ABSTRAK

Nela Nurul Hikmah, Penerapan Model Kooperatif Tipe *Team Assiste Individualization* untuk Meningkatkan Kemampuan Komunikasi Matematis Siswa Pada Mata Pelajaran Matematika (Penelitian Tindakan Kelas di MI PUI Sangiang Kecamatan Banjaran Kabupaten Majalengka)

Penelitian ini dilatar belakangi masih rendahnya komunikasi matematis siswa pada pelajaran Matematika, bahwa hasil kemampuan komunikasi matematis siswa belum mencapai nilai KKM yang ditetapkan yaitu 75. Hal ini dipengaruhi oleh beberapa faktor seperti sarana dan prasarana pembelajaran di sekolah kurang memadai. Dilihat dari proses pembelajaran guru sudah menggunakan berbagai metode dan model pembelajaran yang beragam, namun metode ceramah masih mendominasi sehingga kurang adanya interaksi antara guru dan siswa. Penelitian ini bertujuan untuk 1) untuk mengetahui penerapan model kooperatif tipe *Team Assisted Individualization* pada mata pelajaran matematika kelas V MI PUI Sangiang. 2) untuk mengetahui komunikasi siswa pada pembelajaran Matemmatika di kelas V MI PUI Sangiang dengan menggunakan model kooperatif tipe *Team Assisted Individualization*. 3) untuk mengetahui peningkatan kemampuan komunikasi matematis siswa di kelas V MI PUI Sangiang antar siklus dengan menggunakan model kooperatif tipe *Team Assisted Individualization*. Penelitian ini menggunakan metode penelitian tindakan kelas (PTK). Penelitian ini berlangsung dalam III siklus, setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Tehnik pengumpulan data yang digunakan adalah tes berupa essay dan lembar observasi serta dokumentasi. Berdasarkan analisis data diperoleh simpulan bahwa 1) Penerapan model Kooperatif tipe *Team Assisted Individualization* sebagai upaya meningkatkan kemampuan komunikasi matematis siswa pada pembelajaran matematika telah dilaksanakan dengan baik. Hal tersebut didasarkan pada hasil lembar observasi aktivitas guru dan aktivitas seluruh siswa. Lembar observasi aktivitas guru pada siklus I diperoleh sebesar 84% , siklus II 90% dan siklus III 98%. Sedangkan rata-rata aktivitas seluruh siswa pada siklus I yaitu sebesar 70%, siklus II 83% dan siklus III 88%. 2) Kemampuan komunikasi matematis siswa dengan menerapkan model kooperatif tipe *Team Assisted Individualization* mengalami peningkatan pada setiap siklusnya. Rata-rata kemampuan komunikasi matematis siswa pada siklus I yaitu sebesar 61. Pada siklus II nilai rata-rata kelas yaitu 72. Pada siklus III dengan nilai rata-rata mencapai 80. 3) Kemampuan komunikasi matematis siswa di kelas V MI PUI Sangiang antar siklus dengan menggunakan model kooperatif Tipe *Team Assisted Individualization* telah mengalami peningkatan. Diperoleh peningkatan dari siklus I ke siklus II sebesar 0,28 dengan kategori rendah, sedangkan peningkatan dari siklus II ke siklus III sebesar 0,32 dengan kategori sedang.

Kata Kunci : Komunikasi Matematis Siswa, *Team Assisted Individualization*

ABSTRACT

Nela Nurul Hikmah, The Application of the Cooperative Model of Team Assisted Individualization Type to Improve Students' Mathematical Communication Skills in Mathematics (Classroom Action Research at the MI PUI of Sangiang of Banjaran District of Majalengka Regency)

This study was motivated by the still low students' mathematical communication in Mathematics, in which the students' mathematical communication skill outcomes have not reached the set KKM score of 75. This was influenced by several factors such as inadequate learning facilities and infrastructure in schools. Regarding the learning process, the teachers have used various methods and learning models, but the lecture method still dominates so that there is less interaction between teachers and students. This study aimed to 1) determine the application of the cooperative model of Team Assisted Individualization type in Mathematics in class V of MI PUI of Sangiang. 2) to determine students' communication in Mathematics learning in class V of MI PUI of Sangiang by using the cooperative model of Team Assisted Individualization type. 3) to determine the improvement of students' mathematical communication skills in class V of MI PUI of Sangiang between cycles by using the cooperative model of Team Assisted Individualization type. This study used a classroom action research (CAR) method. This study was conducted in three cycles, each consisting of planning, implementing, observing, and reflecting. The data collection techniques used were tests in the form of essays, observation sheets, documentation. Based on the data analysis, it can be concluded that 1) The application of the cooperative model of Team Assisted Individualization type as an effort to improve students' mathematical communication skills in Mathematics learning had been implemented well. This was based on the observation sheet results of the teacher's and all students' activities. The observation sheet of the teacher's activity in cycle I was 84%, in cycle II was 90%, and in cycle III was 98%. Meanwhile, the average of all students' activities in cycle I was 70%, in cycle II was 83%, and in cycle III was 88%. 2) The students' mathematical communication skills were improved in each cycle by applying the cooperative model of Team Assisted Individualization type. The average of students' mathematical communication skills in cycle I was 61. In cycle II, the class average score was 72. In cycle III, the average score reached 80. 3) The students' mathematical communication skills in class V of MI PUI of Sangiang between cycles by using the cooperative model of Team Assisted Individualization type had improved. It obtained an increase from cycle I to cycle II of 0.28 in the low category, while the increase from cycle II to cycle III was 0.32 in the moderate category.

Keywords: Students' Mathematical Communication, Team Assisted Individualization