APLICATION OF COOPERATIVE LEARNING MODEL TYPE STUDENT TEAM ACHIEVEMENT DIVISIO (STAD) WITH DIFFERENTIATED INSTRUCTION (DI) APROACH IN IMPROVING CAPABILITIES OF SOLUTION PROBLEM AND SELF CONCEPT STUDENTS SMP

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ABSTRACT

The objective of this research is to determine the application of Student Team Achievement Division model with Differentiated Instruction approach to problem solving skills and Self Concept in learning mathematics. This research was conducted in SMP Al Muhajirin and SMP VI PSKD DEPOK. In this research used quasi experiment method. The data were collected through test and questionnaires.

The result showed that (1) the improvement of mathematical problem solving ability of students who follow STAD model learning with DI approach higher than conventional, (2) there is interaction between learning model and math early ability to improve mathematical problem solving ability. (3) Improvement of mathematical problem solving ability of learners with high early math skills with application of STAD model Differentiated Instruction approach with higher than conventional. (4) Enhancement of self concept learners who get the application of STAD model with the overall DI approach higher than conventional. (5) There is an interaction between the learning model and the early ability of the math to increase self concept. (6) Enhancement of self concept of learners with high early mathematical ability who get treatment of application of STAD model with DI approach higher than conventional.

Keywords: STAD Model, *Differentiated Instruction Approach, Problem Solving Ability, Self Concept.*