

## ABSTRAK

**Gazali**, (2025), pengaruh model pembelajaran *kooperatif tipe number head together (NHT)* terhadap *self efficacy* dan hasil belajar matematika siswa kelas IV Sekolah Dasar. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci:* Pembelajaran *Kooperatif Tipe Number Head Together (NHT)*, *Self Efficacy*, Hasil Belajar

Penelitian ini bertujuan untuk mengetahui pengaruh implementasi pembelajaran kooperatif *tipe number head together (NHT)* terhadap *self efficacy* dan hasil belajar matematika siswa kelas IV Sekolah Dasar. Populasi penelitian ini yang berjumlah 68 siswa dan sampel berjumlah 68 siswa. Penentuan kelas eksperimen dan kelas control dilakukan dengan teknik *random sampling*. Untuk mengumpulkan data *Self efficacy* dengan menggunakan kuesioner dan untuk mengukur hasil belajar matematika dengan menggunakan tes. Questioner *self efficacy* dan tes hasil belajar matematika telah memenuhi syarat validitas dan realibilitaas. Data dianalisis dengan menggunakan *ANOVA (Analisis Of Varians)* dan *MANOVA (Multivariate Analysis Of Variance)*. Hasil penelitian 1). Menunjukkan uji hipotesis pertama nilai  $F = 6,026$  dengan signifikansi  $0,017 < 0,05$  yang berarti  $H_0$  ditolak dan  $H_1$  diterima, terdapat perbedaan *self efficacy* siswa yang mengikuti pembelajaran dengan implementasi pembelajaran kooperatif *tipe number head together (NHT)* dengan siswa yang mengikuti pembelajaran dengan implementasi pembelajaran tipe konvensional. 2) Hasil uji hipotesis kedua menunjukkan bahwa  $F = 14,538$  dengan  $0,000 < 0,05$  yang berarti  $H_0$  ditolak dan  $H_1$  diterima, terdapat perbedaan hasil belajar matematika siswa yang mengikuti pembelajaran dengan implementasi pembelajaran kooperatif *tipe number head together (NHT)* dengan siswa yang mengikuti pembelajaran dengan implementasi pembelajaran tipe konvensional. 3) Hasil uji hipotesis ketiga menunjukkan bahwa  $F = 7,965$  dengan  $0,001 < 0,05$  yang artinya  $H_0$  ditolak dan  $H_1$  diterima, terdapat perbedaan *self efficacy* dan hasil belajar matematika siswa secara simultan antara siswa yang mengikuti pembelajaran dengan implementasi pembelajaran kooperatif *tipe number head together (NHT)* dengan siswa yang mengikuti pembelajaran dengan implementasi pembelajaran tipe konvensional.

## ABSTRACT

**Gazali (2025)**, Effect of Implementation of Cooperative Learning Number Head Together on Self Efficacation and Learning Outcome of Mathematics of Class IV Students of SD Negeri Mamben Lauk. Thesis, Basic Education, Graduate Program, Ganesha University of Education.

This thesis has been approved and examined by Advisor I: Prof. Dr. I Made Ardana, M.Pd and Advisor II: Prof. Dr. I Wayan Lasmawan, S.Pd., M.Pd

*Keywords:* Cooperative Learning Number Head Together, Self Efficacy, Learning Outcome of Mathematics,

This study aims to determine the effect Differences in the influence of the implementation cooperative learning tipe number head together (NHT) on self-efficacy and mathematics learning outcomes of elementary school students. The population of this study were all student fourth grade SD Negeri 03 Mamben Lauk, amounting to 68 students and a sample of 68 students. Sample selection is of experiment class and control class done by random sampling technique. This research is a quasi-experimental study with the design of Single Factor Independent Group Design. Data collection techniques used questionnaires for Self efficacy and tests for mathematic value. Data were analyzed using ANOVA (Analysis Of Varians) and MANOVA (Multi Analysis of Variance). 1) The results showed the first hypothesis test the value of  $F = 6,026$  with a significance of  $0,017 < 0,05$  which means that  $H_0$  is rejected and  $H_1$  is accepted, there are differences in the character of students who attend learning with the implementation cooperative learning tipe number head together (NHT) with students who follow learning with conventional learning implementation. 2) The results of the second hypothesis test show that  $F = 14,538$  with  $0,000 < 0,05$  which means that  $H_0$  is rejected and  $H_1$  is accepted, there are differences in mathematic outcome learning of students who attend learning with the implementation of implementation cooperative learning tipe number head together (NHT) with students who follows learning with conventional learning implementation. 3). The hypothesis test shows that  $F = 7,965$  with  $0,001 < 0,05$  which means that  $H_0$  is rejected and  $H_1$  is accepted, there are differences in self-efficacy and mathematics learning outcomes of students simultaneously between students who attend learning with the implementation of the cooperative learning tipe number head together (NHT) with students who follow learning with conventional learning implementation.