ABSTRAK

Setyaningrum, Nita Ayu. 2016. *Perbandingan Model Pembelajaran Kooperatif Tipe Jigsaw Berbasis Konvensional dengan Numbered Heads Together (NHT) Berbasis Konvensional terhadap Hasil Belajar Matematika Siswa (pada Sub Pokok Bahasan Menentukan Persamaan Garis Lurus Kelas VIII SMP Negeri 1 Tegalsari-Banyuwangi Tahun Pelajaran 2016/2017).* Skripsi, Jurusan Pendidikan MIPA, Program Studi Pendidikan Matematika Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Jember. Pembimbing: (1) Nurul Imamah Ah, M.Si (2) Chusnul Khotimah G, M.Pd

Kata Kunci: *Jigsaw*, *Numbered Heads Together (NHT),* konvensional, hasil belajar

Masalah dalam penelitian ini adalah (1) Apakah terdapat perbedaan antara hasil belajar siswa yang diajar menggunakan model pembelajaran kooperatif tipe *Jigsaw* berbasis konvensional dengan *Numbered Heads Together* (NHT) berbasis konvensional pada sub pokok bahasan menentukan persamaan garis lurus? (2) Manakah yang lebih baik antara hasil belajar yang diajar menggunakan model pembelajaran kooperatif tipe *Jigsaw* berbasis konvensional dengan *Numbered Heads Together* (NHT) berbasis konvensional pada sub pokok bahasan menentukan persamaan garis lurus? Terdapat dua tujuan penelitian yang dirangkum peneliti adalah untuk mengetahui apakah terdapat perbedaan antara hasil belajar siswa yang diajar menggunakan model pembelajaran kooperatif tipe *Jigsaw* berbasis konvensional dengan *Numbered Heads Together* (NHT) berbasis konvensional pada sub pokok bahasan menentukan persamaan garis lurus dan untuk mengetahui manakah yang lebih baik antara hasil belajar yang diajar menggunakan model pembelajaran kooperatif tipe *Jigsaw* berbasis konvensional dengan *Numbered Heads Together* (NHT) berbasis konvensional pada sub pokok bahasan menentukan persamaan garis lurus.

Jenis penelitian ini yang digunakan dalam penelitian ini adalah penelitian eksperimen. Pelaksanaan penelitian ini yaitu pada 24 Oktober 2016 hingga 01 November 2016 di kelas VIII E sebagai kelas eksperimen dan VIII F sebagai kelas kontrol. Peneliti menggunakan tiga metode pengumpulan data diantaranya, yaitu tes, wawancara, dan dokumentasi.

Hasil penelitian dapat dilihat berdasarkan analisis data pada uji dua pihak diperoleh nilai $Z_{hitung} = 5{,}67$ sementara interval Z_{tabel} berada antara -1,96 sampai 1,96 sehingga H_o ditolak, artinya terdapat perbedaan hasil belajar matematika menggunakan model pembelajaran kooperatif tipe *Jigsaw* berbasis konvensional dengan *Numbered Heads Together* (NHT) berbasis konvensional. Kemudian dilanjutkan dengan uji satu pihak pada hipotesis II diperoleh $Z_{hitung} > Z_{tabel}$ yaitu $5{,}67 > 1{,}65$. Sehingga H_o ditolak, artinya hasil belajar matematika dengan menggunakan model pembelajaran kooperatif tipe *Jigsaw* berbasis konvensional lebih baik daripada hasil belajar menggunakan model pembelajaran kooperatif tipe *Numbered Heads Together* (NHT) berbasis konvensional.

ABSTRACT

Setyaningrum, Nita Ayu. 2016. *Comparison of Jigsaw Cooperative Learning Model Conventional-Based with Numbered Heads Together (NHT) Conventional-Based on the results of Student's Math (in Specifying Straight Line Equations Sub Topics on 8th grade of SMP Negeri 1 Tegalsari-Banyuwangi Academic Year 2016/2017)*. Thesis, Department of Mathematics and Science Education, Mathematics Education Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Nurul Imamah Ah, M. Si (2) Chusnul Khotimah G, M. Pd

Keywords: Jigsaw, Numbered Heads Together (NHT), conventional, learning score.

The problem in this study were (1) Is there a difference between learning scores of students who were taught using Jigsaw Cooperative Learning Model Conventional-Based with Numbered Heads Together (NHT) Conventional-Based in Specifying Straight Line Equations Sub Topics? (2) Which are the better learning scores between taught using Jigsaw Cooperative Learning Model Conventional-Based with Numbered Heads Together (NHT) Conventional-Based in Specifying Straight Line Equations Sub Topics? There are two research objectives were summarized by researchers, to determine whether there are differences of student's learning scores between who were taught using Jigsaw Cooperative Learning Model Conventional-Based with Numbered Heads Together (NHT) Conventional-Based in Specifying Straight Line Equations Sub Topics and Which are the better learning scores between taught using Jigsaw Cooperative Learning Model Conventional-Based with Numbered Heads Together (NHT) Conventional-Based in Specifying Straight Line Equations Sub Topics.

The type of the research that is used in this research is experimental research. The research was conducted on October 24th untill November 1st 2016 in 8th E grade as the experiment class and 8th F grade as the control class. The researchers used three data collection methods, they are tests, interviews, and documentation.

The results of the study can be seen based on the analysis of data on the two sides test. values obtained $Z_{hitung} = 5.67$ while Z_{tabel} intervals were between 1.96 to 1.96 so that H_o refused, means that there are differences in the results of learning mathematics using Jigsaw Cooperative Learning Model Conventional-Based with Numbered Heads Together (NHT) Conventional-Based. Then proceed with the test one hypothesis II obtained $Z_{hitung} > Z_{tabel}$ is $5.67 > 1.65$ so that H_o refused, means the result of learning mathematics using Jigsaw Cooperative Learning Model Conventional-Based with Numbered Heads Together (NHT) Conventional-Based.