ABSTRAK

Siti Rahmatunnisa (8156182076). Pengaruh Model Pembelajaran *Make A Match* Dan Kemampuan Kognitif Terhadap Kemampuan Mengenal Konsep Bilangan Anak Usia 5-6 Tahun Di Raudhatul Athfal Mutiara Bunda Banda Aceh. Tesis. Program Studi Pendidikan Dasar Pascasarjana Universitas Negeri Medan, 2020.

Penelitian ini bertolak dari pembelajaran yang dilakukan cenderung berpusat pada guru yaitu pembelajaran didominasi oleh guru, siswa hanya mendengarkan apa yang disampaikan oleh guru mengakibatkan kemampuan mengenal konsep bilangan anak rendah. Penelitian ini bertujuan untuk mengetahui: (1) Perbedaan kemampuan mengenal konsep bilangan antara anak yang diberi model pembelajaran *Make a Match* berbasis kreativitas dengan anak yang diberi model pembelajaran *Make a Match* Anak usia 5-6 tahun di Raudhatul Athfal Mutiara Bunda Banda Aceh; (2) Perbedaan kemampuan mengenal konsep bilangan antara anak yang memiliki kemampuan kognitif tinggi dengan anak yang memiliki kemampuan kognitif rendah Anak usia 5-6 tahun di Raudhatul Athfal Mutiara Bunda Banda Ace; dan (3) Interaksi antara model pembelajaran *Make a Match* dengan kemampuan kognitif anak terhadap kemampuan mengenal konsep anak usia 5-6 tahun di Raudhatul Athfal Mutiara Bunda Banda Aceh. Penelitian ini merupakan penelitian quasi eksperimen. Populasi penelitian ini adalah anak kelas B_1, B_2, B_3, di Raudhatul Athfal Mutiara Bunda Banda Aceh dan sampel penelitian ini adalah kelas B_1 sebanyak 28 anak untuk kelas eksperimen yang diajarkan dengan menggunakan *Make a Match* berbasis kreativitas dan kelas kontrol kelas B_2 sebanyak 28 anak yang diajarkan dengan *Make a Match*. Hasil penelitian menunjukkan bahwa: (1) Kemampuan mengenal konsep bilangan anak yang mendapatkan pembelajaran *Make A Match* berbasis kreativitas sebesar 44,96 lebih besar dari pada anak yang mendapatkan pembelajaran *Make A Match* sebesar 34,64; (2) Dapat diketahui bahwa kemampuan mengenal konsep bilangan anak diajar dengan menggunakan kemampuan kognitif tinggi memperoleh nilai rata – rata = 46,89, sedangkan kemampuan mengenal konsep bilangan anak yang menggunakan kemampuan kognitif rendah memperoleh nilai rata – rata = 33,21; dan (3) Kemampuan mengenal konsep bilangan anak yang diajar dengan pembelajaran *Make A Match* berbasis kreativitas yakni kelompok kemampuan kognitif tinggi (52.38), dan kelompok kemampuan kognitif rendah (38.53), lebih besar jika dibandingkan dengan anak yang diajar dengan pembelajaran *Make A Match* yaitu kelompok kemampuan kognitif tinggi (41.79), dan kelompok kemampuan kognitif rendah (27.50).

Kata Kunci: Make A Match Berbasis Kreativitas, Kemampuan Kognitif, dan Konsep Bilangan

ABSTRACT

Siti Rahmatunnisa (8156182076). The Effect of Make A Match Learning Model and Cognitive Ability on the Ability to Recognize Number Concepts for Children aged 5-6 Years in Raudhatul Athfal Mutiara Bunda Banda Aceh. Thesis. Postgraduate Basic Education Study Program, State University of Medan, 2020.

This study departed from the learning that was conducted which tended to be teacher-centered, namely learning was dominated by the teacher, students only listening to what was said by the teacher resulting in a low ability to recognize the concept of children's numbers. This study aims to determine: (1) Differences in the ability to recognize the concept of numbers between children given the Make a Match learning model based on creativity and children given the Make a Match learning model. Children aged 5-6 years in Raudhatul Athfal Mutiara Bunda Banda Aceh; (2) The difference in the ability to recognize the concept of numbers between children with high cognitive abilities and children with low cognitive abilities. Children aged 5-6 years at Raudhatul Athfal Mutiara Bunda Banda Aceh; and (3) The interaction between the Make a Match learning model with children's cognitive abilities on the ability to recognize concepts for children aged 5-6 years in Raudhatul Athfal Mutiara Bunda Banda Aceh. This research is a quasi experimental research. The population of this study were students in classes B1, B2, B3, in Raudhatul Athfal Mutiara Bunda Banda Aceh and as the sample in this study were 28 students for class B1 for the experimental class taught using Make a Match based on creativity and for the control class class B2. 28 were taught with Make a Match. The results showed that: (1) The ability to recognize the number concept of children who received creativity-based Make A Match learning was 44.96 greater than that of children who received Make A Match learning at 34.64; (2) It can be seen that the ability to recognize the number concept of children taught by using high cognitive abilities obtains an average score of = 46.89, while the ability to recognize number concepts for children who use low cognitive abilities obtains an average score of = 33.21; and (3) The ability to recognize the number concept of children taught with Make A Match learning based on creativity, namely the high cognitive ability group (52.38) and the low cognitive ability group (38.53), was greater when compared to children taught by Make A Match learning, namely high cognitive ability group (41.79), and low cognitive ability group (27.50).

Keywords: Make A Match Based on Creativity, Cognitive Ability, and Number Concept
ss