

ABSTRAK

Finda Ady Pangesti, 2024. *Penerapan Model Pembelajaran Cooperative Learning Tipe Time Token Arends Berbantuan Media Smart Box untuk Meningkatkan Hasil Belajar Matematika Siswa SD*. Skripsi Program Studi pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Rissa Prima Kurniawati, M. Pd, (II) Vivi Rulviana, S.Pd., M. Pd

Pendidikan matematika di sekolah dasar adalah komponen penting dari pendidikan dasar. Hasil observasi di SDN III Bugelan hasil belajar matematika tergolong masih rendah, yang disebabkan oleh guru menjelaskan materi hanya menggunakan buku paket dan buku LKS saja yang warnanya hitam putih. Pembelajaran masih menerapkan *teacher center* ketika ditanya hanya satu dua yang menjawab tidak semua siswa menjawab secara merata, oleh karena itu perlu adanya penerapan model pembelajaran yang bervariasi dan media yang bervariasi yaitu dengan penerapan model pembelajaran *cooperative tipe time token arends* berbantuan media *smart box*.

Tujuan penelitian ini yaitu bertujuan untuk mengetahui penerapan model pembelajaran *cooperative learning tipe time token arends* berbantuan media *smart box* dalam peningkatan hasil belajar matematika siswa SD. Metode penelitian ini menggunakan pendekatan kualitatif dan pendekatan kuantitatif dengan jenis Penelitian Tindakan Kelas. Penelitian Tindakan adalah penelitian yang dilaksanakan oleh peneliti atau guru. Penelitian ini mengambil sampel siswa kelas V SDN III Bugelan kec. Kismataoro, Kab. Wonogiri dengan jumlah 23 siswa.

Penelitian ini dilaksanakan dalam 2 siklus yang mana terdapat 3 kali pertemuan disetiap siklusnya. Setiap pertemuan terdiri dari kegiatan awal, inti dan penutup. dengan mengacu pada sintaks *cooperative learning tipe time token arends* yaitu menyampaikan tujuan pembelajaran, pembentukan kelompok, pemberian tugas (LKPD), pemberian kupon, memberikn kupon kembali kepada guru sebelum menjawab, evaluasi dan pemberian penghargaan. Hasil nilai *pretest* memiliki rata-rata sebesar 57, test siklus 1 sebesar 72 dan test siklus 2 sebesar 90. Presentase Ketuntasan Klasikal siswa pada *pretest* 40%, pada tes siklus I sebesar 65% dan pada tes siklus II 88%. Jadi terdapat peningkatan *pretest* ke siklus I adalah sebanyak 25% dan pada siklus I ke siklus II terjadi peningkatan sebesar 23%. Sehingga dapat dikatakan bahwa kegiatan pembelajaran sudah berjalan dengan baik. Jadi pada penelitian ini menunjukkan bahwa model pembelajaran *cooperative learning tipe time token arends* dapat meningkatkan hasil belajar matematika siswa SD

Kata kunci: model pembelajaran *cooperative tipe time token arends*, media *smart box*, hasil belajar.

ABSTRACT

Finda Ady Pangesti, 2024. *Application of the Arends Time Token Type Cooperative Learning Model assisted by Smart Box Media to Improve Mathematics Learning Outcomes of Elementary Students*. Thesis of Elementary School Teacher Education Study Program, FKIP, Universitas PGRI Madiun. Supervisor (1) Rissa Prima Kurniawati,

Mathematics education in elementary schools is an important component of basic education. The results of observations at SDN III Bugelan mathematics learning outcomes are still low, which is caused by the teacher explaining the material using only the package book and LKS book which is black and white. Learning still applies teacher center when asked only one or two who answer not all students answer evenly, therefore it is necessary to apply a varied learning model and varied media, namely by applying the cooperative learning model of the time token arends type assisted by smart box media.

The purpose of this study was to determine the application of the cooperative learning model of time token arends type assisted by smart box media in improving the mathematics learning outcomes of elementary school students. This research method uses a qualitative approach and a quantitative approach with the type of Classroom Action Research. Action research is research conducted by researchers or teachers. This study took a sample of fifth grade students of SDN III Bugelan, kec. Kismataoro, Kab. Wonogiri with a total of 23 students.

This research was conducted in 2 cycles in which there were 3 meetings in each cycle. Each meeting consists of initial, core and closing activities. by referring to the syntax of cooperative learning type time token arends, namely conveying learning objectives, group formation, giving tasks (LKPD), giving coupons, giving coupons back to the teacher before answering, evaluating and giving awards. The results of the pretest score have an average of 57, cycle 1 test of 72 and cycle 2 test of 90. The percentage of Classical Completeness of students in the pretest was 40%, in the first cycle test was 65% and in the second cycle test was 88%. So there was an increase in pretest to cycle I by 25% and in cycle I to cycle II there was an increase of 23%. So it can be said that learning activities have gone well. So in this study shows that the cooperative learning model of time token arends type can improve the mathematics learning outcomes of elementary school students.

Keywords: cooperative learning model type time token arends, smart box media, learning outcomes.