

## ABSTRAK

**Athiyah Zahrah Al Fananie. NIM 8176182007. Pengaruh Model PAKEM Dengan Menggunakan Media Tangram Terhadap Motivasi Belajar Dan Kemampuan Spasial Matematis Siswa Kelas II SD IT Khalisaturrahmi Binjai. Program studi Pendidikan Dasar Pascasarjana . Universitas Negeri Medan. 2021**

Penelitian ini bertujuan untuk mengetahui: (1) Apakah kemampuan spasial siswa yang diajarkan dengan model PAKEM berbantuan media tangram lebih tinggi dibandingkan siswa yang diajarkan dengan model ekspositori. (2) Apakah motivasi belajar siswa yang diajarkan dengan model PAKEM berbantuan media tangram lebih tinggi dibandingkan siswa yang diajarkan dengan model ekspositori (3) Apakah interaksi antara pembelajaran model (PAKEM berbantuan media tangram, Ekspositori) dengan kemampuan awal matematika siswa (Tinggi, Sedang, Rendah) terhadap kemampuan spasial matematis siswa, dan (4) Apakah interaksi antara pembelajaran model (PAKEM berbantuan media tangram, Ekspositori) dengan kemampuan awal matematika siswa (Tinggi, Sedang, Rendah) terhadap motivasi belajar siswa. Metode penelitian ini adalah *quasi eksperiment*. Populasi penelitian ini adalah seluruh siswa Kelas II SD IT Khalisaturrahmi Binjai berjumlah 40 siswa. Sampel penelitian ini adalah Kelas II A (20 siswa), dan Kelas II B (20 siswa). Instrumen yang digunakan terdiri dari tes KAM, tes kemampuan spasial matematis siswa, dan angket motivasi belajar siswa. Analisis yang dilakukan menggunakan ANAVA dua jalur. Hasil penelitian menunjukkan bahwa: (1) Kemampuan spasial siswa yang diajarkan dengan model PAKEM berbantuan media tangram lebih tinggi dibandingkan siswa yang diajarkan dengan model ekspositori. (2) Motivasi belajar siswa yang diajarkan dengan model PAKEM berbantuan media tangram lebih tinggi dibandingkan siswa yang diajarkan dengan model ekspositori. (3) Tidak terdapat interaksi antara pembelajaran model (PAKEM berbantuan media tangram, ekspositori) dengan kemampuan awal matematika siswa (tinggi, sedang, rendah) terhadap kemampuan spasial matematis siswa, dan (4) Tidak terdapat interaksi antara pembelajaran model (PAKEM berbantuan media tangram, ekspositori) dengan kemampuan awal matematika siswa (tinggi, sedang, rendah) terhadap motivasi belajar siswa.

Kata Kunci : Model PAKEM, Tangram, Kemampuan Spasial Matematis, dan Motivasi Belajar

## ABSTRACT

**Athiyyah Zahrah Al Fananie. NIM 8176182007. The Effect of the PAKEM Model With Tangram Media to Learning Motivation and Spatial Mathematical Ability of Class II Students of SD IT Khalisaturrahmi Binjai. Basic Education Study Program Post Graduate School. State University of Medan 2021**

This study aims to determine: (1) Is the spatial ability of students taught using the PAKEM model assisted by tangram media higher than students taught using the expository model. (2) Is the learning motivation of students taught with the PAKEM model assisted by tangram media higher than students taught with the expository model (3) Is the interaction between learning models (PAKEM assisted by tangram media, Expository) and the students' initial mathematics abilities (High, Medium, Low) on students' mathematical spatial abilities, and (4) What is the interaction between learning models (PAKEM assisted by tangram media, Expository) and students' initial mathematical abilities (High, Medium, Low) on student learning motivation. This type of research is a quasi experiment. The population of this study were all students of Class II SD IT Khalisaturrahmi Binjai totaling 40 students. The research sample was Class II A (20 students), and Class II B (20 students). The instruments used consisted of the KAM test, a test of students' mathematical spatial abilities, and a student motivation questionnaire. The analysis was carried out using two-way ANOVA. The results showed that: (1) The spatial ability of students taught with the PAKEM model assisted by tangram media was higher than students taught using the expository model. (2) The learning motivation of students taught using the PAKEM model assisted by tangram media is higher than students taught using the expository model. (3) There is no interaction between model learning (PAKEM assisted by tangram media, expository) and students' initial mathematics ability (high, medium, low) on students' mathematical spatial abilities, and (4) There is no interaction between model learning (PAKEM assisted by tangram media, expository) and students' initial mathematics ability (high, medium, low) on student learning motivation.

Keywords: PAKEM Model, Tangram, Spatial Mathematical Ability, and Learning Motivation