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ABSTRAK

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh yang signifikan dari penerapan model pembelajaran *teams games tournament* berpendekatan *deep learning* terhadap kemampuan pemecahan masalah peserta didik di SMP Muhammadiyah 5 Surabaya materi getaran, gelombang, dan cahaya. Jenis penelitian ini adalah kuantitatif metode *quasi experimental design*. Sampel yang digunakan pada penelitian ini adalah 56 peserta didik kelas VIII SMP Muhammadiyah 5 Surabaya. Penelitian ini menggunakan 2 kelas yaitu kelas kontrol dan kelas eksperimen. Hasil penelitian ini menunjukkan bahwa 1) model pembelajaran TGT berpendekatan *deep learning* memberikan pengaruh signifikan terhadap kemampuan pemecahan masalah, ditandai dengan uji hipotesis yang memperoleh nilai signifikan $0,000 \leq 0,005$ sehingga H_0 ditolak sedangkan H_1 diterima, 2) observasi keterlaksanaan pembelajaran TGT berpendekatan *deep learning* kelas eksperimen menghasilkan persentase rata-rata sebesar 94% berkategori sangat baik, 3) respons peserta didik terhadap pembelajaran TGT berpendekatan *deep learning* menghasilkan persentase rata-rata sebesar 92% berkategori sangat positif, serta 4) kelas eksperimen mengalami perubahan hasil kemampuan pemecahan masalah secara signifikan daripada dengan kelas kontrol, semula 100% sangat kurang menjadi 11,11% sangat kurang, 48,15% kurang, 22,22% cukup, dan 18,52% baik, sedangkan kelas kontrol hanya berubah dari 100% sangat kurang menjadi 51,72% sangat kurang, 41,38% kurang, dan 6,90% cukup.

Kata kunci: *teams games tournament*; *deep learning*; kemampuan pemecahan masalah.

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ABSTRACT

This study aims to determine whether or not there is a significant effect of the implementation of the team games tournament learning model with a deep learning approach on the problem-solving abilities of students at SMP Muhammadiyah 5 Surabaya on the topic of vibrations, waves, and light. This type of research is quantitative with a quasi-experimental design method. The sample used in this study was 56 eighth-grade students of SMP Muhammadiyah 5 Surabaya. This study used two classes: a control class and an experimental class. The results of this study indicate that 1) the TGT learning model with a deep learning approach has a significant influence on problem-solving abilities, indicated hypothesis test which obtained a significant value of $0.000 \leq 0.005$ so that H_0 is rejected while H_1 is accepted, 2) observations of the implementation of TGT learning with a deep learning approach in the experimental class produced an average percentage of 94% in the very good category, 3) students' responses to TGT learning with a deep learning approach produced an average percentage of 92% in the very positive category, and 4) the experimental class experienced a significant change in problem-solving ability results compared to the control class, initially 100% very poor to 11,11% very poor, 48,15% poor, 22,22% sufficient, and 18,52% good, while the control class only changed from 100% very poor to 51,72% very poor, 41,38% poor, and 6,90% sufficient.

Keywords: *teams games tournament; deep learning; problem solving ability.*