ABSTRAK

Pratama, 2018, Pengembangan Lembar Kerja Siswa Materi Turunan dengan Model Pembelajaran *Problem Based Learning* Berbasis *Certainly Of Response Index* Untuk Meningkatkan Pemahaman Konsep Siswa. Skripsi, Program Studi Pendidikan Matematika, Universitas Muhammadiyah Semarang. Pembimbing: Martyana Prihaswati, S.Si., M.Pd.,Dwi Sulistyaningsih, S.Si.,M.Pd.

Kata Kunci : LKS, *Problem Based Learning, Certainly of Response Index.*

Permasalahan dalam penelitian ini adalah rendahnya kedisiplinan dan kekatifan pada saat mengikuti pembelajaran. Pemahaman konsep siswa kurang disebabkan pembelajaran didominasi LKS. Tujuan penelitian ini adalah (1) mengetahui LKS valid, (2) mengetahui keefektifan penerapan LKS, (3) mengetahui peningkatan kemampuan pemahaman konsep siswa setelah menggunakan LKS. Jenis penelitian ini adalah *R&D* denggan model pengembangan ADDIE. Penelitian ini untuk mengembangkan LKS dengan model pembelajaran *Problem Based Learning* berbasis *Certainly of Response Index*. Populasi yang digunakan dalam penelitian ini adalah SMA Walisongo Semarang kelas XI. Hasil yang diperoleh yaitu: uji validitas LKS diperoleh persentase sebesar 83,33% dalam kategori valid dan layak digunakan. Uji efektifitas mengambil data ketuntasan pemahaman konsep didapat $t_{hitung} = 4,053$ dan $Z_{hitung} = 0,21$ sehingga dapat dikatakan data mencapai ketuntasan individu dan klasikal. Uji pengaruh Kedisiplinan dan keaktian terhadap kemampuan pemahaman konsep sebesar 92,1%. Uji beda rata-rata didapat kelas eksperimen sebesar 86,31 lebih tinggi dibanding kelas kontrol sebesar 81,42 sehingga dapat dikatakan pembelajaran efektif. Uji peningkatan pemahaman konsep diperoleh nilai 0,56 yaitu terdapat peningkatan kemampuan pemahaman konsep dengan kriteria sedang. Berdasarkan hasil tersebut maka pengembangan LKS valid, pembelajaran efektif, serta dapat meningkatkan kemampuan pemahaman konsep, sehingga dapat digunakan sebagai inovasi dalam pembelajaran.

ABSTRACT

Pratama, 2017, Development of Student Worksheets Derivative Material with Learning Model Based on Certainly Of Response Index to Improve Understanding of Students' Concepts. Thesis, Mathematics Education Study Program, University of Muhammadiyah Semarang. Advisor: Martyana Prihaswati, S.Si., M.Pd., Dwi Sulistyaningsih,S.Si.,M.Pd.

Keywords: LKS, Problem Based Learning, Certainly of Response Index.

The problem in this study is the low discipline and loyalty during learning. Understanding the concept of students is less due to learning dominated by LKS. The purpose of this study was (1) to find out the valid LKS, (2) to know the effectiveness of the application of LKS, (3) to know the improvement of students' understanding of the ability of the concept after using LKS. This type of research is R & D with the ADDIE development model. This research is to develop worksheets with the Problem Based Learning learning model based on Certainly of Response Index. The population used in this study was Walisongo Semarang High School class XI. The results obtained are: test the validity of worksheets obtained a percentage of 83.33% in the valid category and feasible to use. The effectiveness test of taking data on comprehension of concept comprehension is obtained $t_{count} = 4.053$ and $Z_{hitung} = 0.21$ so that it can be said that the data reaches individual and classical completeness. Test the influence of discipline and activity on the ability to understand the concept of 92.1%. The average difference test obtained by the experimental class is 86.31 higher than the control class of 81.42 so that it can be said to be effective learning. Test of increasing the understanding of the concept obtained a value of 0.56, namely there is an increase in the ability to understand the concept with the criteria being medium. Based on these results, the development of LKS is valid, effective learning, and can improve the ability to understand concepts, so that it can be an innovation in learning.