

## ABSTRAK

**Henry M. Sibarani, NIM 4203111140 (2024). Penerapan Model Pembelajaran *Think Aloud Pair Problem Solving* (TAPPS) Berbantuan Video Animasi Untuk Meningkatkan kemampuan pemecahan Masalah Matematis Siswa Pada Materi SPLDV Kelas X**

Penelitian ini memiliki tujuan untuk meningkatkan kemampuan pemecahan masalah matematis siswa dengan menggunakan model pembelajaran *Think Aloud Pair Problem Solving* (TAPPS) dengan berbantuan video animasi. Penelitian dilakukan di SMA Negeri 1 Sumbul dengan melibatkan 36 siswa kelas X-G sebagai subjek penelitian. Adapun jenis penelitian yang digunakan adalah penelitian tindakan kelas (PTK) dengan langkah-langkah yaitu, memberikan tes awal untuk mengukur kemampuan pemecahan masalah matematis siswa sebelum dilakukan tindakan, mengidentifikasi permasalahan di dalam kelas, perencanaan tindakan, pelaksanaan tindakan yaitu menerapkan model pembelajaran TAPPS (*Think Aloud Pair Problem Solving*) Berbantuan video animasi sebagai media untuk menyampaikan rangkuman materi pembelajaran, observasi, pemberian post test, analisis data, dan refleksi data. Penelitian dilakukan sebanyak dua siklus dimana setiap siklus mencakup dua pertemuan, adapun kegiatan observasi dilakukan bersamaan dengan pelaksanaan tindakan dengan tujuan mengamati aktivitas peneliti dan siswa saat kegiatan pembelajaran. Hasil penelitian menunjukkan bahwa setelah dilakukan penelitian siklus pertama, rata-rata nilai siswa dari hasil pretest ke hasil posttest siklus pertama meningkat dari 52,56 menjadi 72,94 dengan rata-rata observasi aktivitas siswa dan peneliti yaitu 2,38 dan 2,38. Pada siklus kedua, kemampuan pemecahan masalah matematis siswa meningkat berdasarkan rata-rata nilai siswa pada posttest II, yaitu 84,62, hasil observasi pada siklus kedua juga meningkat lebih baik menjadi 3,23 untuk aktivitas siswa dan 3,44 untuk kemampuan peneliti dalam mengelola kelas, selain itu 34 dari 36 siswa (94%) memperoleh nilai diatas KKM (70). Hasil ini menunjukkan kemampuan pemecahan masalah matematis siswa meningkat setelah menerapkan model pembelajaran TAPPS (*Think Aloud Pair Problem Solving*) Berbantuan video animasi

**Kata Kunci:** Kemampuan pemecahan masalah matematis, Model Pembelajaran TAPPS, Media video Animasi

## ABSTRACT

**Henry M. Sibarani, Student ID 4203111140 (2024). Implementation of Think Aloud Pair Problem Solving (TAPPS) Learning Model Assisted by Animation Video to Improve Students' Mathematical Problem Solving Abilities in X Grade SPLDV Material.**

This research aims to improve students' mathematical problem solving abilities by using a learning model *Think Aloud Pair Problem Solving* (TAPPS) with the help of animated videos. The research was conducted at SMA Negeri 1 Sumbul involving 36 class X-G students as research subjects. The type of research used is classroom action research (PTK) with steps, namely, providing an initial test to measure students' mathematical problem solving abilities before taking action, identifying problems in the classroom, planning action, implementing action, namely applying the TAPPS learning model (*Think Aloud Pair Problem Solving*) With the help of animated videos as a medium for conveying summaries of learning material, observation, giving post tests, data analysis and data reflection. The research was carried out in 2 cycles where each cycle included two meetings, while observation activities were carried out simultaneously with the implementation of actions with the aim of observing the activities of researchers and students during learning activities. The research results showed that after the first cycle of research was carried out, the average student score from the pretest results to the first cycle posttest results increased from 52.56 to 72.94 with the average observation of student and researcher activities being 2.38 and 2.38. In the second cycle, students' mathematical problem solving abilities increased based on the average student score on posttest II, namely 84.62, the results of observations in the second cycle also improved better to 3.23 for student activities and 3.44 for researchers' ability to manage class, apart from that 34 out of 36 students (94%) obtained scores above the KKM (70). These results show that students' mathematical problem solving abilities increased after implementing the TAPPS learning model (*Think Aloud Pair Problem Solving*) Assisted by animated videos

**Keywords:** Mathematical problem-solving ability, TAPPS Learning Model, Animation Video Media