

ABSTRAK

NURUL FAUDINA AINI: Pengaruh Model Pembelajaran *Team Assisted Individualization* (TAI) Berbantuan *Wordwall* Terhadap Hasil Belajar Kognitif Dan Antusiasme Siswa Pada Materi Koloid. **Program Studi Pendidikan Kimia Universitas Malikussaleh.**

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar kognitif dan antusiasme siswa pada materi koloid akibat pembelajaran yang masih didominasi model yang kurang bervariasi. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Team Assisted Individualization* (TAI) berbantuan media *Wordwall* terhadap hasil belajar kognitif dan antusiasme siswa pada materi koloid di SMA Negeri 1 Kuta Makmur. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian quasi experiment dan desain *Non-Equivalent Control Group Design*. Sampel penelitian terdiri atas dua kelas, yaitu kelas XI A1 sebagai kelas eksperimen yang diajarkan menggunakan model TAI berbantuan *Wordwall* dan kelas XI A2 sebagai kelas kontrol yang diajarkan menggunakan model *Discovery Learning* berbantuan *Wordwall*. Instrumen penelitian berupa tes hasil belajar kognitif berbentuk pilihan ganda serta lembar observasi antusiasme siswa. Analisis data dilakukan melalui uji normalitas, uji homogenitas, uji Mann–Whitney untuk hasil belajar kognitif, dan uji *Independent Samples T-Test* untuk antusiasme siswa. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran TAI berbantuan *Wordwall* berpengaruh positif dan signifikan terhadap hasil belajar kognitif siswa. Hal ini dibuktikan melalui uji Mann–Whitney dengan nilai signifikansi (2-tailed) sebesar $0,020 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Selain itu, model pembelajaran TAI berbantuan *Wordwall* juga berpengaruh positif dan signifikan terhadap antusiasme siswa yang dibuktikan melalui uji *Independent Samples T-Test* dengan nilai signifikansi (2-tailed) sebesar $0,000 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Dengan demikian, model pembelajaran *Team Assisted Individualization* (TAI) berbantuan *Wordwall* lebih efektif dibandingkan model *Discovery Learning* berbantuan *Wordwall* dalam meningkatkan hasil belajar kognitif dan antusiasme siswa pada materi koloid di SMA Negeri 1 Kuta Makmur.

Kata Kunci: *Team Assisted Individualization* (TAI), *Wordwall*, hasil belajar kognitif, antusiasme siswa, koloid

ABSTRACT

NURUL FAUDINA AINI: *The Effect of the Team Assisted Individualization (TAI) Learning Model Assisted by Wordwall on Cognitive Learning Outcomes and Students' Learning Enthusiasm in Colloid Material.* **Undergraduate Thesis, Chemistry Education Study Program, Faculty of Teacher Training and Education, Malikussaleh University.**

This study was motivated by the low level of students' cognitive learning outcomes and enthusiasm in learning colloid materials due to the use of less varied learning models. The purpose of this study was to determine the effect of the Team Assisted Individualization (TAI) learning model assisted by Wordwall media on students' cognitive learning outcomes and learning enthusiasm in colloid material at SMA Negeri 1 Kuta Makmur. This study employed a quantitative approach with a quasi-experimental research design using the Non-Equivalent Control Group Design. The research sample consisted of two classes: Class XI A1 as the experimental class, which was taught using the Team Assisted Individualization (TAI) learning model assisted by Wordwall media, and Class XI A2 as the control class, which was taught using the Discovery Learning model assisted by Wordwall media. The research instruments included a multiple-choice cognitive learning achievement test and an observation sheet to assess students' learning enthusiasm. Data were analyzed using the normality test, homogeneity test, Mann–Whitney U test for cognitive learning outcomes, and the Independent Samples t-test for students' learning enthusiasm. The results showed that the implementation of the Team Assisted Individualization (TAI) learning model assisted by Wordwall media had a positive and significant effect on students' cognitive learning outcomes. This was indicated by the Mann–Whitney U test, which yielded a significance value (2-tailed) of $0,020 < 0,05$, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1). Furthermore, the TAI learning model assisted by Wordwall media also had a positive and significant effect on students' learning enthusiasm, as evidenced by the Independent Samples t-test with a significance value (2-tailed) of $0,000 < 0,05$. Therefore, the Team Assisted Individualization (TAI) learning model assisted by Wordwall media was more effective than the Discovery Learning model assisted by Wordwall media in improving students' cognitive learning outcomes and learning enthusiasm in colloid material at SMA Negeri 1 Kuta Makmur.

Keywords: Team Assisted Individualization (TAI), Wordwall, cognitive learning outcomes, learning enthusiasm, colloid.