ABSTRAK

Maulidya, Ridhana Wahyu. 2020. *Pengaruh Model Pembelajaran Kooperatif Tipe TAI (Team Assisted Individualization) Terhadap Hasil Belajar Matematika Materi Pecahan Senilai Siswa Kelas IV SD Negeri Ngagel Rejo 1.* Skripsi. Program Studi Pendidikan Guru Sekolah Dasar. Universitas PGRI Adi Buana Surabaya. Pembimbing (1) Dra. Sri Mulyaningsih, M.S (2) Wahyu Susiloningsih, S.Pd., M.Pd.

Kata Kunci : Model pembelajaran kooperatif tipe TAI *(Team Assisted Individualization)*, hasil belajar matematika materi pecahan senilai

Dalam proses pembelajaran perlu adanya model pembelajaran yang bervariasi dan menarik bagi siswa, sehingga siswa tertarik dan tidak merasa bosan dalam mengikuti proses pembelajaran. Model pembelajaran yang dimaksut yaitu model pembelajaran kooperatif tipe TAI *(Team Assisted Indivisualization).* Rumusan masalah pada penelitian ini "adakah pengaruh Model Pembelajaran Kooperatif Tipe TAI *(Team Assisted Individualization)* Terhadap Hasil Belajar Matematika Materi Pecahan Senilai Siswa Kelas IV SD Negeri Ngagel Rejo 1". Jenis penelitian ini adalah eksperimen dengan metode quasi eksperimen design dan rancangan penelitian yaitu design yang berbentuk pretest-posttest control group design. Populasi penelitian ini adalah seluruh siswa kelas IV SD Negeri Ngagel Rejo 1. Sampel diambil simple random sampling, sehingga didapatkan kelas IV A sebagai kelas eksperimen dan kelas IV B sebagai kelas kontrol. Teknik pengumpulan data yaitu tes pretest dan posttest berbentuk pilihan ganda. Teknik analisis data menggunakan uji-z.

Hasil penelitian memperoleh nilai z_{hitung} -0,872 dan z_{tabel} 1,645 dengan kriteria pengujian H_0 ditolak jika $z_{hitung} < z_{tabel}$ hal ini menunjukkan penelitian berlangsung baik sehingga dapat disimpulkan terdapat pengaruh yang signifikan model pembelajaran kooperatif tipe TAI *(Team Assisted Individualization)* terhadap hasil belajar matematika materi pecahan senilai siswa kelas IV SD Negeri Ngagel Rejo 1.

ABSTRACT

Maulidya, Ridhana Wahyu. 2020. The Effect of the TAI (Team Assisted Individualization) Type Cooperative Learning Model on Mathematics Learning Outcomes of Fractional Materials in Grade IV Students of Ngagel Rejo State Elementary School 1. Thesis. Elementary School Teacher Education Study Program. PGRI Adi Buana University Surabaya. Advisors (1) Dra. Sri Mulyaningsih, M.S (2) Wahyu Susiloningsih, S.Pd., M.Pd.

Keywords : TAI (Team Assisted Individualization) type of cooperative learning model, mathematics learning outcomes of fractions worth material

In the learning process there needs to be a varied and interesting learning model for students, so students are interested and do not feel bored in following the learning process. The learning model that is maximized is the TAI (Team Assisted Indivisualization) cooperative learning model. The formulation of the problem in this study "is there any influence of the TAI (Team Assisted Individualization) Type of Cooperative Learning Model on Mathematics Learning Outcomes of Fractional Materials in Grade IV Students of Ngagel Rejo 1 Elementary School." The aim is to determine the effect of the TAI (Team Assisted Individualization) type of cooperative learning model on mathematics learning outcomes in fractions worth the grade IV Ngagel Rejo 1 Elementary School students.

This type of research is an experimental quasi-experimental design method and the research design is a design in the form of pretest-posttest control group design. The population of this study was all students of class IV SD Negeri Ngagel Rejo 1. The sample was taken by simple random sampling, so that class IV A was obtained as an experimental class and class IV B was a control class. Data collection techniques namely pretest and posttest tests in the form of multiple choice totaling 10 questions. Data analysis techniques using t-test

The results obtained are the effect of the TAI (Team Assisted Individualization) type of cooperative learning model on

mathematics learning outcomes of fractions worth grade IV Ngagel Rejo 1 Elementary School students obtaining a z_{count}value of -0,872 and a z_{table} of 1.645 with the test criteria H_0 rejected if t_{count} < t_{table} shows that the research is going well so that it can be concluded that there is a significant effect of the TAI (Team Assisted Individualization) type of cooperative learning model on the mathematics learning outcomes of fractions worth the grade IV Ngagel Rejo 1 Elementary School students.