

## ABSTRAK

Dwi Maulida Sari (1602640):

Peningkatan Kemampuan Berpikir Logis dan *Self-Esteem* Mahasiswa dengan Menggunakan Metode Pembelajaran *Accelerated Learning* (AL) dan Kooperatif Tipe *Team-Accelerated Instruction* (TAI)

Penelitian ini merupakan *studi kuasi eksperimen* dengan desain *pretest-posttest comparison group*. Populasi dalam penelitian ini adalah seluruh mahasiswa jurusan pendidikan matematika di salah satu universitas di Asahan, Sumatera Utara. Pengambilan sampel dilakukan dengan teknik *purposive sampling* dan diperoleh dua kelas eksperimen. Pada kelas eksperimen I siswa mendapat metode pembelajaran kooperatif tipe *Team-Accelerated Instruction* (TAI) dan kelas eksperimen II siswa mendapat metode pembelajaran *Accelerated Learning* (AL). Penelitian ini dilaksanakan untuk mengkaji peningkatan kemampuan berpikir logis dan *self-esteem* mahasiswa serta perbedaan pola jawaban dan kondisi *self-esteem* mahasiswa setelah kedua metode TAI dan AL diimplementasikan. Instrumen yang digunakan pada penelitian ini adalah tes kemampuan berpikir logis, angket *self-esteem*, lembar observasi, dan pedoman wawancara siswa. Data dianalisis dengan uji-t. Penelitian ini bertujuan untuk mengkaji: (1) Peningkatan kemampuan berpikir logis matematis; (2) Peningkatan *self-esteem*; (3) perbedaan pola jawaban; (4) Kondisi *self-esteem* mahasiswa setelah mendapatkan pembelajaran dengan metode TAI dan AL. Dari hasil analisis data, diperoleh temuan bahwa: (1) Terdapat perbedaan peningkatan kemampuan berpikir logis matematis yang signifikan antara mahasiswa yang mendapatkan metode pembelajaran TAI dan metode pembelajaran AL, rata-rata hasil peningkatan kemampuan berpikir logis matematis mahasiswa kelas TAI lebih baik daripada mahasiswa kelas AL; (2) Terdapat perbedaan peningkatan *self-esteem* yang signifikan antara mahasiswa yang mendapatkan metode pembelajaran TAI dan metode pembelajaran AL, rata-rata peningkatan *self-esteem* mahasiswa kelas AL lebih baik daripada mahasiswa kelas TAI; (3) Pola jawaban mahasiswa yang menerima pembelajaran kooperatif TAI lebih terstruktur dan lengkap dibanding mahasiswa kelas AL dan persamaan antara pola jawaban mahasiswa adalah mahasiswa selalu menjabarkan anggota-anggota dari suatu himpunan yang diberikan; (4) Kondisi *self-esteem* mahasiswa yang memperoleh metode pembelajaran TAI dan metode pembelajaran AL menunjukkan peningkatan ke arah yang lebih baik. Oleh karena itu, metode pembelajaran kooperatif tipe *Team-Accelerated Instruction* (TAI) dan metode pembelajaran *Accelerated Learning* (AL) dapat menjadi alternatif pembelajaran untuk meningkatkan kemampuan berpikir logis dan *self-esteem* mahasiswa.

**Kata kunci:** *Kemampuan berpikir logis, Self-esteem, Team-Accelerated Instruction (TAI), Accelerated Learning (AL).*

Dwi Maulida Sari, 2018

*PENINGKATAN KEMAMPUAN BERPIKIR LOGIS DAN SELF-ESTEEM MAHASISWA DENGAN MENGGUNAKAN METODE PEMBELAJARAN ACCELERATED LEARNING (AL) DAN KOOPERATIF TIPE TEAM-ACCELERATED INSTRUCTION (TAI)*

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## **ABSTRACT**

Dwi Maulida Sari (1602640):

The Enhancement of Students' Logical Thinking Ability and Self-Esteem through Accelerated Learning (AL) and Cooperative Learning Team-Accelerated Instruction (TAI) Type

This study is a quasi-experimental study with pretest-posttest comparison group design. The population in this study is all students majoring in mathematics education at a university in Asahan, North Sumatra. Sampling was done by using purposive sampling technique, from which two experimental groups were obtained. In the 1<sup>st</sup> experimental group, the students work under cooperative learning method were Team-Accelerated Instruction (TAI) type was used where the students in second experimental group work under Accelerated Learning (AL) learning method. This research was conducted to study the enhancement of students' logical thinking ability and their self-esteem as well as the difference of student answer pattern and the status of students' self-esteem after cooperative learning TAI type and AL learning were implemented. The instruments used in this study are logical thinking ability test, self-esteem questionnaire, observation sheet, and student interview. The data were analyzed by using t-test. This study aims to examine: (1) The students' enhancement in logical thinking ability; (2) The students' enhancement in self-esteem; (3) The students' answer pattern; (4) The status of students' self-esteem after cooperative learning method TAI type and AL learning method were implemented. From the result of data analysis, it is found that: (1) There is significant difference of enhancement in logical thinking ability between the students who work under cooperative learning method TAI type and AL learning method (the average result of the enhancement of students' logical thinking ability of TAI group is better than those of AL group); (2) There is significant difference of self-esteem enhancement between students who work under cooperative learning method TAI type and AL learning method (the average enhancement of students' self-esteem of AL group is better than the students of TAI group); (3) The students' answers pattern who receive cooperative learning TAI type is more structured and complete than the students of the AL group and there is similarity between the students' answer pattern; (4) The status of students' self-esteem who work under the cooperative learning TAI type and the AL learning method show enhancement in a better direction. Therefore, cooperative learning Team-Accelerated Instruction (TAI) type and Accelerated Learning (AL) learning method can be an alternative learning to improve student' logical thinking and self-esteem.

**Keywords:** **Logical Thinking Ability, Self-esteem, Team-Accelerated Instruction (TAI), Accelerated Learning (AL).**