ABSTRAK

Silalahi, NIM 4193111058 (2019). Penerapan Model Pembelajaran *Auditory Intellectually Repetition* (AIR) berbantuan Video Animasi untuk Meningkatkan Pemahaman Konsep Bangun Ruang Sisi Lengkung pada Siswa.

Tujuan pembelajaran matematika adalah agar siswa memiliki kemampuan pemahaman konsep, keterkaitan antarkonsep, dan mengaplikasikannya. Tujuan penelitian ini adalah untuk meningkatkan pemahaman konsep bangun ruang sisi lengkung pada siswa dengan penerapan model pembelajaran *auditory intellectually repetition* (AIR) berbantuan video animasi. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang terdiri dari dua siklus. Peningkatan pemahaman konsep bangun ruang sisi lengkung dalam penelitian ini diukur dengan instrument tes dan non tes, yaitu tes pemahaman konsep dan observasi. Berdasarkan hasil tes kemampuan awal, hanya 8 orang siswa atau 27,58% yang memenuhi KKM. Rata-rata nilai tes siswa tergolong kategori sangat rendah, yaitu 52,62. Pada Siklus I, rata-rata nilai kemampuan pemahaman konsep siswa meningkat sebesar 17,13 menjadi 69,75. Jumlah siswa yang memenuhi KKM juga meningkat 24,14% menjadi 51,72%, yaitu berjumlah 15 orang. Pada hasil tes kemampuan pemahaman konsep siklus II, diperoleh jumlah siswa yang memenuhi KKM meningkat sebesar 37,93% menjadi 89,65%, yaitu berjumlah 26 orang siswa. Rata-rata nilai kemampuan pemahaman konsep bangun ruang sisi lengkung siswa juga meningkat sebesar 12,9 menjadi 82,72. Berdasarkan hasil yang diperoleh pada siklus II, disimpulkan bahwa indikator keberhasilan sudah tercapai dan siklus dapat dihentikan. Berdasarkan hasil penelitian dan beberapa penelitian yang relevan, disimpulkan bahwa penerapan model pembelajaran *auditory intellectually repetition* (AIR) berbantuan video animasi dapat meningkatkan pemahaman konsep bangun ruang sisi lengkung pada siswa.

Kata kunci: Pemahaman konsep, bangun ruang sisi lengkung, model pembelajaran *auditory intellectually repetition* (AIR), video animasi.

ABSTRACT

Silalahi, NIM 4193111058 (2019). Application of Learning Models*Auditory Intellectually Repetition* (AIR) with the help of Video Animation to Increase Students' Understanding of Constructed Space Concepts.

Objective learning mathematics is so that students have the ability to understand concepts, interrelationships between concepts, and apply them. The purpose of this study was to improve students' understanding of the curved side geometrical concepts by applying a learning model*auditory intellectually repetition* (AIR) video-assisted animation. This type of research is classroom action research (CAR), which consists of two cycles. The increase in understanding of the curved side geometrical concepts in this study was measured by test and non-test instruments, namely conceptual understanding tests and observations. Based on the results of the initial ability test, only 8 students or 27.58% fulfilled the KKM. The average student test score is in the very low category, namely 52.62. In Cycle I, the average value of students' conceptual understanding ability increased by 17.13 to 69.75. The number of students who fulfilled the KKM also increased by 24.14% to 51.72%, namely 15 people. On the results of the ability test for understanding the concept of cycle II, it was found that the number of students who fulfilled the KKM increased by 37.93% to 89.65%, namely 26 students. The average value of students' ability to understand the concept of curved side shapes also increased by 12.9 to 82.72. Based on the results obtained in cycle II, it was concluded that the indicators of success had been achieved and the cycle could be stopped. Based on the results of research and several relevant studies, it is concluded that the application of learning models*auditory intellectually repetition* (AIR) with the help of animated videos can improve students' understanding of the curved side geometric concepts.

Keywords: Understanding the concept, building curved side spaces, learning models*auditory intellectually repetition* (AIR), animation video.

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