

ABSTRAK

Ade Renita (2018). **Perbedaan Kemampuan Pemahaman Matematis antara Siswa yang Mendapatkan Model Pembelajaran *Student Fasilitator and Explaining (SFAE)* dengan Model Pembelajaran *Think Pair Share (TPS)*.**

Salah satu kemampuan matematis yang harus dikembangkan yaitu kemampuan pemahaman matematis, karena dengan kemampuan pemahaman matematis siswa dapat memahami konsep matematika dalam materi pembelajaran. Permasalahannya, masih rendahnya kemampuan pemahaman matematis siswa dalam pembelajaran matematika berpengaruh pada penguasaan materi pembelajaran dan terhadap prestasi belajar siswa. Oleh karena itu, perlu upaya untuk meningkatkan kemampuan pemahaman matematis siswa salah satunya dengan menggunakan model pembelajaran *Student Fasilitator and Explaining (SFAE)* atau model pembelajaran *Think Pair Share (TPS)*. Adapun tujuan penelitian ini untuk mengetahui perbedaan kemampuan pemahaman matematis antara siswa yang mendapatkan model pembelajaran *SFAE* dengan model pembelajaran *TPS*. Metode penelitian adalah kuasi eksperimen dengan populasi seluruh kelas XI SMA Negeri 16 Garut. Sampel dipilih berdasarkan teknik *Purposive Sampling* sebanyak dua kelas yaitu kelas XI MIPA 1 sebagai kelas eksperimen I yang mendapatkan model pembelajaran *SFAE* dan kelas XI MIPA 2 sebagai kelas eksperimen II yang mendapatkan model pembelajaran *TPS*. Instrumen penelitian berupa tes dan nontes. Instrumen tes kemampuan pemahaman matematis berupa soal uraian yang digunakan pada saat tes awal (*Pretest*) dan tes akhir (*Posttest*), serta instrumen non tes berupa angket. Berdasarkan hasil analisis secara statistik diperoleh kesimpulan bahwa tidak terdapat perbedaan kemampuan pemahaman matematis antara siswa yang mendapatkan model pembelajaran *SFAE* dengan model pembelajaran *TPS*.

Kata Kunci: *Kemampuan pemahaman matematis, model pembelajaran SFAE, model pembelajaran TPS.*

ABSTRACT

Ade Renita (2018). The differences in Mathematical Understanding Ability between Students Who Get Student Facilitator and Explaining (SFAE) Learning Model with Think Pair Share (TPS) Learning Model.

One of the mathematical abilities that must be developed is the ability of mathematical understanding, because with the ability of mathematical understanding students can understand mathematical concepts in learning materials. The problem is, the low ability of students' mathematical understanding in mathematics learning has an effect on the mastery of learning material and on student learning achievement. Therefore, need the efforts to improve students' mathematical understanding ability by using Student Facilitator and Explaining (SFAE) learning model with Think Pair Share (TPS) learning model. The purpose of this study was to determine the differences in the ability of mathematical understanding between students who obtained the SFAE learning model and the TPS learning model. This research used quasi-experimental method, the population of this study are all of the second graders in senior high school of 16 Garut. The sample was selected based on purposive sampling technique as many as two classes, namely class XI MIPA 1 as the experimental class I which got the SFAE learning model and class XI MIPA 2 as the experimental class II which got the TPS learning model. The research instrument of this study are tests and non-test. The instrument of mathematical comprehension ability in the form of a description of the questions used in the initial test (pretest) and final test (posttest), and the non-test instruments in the form of questionnaires. Based on the results of statistical analysis, it can be concluded that there is no differences in the ability of mathematical understanding between students who get the SFAE learning model and the TPS learning model.

Keywords: *Mathematical comprehension ability, SFAE learning model, TPS learning model.*