

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Theodora Wijiastuti Handayani, 2011. Pengaruh Pembelajaran Matematika dengan Model Pembelajaran Kooperatif Tipe *Team Accelerated Instruction* terhadap Minat dan Heterogenitas Prestasi Siswa Kelas X SMA N 1 Jogonalan Tahun Ajaran 2010/2011. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mengetahui (1) minat siswa, (2) heterogenitas prestasi belajar siswa, (3) pengaruh positif penerapan metode *Team Accelerated Instruction* terhadap prestasi belajar siswa pada pokok bahasan merasionalkan penyebut suatu pecahan, (4) pengaruh minat siswa dalam belajar matematika pada pokok bahasan merasionalkan penyebut suatu pecahan dengan metode *Team Accelerated Instruction* terhadap heterogenitas prestasi belajar matematika siswa.

Jenis penelitian ini termasuk penelitian pra-eksperimental dengan metode analisis data campuran (deskriptif kuantitatif dan kualitatif). Subyek penelitian ini adalah siswa-siswi SMA N 1 Jogonalan kelas X-C semester 1 tahun ajaran 2010/2011 dengan materi Merasionalkan Penyebut Suatu Pecahan. Penelitian ini berlangsung selama 3 minggu yang terdiri atas 3 kali kegiatan pembelajaran. Sebelum penelitian dilaksanakan pre-tes dan sesudah penelitian dilaksanakan post-tes. Pengambilan data minat belajar matematika siswa melalui angket dan wawancara siswa. Data heterogenitas prestasi belajar siswa diperoleh melalui hasil-hasil tes prestasi siswa. Pengamatan selama proses pembelajaran dilakukan oleh peneliti, dan tiga observer yang membantu penelitian.

Hasil penelitian menunjukkan bahwa siswa kelas X-C SMA N 1 Jogonalan (a) Memiliki minat yang tinggi dalam belajar matematika pada pokok bahasan merasionalkan penyebut suatu pecahan dengan metode *Team Accelerated Instruction* (b) Heterogenitas prestasi belajar siswa mengalami penurunan dalam belajar matematika pada pokok bahasan merasionalkan penyebut suatu pecahan dengan metode *Team Accelerated Instruction* sehingga prestasi belajar siswa menjadi lebih homogen ke arah yang lebih baik. (c) Minat siswa dalam belajar matematika pada pokok bahasan merasionalkan penyebut suatu pecahan dengan metode *Team Accelerated Instruction* memiliki pengaruh terhadap heterogenitas prestasi belajar siswa, meskipun hubungannya rendah (d) Penerapan metode *Team Accelerated Instruction* memberikan pengaruh positif terhadap prestasi belajar siswa dengan adanya peningkatan prestasi belajar seluruh siswa.

Kata kunci : kooperatif, *Team Accelerated Instruction*, minat, heterogenitas prestasi

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ABSTRACT

Theodora Wijiastuti Handayani, 2011. The Influence of Mathematics Learning using *Team Accelerated Instruction* Type Cooperative Learning Model on Students' Interest and Heterogeneity Achievement of X Grade Students of SMA N 1 Jogonalan in the Academic Year of 2010/2011. A Thesis. Mathematics Education Program, Teaching and Science Education Faculty, Sanata Dharma University, Yogyakarta.

The objective of this research is to find out about (1) the students' interest, (2) the students' heterogeneity learning achievement, (3) positive influence of *Team Accelerated Instruction* method application on the students' learning achievement on the topic of rationalizing the denominator of a fraction, (4) the influence of students' interest in learning mathematics on the topic of rationalizing the denominator of a fraction using *Team Accelerated Instruction* method on the students heterogeneity learning achievement

This research is a pre-experimental research with a mixture of data analysis method (descriptive qualitative and quantitative). The subject of this research was the first semester X-C grade students of SMA N 1 Jogonalan in the academic year of 2010/2011 with the material of rationalizing the denominator of a fraction. This research was held for 3 weeks which consist of 3 times learning activity. A pre-tes was done before the research was held and a post-tes was done after the research. The data on the students' interest in learning mathematics was collected from questionnaire and interview with the students. The data on the students' heterogeneity learning achievement was collected from the result of the students' achievement test. The observation during the learning process was done by the researcher with the help of another three observers.

The result of this research showed that X-C grade students of SMA N 1 Jogonalan (a) Have a high interest in learning mathematics on the topic of rationalizing the denominator of a fraction using *Team Accelerated Instruction* method. (b) The students' heterogeneity learning achievement decreased in learning mathematics on the topic of rationalizing the denominator of a fraction using *Team Accelerated Instruction* method that the students' learning achievement become more homogenous to a better direction. (c) The students' interest in learning mathematics on the topic of rationalizing the denominator of a fraction using *Team Accelerated Instruction* method influenced the students' heterogeneity learning achievement, even though the relationship is low. (d) The application of *Team Accelerated Instruction* method gave positive influence on the students' learning achievement which was proven by the increasing of all students learning achievement.

Key words : cooperative, *Team Accelerated Instruction*, interest, heterogeneity achievement