

ABSTRAK

Fayza Aulia Miranda. 2026. Pengaruh Model Pembelajaran *TAI (Team Assisted Individualization)* Berbantuan Media Geoboard Terhadap Kemampuan Pemahaman Konsep Keliling dan Luas Bangun Datar Pada Siswa Kelas V Sekolah Dasar. Skripsi. Program studi Pendidikan Guru sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Hartini, S.Sn., M.Pd., (II) Sesaria Prima Yudhaningtyas, M.Pd.

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemahaman konsep matematis siswa kelas V SD, khususnya pada materi keliling dan luas bangun datar. Pembelajaran matematika yang masih bersifat konvensional dan berpusat pada guru mengakibatkan siswa cenderung pasif dan hanya menghafal rumus tanpa memahami maknanya secara mendalam. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis pengaruh penerapan model pembelajaran *Team Assisted Individualization (TAI)* berbantuan media Geoboard terhadap kemampuan pemahaman konsep keliling dan luas bangun datar pada siswa kelas V Sekolah Dasar. Jenis penelitian ini adalah kuantitatif dengan desain eksperimen berupa *Non-Equivalent Control Group Design*. Populasi dalam penelitian ini mencakup seluruh siswa kelas V SDN Bangunsari 02. Pengambilan sampel dilakukan menggunakan teknik sampling jenuh, dengan kelas VA sebanyak 25 siswa ditetapkan sebagai kelas eksperimen yang mendapatkan perlakuan model *TAI* berbantuan media Geoboard, dan kelas VB sebanyak 25 siswa sebagai kelas kontrol dengan metode konvensional. Instrumen pengumpulan data menggunakan tes kemampuan pemahaman konsep berupa pretest dan posttest pilihan ganda. Teknik analisis data menggunakan uji prasyarat (normalitas Shapiro-Wilk dan homogenitas based on mean) serta uji hipotesis menggunakan *Independent Sample t-test* berbantuan SPSS versi 25. Hasil analisis data deskriptif menunjukkan nilai rata-rata posttest kelas eksperimen mencapai 82,4, lebih tinggi dibandingkan kelas kontrol yang hanya sebesar 50,4. Berdasarkan uji *Independent Sample t-test*, diperoleh nilai signifikansi Sig. (2-tailed) sebesar 0,000, yang berarti nilai tersebut lebih kecil dari taraf $\alpha = 0,05$ ($0,000 < 0,05$). Dengan demikian, H_0 ditolak dan H_1 diterima, yang membuktikan bahwa terdapat pengaruh yang signifikan dari penerapan model pembelajaran kooperatif tipe *TAI* berbantuan media Geoboard terhadap kemampuan pemahaman konsep keliling dan luas bangun datar siswa kelas V Sekolah Dasar. Kombinasi strategi ini efektif mengubah konsep abstrak menjadi konkret serta mengoptimalkan kerja sama kelompok heterogen di kelas.

Kata Kunci: Model Pembelajaran *TAI*, Media Geoboard, Pemahaman Konsep Matematis

ABSTRACT

Fayza Aulia Miranda. 2026. The Effect of the TAI (Team-Assisted Individualization) Learning Model Using Geoboards on Fifth-Grade Elementary School Students' Conceptual Understanding of the Perimeter and Area of Two-Dimensional Shapes. Thesis. Elementary School Teacher Education Program, Faculty of Teacher Training and Education, PGRI University of Madiun. Advisors: (I) Hartini, S.Sn., M.Pd., (II) Sesaria Prima Yudhaningtyas, M.Pd.

This study was motivated by the low level of mathematical conceptual understanding among fifth-grade elementary school students, particularly regarding the perimeter and area of two-dimensional shapes. Mathematics instruction that remains conventional and teacher-centered results in students tending to be passive and merely memorizing formulas without deeply understanding their meaning. This study aims to describe and analyze the effect of implementing the Team Assisted Individualization (TAI) learning model, supported by Geoboard media, on fifth-grade elementary school students' conceptual understanding of the perimeter and area of two-dimensional shapes. This is a quantitative study using a Non-Equivalent Control Group experimental design. The population in this study includes all fifth-grade students at SDN Bangunsari 02. Sampling was conducted using a saturated sampling technique, with Class VA—comprising 25 students—designated as the experimental class receiving instruction using the TAI model aided by Geoboards, and Class VB—comprising 25 students—as the control class using conventional methods. Data collection instruments consisted of concept comprehension tests in the form of multiple-choice pretests and posttests. Data analysis techniques included preliminary tests (Shapiro-Wilk normality test and homogeneity of variances based on the mean) as well as hypothesis testing using an independent samples t-test with SPSS version 25. The results of the descriptive data analysis showed that the mean posttest score for the experimental class was 82.4, which was higher than that of the control class, which was only 50.4. Based on the independent samples t-test, a significance value of Sig. (2-tailed) of 0.000 was obtained, which means that this value is less than the significance level of $\alpha = 0.05$ ($0.000 < 0.05$). Thus, H_0 is rejected and H_1 is accepted, proving that there is a significant effect of implementing the TAI-type cooperative learning model aided by Geoboard media on fifth-grade elementary school students' conceptual understanding of the perimeter and area of two-dimensional shapes. This combination of strategies effectively transforms abstract concepts into concrete ones and optimizes collaboration among heterogeneous groups in the classroom.

Keywords: TAI Learning Model, Geoboard, Mathematical Concept Understanding