

ABSTRAK

Henny Gloria Datubara, NIM 4203111147 (2024). Pengaruh Model Pembelajaran Kooperatif Tipe *Teams Games Tournament* Berbantuan *Wordwall* Terhadap Kemampuan Pemecahan Masalah Peserta Didik Kelas VII.

Penelitian ini bertujuan untuk mengevaluasi pengaruh model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) berbantuan *Wordwall* terhadap kemampuan pemecahan masalah matematis peserta didik kelas VII di SMPN 27 Medan pada semester genap Tahun Ajaran 2023/2024. Penelitian ini menggunakan desain eksperimen quasi dengan melibatkan dua kelompok: kelompok eksperimen (kelas VII-1) dan kelompok kontrol (kelas VII-3), masing-masing terdiri dari 32 peserta didik. Kelas eksperimen menerima perlakuan menggunakan model TGT berbantuan *Wordwall*, sementara kelas kontrol menjalani pembelajaran konvensional sebagai pembanding. Data yang dikumpulkan dari kedua kelompok ini kemudian dianalisis untuk menguji hipotesis penelitian, dengan fokus pada aspek statistika seperti mean, median, dan modus. Hasil analisis menunjukkan adanya pengaruh signifikan dari penggunaan model TGT berbantuan *Wordwall* terhadap kemampuan pemecahan masalah matematis peserta didik kelas VII di SMPN 27 Medan. Kelas eksperimen menunjukkan nilai rata-rata yang lebih tinggi (82) daripada kelas kontrol (76). Meskipun demikian, variasi nilai antar kedua kelompok relatif stabil, dengan kelas eksperimen menunjukkan sedikit varians yang lebih tinggi (36) dibandingkan kelas kontrol (29,5). Selanjutnya, hasil angket respon peserta didik terhadap Model Pembelajaran Kooperatif Tipe *Teams Games Tournament* berbantuan *Wordwall* menunjukkan bahwa rata-rata respons peserta didik mencapai 85%, mencerminkan penerimaan yang sangat positif terhadap model pembelajaran ini. Hasil ini memberikan implikasi bahwa implementasi model TGT berbantuan *Wordwall* tidak hanya efektif dalam meningkatkan kemampuan pemecahan masalah matematis, tetapi juga mendapat respons yang baik dari peserta didik.

Kata kunci: Model pembelajaran kooperatif, *teams games tournament* (tgt), *wordwall*, kemampuan pemecahan masalah matematis, respons peserta didik.

ABSTRACT

Henny Gloria Datubara, NIM 4203111147 (2024). The Impact of the Teams Games Tournament-Style Cooperative Learning Model with Wordwall Support on Students in Class VII's Ability to Solve Problems.

The purpose of this study is to assess how the cooperative learning model known as Teams Games Tournament (TGT), with support from Wordwall, affected the class VII students at SMPN 27 Medan's ability to solve mathematical problems during the even semester of the 2023–2024 school year. A quasi-experimental approach was employed in this study, with two groups of 32 students each: the experimental group (class VII-1) and the control group (class VII-3). The control class underwent traditional learning as a comparison, whereas the experimental class was treated utilizing the TGT model with Wordwall's assistance. After that, the data gathered from these two groups was examined, with a particular emphasis on statistical concepts like mean, median, and mode, in order to evaluate the research hypothesis. Based on the data, it can be concluded that class VII students at SMPN 27 Medan's ability to solve mathematical problems is significantly impacted by using the TGT model with Wordwall's assistance. Compared to the control class (76), the experimental class had a higher average score (82). Though there was a minor discrepancy (36) between the experimental class and the control class (29.5), overall the variation in scores between the two groups was quite constant. Additionally, the Teams Games Tournament Type Cooperative Learning paradigm, with assistance from Wordwall, received an average response rate of 85% from students, indicating a highly positive reception of this learning paradigm. These findings suggest that using the Wordwall-assisted TGT approach not only helps students solve mathematical problems more effectively, but also receives positive feedback from them.

Keywords: Wordwall, mathematical problem-solving skills, teams games tournament (tgt), cooperative learning approach, and student replies.