

ABSTRAK
PENGARUH MODEL PEMBELAJARAN *COOPERATIVE TIPE STUDENT TEAM ACHIEVEMENT DIVISION* DAN MOTIVASI BELAJAR TERHADAP KEMAMPUAN PENALARAN MATEMATIS SISWA SMAN 13 MEDAN

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Penelitian ini membahas tentang pengaruh model pembelajaran kooperatif tipe STAD dan motivasi belajar terhadap kemampuan penalaran matematis siswa SMAN 13 Medan. Populasi penelitian ini seluruh siswa kelas X Mia SMAN 13 Medan. Sampel penelitian siswa kelas X Mia 5 berjumlah 36 siswa dan siswa kelas X Mia 8 berjumlah 36 siswa. Teknik pengambilan sampel menggunakan *purposive sampling*. Jenis penelitian ini adalah quasi eksperimen. Data dari hasil analisis inferensial menggunakan regresi linear ganda, diperoleh persamaan $\hat{Y} = 48,537 + 0,197X_1 + 0,154X_2$ dengan $F_{hitung}=13,033$; $F_{tabel} = 3,285$ dan signifikan = 0,000 diperoleh nilai $F_{hitung} > F_{tabel}$ yaitu $13,033 > 3,285$ dan taraf signifikan statistik kurang dari taraf signifikan penguji $\alpha = 0,05$. $R^2 = 0,441$ menunjukkan bahwa besarnya pengaruh positif model pembelajaran kooperatif tipe STAD dan motivasi belajar terhadap kemampuan penalaran matematis siswa SMAN 13 Medan adalah 44,1%.

Kata kunci: *Cooperative Tipe Student Team Achievement Division, motivasi belajar dan kemampuan penalaran matematis*

ABSTRACT

THE EFFECT OF TYPE COOPERATIVE LEARNING MODELS STUDENT TEAM ACHIEVEMENT DIVISION AND MOTIVATION LEARNING ABOUT REABILITY MATH STUDENTS OF SMAN 13 MEDAN

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This study discusses the influence of the STAD type cooperative learning model and learning motivation on the mathematical reasoning ability of students of SMAN 13 Medan. The population of this research is all students of class X Mia SMAN 13 Medan. The sample of class X Mia 5 students was 36 students and class X Mia 8 students were 36 students. The sampling technique uses purposive sampling. This type of research is a quasi-experimental. Data from the results of inferential analysis using multiple linear regression, obtained the equation $\hat{Y} = 48.537 + 0.197X_1 + 0.154X_2$ with $F_{\text{count}} = 13.033$; $F_{\text{table}} = 3.285$ and significant = 0.000 obtained value of $F_{\text{count}} > F_{\text{table}}$ is $13.033 > 3.285$ and statistically significant level is less than the significant level of testers $\alpha = 0.05$. $R^2 = 0.441$ shows that the magnitude of the positive effect of the STAD type cooperative learning model and learning motivation on the mathematical reasoning ability of students of Medan 13 Public High School is 44.1%.

Keywords: Cooperative Type Student Team Achievement Division, learning motivation and mathematical reasoning abilities