

## ABSTRAK

**Rigoberta Gaudia, 2017. Hasil - Hasil Penerapan Model Pembelajaran Kooperatif Tipe *Team Assisted Individualization (TAI)* Di Kelas VII SMP Kanisius Sleman Tahun Ajaran 2015/2016. Skripsi. Program Studi Pendidikan Matematika. Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.**

Penelitian ini bertujuan untuk mengetahui: langkah-langkah penerapan model pembelajaran kooperatif tipe *Team Assisted Individualization (TAI)*, hasil belajar siswa terhadap model pembelajaran *TAI* pada materi pembelajaran yang diberikan, dan sikap siswa terhadap penerapan model *TAI* pada materi hubungan sudut-sudut pada dua garis sejajar yang dipotong oleh sebuah garis lurus. Subjek penelitian adalah siswa kelas VII A SMP Kanisius Sleman. Penelitian ini adalah penelitian pra-eksperimental. Instrumen yang digunakan pada penelitian ini terdiri dari dua macam, yaitu instrumen pembelajaran dan instrumen pengumpulan data.

Langkah-langkah penerapan model pembelajaran kooperatif tipe *Team Assisted Individualization (TAI)*, yaitu sebelum pelaksanaan proses pembelajaran guru mengadakan tes kemampuan awal sebagai dasar pembentukan kelompok. Pada saat proses pembelajaran, untuk pertemuan I dan pertemuan II siswa menggunakan LKS dan pertemuan III siswa menggunakan LKK, dengan langkah-langkah: (a) guru membentuk kelompok belajar dan meminta siswa bergabung dalam kelompok, (b) guru membagikan LKS/LKK dan menjelaskan penggunaannya, (c) setiap kelompok berdiskusi mempelajari materi yang ada di LKS/LKK, (d) guru mendampingi kelompok dalam berdiskusi, (e) guru mengecek hasil diskusi, (f) guru memfasilitasi siswa dalam membuat rangkuman materi. Setelah pelaksanaan proses pembelajaran: guru mengadakan tes hasil belajar secara individu. Hasil belajar yang dicapai oleh siswa: (a) Terdapat 1 dari 21 siswa yang dapat menentukan kelima jenis hubungan antar sudut dengan baik (b) Terdapat enam dari dua puluh satu siswa dapat menentukan besar sudut untuk sudut-sudut tertentu dengan menggunakan sifat jenis hubungan antar sudut dengan baik (c) Terdapat 3 dari 21 siswa dapat menyelesaikan soal yang berkaitan dengan pengetahuan aljabar. Sikap Siswa kelas VII A terhadap proses pembelajaran dengan menggunakan model pembelajaran *TAI* adalah 17 siswa memiliki sikap netral, 4 siswa memiliki sikap positif , dan tidak ada yang memiliki sikap negatif.

Kata kunci : *Team Assisted Individualization (TAI)*, Sikap, Hasil Belajar, Hubungan sudut-sudut pada dua garis sejajar dipotong oleh sebuah garis lurus.

## ABSTRACT

**Rigoberta Gaudia, 2017. The Implementation Results of Team Assisted Individualization (TAI) Cooperative Learning Model on Grade VII in SMP Kanisius Sleman at Academic Years 2015/2016. Undergraduate Thesis. Mathematics Education Study Program. Mathematics Education and Sciene Department, Faculty of Teacher Training and Education, Sanata Dharma University Yogyakarta.**

This research aims to observe and explain the stages of the application of a cooperative learning model with the type of Team Assisted Individualization (TAI), learning outcomes that the students received towards the type of learning model Team Assisted Individualization (TAI) in school, and what response that the students gave after TAI was applied in class on the connection of the angels on two parallel lines intersected by a straight line theory.

The subject of this research was taken from the students in one of the 7th grade classes (Class A) in Junior High School Kanisius Sleman. The research itself used pre-experimental research. The instruments that the researcher used in this research consisted of two types, which were learning instruments and data collection instruments.

The stages of applying a cooperative learning model with the type of Team Assisted Individualization (TAI) were before the implementation of learning process in class began, the teacher would give some early tests for the students and then separate them into groups. When learning process in class began, for the first and second meeting the students would study by using LKS and for the third meeting the students would study by using LKK , there were some stages is: (a) the teacher made some discussion groups and asked for the students to join in one of the groups, (b) the teacher distributed LKS/LKK and gave some explanations how to use them in front of the students, (c) every group discussed to learn all the materials as found in LKS/LKK, (d) the teacher guided the students in group while discussing, (e) the teacher checked the result from the students' group discussion, (f) the teacher facilitated his/her students to summarize the materials that they already learnt. After the implementation of learning process was done, the teacher would examine the result of learning outcomes individually. The result of learning process that the students have achieved showed that (a) there was only 1 out of 21 students who were able to specify five types of the connection between angels very well, (b) there were 6 out of 21 students who were able to specify the measure of the angels for certain angels by using the characteristics between angels quite well, (c) there were 3 out of 21 students who were able to solve the problem questions in relation to algebra. This students' response of 7th

grade students in class A towards learning model of TAI indicated that there were 17 students who were in neutral response, and 4 students who were in positive response. In this case, there was no student who was in negative response in this learning model.

Keywords: Team Assisted Individualization (TAI), Students' Response, Learning Outcomes, the Connection of the Angels on Two Parallel Lines Intersected by a Straight Line.

