ABSTRAK

Ningsih, Murniyati. 2018. Perbedaan Model Pembelajaran Kooperatif *Think Pair Share* dan Tipe *Pair Chekcs* Terhadap Prestasi Belajar. Skripsi, Program Studi Pendidikan Matematika, Program Sarjana, STKIP PGRI Bangkalan. Pembimbing, : (I) Mety Liesdiani, S. Kom, M. MSI (II) AbdurRosyid, S.Si, S.Pd, M.Si.

**Kata Kunci** : Model Pembelajaran Kooperatif, *Think Pair Share*, *Pair Checks*.

 Penelitian ini dilatarbelakangi oleh prestasi belajar siswa pada pelajaran matematika masih tergolong rendah. Hal ini dikarenakan siswa masih banyak mengalami kesulitan menyelesaikan soal-soal matematika. Model pembelajaran kooperatif *think pair share* dan tipe *pair checks* merupakan salah satu model yang bisa diterapkan dalam pembelajaran matematika. Dalam penelitian ini peneliti menggunakan model pembelajaran kooperatif *think pair share* dan tipe *pair checks*, kedua model tersebut merupakan suatu alternatif strategi pembelajaran yang dapat melatih kerjasama siswa dalam mengerjakan soal-soal sehingga nantinya siswa saling bertukar pikiran dalam menyelesaikan soal-soal. Adapun tujuan penelitian ini adalah untuk mengetahui ada tidaknya perbedaan model pembelajaran kooperatif *think pair share* dan tipe *pair checks* terhadap prestasi belajar. Jenis penelitian yang digunakan dalam penelitian ini adalah jenis penelitian kuantitatif dengan rancangan penelitian yang digunakan berbentuk*True-Experimental Designs* dengan jenis *posttes-only control design,* dimana peneliti menggunakan uji normalitas, uji homogenitas dan uji hipotesis dalam menganalisis data.Dari hasil analisis didapatkan nilai rata-rata kelas yang diberikan model pembelajaran kooperatif tipe *pair checks* (kelas kontrol) lebih tinggi dari pada nilai rata-rata kelas yang diberikan model pembelajaran kooperatif *think pair share* (kelas eksperimen), dengan menggunakan uji-t taraf kesalahan 5% , maka diperoleh $-0,74<$ 1,68, sehingga $t\_{hitung}<t\_{tabel}$ kesimpulannya, $H\_{o}$ diterima Artinya ada perbedaan model pembelajaran kooperatif *think pair share* dan tipe *pair checks* terhadap prestasi belajar.

**ABSTRACT**

Ningsih, Murniyati. 2018. The Differences of Cooperative Learning Model of Think Pair Share and Pair Chekcs Model on Learning Achievement. Thesis, Mathematics EducationDepartment, Undergraduate Program, STKIP PGRI Bangkalan. Advisors: (I) MetyLiesdiani, S. Kom, M.SiI (II) Abdur Rosyid, S. Si, S.Pd, M.Si.

**Keywords:** Cooperative Learning Model, Think Pair Share, Pair Checks.

This research was conducted with the fact that student achievement in math lesson was still low. This is because students still had a lot of difficulties in solving math problems. Cooperative learning model think pair share and of pair checks type are model that can be applied in learning mathematics. In this research, the researcher use cooperative learning model of think pair share and pair checks type, in which both models are an alternative of learning strategy that can train students’ cooperation in doing the problems, so that later the students exchange thoughts in solving the problems. The purpose of this study is to determine whether there are differences in cooperative learning models think pair share and pair pair type of learning achievement. The type of research used in this study is the type of quantitative research with research design used in the form of True-experimental design with posttes-only control design, where the researcher uses normality test, homogeneity test, and hypothesis test in analyzing data. From the analysis results, it can be obtained that the average grade given cooperative learning model of type pair checks (control class) is higher than the average grade given in cooperative learning model of think pair share (experimental class). Using the t-test, with the level error of 5%, it can be obtained -0.74 <1.68 so that t-value < t-table. To conclude, "H" \_"o" is accepted meaning that there is a difference cooperative learning model think pair share and type pair checks on learning achievement.