ABSTRAK

Kusnia, Yalailati. 2018. Perbandingan Efektifitas Model Pembelajaran *Two Stay Two Stray*(TSTS) Pendekatan *Problem Based Learning*(PBL) dan Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Pendekatan *Problem Based Learning*(PBL) Terhadap Kemampuan Pemahaman Konsep Siswa Kelas VIII Materi Relasi dan Fungsi. *Skripsi*, Program Studi Pendidikan Matematika Universitas Muhammadiyah Semarang. Pembimbing: I. Eko Andy Purnomo, M.Pd., II. Venissa Dian Mawarsari, M.Pd.

Kata Kunci: Pemahaman Konsep, Model TSTS Pendekatan PBL, Model PQ4RPendekatan PBL

Permasalahan ini dilatar belakangi oleh rata-rata kemampuan pemahaman konsep siswa masih rendah pada mata pelajaran matematika kususnya pada pokok bahasan relasi dan fungsi. siswa masih mengalami kesulitan untuk menangkap suatu materi relasi dan fungsi karena pemahaman untuk menyajikan konsep ke dalam berbagai bentuk matematis seperti membuat tabel, grafik, maupun diagram siswa masih kebingungan. Permasalahan tersebut dipengaruhi oleh rendahnya motivasi dan kerja keras dalam proses pembelajaran. Untuk mengatasi permasalahan tersebut dengan menerapkan dua model pembelajaran yaitu model TSTS pendekatan PBL dan model PQ4R pendekatan PBL. Penelitian ini bertujuan untuk mengetahui efektifitas penerapan kedua model tersebut dan mengetahui perbandingan kemampuan pemahaman konsep setelah penerapan kedua model tersebut.

Jenis penelitian eksperimen dengan populasi seluruh kelas VIII di MTs Tajul Ulum Banin Brabo tahun ajaran 2018-2019. Teknik pengambilan sampel yang digunakan yaitu teknik *simple random sampling*, sampel yang diambil yaitu kelas VIII F (eksperimen 1), VIII A (eksperimen 2), VIII B (kontrol), dan VIII C (uji coba). Ada tiga variabel yang digunakan dalam penelitian ini yaitu motivasi dan kerja keras sebagai variabel bebas (X_1 dan X_2) dan kemampuan pemahaman konsep sebagai variabel terikatnya (Y). Teknik pengambilan data yaitu metode angket untuk mengetahui motivasi siswa, lembar pengamatan untuk mengetahui kerja keras siswa saat pembelajaran berlangsung, dan tes evaluasi untuk mengetahui pemahaman konsep siswa.

Hasil penelitian menunjukkan, baik model TSTS pendekatan PBL dan PQ4R pendekatan PBL mencapai ketuntasan kemampuan pemahaman konsep secara individual dan klasikal yakni eksperimen 1 sebesar 85,37 dan 86%, dan eksperimen 2 sebesar 84,30 dan 90,9%. Terdapat pengaruh motivasi dan kerja keras siswa dalam model TSTS pendekatan PBL sebesar 55,6%, dan model PQ4R pendekatan PBL sebesar 75,1%. Terdapat perbedaan rata-rata antara kelas eksperimen model TSTS pendekatan PBL sebesar 85,37 dengan kelas kontrol sebesar 72,64, dan terdapat perbedaan rata-rata antara kelas eksperimen model PQ4R pendekatan PBL sebesar 84,30 dengan kelas kontrol sebesar 72,64. Hasil uji banding kedua model tersebut didapat kesimpulan bahwa rataan kelas eksperimen model PQ4R pendekatan PBL lebih baik dari pada rataan kelas eksperimen model TSTS pendekatan PBL. Jadi dalam pelaksanaannya kedua model tersebut sama-sama efektif dan berpengaruh pada kemampuan pemahaman konsep siswa pada materi relasi dan fungsi. Ditandai dengan nilai rata-rata kemampuan pemahaman konsep siswa yang menggunakan model PQ4R pendekatan PBL hampir mendekati nilai siswa yang menggunakan model TSTS pendekatan PBL. Saran, guru dapat menerapkan model pembelajaran kooperatif yang dapat meningkatkan motivasi, kerja keras dan berdampak baik pula bagi kemampuan pemahaman konsep siswa.

ABSTRACT

Kusnia, Yalailati. 2018. Comparison of the Effectiveness of Two Stay Two Stray Learning Models (TSTS) Problem Based Learning Approaches (PBL) and Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Problem Based Learning (PBL) Approaches to the Concept Understanding Ability of Class VIII Students Relationship and Function Material. Thesis, Mathematics Education Study Program, University of Muhammadiyah Semarang. Advisor: I. Eko Andy Purnomo, M.Pd., II. Venissa Dian Mawarsari, M.Pd.

Keywords: Concept Understanding, TSTS Model PBL Approach, PQ4R Model PBL Approach

This problem is motivated by the average ability of students' conceptual understanding is still low in mathematics subjects specifically on the subject of relations and functions. students still have difficulty capturing a relation and function material because understanding to present concepts into various mathematical forms such as creating tables, graphs, or student diagrams is still confused. These problems are influenced by low motivation and hard work in the learning process. To overcome these problems by applying two learning models, namely the TSTS model PBL approach and the PQ4R model PBL approach. This study aims to find out of the effectiveness of the application of the two models and find out the comparison of the concept comprehension ability after the application of the two models.

This type of research is an experiment with the population of all VIII classes at MTs Tajul Ulum Banin Brabo in the 2018-2019 school year. The sampling technique used is simple random sampling technique, the samples taken are class VIII F (experiment 1), VIII A (experiment 2), VIII B (control), and VIII C (trial). There are three variables used in this study, namely motivation and hard work as independent variables (X1 and X2) and the ability to understand the concept as the dependent variable (Y). Data retrieval technique is a questionnaire method to determine students' motivation, observation sheets to determine students' hard work when learning takes place, and evaluation tests to find out students' understanding of concepts.

The results showed that both the PBL and PQ4R TSTS models the PBL approach achieved the completeness of individual and classical conceptual understanding skills, namely the PBL approach TSTS model of 85.37 and 86%, and the PBL PQ4R model of 84.30 and 90.9%. There is the influence of motivation and hard work of students in the PBL model TSTS approach of 55.6%, and the PBL PQ4R model is 75.1%. There is an average difference between the experimental class TSTS model PBL approach of 85.37 with the control class of 72.64, and there is an average difference between the experimental classes the PQ4R model PBL approach is 84.30 with the control class of 72.64. That is, the average of the experimental class PQ4R model PBL approach is better or equal to the average experimental class of the TSTS model PBL approach. So in the implementation the two models are equally effective and able to improve the ability of students to understand concepts in relation and function material. This is indicated by the average value of students' concept comprehension ability using the PQ4R model PBL approach is almost close to the value of students who use the TSTS model PBL approach. Suggestions, teachers can apply cooperative learning models that can increase motivation, work hard and have a good impact on the ability to understand students' concepts.