

ABSTRAK

Farha 8156181007. Perbedaan Hasil Belajar Pecahan dan Kecerdasan Interpersonal Melalui Model Pembelajaran *Think Pair Shared*, *Numbered Head Together* Siswa Kelas IV SD Negeri 1 Samalanga.

Penelitian ini bertujuan untuk mengetahui : (1) Perbedaan hasil belajar Pecahan siswa yang diajarkan dengan model *Think Pair Shared* dan *Numbered Head Together*, (2) Perbedaan hasil belajar pecahan siswa yang memiliki kecerdasan interpersonal tinggi dengan siswa yang memiliki kecerdasan interpersonal rendah, dan (3) Interaksi antara model pembelajaran dengan kecerdasan interpersonal terhadap hasil belajar matematika siswa di kelas IV SD Negeri 1 Samalanga. Populasi seluruh siswa kelas IV dengan sampel total sampling. Penelitian ini merupakan penelitian *Quasi Exspermental Design* dengan faktorial 2 x 2. Instrumen yang digunakan adalah tes hasil belajar pecahan berupa essay dan tes kecerdasan kecerdasan interpersonal. Analisis data menggunakan anava dua jalur. Hasil penelitian menunjukkan bahwa hasil belajar pecahan siswa yang diajarkan dengan model *Think Pair Shared* berbeda dan menunjukkan hasil yang lebih baik daripada model *Numbered Head Together*, kecerdasan interpersonal tinggi siswa berbeda dan menunjukkan hasil yang lebih baik dibandingkan dengan kecerdasan interpersonal rendah, serta tidak terdapat interaksi antara model pembelajaran dan kecerdasan interpersonal terhadap hasil belajar pecahan.

Kata Kunci : Hasil Belajar Pecahan, Kecerdasan Interpersonal, *Numbered Head Together*, *Think Pair Share*.

ABSTRACT

Farha 8156181007. The Differences in the Results of Fractional Learning and interpersonal intelligence Through the Model of Learning *Think Pair Shared*, *Numbered Head Together* of fourth grade Student in SD 1 Samalanga.

This study aims to determine : (1) Differences in the students learning outcomes are taught with *Think Pair Shared* and *Numbered Head Together* model, (2) differences in the students learning outcomes fractions that have high interpersonal intelligences with low interpersonal intelligences, and (3) the interactions between learning model with interpersonal intelligences on the result of learning fraction of students of fourth grade in SD 1 Samalanga. Population of all students of class IV with total sampling. This study was *Quasi-Experimental Design* with 2x2 factorial. The instrumen used is the result of fractional learning test in the form essay and interpersonal intelligences test. Data analysis using ANAVA two paths. The results showed that The student's fractoinal learning results are taught with differences *Think Pair Shared* and showed a better results than *Numbered Head Togehter* model. Students with high interpersonal intelligences showed better result than the students with low interpersonal intelligences, and there is no interaction between learning models and interpersonal intelligences on the fractional learning outcomes.

Keywords : Fractional Learning results, Interpersonal Intelligences, *Numbered Head Together*, *Think Pair Shared*.

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