ABSTRAK

AINAL SAFRIDA. Perbedaan Peningkatan Kemampuan Pemahaman Konsep dan Komunikasi Matematis Siswa Dengan Menggunakan Pembelajaran Kooperatif Tipe STAD dan Jigsaw di SMA Negeri 17 Medan dan SMA Dharma Pancasila Medan. Tesis. Medan: Program Studi Pendidikan Matematika Pasca Sarjana Universitas Negeri Medan, 2014.

Kata Kunci: Pembelajaran Kooperatif Tipe STAD dan Jigsaw, Kemampuan Pemahaman Konsep Matematis dan Komunikasi Matematis.

Tujuan dari penelitian ini untuk mengetahui: (1) untuk mengetahui perbedaan peningkatan kemampuan pemahaman konsep matematis antara siswa yang pembelajarannya dengan pendekatan kooperatif tipe STAD, Jigsaw dan pembelajaran biasa; (2) untuk mengetahui perbedaan peningkatan kemampuan komunikasi matematis antara siswa yang pembelajarannya dengan pendekatan kooperatif tipe STAD, Jigsaw dan pembelajaran biasa, dan (3) untuk mengetahui bagaimana proses penyelesaian jawaban siswa yang pembelajarannya menggunakan pendekatan kooperatif tipe STAD, Jigsaw dan biasa.

Penelitian ini merupakan penelitian kuasi eksperimen. Populasi penelitian ini adalah siswa kelas XI IPA di SMA Negeri 17 dan SMA Dharma Pancasila Medan. Secara acak, dipilih dua sekolah sebagai subyek penelitian, yaitu SMA Negeri 17 Medan dan SMA Dharma Pancasila Medan. Kelas eksperimen-1 diberi perlakuan pembelajaran koperatif tipe STAD, kelas eksperimen-2 diberi perlakuan pembelajaran koperatif tipe Jigsaw dan kelas kontrol diberi perlakuan pembelajaran biasa. Instrumen yang digunakan terdiri dari: (1) tes kemampuan pemahaman konsep matematis, (2) tes kemampuan komunikasi matematis dan (3) lembar observasi. Instrumen tersebut dinyatakan telah memenuhi syarat validitas isi, serta koefisien reliabilitas sebesar 0,91 dan 0,91 berturut-turut untuk kemampuan pemahaman konsep dan komunikasi matematis.

Analisis data dilakukan dengan analisis varians (ANAVA). Hasil penelitian menunjukkan bahwa (1) terdapat perbedaan peningkatan kemampuan pemahaman konsep matematis siswa antara siswa yang memperoleh pembelajaran dengan pendekatan kooperatif tipe STAD, Jigsaw dan pembelajaran biasa, (2) terdapat perbedaan peningkatan kemampuan komunikasi matematis siswa secara antara siswa yang memperoleh pembelajaran dengan pendekatan kooperatif tipe STAD, Jigsaw dan pembelajaran biasa, dan (3) proses penyelesaian jawaban siswa dengan pembelajaran menggunakan pendekatan kooperatif tipe STAD dan Jigsaw lebih bervariasi dibandingkan dengan proses penyelesaian masalah siswa dengan pembelajaran biasa.

ABSTRACT

AINAL SAFRIDA. The Different Improvement of SMA Student's Proficiency of Mathematics Understanding and Mathematics Communication Used Cooperative Learning with STAD and Jigsaw in SMA Negeri 17 Medan and SMA Dharma Pancasila Medan. Tesis. Field: Mathematics Education Program Post-Graduate Studies, State University of Medan, 2014.

Keywords : Cooperative Learning with STAD and Jigsaw, Mathematics Understanding and Mathematics Communication.

The purposes of this study to determine: (1) The different improvement of students proficiency of mathematics understanding who were taught through STAD, Jigsaw and the students who were taught through conventional study, (2) The different improvement of students proficiency of mathematics understanding who were taught through STAD, Jigsaw and the students who were taught through conventional study, (3) How the process of problem solving by the students who were taught through STAD, Jigsaw and conventional study.

This research was aquasi-experimental study. This study population of this study are the students of XI IPA in Medan. The school are selected randomly as the subjects research, those are SMA Negeri 17 Medan and SMA Dharma Pancasila Medan. The first experimental class was treated by STAD, the second experimental class was treated by Jigsaw and the control class was treated by conventional study. The instruments used consist of: (1) The proficiency test of mathematics understanding, (2) The proficiency test of mathematics communication and (3) The observation sheet. These instruments have fullfilled the essential of content validity and reliability coefficient used were 0.91 and 0.91 for mathematics understanding and mathematics communication.

The data analysis was done by using variance analysis (ANAVA). The results showed that (1) The different improvement of students proficiency of mathematics understanding who were taught through STAD, Jigsaw and the students who were taught through conventional study, (2) The different improvement of students proficiency of mathematics understanding who were taught through STAD, Jigsaw and the students who were taught through conventional study, (3) The process of problem solving by the students who were taught through STAD, Jigsaw have many variations if it was compared by the process of problem solving by the students who were taught through conventional study.