapan II persentase hasil tes pemahaman konsep murid mencapai 91%. Tahapan pembelajaran yang dilakukan meliputi: presentasi materi, tim, kuis, skor kemajuan individual, dan rekognisi tim. Dengan demikian dapat disimpulkan bahwa model pembelajaran kooperatif tipe *Student Team Achievement Division* meningkatkan pemahaman konsep murid dengan tahapan-tahapan pembelajaran yang dilaksanakan dengan tepat.

Kata Kunci: Pemahaman Konsep, Model Pembelajaran Kooperatif, *Student Team Achievement Division*

Referensi: 50 (2004-2018).

ABSTRACT

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THE IMPLEMENTATION OF COOPERATIVE LEARNING MODEL TYPE STUDENT TEAM ACHIEVEMENT DIVISION TO IMPROVE GRADE VII STUDENTS' CONCEPTUAL UNDERSTANDING IN SET MATERIAL AT SLH LABUAN BAJO

(xv + 54 pages: 2 figures; 18 tables; 32 appendices)

The ability to understand concept is a basic ability which is needed by the students to achieve mathematics learning objectives. Through the conceptual understanding, the students solve the problems those are connected with conceptual understanding. In the reality, the problem which often happens in the class the lack of students' ability in understanding the correct mathematics concept. This problem also happened in VII grade Sekolah Lentera Harapan Labuan Bajo. According to the test result which were done twice, it was found that students were not able to give examples of sets, represent sets in three ways, and make the intersections of two sets. In order to resolve this problem, the researcher implemented cooperative learning model type Student Team Achievement Division to improve students' conceptual understanding and know the steps of the implementation of cooperative learning model type Student Team Achievement Division.

Research method that is used is classroom action research according to Pelton with two implementations. This research was conducted from October 8 – 23, 2018 at Sekolah Lentera Harapan Labuan Bajo with VII grade students as the research subjects. The data sources which were used are lesson plan, feedback, observation (checklist), reflection journal, and test.

The result of this research shows that cooperative learning model type Student Team Achievement Division improved VII grade students' conceptual understanding. In the first implementation the percentage of students' conceptual understanding based in test result reached 73%, meanwhile in the second implementation the percentage of students' conceptual understanding based in test result reached 91%. The steps implemented were: presentation of material, team, quiz, individual score improvement, and team recognition. Therefore, it can be concluded that cooperative learning model type Student Team Achievement Division improve students' conceptual understanding by the implementation of all steps well.

Keywords: Conceptual Understanding, Cooperative Learning Model, Student Team Achievement Division

References: 50 (2004-2018).