

PENGARUH PENERAPAN MODEL PEMBELAJARAN *NUMBERED HEAD TOGETHER* BERBANTUAN *CLASSPOINT* TERHADAP KEMAMPUAN PEMAHAMAN KONSEP MATEMATIKA SISWA KELAS VIII DI SMP NEGERI 1 SAWAN

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ABSTRAK

Kemampuan pemahaman konsep merupakan dasar penting dalam pembelajaran matematika. Namun kenyataannya, kemampuan siswa dalam memahami konsep matematika masih tergolong rendah. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Numbered Head Together* berbantuan *Classpoint* terhadap kemampuan pemahaman konsep matematika siswa kelas VIII. Metode penelitian yang digunakan adalah eksperimen semu dengan desain *posttest-only control group*. Sampel penelitian diperoleh melalui teknik *cluster random sampling* menghasilkan 2 kelas, yaitu kelas VIII A8 sebagai kelas eksperimen yang terdiri dari 35 siswa dan kelas VIII A6 sebagai kelompok kontrol yang terdiri dari 34 siswa. Instrumen pengumpulan data menggunakan tes uraian yang telah melalui proses validasi dan uji reliabilitas dengan nilai r sebesar 0,766. Uji hipotesis menggunakan uji t satu ekor dengan taraf signifikansi 5%. Uji prasyarat meliputi uji normalitas dan uji homogenitas. Hasil statistik deskriptif diperoleh rata-rata skor post-test kelas eksperimen sebesar 77,11 dan kelas kontrol sebesar 70,12. Hasil uji hipotesis menghasilkan nilai signifikansi 0,012 di mana $0,012 < 0,05$. Dengan demikian, H_0 ditolak dan H_1 diterima. Hal ini menunjukkan bahwa model NHT berbantuan *ClassPoint* berpengaruh positif terhadap kemampuan pemahaman konsep matematika siswa.

Kata kunci: *Numbered Head Together*, *Classpoint*, Kemampuan Pemahaman Konsep Matematika

***THE EFFECT OF IMPLEMENTING THE NUMBERED HEADS
TOGETHER LEARNING MODEL ASSISTED BY CLASSPOINT ON THE
MATHEMATICAL CONCEPT UNDERSTANDING ABILITY OF EIGHTH
GRADE STUDENTS AT SMP NEGERI 1 SAWAN***

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ABSTRACT

Conceptual understanding is an important foundation in mathematics learning. However, in reality, students' ability to understand mathematical concepts is still relatively low. This study aims to determine the effect of the Numbered Head Together learning model assisted by Classpoint on the conceptual understanding of mathematics among eighth-grade students. The research method used was a quasi-experiment with a posttest-only control group design. The research sample was obtained through cluster random sampling, resulting in two classes: class VIII A8 as the experimental class consisting of 35 students and class VIII A6 as the control group consisting of 34 students. The data collection instrument used an essay test that had undergone validation and reliability testing with an r value of 0,766. Hypothesis testing used a one-tailed t -test with a significance level of 5%. The prerequisite tests included normality and homogeneity tests. The descriptive statistical results showed an average post-test score of 77,11 for the experimental class and 70,12 for the control class. The hypothesis test results yielded a significance value of 0,012 where $0,012 < 0,05$. Thus, H_0 was rejected and H_1 was accepted. This indicates that the NHT model assisted by ClassPoint has a positive effect on students' mathematical concept comprehension ability.

Keywords: *Numbered Head Together, Classpoint, Mathematical Conceptual Understanding Ability.*