

ABSTRAK

ARNI MAWARNI. Perbedaan Kemampuan Pemahaman Konsep dan Komunikasi Matematis Siswa Yang Diberi Pembelajaran Kooperatif Tipe TPS dan STAD. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2018.

Tujuan penelitian ini adalah: (1) untuk mengetahui perbedaan kemampuan pemahaman konsep matematis antara siswa yang diberi pembelajaran kooperatif tipe TPS dan STAD, (2) untuk mengetahui perbedaan kemampuan komunikasi matematis antara siswa yang diberi pembelajaran kooperatif tipe TPS dan STAD, (3) untuk mengetahui ada atau tidak adanya interaksi antara model pembelajaran dengan kemampuan awal matematis siswa terhadap kemampuan pemahaman konsep matematika siswa, (4) untuk mengetahui ada atau tidak adanya interaksi antara model pembelajaran dengan kemampuan awal matematis siswa terhadap kemampuan komunikasi matematika siswa. Populasi penelitian adalah seluruh siswa SMP Negeri 6 Medan. Sampel penelitian diambil secara acak sebanyak 2 kelas berjumlah 60 orang siswa. Analisis data dilakukan dengan Anava Dua Jalur. Hasil penelitian ini menunjukkan bahwa (1) Terdapat perbedaan kemampuan pemahaman konsep matematis siswa yang diberi pembelajaran kooperatif tipe TPS dan STAD. (2) Terdapat perbedaan kemampuan komunikasi matematis siswa yang diberi pembelajaran kooperatif tipe TPS dan STAD. (3) Tidak terdapat interaksi antara model pembelajaran dengan kemampuan awal matematis siswa terhadap kemampuan pemahaman konsep matematika siswa. (4) Tidak terdapat interaksi antara model pembelajaran dengan kemampuan awal matematis siswa terhadap kemampuan komunikasi matematika siswa.

Kata Kunci: Model Pembelajaran Kooperatif Tipe TPS, Pembelajaran Kooperatif Tipe STAD, Pemahaman Konsep Matematis, dan Komunikasi Matematis.



ABSTRACT

ARNI MAWARNI. The difference in Comprehension of Mathematical Concepts and Communication of Students Who Together Cooperative Learning TPS and STAD. Thesis. Medan: Mathematics Education Program Postgraduate School of University of Medan, 2018.

The purpose of this research are: (1) to know the difference of understanding ability of mathematical concept between students who are given cooperative learning type of TPS and STAD, (2) to know the difference of mathematical communication ability between students who are given cooperative learning type of TPS and STAD, (3) to know the presence or absence of interaction between learning model with student's early mathematical ability to student's mathematics understanding concept ability (4) to know the presence or absence of interaction between learning model with student's early mathematical ability to student's mathematics communication ability. The study population is all students of SMP Negeri 6 Medan. The sample of research was taken randomly as many as 2 classes totaling 60 students. Data analysis was done with Two Path Anava. The results of this study indicate that (1) There are difference in the ability of understanding mathematical concepts of students who were given cooperative learning types of TPS and STAD. (2) There are differences of mathematical communication ability of students who are given cooperative learning type of TPS and STAD. (3) There is no interaction between the learning model with the students 'early mathematical ability on the students' math concept. (4) There is no interaction between learning model with students 'mathematical ability to students' mathematical communication ability.

Keywords: Cooperative Learning TPS, Cooperative Learning STAD, Mathematical Concept Understanding and Mathematical Communication.