

ABSTRAK

Tarashifa, Putri Salwa 2023. *Pengaruh Model Pembelajaran Conceptual Understanding Procedures (CUPs) Terhadap Hasil Belajar Matematika Siswa SMP Materi SPLDV*. Skripsi. Program Studi Pendidikan Matematika. Fakultas Sains dan Teknologi. Universitas PGRI Adi Buana Surabaya. Pembimbing Restu Ria Wantika, S.Pd., M.Si.

Kata kunci: *Model Pembelajaran Conceptual Understanding Procedures (CUPs), hasil belajar matematika*

Matematika tidak hanya tentang menghafal tetapi siswa harus dapat memahami konsep matematika dan memahami permasalahan yang ada agar dapat menyelesaikan soal, sehingga dapat meningkatkan hasil belajar. Dalam hal ini, diperlukan suatu model pembelajaran yang inovatif guna meningkatkan hasil belajar siswa yaitu model *Conceptual Understanding Procedures (CUPs)*.

Penelitian ini bertujuan untuk mendeskripsikan ada tidaknya pengaruh model pembelajaran *Conceptual Understanding Procedures (CUPs)* terhadap hasil belajar matematika siswa. Termasuk penelitian kuantitatif yang menggunakan metode *Quasi Experimental*. Rancangan penelitian ini adalah *Non-Equivalent Pretest-Posttest Control Group Design*. Populasi penelitian ini seluruh siswa kelas VIII SMP Negeri 12 Surabaya. Sampel dalam penelitian ini adalah kelas VIII-F sebagai kelas eksperimen berjumlah 32 siswa dan kelas VIII-G sebagai kelas kontrol berjumlah 32 siswa. Teknik pengumpulan data menggunakan soal tes yang dianalisis menggunakan uji prasyarat dan uji hipotesis.

Berdasarkan hasil analisis, diperoleh $t_{hitung} = 4,58$ dan $t_{tabel} = 1,99$. Karena $t_{hitung} > t_{tabel}$ maka H_0 ditolak artinya ada perbedaan rata-rata hasil belajar siswa setelah diberi perlakuan model pembelajaran *Conceptual Understanding Procedures (CUPs)* pada kelas eksperimen dan model pembelajaran Konvensional pada kelas kontrol. Sehingga dapat disimpulkan bahwa ada pengaruh model pembelajaran *Conceptual Understanding Procedures (CUPs)* terhadap hasil belajar matematika siswa SMP materi SPLDV.

ABSTRACT

Tarashifa, Putri Salwa 2023. *The Influence of Conceptual Understanding Procedures (CUPs) as a Learning Model on the Mathematics Learning Outcomes of Junior High School Students SPLDV Material*. Essay. Mathematics Education Study Program Faculty of Science and Technology. PGRI Adi Buana University Surabaya. Advisors: Restu Ria Wantika, S.Pd., M.Si.

Keywords: *Conceptual Understanding Procedures (CUPs) Learning Model, mathematics learning outcomes*

Mathematics is not only about memorizing but students must be able to understand mathematical concepts and understand existing problems in order to be able to solve problems, so as to improve learning outcomes. In this case, an innovative learning model is needed to improve student learning outcomes, namely the Conceptual Understanding Procedures (CUPs) model.

This study aims to describe whether there is an influence of the Conceptual Understanding Procedures (CUPs) learning model on students' mathematics learning outcomes. including quantitative research using Quasi-Experimental methods. The design of this study is a Non-Equivalent Pretest-Posttest Control Group Design. The population of this study were all students of class VIII SMP Negeri 12 Surabaya. The sample in this study was class VIII-F as an experimental class with a total of 32 students and class VIII-G as a control class with a total of 32 students. Data collection techniques used test questions that were analyzed using prerequisite tests and hypothesis testing (uji-t).

Based on the results of the analysis, $t_{count} = 4,58$ and $t_{table} = 1,99$. Because $t_{count} > t_{table}$ is $4,58 > 1,99$, then H_0 is rejected meaning that there is a difference in the average student learning outcomes after being treated with the Conceptual Understanding Procedures (CUPs) learning model in the experimental class and the conventional model in the control class. So it can be concluded that there is an influence of the Conceptual Understanding

Procedures (CUPs) learning model on the mathematics learning outcomes of SPLDV junior high school students.