

ABSTRAK

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PENERAPAN METODE *NUMBERED HEADS TOGETHER* UNTUK MENINJAU PERKEMBANGAN PEMAHAMAN KONSEP MATEMATIS SISWA KELAS VII DI SALAH SATU SMP KRISTEN RANTEPAO

(xiv + 46 halaman: 3 gambar; 17 tabel; 22 lampiran)

Salah satu tujuan dari pembelajaran Matematika adalah mengembangkan konsep siswa untuk dapat menyelesaikan masalah Matematika. Dalam pembelajaran Matematika, memahami konsep sangat penting karena dengan memahami konsep Matematika siswa dapat mempelajari sesuatu yang lebih kompleks. Pada kenyataannya, peneliti masih menemukan bahwa siswa mengalami kesulitan dalam memahami konsep Matematika. Peneliti kemudian menerapkan metode *Numbered Heads Together* untuk meninjau perkembangan pemahaman konsep matematis siswa.

Penelitian dilakukan kepada 32 siswa kelas VII 4 di salah satu SMP Kristen Rantepao pada 20 Agustus 2018 – 8 Oktober 2018 menggunakan jenis penelitian tindakan kelas (PTK) Robert Pelton. Penelitian dilakukan dalam satu kali penerapan tindakan yang terdiri dari 5 tahap, yaitu identifikasi masalah, pengumpulan data, perencanaan tindakan, pelaksanaan tindakan, dan assesmen luaran. Peneliti menggunakan tiga indikator untuk meninjau perkembangan pemahaman konsep matematis siswa, yaitu: 1) menyatakan ulang sebuah konsep, 2) menyajikan konsep dalam berbagai representasi, dan 3) mengaitkan hubungan konsep dengan operasi Matematika. Sumber data dalam penelitian ini antara lain: hasil pekerjaan siswa, lembar observasi mentor, tes, dan jurnal refleksi peneliti.

Hasil analisis berdasarkan data yang diperoleh dari masing-masing sumber data menunjukkan bahwa penerapan metode *Numbered Heads Together* dapat membantu mengembangkan pemahaman konsep matematis siswa kelas VII 4 di salah satu SMP Kristen Rantepao.

Kata kunci: metode *Numbered Heads Together*, pemahaman konsep matematis

Referensi: 42 (2001-2018).

ABSTRACT

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THE IMPLEMENTATION OF NUMBERED HEADS TOGETHER METHOD TO REVIEW STUDENTS' MATHEMATICAL CONCEPTUAL UNDERSTANDING PROGRESS ON GRADE VII IN ONE OF THE RANTEPAO CHRISTIAN SCHOOL

(xiv + 46 pages: 3 figures; 17 tables; 22 appendices)

One of the aims of learning mathematics is to develop the students' concept to solve mathematics' questions. In learning mathematics, conceptual understanding is very important because by understanding the concepts of mathematics, students can learn something that is more complex. In fact, the researcher still find that students have difficulty in understanding the mathematics' concepts. The researcher subsequently applied the Number Head Together method to review the progress of students' mathematical conceptual understanding.

The research was conducted on 32 students of grade VII 4 in one Christian School at Rantepao from August 20th, 2018 until October 8th, 2018 using Robert Pelton's classroom action research (CAR). The research was conducted in one implementation consisting of 5 stages, which are: issue identification, data collection, action planning, plan activation, and outcome assessment. The researcher used three indicators to review the development of students' mathematical conceptual understanding, which are: 1) restating the concept, 2) presenting concepts in various representations, 3) connecting the relation among concepts and mathematical operations. The data source for this research are: students work results, mentor observation sheets, and researcher's reflection journals.

The result of the analysis based on the data that was obtained from each data source indicate that the implementation of the Numbered Heads Together method could help to develop students' mathematical conceptual understanding of grade VII 4 in one of the Rantepao Christian Middle Schools.

Key words: Numbered Heads Together method, mathematical conceptual understanding

References: 42 (2001-2018).