

ABSTRAK

Penelitian ini memiliki tujuan yaitu untuk mengetahui: (1) Peningkatan pemahaman konsep matematis siswa kelas V sekolah dasar setelah melaksanakan pembelajaran menggunakan *model Examples Non Example*, (2) Kendala guru kelas V dalam melaksanakan pembelajaran menggunakan model *Example Non Examples* untuk meningkatkan pemahaman konsep matematis, (3) Kendala siswa kelas V sekolah dasar dalam melaksanakan pembelajaran menggunakan model *Example Non Examples* untuk meningkatkan pemahaman konsep matematis. Metode penelitian yang digunakan adalah *mix method* dengan desain *sequential explanatory*. Subjek penelitian adalah siswa kelas V di SDN 3 Cipatat yang berjumlah 30 orang siswa yang terdiri dari 14 siswa laki-laki dan 16 siswa perempuan. Data-data diperoleh dari tes (*pretest* dan *posttest*), lembar angket siswa dan wawancara. Hasil penelitian diperoleh bahwa terdapat peningkatan kemampuan pemahaman konsep matematis siswa kelas V sekolah dasar menggunakan model *Examples Non Example*, terlihat dari hasil Uji T-Test Paired Sample sebesar $0.000 < 0.05$. Dan presentase ketuntasan mencapai 87% dari hasil *pretest* ke *posttest*. Adapun kendala guru yaitu kesulitan ketika menyajikan materi menggunakan media gambar audiovisual karena keterbatasan sarana dan prasarana disekolah dan membutuhkan waktu lebih lama dalam menyajikan materi. Adapun kendala siswa yaitu kurang menguasai perbedaan bangun ruang kubus dan balok dalam kehidupan sehari-hari serta kurang percaya diri untuk mempresentasikan hasil diskusi di depan kelas.

Kata Kunci: Kemampuan Pemahaman Konsep Matematis, *Examples Non Example*

ABSTRACT

This research aims to find out: (1) Increasing the understanding of mathematical concepts for fifth grade elementary school students after carrying out learning using the Examples Non Example model, (2) Obstacles for fifth grade teachers in carrying out learning using the Example Non Examples model to improve understanding of mathematical concepts, (3) Obstacles for fifth grade elementary school students in carrying out learning using the Example Non Example model to improve understanding of mathematical concepts. The research method used is a mix method with a sequential explanatory design. The research subjects were 30 students in class V at SDN 3 Cipatat, consisting of 14 male students and 16 female students. Data was obtained from tests (pretest and posttest), student questionnaires and interviews. The research results showed that there was an increase in the ability to understand mathematical concepts in fifth grade elementary school students using the Example Non Example model, as seen from the Paired Sample T-Test results of $0.000 < 0.05$. And the percentage of completeness reached 87% from pretest to posttest results. The teacher's obstacles are difficulties when presenting material using audiovisual image media due to limited facilities and infrastructure at school and it takes longer to present the material. The students' obstacles are their lack of mastery of the differences between cubes and blocks in everyday life and their lack of confidence in presenting the results of discussions in front of the class.

Keywords: *Ability to Understand Mathematical Concepts, Examples Non Examples*