

## ABSTRAK

**MAI SAROH NASUTION. Pengaruh Model Kooperatif *Team Assisted Individualization* (TAI) Berbantuan Tutor Sebaya Terhadap Pemahaman Konsep Matematika di Kelas V SDN 101779 Percut. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan, 2026.**

Penelitian ini bertujuan mengetahui pengaruh model pembelajaran kooperatif *Team Assisted Individualization* (TAI) berbantuan tutor sebaya terhadap pemahaman konsep matematika peserta didik kelas V SDN 101779 Percut pada materi pecahan. Penelitian ini menggunakan metode kuantitatif dengan desain *Pre-Experimental* berupa *One Group Pretest-Posttest Design*. Sampel penelitian berjumlah 28 peserta didik yang dipilih melalui teknik sampling jenuh. Pengumpulan data menggunakan observasi, wawancara, dokumentasi, serta tes berupa *pretest* dan *posttest*, sedangkan analisis data menggunakan uji normalitas, uji homogenitas, dan uji hipotesis *Paired Sample t-Test* berbantuan SPSS. Hasil penelitian menunjukkan bahwa penerapan model TAI berbantuan tutor sebaya meningkatkan pemahaman konsep matematika peserta didik, yang terlihat dari perbedaan nilai rata-rata *pretest* dan *posttest*. Uji hipotesis menghasilkan nilai signifikansi (Sig.) sebesar  $0,001 < 0,05$ , sehingga  $H_a$  diterima dan  $H_0$  ditolak. Dengan demikian, model pembelajaran *Team Assisted Individualization* berbantuan tutor sebaya berpengaruh signifikan terhadap pemahaman konsep matematika peserta didik serta meningkatkan keaktifan, kerja sama, dan kemampuan peserta didik dalam memahami serta menerapkan konsep matematika secara lebih bermakna.

**Kata Kunci:** *Model Team Assisted Individualization* (TAI), tutor sebaya, pemahaman konsep matematika, pembelajaran kooperatif.

## ABSTRACT

**MAI SAROH NASUTION. The Effect of the Team Assisted Individualization (TAI) Cooperative Learning Model Assisted by Peer Tutoring on Fifth-Grade Students' Mathematical Conceptual Understanding at SDN 101779 Percut. Skripsi. Medan: Faculty of Education, State University of Medan, 2026.**

This study aims to determine the effect of the cooperative learning model Team Assisted Individualization (TAI) assisted by peer tutoring on the mathematical concept understanding of fifth-grade students at SDN 101779 Percut on fraction material. This study employs a quantitative method with a pre-experimental design in the form of a one-group pretest-posttest design. The sample consists of 28 students selected using a saturated sampling technique. Data collection uses observation, interviews, documentation, and tests in the form of pretest and posttest, while data analysis uses normality tests, homogeneity tests, and hypothesis testing with the paired sample t-test assisted by SPSS. The results show that the implementation of the TAI model assisted by peer tutoring improves students' understanding of mathematical concepts, as indicated by the difference in the average pretest and posttest scores. The hypothesis testing results in a significance value (Sig.) of  $0.001 < 0.05$ , indicating that  $H_a$  is accepted and  $H_0$  is rejected. Thus, the Team Assisted Individualization learning model assisted by peer tutoring has a significant effect on students' understanding of mathematical concepts and also enhances students' activeness, collaboration, and ability to understand and apply mathematical concepts more meaningfully.

**Keywords:** Team Assisted Individualization (TAI) model, peer tutoring, mathematical conceptual understanding, cooperative learning.