**ABSTRAK**

**Fadilah, Uswatun**. 2019. *Perbandingan model pembelajaran quantum teaching dan kooperatif tipe jigsaw terhadap prestasi belajar siswa materi peluang kelas VIII SMP Negeri 1 Bantarkawung*, Program Studi Pendidikan Matematika Universitas Peradaban, Sofri Rizka Amalia, M.Pd.

**Kata Kunci**: *quantum* *teaching*, kooperatif tipe *jigsaw*, prestasi belajar, matematika

Salah satu permasalahan yang dialami oleh siswa kelas VIII SMP Negeri 1 Bantarkawung adalah rendahnya prestasi belajar siswa. Berdasarkan permasalahan tersebut dilakukan penelitian menggunakan model *quantum teaching* dan model kooperatif tipe *jigsaw* untuk meningkatkan prestasi belajar siswa. Penelitian ini bertujuan untuk mengetahui peningkatan prestasi belajar siswa model *quantum teaching* atau model kooperatif tipe *jigsaw* dan untuk mengetahui bahwa prestasi belajar dengan model pembelajaran *quantum teaching* lebih baik dari model pembelajaran kooperatif tipe *jigsaw*. Prestasi belajar dilihat dari tingkat ketuntasan kognitif siswa.

Penelitian ini merupakan penelitian kuantitatif dengan pendekatan *true* *experimental* *design* dan desain *posttest-only control design*. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 1 Bantarkawung tahun pelajaran 2018/2019. Sampel yang digunakan dalam penelitian ini adalah kelas VIII G dan VIII H yang ditentukan melalui teknik *Cluster Random Sampling*. Teknik pengambilan data menggunakan metode wawancara, dokumentasi, pengamatan dan tes. Data dianalisis menggunakan uji t-tes dengan *one sample t-test* dan *independent sample t-test*.

Hasil dari penelitian ini diperoleh bahwa rata-rata prestasi belajar dengan menggunakan model *quantum* *teaching* atau model kooperatif tipe *jigsaw* dapat mecapai nilai Ketuntasan Kriteria Minimum (KKM). Dengan rata-rata perolehan nilai model *quantum* *teaching* yaitu 86.03 dan kooperatif tipe *jigsaw* yaitu 79.67. Kemudian terdapat perbedaan rata-rata prestasi belajar yang menggunakan model *quantum* *teaching* dan model kooperatif tipe *jigsaw* dengan uji *independent* *sample* t-*test* thitung > ttabel yaitu2.604 > 1.995 sehingga H0 diterima dan Ha ditolak. Kesimpulan dari uraian diatas adalah rata-rata prestasi belajar baik menggunakan model *quantum* *teaching* maupun model kooperatif tipe *jigsaw* dapat mencapai tuntas KKM, dan model *quantum* *teaching* lebih baik dari model kooperatif tipe *jigsaw.*

**ABSTRACT**

**Fadilah, Uswatun**. 2019. The Comparison of Learning Model of Quantum Teaching and Cooperative Jigsaw Type toward Students’ Learning Achievement in Probability Subject in The Eighth Grade of State I Junior High School Bantarkawung. A Thesis. Mathematics Education Study Program of Educational Sciences and Teachers’ Training Faculty Peradaban University. Sofri Rizka Amalia, M.Pd

**Keywords:** *quantum teaching, cooperative jigsaw type, learning achievement, mathematics*

One of the problems experienced by students of eighth grade of State 1 Junior High School Bantarkawung is the low of students’ learning achievement. According to the problem, the writer do a research by using quantum teaching model and cooperative model jigsaw type to improve students’ learning achievement. The purpose of this research is to know the improvement of students’ learning achievement of quantum teaching model or cooperative model jigsaw type and to know that learning achievement of quantum teaching model is better than cooperative model jigsaw type. Learning achievement seen from students’ cognitive completeness level.

This research includes quantitative research with true experimental approach and posttest only control design. The population of this research is the students of eighth grade of State 1 Bantarkawung in academic year 2018/2019. In addition, the sample of this research is eighth G and eighth H grade is determined through Cluster Random Sampling technique. The technique of data collection is interview, documentation, observation, and test. The technique of data analysis by using T-test with paired sample t-test and independent sample t-test.

The result of this research is the learning achievement by using Quantum teaching model or cooperative model jigsaw type can reach value Minimum Mastery Criteria (MMC). With the average acquisition of Quantum teaching models is 86.03 and cooperative model jigsaw type is 79.67. Then, there is average differences of learning achievement which use quantum teaching model and cooperative model jigsaw type with independent sample t-test *thitung* > *ttabel* that is 2.604 > 1.995 so that H0 is accepted and Ha is refused. Moreover, the average achievement can achieve MMC complete and Quantum teaching model is better than cooperative model jigsaw type.