

ABSTRAK

M. FARID NASRULLOH: Perbandingan Keefektifan Model Pembelajaran Kooperatif Tipe *Think-Pair-Share* (TPS) dan Tipe *Numbered Heads Together* (NHT) Ditinjau dari Prestasi dan Sikap Belajar Matematika Siswa MA kelas XI IPS Materi Turunan. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2015.**

Penelitian ini bertujuan mendeskripsikan: (1) keefektifan model pembelajaran kooperatif tipe *Think-Pair-Share* (TPS), (2) keefektifan model pembelajaran kooperatif tipe *Numbered Heads Together* (NHT), (3) model pembelajaran yang lebih efektif antara tipe *Think-Pair-Share* (TPS) dan tipe *Numbered Heads Together* (NHT) ditinjau dari prestasi dan sikap belajar matematika.

Penelitian ini merupakan penelitian eksperimen semu, menggunakan kelompok eksperimen. Populasi penelitian mencakup seluruh siswa kelas XI IPS MA Al Ma'had An Nur Ngrukem Bantul Yogyakarta yang terdiri dari empat kelas. Kelas XI IPS 1 dan XI IPS 2 ditentukan sebagai sampel secara random. Kelas XI IPS 1 diajar dengan model pembelajaran kooperatif tipe TPS dan XI IPS 2 diajar dengan model pembelajaran kooperatif tipe NHT. Instrumen penelitian ini adalah tes prestasi belajar matematika dan angket sikap belajar matematika. Bukti validitas instrumen menggunakan validitas isi dan konstruk, sedangkan estimasi reliabilitas instrumen menggunakan rumus Cronbach Alpha. Pengujian keefektifan pembelajaran matematika dengan model pembelajaran kooperatif tipe TPS dan tipe NHT menggunakan analisis *one-sample t-test*. Perbedaan keefektifan pembelajaran matematika dengan model kooperatif tipe TPS dan tipe NHT dianalisis dengan menggunakan uji T^2 *Hotteling*, dan uji t untuk menentukan model pembelajaran yang lebih efektif.

Hasil penelitian menunjukkan bahwa ditinjau dari prestasi dan sikap belajar matematika: (1) pembelajaran kooperatif tipe TPS efektif, (2) pembelajaran kooperatif tipe NHT efektif, dan (3) tidak terdapat perbedaan keefektifan antara model pembelajaran kooperatif tipe TPS dan tipe NHT.

Kata Kunci: Pembelajaran kooperatif tipe *Think-Pair-Share* (TPS), pembelajaran kooperatif tipe *Numbered Heads Together* (NHT), tes prestasi belajar matematika, sikap belajar matematika

ABSTRACT

M. FARID NASRULLOH: *A Comparison of the Effectiveness of the Cooperative Teaching Models of Think-Pair-Share (TPS) Type and Numbered Heads Together (NHT) Viewed from the Achievement and Mathematics Learning Attitude of the Students of MA XI IPS Class on Derivative Materials. Thesis. Yogyakarta. Graduate School, Yogyakarta State University, 2015*

This study aims to describe : (1) the effectiveness of the cooperative teaching model of *Think-Pair-Share* (TPS) type, (2) the effectiveness of the cooperative teaching model of *Numbered Heads Together* (NHT) type, and (3) the more effective teaching model between the *Think-Pair-Share* (TPS) type and *Numbered Heads Together* (NHT) type, viewed from students' achievement and mathematics learning attitude.

This research was a quasi-experimental study, involving two experimental groups. The research population comprised all year XI IPS students consisting of four classes of MA Al Ma'had An Nur Ngrukem Bantul Yogyakarta. From the population, two classes, classes XI IPS 1 and XI IPS 2, were randomly established as the research sample. Class XI IPS 1 was taught using the TPS cooperative teaching model and class XI IPS 2 was taught using the NHT cooperative teaching model. The data collecting instruments consisted of an achievement test and questionnaire for students' mathematics learning attitudes. The instrument was validated for its content and construct, while the reliability estimation was measured using Cronbach alpha formula. The effectiveness of mathematics teaching using the TPS and NHT cooperative teaching models was tested using the one sample t-test. To compare the effectiveness of the two models, the data were analyzed using T^2 *Hotteling test*, and t-test to find out which of the two models was more effective.

The result of study shows that viewed from the learning achievement and mathematics learning attitudes, (1) the cooperative teaching model of TPS is effective, (2) the cooperative teaching model of NHT is effective, and (3) there is no difference in the effectiveness between TPS type and NHT type cooperative teaching models.

Keywords: *cooperative learning Think-Pair-Share (TPS) type, cooperative learning Numbered Heads Together (NHT) type, mathematical learning achievement, mathematical learning attitudes*