

**PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE *TEAMS
GAMES TOURNAMENT (TGT)* BERBANTUAN *QUESTION CARD*
TERHADAP KEMAMPUAN PEMAHAMAN KONSEP MATEMATIS
SISWA KELAS VII**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemahaman konsep matematis siswa yang disebabkan oleh kurangnya keterlibatan aktif siswa dalam pembelajaran serta penggunaan pembelajaran yang masih konvensional. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe *Teams Games Tournament (TGT)* berbantuan *question card* terhadap kemampuan pemahaman konsep matematis siswa kelas VII. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (*quasi experiment*) melalui desain *post-test only control group design*. Populasi dalam penelitian ini adalah seluruh siswa kelas VII SMP Negeri 5 Singaraja tahun ajaran 2025/2026 yang berjumlah 293 siswa. Penentuan sampel dilakukan dengan teknik *cluster random sampling*, sehingga diperoleh kelas VII A sebagai kelas eksperimen yang diberi perlakuan model TGT berbantuan *question card* dengan jumlah 32 siswa, dan kelas VII C sebagai kelas kontrol yang mengikuti pembelajaran konvensional dengan jumlah 33 siswa. Instrumen penelitian yang digunakan berupa tes kemampuan pemahaman konsep matematis yang mencakup indikator mengutarakan ulang konsep yang didapat melalui kata-kata sendiri, memberikan contoh maupun bukan contoh dalam sebuah konsep, serta mengaplikasikan konsep pada setiap situasi. Data dianalisis menggunakan uji-t satu ekor (*independent samples t-test*) dengan taraf signifikansi 0,05. Hasil analisis menunjukkan bahwa nilai signifikansi sebesar $0,001 < 0,05$, sehingga H_1 diterima. Rata-rata nilai *post-test* siswa kelas eksperimen adalah 79,19, sedangkan pada kelas kontrol sebesar 67,94. Temuan ini mengindikasikan bahwa model pembelajaran TGT berbantuan *question card* memberikan pengaruh yang signifikan terhadap kemampuan pemahaman konsep matematis siswa. Dengan demikian, dapat disimpulkan bahwa pemahaman konsep matematis pada siswa kelas VII yang mengikuti pembelajaran Kooperatif tipe *Teams Games Tournament (TGT)* berbantuan *Question Card* lebih tinggi dibandingkan dengan pemahaman konsep matematis pada siswa kelas VII yang mengikuti pembelajaran konvensional.

Kata kunci: TGT, *question card*, pemahaman konsep matematis

**THE EFFECT OF THE TEAMS GAMES TOURNAMENT (TGT)
COOPERATIVE LEARNING MODEL ASSISTED BY QUESTION CARDS
ON THE MATHEMATICAL CONCEPTUAL UNDERSTANDING
ABILITY OF SEVENTH GRADE STUDENTS**

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ABSTRACT

This study was motivated by the low level of students' mathematical conceptual understanding, which was caused by the lack of active student involvement in the learning process and the continued use of conventional teaching methods. The purpose of this study was to investigate the effect of the Teams Games Tournament (TGT) cooperative learning model assisted by question cards on the mathematical conceptual understanding ability of seventh-grade students. This study employed a quantitative approach using a quasi-experimental method with a post-test only control group design. The population consisted of all seventh grade students of SMP Negeri 5 Singaraja in the 2025/2026 academic year, totaling 293 students. The samples were selected using cluster random sampling, resulting in Class VII A as the experimental group, which was taught using the TGT learning model assisted by question cards and consisted of 32 students, and Class VII C as the control group, which received conventional instruction and consisted of 33 students. The research instrument used was a mathematical conceptual understanding test that covered indicators such as restating concepts using one's own words, providing examples and non-examples of a concept, and applying concepts to various situations. The data were analyzed using a one-tailed independent samples t-test at a significance level of 0.05. The results of the analysis showed that the significance value was 0.001, which was lower than 0.05; therefore, H_1 was accepted. The mean post-test score of the experimental group was 79.19, while that of the control group was 67.94. These findings indicate that the TGT cooperative learning model assisted by question cards had a significant effect on students' mathematical conceptual understanding ability. Thus, it can be concluded that the mathematical conceptual understanding of seventh-grade students who participated in the TGT cooperative learning model assisted by question cards was higher than that of students who received conventional instruction.

Keywords : *Teams Games Tournament (TGT), question card, mathematical conceptual understanding*