

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan peserta didik dalam pemahaman konsep perkalian matematis. Dikarenakan guru masih menggunakan model dan metode yang konvensional. Tujuan umum penelitian ini adalah untuk mengetahui bagaimana penggunaan model pembelajaran Make a Match untuk meningkatkan kemampuan pemahaman konsep perkalian matematis. Kesulitan guru dalam penggunaan model pembelajaran Make a Match. Metode yang digunakan dalam penelitian adalah mix method. Subjek dari penelitian adalah peserta didik kelas II yang berjumlah 22 orang. Data diperoleh dari hasil pretest dan posttest, angket, wawancara, dan observasi. Didapatkan nilai presentase Kemampuan pemahaman konsep perkalian matematis yang diperoleh oleh peserta didik dari sebelum diberikan treatment nilai pretest yakni 35,24 dan setelah diberikan treatment yakni nilai rata-rata posttest 79,27. Terdapat peningkatan kemampuan pemahaman konsep perkalian matematis peserta didik, hal ini dilihat dari hasil N-Gain memperoleh rata-rata 70% dalam kategori “Cukup efektif”, hasil lembar observasi peserta didik dan guru untuk mengukur peningkatan kemampuan pemahaman konsep perkalian matematis termasuk kedalam kategori “Sangat Baik”. Hasil angket siswa untuk mengetahui respon siswa dan guru terkait penerapan Model pembelajaran Make a Match serta kemampuan pemahaman konsep perkalian matematis termasuk kedalam kategori “Baik”. Berdasarkan hasil penelitian dapat disimpulkan bahwa penggunaan Model Pembelajaran Make a Match dapat meningkatkan kemampuan pemahaman konsep perkalian matematis siswa kelas II sekolah dasar.

Kata Kunci: Model Pembelajaran Make a Match, Kemampuan Pemahaman konsep perkalian matematis, siswa kelas II

ABSTRACT

This research was motivated by the low ability of students to understand the concept of mathematical multiplication. Because teachers still use conventional models and methods. The general aim of this research is to find out how to use the Make a Match learning model to improve the ability to understand the concept of mathematical multiplication. Teachers' difficulties in using the Make a Match learning model. The method used in the research is a mix method. The subjects of the research were 22 class II students. Data was obtained from pretest and posttest results, questionnaires, interviews and observations. The percentage value obtained for the ability to understand the concept of mathematical multiplication obtained by students before being given treatment was a pretest value of 35.24 and after being given treatment, the average posttest value was 79.27. There is an increase in students' ability to understand the concept of mathematical multiplication, this can be seen from the results of N-Gain obtaining an average of 70% in the "Quite effective" category, the results of student and teacher observation sheets to measure the increase in ability to understand the concept of mathematical multiplication are included in the category " Very good". The results of the student questionnaire to determine student and teacher responses regarding the application of the Make a Match learning model as well as the ability to understand the concept of mathematical multiplication are included in the "Good" category. Based on the research results, it can be concluded that the use of the Make a Match Learning Model can improve the ability to understand the concept of mathematical multiplication in class II elementary school students.

Keywords: *Make a Match Learning Model, Ability to understand the concept of mathematical multiplication, class II students*